Call to order

Approval of Minutes
March 1, 2004

Report from the President: Senator Glasser
Report from the Executive Committee Chair: Senator Johnson
Report from the Faculty Regent: Senator Schlamann
Report from the COSFL Representative: Senator Siegel
Report from the Provost: Senator Cook
Report from the Student Government Association: Kristina O’Brien
Report from the Standing Committees:
  Budget Committee: Senator Siegel
  Rules Committee: Senator M. Yoder
  Rights and Responsibilities Committee: Senator Dunston
  Elections Committee: Senator DeBolt
  Committee on Committees: Senator Wolf
  Welfare Committee: Senator G. Yoder

New Business:
  • Council on Academic Affairs
    1. Credit-by-Examination Policy Revision Proposal (Informational Item Only) [previously presented at 03-01-04 meeting]
    2. Non-Degree Student Enrollment Policy (Informational Item Only) [previously presented at 03-01-04 meeting]
    3. Health Information Technology (AS) – Suspended
    4. Design and Merchandising Minor – Name change.

  • Posthumous Degree for Kelli Smoot

  • Motion to Change the Promotion & Tenure Appeals Procedures

  • Distance Learning Proposal (Informational Item)

  • Senate Chair Nominations

Adjournment
The Faculty Senate of Eastern Kentucky University met on Monday, March 1, 2004, in the South Room of the Keen Johnson Building. Senator Johnson called the seventh meeting of the academic year to order at approximately 3:30 p.m.

The following members were absent:


*Indicates prior notification to the Senate Secretary.

Visitors to the Senate: Paul Blanchard, Government Relations; Betsy Bohanon, Student Judicial Affairs and Services for Individuals With Disability; Jim Conneely, Student Affairs; Ken Johnston, Finances; Cassandra Kirby, The Eastern Progress; Kristina O’Brien, SGA; John Shafer, Athletics; Judy Spain, Business and Technology; Aaron Thompson, Enrollment Management; Virginia Underwood, Equal Opportunities; Elizabeth Wachtel, Academic Affairs; and Marc Whitt, Public Relations and Marketing.

APPREOVAL OF MINUTES
The February 2, 2004 minutes were approved as written.

REPORT FROM THE PRESIDENT: Senator Glasser
Frankfort hasn’t determined the budget yet. Per CPE’s request, the Board of Regents will not meet again until April 22, which is after the legislative session is over. Budget recommendations and proposed tuition increases for the next biennium will be presented at that meeting.

Two weeks ago all of the public institution Presidents, as well as the Council for Postsecondary Education, testified before the House Appropriations and Revenue Committee. Senator Glasser shared a copy of her testimony with the senators.

Senator Glasser discussed House Bill 395. This bill is entitled “Past Enrollment Growth Funding” and is a $5 million dollar initiative proposed by the Governor and earmarked for the Council on Postsecondary Education for distribution to those institutions that have maintained enrollment growth since the creation of House Bill 1 back in 1997-1998. Unfortunately, Eastern’s enrollment did not begin to increase until two years ago. The proposed distribution model CPE has configured allots about $100,000 of the $5,000,000 to Eastern. Senator Glasser is requesting to have the model reconfigured using enrollment data from 2001 forward, because this is the time period when state cuts in appropriation started to take place. As of yet, CPE has not agreed to amend the proposed model.

The faculty salary equity letters for this year have been mailed. Senator Glasser expressed her continued commitment to address salary inequities and will continue to annually set funds aside to address the issue. She thanked Senator G. Yoder and the Welfare Committee for their hard work throughout the past year and for their recent letter to her regarding salary equity for the next year’s budget.

Senator Glasser reported that one of the top priorities in building next year’s budget will involve looking at academic staffing needs and initiatives needs.
All five candidates for the Dean of Arts and Sciences have been to campus. An appointment should be made soon.

All three candidates for the Associate Provost for Graduate Education and Research have been to campus. The search committee will meet on Friday to make recommendations, so an appointment is expected soon.

Last week Senator Glasser was a keynote speaker at the CASE Conference, in Atlanta. She also attended an alumni event while there. Next week she will travel to Columbus, Ohio and then to Orlando, Fort Myers, and Tampa for fund raising and alumni visits.

Senator Glasser mentioned several noteworthy academic highlights that have occurred recently:

1. In Family and Consumer Sciences, Dr. Dianne Leggett recently had two historic costume exhibits. One at the Liberty Hall Historic site in Frankfort and the other at the Ashland Corporation in Lexington. Seven of Dr. Leggett’s Apparel Design and Merchandising majors helped prepare the exhibit in the Liberty Hall.

2. Highlighting the Department of History, the Society for Spanish and Portuguese Historical Studies have selected David Coleman’s book “Creating a Christian Grenada” as the best book published during the last three years.

3. The honors program had 37 students who participated in the Kentucky Honors Roundtable Conference held at Kentucky State University in Frankfort. Special thanks to the following faculty who participated: Richard Freed, Bruce MacLaren, Gene Kleppinger, Beth Kleppinger, David Coleman, Todd Harch, Christiane Taylor, Steffen Wilson, Isabelle White, Barbara Hussey, Jaleh Rezaie and Bonnie Gray. EKU will be hosting the fall state conference in October.

4. Thanks to Joe Gershtenson for his excellent work as the Director for the Center for Kentucky Government and Politics and for bringing Dr. Terrence Roberts (one of the “Little Rock Nine”) to campus in February.

5. Congratulations to Jim Moreton and Keith Johnson for a wonderful production of “How to Succeed in Business Without Really Trying”.

6. Congratulations to Gil Smith for putting on an outstanding Patron of the Arts reception prior to the theatrical production.

7. On Tuesday evening, EKU will host the first round of OVC playoffs against Samford at 7:00 p.m. in Alumni Coliseum.

EXECUTIVE COMMITTEE REPORT: Senator Johnson

Senator Johnson reported that the Executive Committee met on February 23, 2004. Betsy Bohanon and Judy Spain presented a report on academic integrity.

Senator Johnson discussed with the committee the idea of creating an ad hoc committee to study advising across campus. The Provost will be working with Senator Johnson on this issue.

The Executive Committee approved the Senate meeting dates for 2004-2005. Those dates will be distributed to the Senators at the May meeting.

Senator Johnson encouraged all eligible faculty to vote in the Faculty Regent election. The two nominees are Senators Gil Smith and Pam Schlomann. The ballots will be available online from Monday, March 1 to Friday, March 5 at 4:30 p.m.

Senator Johnson met with the Provost and the Ad Hoc Committee on Promotion and Tenure to condense the committee’s report on Promotion and Tenure down to a set of recommendations. Once an electronic copy is received, the full report and the condensed version will be linked from the Senate’s web site.
REPORT FROM THE REGENT: Senator Schlomann
The Board met on February 21. It was reported that the Wellness Building should be substantially completed by April 15, and the Corbin site will be substantially completed by April 1.

A report was given on EKU’s electrical system. It was noted that the recent repairs made due to the electrical outages were originally scheduled in the next phase of repairs and therefore would not have to be re-done.

The Board received a report from Jim Conneely of a master plan for housing for the ten-year master plan.

There are no proposed changes in health insurance for the next year. The Board did approve a motion to change the provider for the flexible spending accounts. However, there is no expected change in cost and shouldn’t be any changes on the user end.

Other items approved included the RTP’s for next year and the Council on Academic Affairs programs, which came through the Senate earlier.

A report was given on the annual audit of the university’s budget.

REPORT FROM THE PROVOST: Senator Cook
Senator Cook reviewed the process he and the Welfare Committee used to determine this year’s salary equity adjustments. The first process was to create a scatter plot for each department on campus which included years in rank and current salaries. Senator Cook distributed a sample of the scatter plot used. This preliminary information was shared with the chairs and deans for verification and accuracy and for their input. The charts were then re-created based on the information received from the chairs and deans. There were 90 people identified to receive adjustments, 76 of those received a full adjustment and 14 received a half adjustment. This left a couple thousand to address any appeals. If there are no appeals, that money will be distributed back. The deadline for appeals has been extended to March 22. Senator Cook suggested that faculty be sent an e-mail noting the extended deadline and listing the Senate’s approved appeal process.

Senator Cook distributed a summarized handout to the Senators of the Ad Hoc Committee on Promotion and Tenure Committee’s final report. He noted that there may be upcoming motions in the near future based on the committee’s final report.

REPORT FROM STUDENT GOVERNMENT: Kristina O’Brien
Ms. O’Brien thanked the faculty for their support in allowing students to attend the rally in Frankfort last month.

Ms. O’Brien thanked to Senators M. Yoder and Johnson for their efforts to create an ad hoc committee to review the advising process.

On Tuesday and Thursday at 11:00, 12:30 and 2:00, a number of participants will be reading to children in celebration of the 100th anniversary of the birth of Dr. Seuss. Anyone interested in participating can contact the SGA office at 622-1724.

Toward the end of the month, the Director of Community Service will be working on a child abuse prevention campaign.
Ms. O’Brien distributed a handout of a postcard the SGA office will have printed and distribute to students to sign and send to senators or representatives in the Frankfort legislature. SGA will pay the postage to send those out. The postcards should be available the week after spring break. If you have students in a class or student organizations that would like to participate, contact the SGA office.

The Technology Fee Allocation deadline is March 5. The allocations will be made before the end of March.

The Declaration of Candidacy forms will be available for student government shortly after spring break. The elections will not be held until April.

SGA is in the process of revising their constitution and bylaws.

**STANDING COMMITTEE REPORTS:**

**Budget Committee.** Senator Siegel reported that the committee met on February 19 with E.J. Keeley, Director of Institutional Research, in attendance to discuss the Institutional Research budget. Also discussed was the IDEA forms which resulted in the committee’s developing a motion on IDEA which will be presented later in the meeting.

There are several budget committee meetings remaining for the spring semester. On March 25 John Shafer, Director of Athletics will be meeting with the Budget Committee. The second annual budget forum is scheduled for April 6 in Library 108 from 1:30 p.m. to 3:00 p.m. Panelists for the forum will be Lyle Cook and Ken Johnston. Please announce this information to your departments. On April 22 the committee will meet with Mr. Jim Keith, Director of ITDS.

**Rules Committee.** Senator M. Yoder announced that the Rules Committee will be meeting the week after spring break.

**Rights and Responsibilities Committee.** Senator Dunston reported that the committee continues to work on the shared governance survey that will eventually be distributed electronically to all faculty.

**Elections Committee.** Senator DeBolt reported that the Regent Election is in progress.

**Committee on Committees.** Senator Wolf announced that the committee will be sending out the form for self nominations to university committees electronically very soon.

**Faculty Welfare Committee.** Senator G. Yoder reported that the committee met on Monday, February 23 to discuss the ongoing salary equity process as well as several other items. The only action taken was to write a letter to the President Glasser emphasizing the importance of continuing the salary equity process next year to maintain its credibility. The committee will meet next on March 15.

**NEW BUSINESS:**

**Council on Academic Affairs.** Senator Cook presented the following items:

1. Credit-by-Examination Policy Revision Proposal (information item only)
2. Change in Admission to Teacher Education Requirements (information item only)
3. Non-Degree Student Enrollment Policy (Informational Item Only)
Senator Cook moved approval of items 4 and 5, seconded by Senator Sexton. This motion was approved by the Senate.

Senator A. Jones moved approval of item 6, seconded by Senator Siegel. The motion was approved by the Senate.

Senator Sexton moved approval of item 7, seconded by Senator Reed. The motion was approved by the Senate.

Informational items 1 and 3 will be on April’s agenda so that a representative from Enrollment Management can be present to answer questions.

Report on Academic Integrity. Betsy Bohanon and Judy Spain presented a report on academic integrity and discussed the possible need to update EKU’s current policy on academic integrity.

IDEA Motion. Senator Siegel moved approval of the following, seconded by Senator Reed.

The Faculty Senate Budget Committee recommends that the Faculty Senate call for a comprehensive University review of the IDEA as the University-wide instrument for student evaluation of instruction. This review should be designed to determine, in a timely fashion, if there is a more effective, less costly alternative and whether or not IDEA should be continued.

Senator Siegel mentioned that the study being suggested would be handled by the Provost’s office.

The majority of the Senate were in favor and the motion passed.

ANNOUNCEMENTS:

Senator Johnson expressed his thanks to President Glasser for withdrawing from the presidential search at ISU and re-affirming her commitment to Eastern Kentucky University.

ADJOURNMENT:

Senator Cook moved to adjourn at approximately 5:25 p.m.
Credit-by-Examination Policy Revision Proposal
Office of Academic Testing

Credit-by-Exam incorporates several types of testing programs: APP (Advanced Placement Program), IB (International Baccalaureate Programme), CLEP® (College-Level Examination Program), EKU’s departmental tests, and other nationally recognized credit-by-exam testing programs. These testing programs are designed to help students demonstrate competence attained through educational experiences other than university instruction. Eastern Kentucky University students may attempt to earn academic credit-by-examination in certain undergraduate courses. University, college, and academic program restrictions and conditions apply to credit-by-exam participants. AP and CLEP® exam results are provided by the College Board Testing Service. IB examination results are provided by the International Baccalaureate Organizations' Diploma Programme. Additional information about credit-by-examination is available at www.testing.eku.edu.

Following are the current policies related to our credit-by-examination program.

To demonstrate competence attained through educational experiences other than university instruction, students may attempt to earn academic credit-by-examination in certain undergraduate courses. Conditions which apply to credit by examination are:

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<tbody>
<tr>
<td>1</td>
<td>Only admitted students will be awarded credit-by-examination.</td>
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<tr>
<td>2</td>
<td>Credit earned by examination is recorded without a letter grade; hence, it has no effect upon the overall grade point average (GPA).</td>
</tr>
<tr>
<td>3</td>
<td>A student may attempt to earn credit-by-examination in a particular course only once.</td>
</tr>
<tr>
<td>4</td>
<td>A student may not earn credit-by-examination in a course the student has failed.</td>
</tr>
<tr>
<td>5</td>
<td>A student may not take a course-specific College-Level Examination Program (CLEP) or departmental examination for credit for a course in an area in which advanced course work has already been completed, as determined by the department responsible for the discipline under consideration.</td>
</tr>
<tr>
<td>6</td>
<td>A student may not take General CLEP examination after completing 30 semester hours of college credit without special approval from the Associate Vice President for Enrollment Management.</td>
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<tr>
<td>7</td>
<td>Special fees are assessed for credit-by-examination and must be paid prior to taking an examination.</td>
</tr>
<tr>
<td>8</td>
<td>Credit will not be recorded until the student has completed at least 12 semester hours of regular course credit at EKU with at least a minimum 2.0 GPA.</td>
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</tbody>
</table>
Fall 2004 Credit-by-Examination Proposal

Departmental exams award credit at various course levels from 100 to 499. Following is a proposal for accepting credit-by-examination based on different course levels and credit-by-examination types.

1) Only admitted students will be awarded credit-by-examination.

2) Credit earned by examination is recorded without a letter grade; hence, it has no effect upon the overall grade point average (GPA).

3) A student may not earn credit-by-examination in a course the student has failed.

4) A student may attempt to earn credit-by-examination in a particular course only once.

5) A student may not take a course-specific College-Level Examination Program (CLEP®) or departmental examination for credit for a course in an area in which advanced course work has already been completed, as determined by the department responsible for the discipline under consideration.

6) Special fees are assessed for credit-by-examination and must be paid prior to taking an examination.

7) Students seeking AP or IB credit must have information sent to EKU for recording of test information within the first 30 hours of EKU enrollment.

8) Incoming freshmen attempting to demonstrate competence in courses through CLEP® or departmental examinations must have a recommendation from the academic advisor and approval from the departmental chair in which credit is to be awarded in order for credit to be recorded. Upon demonstration of competency, credit will be awarded after the last day to add a full semester course.

9) EKU students with academic history or students transferring to EKU must have an overall GPA of 2.0, recommendation of student’s academic advisor, and less than 45 earned credit hours to attempt credit-by-examination for courses at the 100-299 level.

10) EKU students with more than 45 credit hours must have an overall GPA of 2.0 and the approval of the Associate Vice President for Enrollment Management to attempt credit-by-examination of courses at the 100-299 level.

11) EKU students with academic history or students transferring to EKU must have an overall GPA of 2.0, recommendation of the student’s academic advisor, and approval of the department awarding credit in order to attempt credit-by-examination for courses at the 300 level or above.

The fees students pay to receive credit through examination are very minimal. At the current time students pay $10 per credit hour to have courses recorded on their transcripts if they “pass” the exam. That is, they pay $30 for three hours of college level credit. The Office of Academic Testing recommends an increase to $30 per credit hour for credit-by-examination fees. This fee is subject to Board of Regents approval. As a part of the $30 per credit hour fee, we recommend that the Office of Academic Testing receive a $15 examination and processing fee for each credit-by-examination test administered. These are typically departmental tests. For each credit-by-examination administered by the Office of Academic Testing the office is responsible for

- copying all tests administered.
- designing, copying, and processing all application forms for departmental offices.
- determining that students meet eligibility requirements for testing prior to test administration,
- scheduling the test administration.
- processing test score information and sending it to the Office of the Registrar for recording on the student’s transcript.

The recommended fee for test administrations is the same as the $15 fee the office currently charges students who take the national CLEP® exams. Both Western Kentucky University and Northern Kentucky University charge a $15 fee for administration of credit-by-examination tests.
Ad hoc committee to discuss non-degree student credit enrollment limit
Monday, June 16, 2003
Edited February 4, 2004

Ad hoc committee members: Diana McGregor, Sue Cain, Steve Byrn, Byron Bond, Rhonda Wheeler

The committee was asked by Aaron Thompson to consider the feasibility of non-degree students enrolling in more than six hours per term at EKU. Prior discussions on this topic have been held at recent Provost’s Council and Council on Academic Affairs meetings. The following is a summary of the committee’s discussion and proposals.

The committee proposes that non-degree students be allowed to enroll in 18 credit hours per term with exceptions allowing enrollment to 21 credit hours per term to be approved by the Director of Academic Advising. At the point that non-degree seeking students have earned 30 or more hours, they will be contacted via a letter from Continuing Education and Outreach informing them of their options for degree-seeking programs at EKU and encouraging them to apply for admission as a degree-seeking student. It is recommended, however, not to place a limit on the maximum number of credit hours that a student may earn as a non-degree student.

It is also recommended that students who have been academically or developmentally dismissed by the University not be readmitted as non-degree students unless they are pursuing a specified certificate program.

The committee recommends also the following updates/changes be made to the information in the EKU Undergraduate Catalog regarding “Admission as a Non-degree Student” (page 12).

(1) Your eligibility for enrollment in specific courses will be dependent upon meeting the stated course prerequisites. You must meet with an academic advisor to be advised and receive a RAC number.

(2) You will not be eligible to receive financial assistance awards.

If you subsequently decide to pursue a degree, you must re-apply for admission as a degree seeker. If you are thus admitted,

(1) You will be required to remediate all pre-college curriculum deficiencies and to satisfy all EKU developmental requirements.
Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

<table>
<thead>
<tr>
<th>(Check one)</th>
<th>Department Name</th>
<th>Health Promotion and Administration</th>
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<tbody>
<tr>
<td>New Course (Parts II, IV)</td>
<td>College</td>
<td>Health Sciences</td>
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<tr>
<td>Course Revision (Parts II, IV)</td>
<td>*Course Prefix &amp; Number</td>
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<tr>
<td>Course Dropped (Part II)</td>
<td>*Course Title (30 characters)</td>
<td>Health Inform. Technology(AB)</td>
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<td>New Program (Part III)</td>
<td>*Program Title</td>
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<td>Program Revision (Part III)</td>
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<td>X Program Suspended (Part III)</td>
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</table>

*Provide only the information relevant to the proposal.*

Proposal Approved by:

<table>
<thead>
<tr>
<th>Departmental Committee</th>
<th>Date</th>
<th>College Curriculum Committee</th>
<th>Council on Academic Affairs</th>
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<tbody>
<tr>
<td>1/29/04</td>
<td>2/18/04</td>
<td>NA</td>
<td>Approved</td>
</tr>
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</table>

**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program

*If Applicable (Type NA if not applicable.)

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

To suspend the Associate of Science in Health Information Technology (HIT)

A. 2. Effective date: (Example: Fall 2001)

Summer 2004

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

It is anticipated that all currently enrolled students will complete the HNF (Health Information) course requirements by Summer 2006.

B. The justification for this action:

The decision to suspend the HIT program is based on 1) decreasing student enrollment, 2) decreasing faculty size (due to retirement), 3) increasing number of HIT programs in Kentucky, 4) a general shift of focus toward baccalaureate degree holders within the health information management profession, and 5) guidance from an external program advisory board. By suspending this program, faculty will be better able to strengthen its Bachelor of Science in Health Services Administration.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact:

Operating Expenses Impact:

Equipment/Physical Facility Needs:

Library Resources:
Part II. Recording Data for New, Revised, or Dropped Course
(For a new required course, complete a separate request for the appropriate program revisions.)

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<tbody>
<tr>
<td>1.</td>
<td>For a new course, provide the catalog text.</td>
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<tr>
<td>2.</td>
<td>For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.</td>
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<tr>
<td>3.</td>
<td>For a dropped course, provide the current catalog text.</td>
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**Current Catalog Text**

**New or Revised* Catalog Text**
(*Use strikeout for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

Part III. Recording Data for New, Revised, or Suspended Program

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<td>For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.</td>
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**Current Program Requirements as Shown in Catalog**

**Major Requirements**


**Support Course Requirements**

- BIO 171, 301; CIS 212, MAT 105 or 107.

**General Education**

- HSO 100, HPR 180, 282, three hours general education humanities, three hours general education social studies, and six hours of English composition.

**Total Curriculum Requirements**

- 41 hours

**New or Revised* Program**
(*Use strikeout for deletions and underlines for additions.)
**Curriculum Change Form**
*(Present only one proposed curriculum change per form)*
*(Complete only the section(s) applicable.)*

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<tr>
<td>_____ Program Revision (Part III)</td>
<td>Design and Merchandising</td>
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<tr>
<td>_____ Program Suspended (Part III)</td>
<td>(Major ___, Option ___; Minor ___; or Certificate ___)</td>
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<td><em>Provide only the information relevant to the proposal.</em></td>
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Proposal Approved by:  
Departmental Committee | 1/13/04 | Graduate Council* | NA |
College Curriculum Committee | 2/18/04 | Council on Academic Affairs |
General Education Committee* | NA | Approved X Disapproved | 03-18-04 |
Teacher Education Committee* | NA | Faculty Senate** |
| | Board of Regents** |
| | Council on Postsecondary Edu.*** |

*If Applicable (Type NA if not applicable.)*  
**Approval needed for new, revised, or suspended programs**  
***Approval/Posting needed for new degree program or certificate program

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
1. Change title from 'Design and Merchandising' to 'Apparel Design and Merchandising'  
2. Add course ADM 119 – Introduction to Apparel Design and Merchandising  
3. Reduce approved ADM electives from 8 hours to 6 hours.

**A. 2. Effective date:** (Example: Fall 2001)  
Fall 2004

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

**B. The justification for this action:**  
The change in title is more accurate. Adding the new course will provide students in the minor with appropriate background for a minor in this field.

**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:** none

**Operating Expenses Impact:** none

**Equipment/Physical Facility Needs:** none

**Library Resources:**
### Part II. Recording Data for New, Revised, or Dropped Course
*(For a new required course, complete a separate request for the appropriate program revisions.)*

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### Part III. Recording Data for New, Revised, or Suspended Program

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**Current Program Requirements as Shown in Catalog**

**New or Revised* Program**

*(Use strikeout for deletions and underlines for additions.)*

**Minor in Apparel Design and Merchandising**

ADM 119, 201, 310, 313 and 6 hours approved ADM electives ................................................18 hours
MEMORANDUM

TO: Dr. Keith Johnson  
Chair, Faculty Senate

VIA: Dr. Lyle Cook, Provost  
Dr. David Gale, Dean  
College of Health Sciences

FROM: Dr. Deborah Whitehouse, Chair  
Baccalaureate & Graduate Nursing

DATE: March 5, 2004

TOPIC: Nomination of Kelli Smoot for a Posthumous Degree

Ms. Kelli Smoot was enrolled in our MSN program in Fall 2003. She completed over 75% of her course requirements and obtained candidacy for the MSN. Kelli died in December after a hard fought battle against cancer. She was very committed to completing her degree and finished course work into the last days of her life.

With full support of the graduate nursing faculty, I am recommending Ms. Smoot for a posthumous degree with the May 2004 Spring class. The degree meant a great deal to Kelli and would mean a great deal to her parents and young daughters.
MOTION:

In future tenure and promotion considerations, automatic reconsideration of negative decisions shall be eliminated. In its place, a faculty member who receives a negative recommendation for promotion may choose to appeal to the next level of the evaluation hierarchy. A faculty member who receives a negative recommendation for tenure will be appealed to the next level of the evaluation hierarchy.

Upon implementation of this motion by the University administration, the Provost’s Office shall notify the Faculty Handbook Committee of the approved change.
DISTANCE EDUCATION – PROPOSAL
FOR
COURSE & PROGRAM DEVELOPMENT AND DELIVERY

PURPOSE:
This proposal is intended to provide a mechanism within Continuing Education and Outreach for the centralized support and payment for Distance Education course and program development and delivery. The purpose of this administrative structure is to ensure high quality program and course design and delivery, financial accountability, and student services in all distance learning opportunities that use technology to serve students. If adopted, this mechanism will accrue the following significant advantages.

- Monitoring and assurance that the SACS Best Practices for Electronically Offered Degree and Certificate Programs are met.
- Monitoring and assurance that all courses comply with mandatory ADA requirements (Section 508).
- Centralized student support and assistance to facilitate interactions between students and the EKU “systems.”
- Coordinated and standardized means for faculty compensation.
- Consistent mechanism for high-quality course/program development; faculty support structure.
- Facilitated responses to CPE strategic plan for distance education in Kentucky.
- Efficient means of responding to changes in course management software, legal mandates, etc.

STRUCTURE:
Continuing Education and Outreach will serve as a single University-wide administrative unit providing oversight, support, and coordination for the development and delivery of academic programs and courses, approved by an EKU academic unit, using the name of Eastern Kentucky University, that use technology as the primary delivery method to serve students. In this context, programs and courses may include credit and non-credit certificate programs, undergraduate and graduate degree programs, and individual courses, non-credit workshops, seminars, and other formal and informal learning opportunities and related services. Audiences for these programs and courses consist of individuals and groups of learners studying at home or at worksites regionally, nationally, and internationally, as well as part-time and full-time students who participate in Distance Education programs through the facilities at other EKU locations and extended campuses. This proposal is not intended to apply to the intra-campus use of technology to enhance on-campus, face-to-face courses. However, Continuing Education and Outreach will provide consultation and access to its services and faculty development programs to support this activity as much as possible, if requested.

Continuing Education and Outreach will be identified as the unit responsible for coordinating the academic approval process for courses and programs to be developed for distance delivery. Academic units wishing to offer undergraduate and graduate degree
programs via distance modalities will seek academic approval to offer these programs through normal approval channels, then submit requests to CE&O. The criteria used to evaluate requests for development of courses and programs for delivery through CE&O may include the following.

- Academic strength of the program as certified by the sponsoring department/college.
- Readiness of the faculty to commit to course development and delivery.
- Appropriateness of the program for delivery through available technologies.
- Evidence of the existence of an identifiable, reachable market that can sustain costs over the proposed life of the program/project.
- The ability of the program/project to achieve and support students at a scale of operation needed to recover full costs and anticipated net income.

Academic units are responsible for assigning faculty, for academic quality, for certifying degrees, and other academic responsibilities. As appropriate, CE&O will provide support services such as marketing and promotion, facilitating with appropriate providers for faculty development, coordinating instructional design and technology support, providing mechanisms for registration, records, and related student support, and will ensure that courses and programs offered in the name of EKU through distance education comply with appropriate policies, procedures, and standards of best practice.

COMPENSATION OF FACULTY:
CE&O will provide payment to faculty for participation in appropriate faculty development/training activities such as a special “Teaching On-line Seminar. (Proposed rate of compensation is $500, to be paid at completion of the seminar, which will be attended at least two semesters prior to the launch of the course/program.) Faculty members will then be assisted through a professional development series covering technology and pedagogy and assisted through development by an instructional designer. Typically this development stage will consist of an entire semester of module development, followed by a pilot/launch initial semester of each course. Compensation for this phase will include standard part-time/adjunct compensation for the delivery of the course plus an additional $2,000 for the semester of development. This additional stipend will be paid only after review and approval by the academic department, the appropriate College Dean, and the Dean of CE&O. After the pilot phase of course development/delivery, faculty will be compensated at the standard adjunct faculty rate either directly to the faculty member (in the case of overload) or to the department (when taught as part of load). The expected “life” of each course is three-to-five years, during which faculty are expected to continually update the course during delivery semesters. After three-to-five years, faculty may request (through the academic department and college) stipends for either minor or major course revision to be paid by CE&O. (Minor revisions may include updating a module or two; major revisions would include more than sixty percent of the course content.) Compensation for these revisions will range from $500 to $1750, depending upon the amount of revision needed. Faculty will be paid after completion of revisions, when approved by the academic department, college, and CE&O.
FACULTY MODEL FOR ECONOMY OF SCALE:
Once a faculty member has developed a particular course, including the pilot/launch delivery, this faculty may become a master/lead faculty for the course (faculty of record). Associate/Adjunct faculty may then be hired at the adjunct rate to teach/facilitate additional sections of the course with each section not to exceed 25 students enrolled. Each master/lead faculty may provide oversight for up to 10 sections of the course. Associate/Adjunct faculty will be compensated at the standard adjunct rate. Master/lead faculty will be compensated at a rate of $500 per section coordinated. The responsibilities of the master/lead faculty would include:

- Providing academic leadership in the course, including providing advice on course enrollments, credit transfer, and curriculum planning.
- Being responsible for course implementation on each occasion it is offered to students, including being the first line of support for answering queries about the course from prospective students and Associate Faculty.
- Acting as operational line manager for Associate Faculty for all course academic matters.
- Being responsible for monitoring the performance of Associate Faculty in grading assignments and for mentoring new Associate Faculty as needed.
- Being responsible for preparing assignments, examinations, marking guides, syllabi, website updates, course materials, and other course revisions in accordance with the approved schedule.
- Assigning final grades to students in conjunction with Associate Faculty.
- Reviewing and revising, as needed, the course on a regular basis based on institutional performance and academic performance.

The responsibilities of the associate/adjunct faculty would include:

- Knowing and understanding the content, materials, and learning outcomes for the course.
- Acting as first point-of-contact for up to 25 learners per section.
- Initiating contact with each student within the first week of the course to introduce the course, inform students of the services they can expect, and establish the ground rules for communication.
- Assisting students with all aspects of their study, referring to the Lead Faculty as necessary, and helping them to become effective learners.
- Initiating electronic interaction (and other contact, as appropriate) with each student and encouraging, stimulating, and monitoring student progress.
- Grading and commenting on assignments.
- Leading discussion in general electronic discussions as required by the course.
- Maintaining appropriate student records (for example, assignment grades) as required and abiding by the administrative and academic regulations of EKU.
- Participating in required training and developmental activities.
- Reporting on the presentation of the course to the Lead Faculty through the course evaluation procedures and participating in any course/program debriefing at the end of semesters.
DEPARTMENT INTEREST

COURSE / PROGRAM SUBMISSION

ADVISORY GROUP / RECOMMENDATIONS

APPROVAL FOR FUNDING BY CE&O

FACULTY PROFESSIONAL DEVELOPMENT

COURSE CONVERSION / DEVELOPMENT

EVALUATION FOR FORMATIVE CHANGE

MARKETING / LAUNCH

PROFESSIONAL DEVELOPMENT

TECHNICAL → PEDAGOGY

BEST PRACTICE

ID / CONVERSION

ID / CONVERSION TIES IN WITH PD.
Distance Education Proposal for Course & Program Development and Delivery
Definitions, Terms, and Notes

Southern Association of Colleges and Schools (SACS) – Distance Education

Distance education is defined, for purposes of accreditation review, as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, or audio, video, or computer technologies.

CPE definition of Distance Learning: Any for-credit instruction where delivery of instruction may utilize any or all of the following: print material, e-mail, telephone, audio tape, video tape, television/VCR, satellite, or computer for access to CD ROM, interactive video, Internet, or the Web. The instructor may be physically separated from the student or may meet with students intermittently throughout the term. A distance learning course is reported as either on or off campus based on where the majority of the students enrolled in the course are located.

Council on Postsecondary Education e-Learning Strategic Plan for Distance Education:

A vision for distance education methodologies and technologies in meeting institutional and system goals will be presented in draft report to the Distance Learning Advisory Council (University Presidents and state agency representatives) in April 2004. To realize this e-Learning vision (or strategic framework), workgroups involving University and other public representatives, will define distance education policies, programming, support services, and infrastructure needs to realize the vision of DLAC. Workgroups will define the issues, the questions, along with consortium opportunities for DLAC review. Finally, the DLAC membership, structure, and relationships required, realizing the e-Learning vision of DLAC will be defined in this report.

Other Notes:

Development – Adjunct Rate for Ph.D. -- $2,450.00
Adjunct Rate for Master’s -- $2,000.00

Class Size for Online Learning – Undergraduate: 20-25 students
Graduate: 15 students

Requirements for ITV Instruction: pedagogical adaptation for video-conferencing technology; establish Blackboard site; visual materials production; presentation skills; classroom organization and procedures; use of equipment; production of lesson plan; assessment and evaluation. Training held at CE&O/Media Resources.
The Kentucky eLearning Strategic Framework

This is the framework within which Kentucky constructs its eLearning policy. Programs, support services and infrastructure. The eLearning workgroups looked at the issues and questions associated with eLearning policies, programs, support services, and infrastructure. What arose from this effort initially were the broad range of activities, barriers, and opportunities that confront, and continue to demand the attention of, distance education practitioners and advocates in Kentucky. These issues are cataloged in the Strategic Framework.

Description of the eLearning Workgroups

The task of the eLearning workgroups was to define the distance education policies, programming, support services, and infrastructure that are required to realize the eLearning vision of DLAC.

The primary role of the policy workgroup was to provide discussion and feedback to the eLearning Steering Team on issues of policy as it relates to statewide collaborations that need to be resolved, and prioritize those issues including: tuition rates and the costs of distance education, transfer, collaborative models that reduce duplication and competition, define the appropriate relationship between KYVU, postsecondary, and other distance learning providers in meeting state needs.

The primary role of the programs workgroup was to assess and determine appropriate distance education programming, including: identify gaps in access to programs needed to address Kentucky’s workforce needs; identify providers best positioned to provide needed programs; identify and promote new models for program delivery that demonstrate how to use technology to practically and dramatically increase the capacity and scalability of program offerings to meet state needs and address enrollment increases in difficult economic times, including areas of shortage.

The primary role of the support services workgroup was to identify and establish the support services for distance education students and faculty. In order to assure the success of distance education learners, the eLearning strategy will examine electronically delivered/supported student services including: faculty training and support, quality assurance, accessibility, test proctoring, statewide library support matrix (KYVL), admissions/Go Higher, advising/UCAN, tutoring, and market focused portals i.e. for teachers, adult learners, or state employees.

The primary role of the infrastructure workgroup was to review and describe the infrastructure Kentucky needs to support the eLearning vision. The eLearning strategy addressed: role of, and strategy for, common technologies e.g. CMS, joint purchasing, contracting opportunities, the Postsecondary Education Technical Advisory Committee (PETAC), shared hosting, and common administration of applications.
Guiding Principles for eLearning

The workgroups have identified several principles that should guide the overall approach as we build an eLearning framework.

- Try to get people at the local level and get onboard and communicate – extending the network to the last mile. All those small mom-pop phone shops in eastern Kentucky provide an ideal for the benefit of the community around them. We need to try to get people at the local level and get onboard and communicate – extending the network to the last mile.

- Conscious efforts to identify inter and intra institutional structures to facilitate informed information exchange

- We can’t agree on everything – finding the common ground has to be the first step.

- The eLearning framework and policies should be guided by quality: quality instruction, quality administration, quality support services, quality infrastructure, and quality programs that would include validation and assessment of all aspects to confirm and continually grow quality eLearning.

- As the technology changes, target populations change and evolve, and delivering institutions and agencies grow, change, and collaborate, the eLearning framework policies should be flexible and adaptable to build a foundation that will last.

- Learning should be seamless and the policies in the eLearning framework should support seamlessness of education. This involves K-12, postsecondary, adult education, workforce development, and many others collaborating to create accessible and usable education for Kentuckians.

- Student privacy is a major public policy issue. There is concern on the part of students about what is being done with information that is shared between educational entities. On the other side, sharing student information provides greater seamlessness. Security issues and regulations that protect or violate privacy/security rights can cause barriers to seamless education. An example is checking against student loan defaults with KHEAA.

- Collaboration among all appropriate groups, within a framework of guidelines and policies developed by DLAC, is essential

- There should be a seamless transition for students as they move between programs and institution in their pursuit of learning

- Participation in the eLearning enterprise should be easy and uniform – use of standard forms (fill in once, use often), software platforms, etc.

- Group negotiation should be utilized for products and services in the eLearning enterprise

- Students and faculty should receive good, timely and relevant information from all those who manage the eLearning enterprise

- Learning is a lifelong need and must link learners, providers and support in and a coherent system