Call to order

Approval of Minutes
October 6, 2008 Minutes

President's Report: Senator Whitlock

Unfinished Business:
• Dead Week Policy
• Ad Hoc Committee Recommendations on Early Registration Policy
• Ad Hoc Committee Report on Syllabus Policy

New Business:
• Report from Council on Academic Affairs
  1. Subsequent Degree Requirements
  2. Undergraduate & Graduate Course Load
  3. Latin Honors
  4. Academic Standings
  5. Baccalaureate Degree Requirements
  6. Coursework Transfer After Dismissal
  7. Declaring a Major

Report Overview & Questions:
Executive Committee Chair: Senator Ware
Faculty Regent: Senator Frisbie
COSFL Representative: Senator McKenney
Provost: Janna Vice reporting for Senator Piercey
Student Government Association: Alex Combs
Standing Committees:
  Budget Committee: Keith Johnson, Chair
  Rules Committee: Nancy McKenney, Chair
  Rights and Responsibilities Committee: Senator Noblitt, Chair
  Committee on Committees: TBA, Chair
  Elections Committee: Ted Randles, Chair
  Welfare Committee: Senator Foote, Chair
Ad Hoc Committee Reports (if any)

For the Good of the Order:
• How many adjuncts should a department be able to have?

Adjournment
FACULTY SENATE MINUTES
October 6, 2008

The Faculty Senate of Eastern Kentucky University met on Monday, October 6, 2008, in the South Room of the Keen Johnson Building. Senator Ware called the second 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
^ ALT S. Kendall attended for D. Carter
^ ALT D. Porter attended for M. Kolloff
^ ALT C. Reid attended for P. Litzelfelner
^ ALT S. Hunter attended for D. May
^ ALT L. Sizemore attended for N. McKenney

ANNOUNCEMENTS:
Senator Ware announced that Parliamentarian Miller would be serving as secretary for today's meeting.

APPROVAL OF MINUTES:
The September 15, 2008 minutes were approved as written.

PRESIDENT’S REPORT: Senator Whitlock
Senator Whitlock shared the following in his written report to the Senate.

At the time the Senate meets, Senator Whitlock and wife, Joanne, will be halfway between Chicago and Tokyo. While in Tokyo, they will participate in a reception for more than 30 Eastern alumni living in or near Tokyo. Professor Emeritus Michiko Kwak has been instrumental in arranging this event. While there, Senator Whitlock also plans to visit Tokyo's Rikkyo University.

From Tokyo, they will travel to Kofu-shi, the capital of Yamanashi Prefecture and home of the University of Yamanashi. While there, Senator Whitlock will execute with President Hideako Nukui the third 10-year renewal of a 20-year relationship with that fine institution.

Then comes Hokuto City and the Kiyosato Experimental Education Project (KEEP) where Senator Whitlock and Joanne will be members of the Madison County delegation to our sister region, located in the Yatsugatake Highlands. As head of the delegation, Senator Whitlock will have two official speeches to make, which he plans to do in Japanese.

Senator Whitlock has recently been invited to visit Daegu Haany University in Korea during the spring semester and to address their faculty and staff.

Closer to home, on September 28 and 29, Senator Whitlock attended the most recent Council on Postsecondary Education meeting and the Governor's Conference on Trusteeship. The highlights of those two days included:

- Considerable discussion on accountability, productivity and efficiency.
- Kentucky appears to be headed toward state-wide diversity planning.
- Discussions regarding the need for stable state funding for postsecondary education was encouraging.
• The highlight for Eastern was when Dr. Jerry Cook was presented the Kentucky Advocates for Higher Education’s Acorn Award for excellence in teaching.

At the opening convocation, Senator Whitlock indicated his intention to more closely wed strategic planning and the budgeting processes. A model has been drafted to accomplish this and will be shared for discussion. Please know that Senator Whitlock's objectives include the following: 1) Incorporation of shared governance concepts into the process; 2) Transparency; 3) Tying the planning and budgeting process into the organizational and committee structures of the institution to facilitate implementation and assessment, and 4) Linking strategic planning and budgeting more completely.

NEW BUSINESS:

Sponsored Programs Policies. Senator Petronio moved to approve the sponsored programs policies 4.4.3 through 4.4.10 as a show of support from Faculty Senate, seconded by Senator Phillips.

Senator Collins moved to split the motion and to review and vote on each policy individually, seconded by Senator Hunter. Motion carried.

For Policy 4.4.10, the majority were in favor, and the motion to approve carried. Senator Shordike asked to be on record as having voted against the motion.

Parliamentarian Miller ruled that the first policy approved (4.4.10) would stand as voted, but that all remaining policies must be moved and seconded individually.

Senator Robles moved approval of policy 4.4.3, seconded by Senator Harrell. Motion carried unanimously.

Senator Frisbie moved approval of policy 4.4.4, seconded by Senator Taylor. The motion carried unanimously.

Senator Flanagan moved approval of policy 4.4.5, seconded by Senator Robles. The motion carried unanimously.

Senator Frisbie moved approval of policy 4.4.6, seconded by Senator Schmelzer. Motion carried unanimously.

Senator Schmelzer moved approval of policy 4.4.7, seconded by Senator Frisbie. Motion carried unanimously.

Senator Frisbie moved approval of policy 4.4.8, seconded by Senator Flanagan. The majority were in favor and the motion carried. Senators Hunter, Collins, and Taylor asked to be on record as having voted against the motion.

Senator Kristofik moved approval of policy 4.4.9, seconded by Senator Robles. Motion carried unanimously.

Faculty Qualifications Policy. Senator Kristofik moved to support the Faculty Qualifications Policy, seconded by Senator Taylor.
Senator Phillips moved to amend the statement on page 3 from "Guidelines for Justifications for Faculty Not Meeting Minimum Qualifications" to "(Proposed) Guidelines for Justifications for Faculty Not Meeting Minimum Qualifications". The majority were in favor and the motion carried.

The majority were in favor of the original motion, as amended, and the motion carried.

Suspension of Summer Graduation. Senator Ware reported that summer commencement costs around $15,000 and that summer participation in commencement over the last three years has ranged from 32-38%. This compares to 64% in the other graduations. Senator Whitlock has asked the Senate to discuss the idea of discontinuing summer graduation.

Senator Ciocca suggested that the cost impact on spring and fall commencement should be reviewed before a decision is made.

Senator Rainey stated that feedback should be solicited from the Student Government Association. She further stated that the timeliness of the ceremonies is very important. Many of the summer graduates would not be able to attend the December or May graduation because of other commitments.

Senator Hunter stated that if summer graduation is discontinued, then it should be heavily stressed through advising and other avenues that students have the opportunity to either walk in December or in May.

GENERAL & STANDING COMMITTEE REPORTS

EXECUTIVE COMMITTEE REPORT: Senator Ware
The Executive Committee met on September 22, 2008. One of the items of business was to approve nominations to the University Intellectual Property Committee. The following were approved: Dr. Jessica Lair (Arts & Sciences), Dr. Laurence Hayes (Education), and Dr. Preston Elrod (Justice & Safety).

SGA Vice President, Lindsey Cross, asked to delay presenting the revised draft of the Dead Week policy until the October 20 Executive Committee meeting.

The Graduation and Retention Task Force submitted a number of recommendations to CAA for consideration and discussion. These included:

- A recommendation to lower the minimum number of hours to complete a Bachelor's degree from 128 hours to 120 hours. This would be a floor, not a ceiling.
- A recommendation to allow academically dismissed students to take coursework elsewhere during their dismissal period and transfer their work back to Eastern. The impact of this change on students' ability to apply for academic bankruptcy needs to be considered in any final recommendation.
- A recommendation that students declare a major by their 45th hour rather than the 60th hour as is currently the practice. As discussed at the Council on Academic Affairs meeting, the impact of this change on faculty advising and workload will need to be reviewed before this recommendation moves forward.

A motion was presented at the Council on Academic Affairs meeting to preclude students from declaring the General Studies degree as a subsequent degree. After considerable discussion, the motion was defeated.
The CAA also discussed whether or not the 21-hour maximum load per semester needed to be reconsidered. At present it has been a firm policy with no exceptions, and Associate Provost Vice wanted input as to whether the maximum should be raised or remain at 21 hours. This was presented to the Executive Committee for discussion, and it was felt that students and faculty should always have the option to ask for exceptions, but that exceptions to the 21-hour maximum should only be granted in extreme circumstances. Senator Noblitt suggested that faculty be polled as to their opinion on this policy.

According to President Whitlock, the faculty dining room in Powell is slated for renovations later this fall.

**REPORT FROM FACULTY REGENT:** Senator Frisbie

The Board met briefly in a special session on September 22nd for the purpose of considering a resolution to authorize the use of general receipts to meet our obligations under the Siemens Energy Savings Performance Contract. The Siemens project is a partnership in which Siemens guarantees to help the university realize at least $27 million in energy cost savings over a twelve-year period. The project will be paid for by the guaranteed savings; additional savings will accrue to the university. The resolution that the Board considered, and passed, deals with the financing of that project.

The Governor’s Conference on Postsecondary Education Trusteeship was held on September 29th. This conference is an annual meeting organized by the CPE for university administrators, trustees and regents, legislators, and CPE personnel.

One highlight of the conference was when EKU’s Jerry Cook (Physics and Astronomy) was presented with the Acorn Award.

Several themes seemed to emerge at this year’s meeting. CPE included a report about transfer students in the packet of materials everyone received at registration. While the number of students transferring from two-year institutions into four-year degree programs has grown over the last decade, CPE emphasizes that Kentucky needs to greatly increase the rate of transfers if we are to reach the “double the numbers” goal by 2020. EKU attracts the third largest contingent of transfer students in the state (after the combined entity of independent colleges and universities and UK). CPE points to several barriers to successful transfer that need to be addressed: inadequate advising, limited financial aid (including aid for things like relocation, housing, childcare), accessibility (particularly in the timing of course offerings), curricular barriers (specifically, that many technical curricula at the two-year schools include courses that do not apply to four-year degrees). CPE’s report specifically mentions rewarding institutions that have been successful in the transfer arena in its funding recommendations.

Governor Beshear addressed the conference and spoke forcefully of the need for Kentucky to re-energize its higher education reform efforts. He, and just about every other representative from the executive and legislative branches of government who spoke, addressed funding of higher education. Funding concerns focus on two elements: affordability for students and the uncertainty of funding from the perspective of the institutions.

The governor floated the idea of appointing a bipartisan task force to look at the problem of funding higher education in Kentucky.

Planning has begun for a Board retreat to be scheduled in mid-November or early December.
The Board will next convene for a regular quarterly meeting in January 2009.

REPORT FROM COSFL: Senator McKenney
Senator McKenney shared the following in her written report to the Senate.

The Coalition of Senate and Faculty Leadership held its first meeting of 2008/2009 in conjunction with the Governor's Conference on Postsecondary Education Trusteeship at the Lexington Downtown Hotel & Convention Center on September 29th.

It was announced that last year's COSFL President, Terry Irons, had resigned and that Peggy Pittman-Munke was serving as Interim President.

Mark Wattier, the Faculty Representative to the Council on Post-Secondary Education, reported to the group on the search for a new president of the CPE. He noted that because there were serious leaks of information during the last CPE presidential search, this time all members of the search committee have signed confidentiality agreements. Therefore, he was limited in what he could say about the search. There are a number of people that the committee is interested in, and airport interviews will be conducted.

Dr. Wattier also talked about the importance of regional stewardship on the part of state universities. The regional stewardship program had set up a committee to determine the needs of each area, and then institutions could vie for money to fund projects. Unfortunately, the funding stream from the Legislature has ended. In answer to a question as to what could be done continue this program, Wattier said that each university should have an office to deal with this. If the money isn't there, then such an office would simply be shut down.

There was also a discussion of tuition charges and the tracking of enrollment numbers. Wattier emphasized that state law gives the CPE tuition-setting authority. Institutions should not expect their tuition proposals to be rubber stamped by the CPE. The CPE does track the numbers of students who transfer from 2-year to 4-year state institutions, but they don't track those who go to private institutions. They also keep track of dual enrollment (i.e. students enrolled in a university who also take some courses at a community college). In addition they track through KEES what types of programs students leave the state to take (because Kentucky has no university offering that major). They do not currently track graduate students who leave Kentucky because no state university offers the particular graduate program they want.

The following people were nominated and elected by acclamation to serve as COSFL officers for 2008/2009: President: Peggy Pittman-Munke (Murray State); Vice-President: Mixon Ware (EKU); Secretary: Nancy McKenney (EKU); and Treasurer: Karen Janssen (AAUP Rep. from EKU).

A motion was made and passed that COSFL meetings be held at several different locations during the year (such as NKU, U of L, or EKU) and that a lunch for all interested members be held after each meeting.

REPORT FROM THE PROVOST: Senator Piercey
The following items represent draft policies currently in the review process:

- Policy 4.1.12 (First-time Freshmen Admissions) was approved by the Board of Regents at the September meeting and was reviewed and approved by the Faculty Senate in September.
- Policy 4.1.2 (Course Syllabi) is still under review by a work group of the Faculty Senate.
• Policy 4.6.1 (Determination of Qualifications for Faculty Teaching Credit-Bearing Courses) has been reviewed by the Provost Council. The policy has been submitted to the Executive Committee of the Faculty Senate and a small workgroup has reviewed Policy Definitions. The policy is being submitted to the Faculty Senate for review at the October meeting.

• Policy 4.3.4 (Joint Curricular, Collaborative, and Consortial Agreements) has not been worked on since the last report to the Faculty Senate.

• Policy 1.1.1 (Policy on Policies) continues to be discussed and revised.

• Early Registration for Designated Populations – this regulation has been reviewed by the Provost Council, which recommended that it be reviewed by the Council on Academic Affairs and the Faculty Senate and returned to the Provost Council by December 1. The regulation has been approved by the University Athletics Committee, the Student-Athlete Advisory Committee, the Assistant Director for the Office of Services for Individuals with Disabilities, the Student Rights Committee, and the Student Senate.

• Policies 4.4.3 – 4.4.10 have been forwarded to the President’s Office and the Faculty Senate for consideration after the University-wide task force completed its review of the proposed policies governing sponsored programs.

A small work group consisting of a representative from Faculty Senate who previously worked on the promotion and tenure policy and of an administrator who works with implementation on the policy will begin evaluating some potential amendments to Policy 4.6.4 (Promotion and Tenure).

The 2008-2009 Graduate Education and Research (GEAR) Scholars’ Community held its initial workshop on September 29th. Now in its third year, the GEAR Scholars’ program is designed to assist pre-tenured faculty in developing plans for advancing and sustaining their scholarly activities. Each faculty member selected for the program receives one unit of reassigned time in the Spring semester to devote to their scholarly or creative activities.

The Graduate School will be conducting individual departmental meetings throughout the month of October to seek input on the proposed recommendations regarding Graduate Faculty status. Please feel free to send comments or suggestions directly to Dr. Jaleh Rezaie.

A joint meeting of the Regional Stewardship Advisory Boards for Morehead State and Eastern Kentucky University was held on the EKU campus on September 24th. The purpose of the meeting was to explore opportunities for collaboration between Eastern, Morehead, and private Colleges and Universities in the region to increase the effectiveness of regional stewardship efforts. These collaborative efforts will focus on the three primary areas of Education, Health, and Economic Development.

Eastern Kentucky University has selected Huron Consulting Group to assist in the preparation of the Facilities and Administrative Cost proposal to the Federal government. This process is a comprehensive review that attempts to capture all associated costs to the University in providing facilities and administrative support for all sponsored programs activities. The proposal must be submitted by December 31, 2009.

Institutional Effectiveness has been leading the initiative for both VSA (the AASCU/NASULGC Voluntary System of Accountability (VSA) Project) and ACE (the National Survey on Campus Services for Veterans and Military Personnel). The Voluntary System of Accountability is designed to improve public understanding of how public colleges and universities operate. The College Portrait provides consistent, comparable, and transparent information on the characteristics of institutions and students, cost of attendance, student engagement with the learning process, and core educational outcomes.
During late August through mid September, CAT tests were administered to freshmen enrolled in several of the Academic Orientation classes. A total of 692 students were given the CAT test. A database of all the freshmen taking the CAT is being developed in order to collect student progress throughout the academic years as well as initial baseline information. In addition, a faculty survey is being developed for the purpose of gaining information about involvement and needs in building skills related to critical and creative thinking and communication. The survey will also serve as a tool to reach out to faculty in order to increase the awareness of the University’s Quality Enhancement Plan and to give help and support to those who want it. The survey is scheduled to be distributed in October.

REPORT FROM STUDENT GOVERNMENT ASSOCIATION: Alex Combs

Mr. Combs announced that Student Government continues to work on the dead week policy and the posting policy.

Aramark has been working with Student Government to address student's concerns. In an effort to comply with students' wishes, Aramark has added a few more items to their value menu.

There will be a forum on RSO banking on Wednesday, October 8th at 8 p.m. in the Ferrell Room in the Combs Building.

There will be an RSO funding meeting on Tuesday, October 14th.

Elections Committee. Senator Randles agreed to serve as Chair of the Elections Committee.

Welfare Committee. Senator Foote reported that the committee met on September 19th and again on October 3rd. At the last meeting the committee decided to create a survey to distribute to faculty on shared governance. The survey will consist of two questions: 1) what does faculty think about shared governance at EKU at this time; 2) What shared governance model, principles and elements does faculty want at Eastern. Survey results will be compiled and a report will be provided to Senate by the next scheduled meeting.

Ad Hoc Committee on Early Registration. Senator Wilson stated that the committee received an overview of the history of the current policy and are now in a data collection phase. Senator Wilson reminded the senators to provide feedback from their colleagues on the early registration issue by October 10th.

FOR THE GOOD OF THE ORDER

The topic of discussion was: "What can we do with our advising system to improve student retention?"

Senator Piercey stated that there seems to be a multi-prong strategy for advising at Eastern. In Enrollment Management, there is centralized advising, while in the colleges there are professional advisors that have certain roles. In addition, there are faculty advisors that advise the students both in their career, their academic success, and their registration. Are there weaknesses or strengths in taking that approach with advising?

Senator Costello stressed that the extended campus advisors should be included in these kinds of discussion, because the extended campus advisors are often not aware of class prerequisites or other kinds of advising issues.
Senator Rainey stated that as more tasks are moved to an online process, it has become too easy for students to avoid seeing their faculty advisors. Students are missing out on valuable information that could be gained by meeting face-to-face with their advisor. Therefore, students should be better educated as to the role of a faculty advisor. She further suggested that students should be required to have an exit interview before changing majors.

Senator Lowry stated that continuity over all is extremely important and there also needs to be better coordination between the centralized advising areas and the advisors at the departmental level.

Senator Reid, alternate for Senator Litzelfelner, suggested that it might be helpful if a database were created which listed past advising information for each student. That way if someone else had to advise the student for whatever reason, that information would be available.

Senator Resor stated that it's hard to be an effective advisor if the advisor is assigned too many advisees.

Senator Petronio mentioned that it would be helpful for "what-if" reports if Banner were able to list prerequisites and to also note if classes were only offered during certain times of the year.

Senator Pressley stated that it would be helpful if transfer students' information could be processed quicker so that advisors could have quicker access to the information.

Senator McAdams suggested that students who have a general advisor, such as but not limited to an athletic advisor, should have their work double-checked by advisors in the student's discipline. This might help those students get through school in a more timely manner.

Senator Chapman proposed having some automated parts for advising, but that career-type questions and issues should be handled through the advisor in the student's discipline.

Senator Ware stated that at some point a campus-wide discussion on advising will need to occur.

Senator Hunter suggested that all the comments from today's meeting should be compiled and shared with the GSD class instructors.

Senator Ware agreed to start a discussion board on the Senate Blackboard site to continue the advising discussion. Senator Ware also mentioned that she would share a brief report of today's discussion at appropriate meetings she attends campus-wide.

Janna Vice mentioned that past work from the Advising and Retention Committee from a couple years ago is available for review on the Academic Affairs website.

**ADJOURNMENT**

The meeting adjourned at approximately 5:20 p.m.
Policy Statement

Eastern Kentucky University prohibits assignments totaling more than 10% of a total course grade from being originally scheduled during Dead Week.

Graduate courses, lab courses, and practicum courses are exempt from this policy. This policy is not intended to prohibit the completion of coursework and instruction, therefore further exemptions are allowed by the policy in these specific situations:

- Presentations or projects that were scheduled to be due before Dead Week in the syllabus can continue during Dead Week if the presentations have not been completed.
- The final portion of an assignment with incremental due dates can come due during Dead Week if no more than 10% of the course grade is determined by the final portion.
- Courses with a specific focus on presentation or performances can get exemptions on the policy by approval of the Department Chair.
- A professor may move any assignment to Dead Week by the unanimous consent of the class.

Purpose

The Dead Week Policy is designed to create a clear and consistent practice for assignments or grades acceptable during dead week for the mutual benefit of the students and faculty.

Entities Affected by this Policy

- Faculty
- Students
- Colleges
- Departments
Who Should Read this Policy

- Students
- Faculty
- Deans
- Academic Practices Committees
- Department Chairs

NOTE: The first page of the policy should contain the above information. Do not let this information expand beyond the first page.
Policy Background

Since most students are enrolled in multiple courses each semester, inconsistent assignment practices during Dead Week may cause a student’s workload to become excessive. A well defined Dead Week Policy accommodates student’s ability to manage their work and maintain a high quality of work. Therefore, the University deems it appropriate to establish the following procedures for workloads appropriate during Dead Week.

Since lab course and practicum courses often have no scheduled time during finals week that will not conflict with another scheduled class, they are permitted to give major assignments in the week that precedes Dead Week. Further exemptions of the policy are detailed to facilitate the needs of instructors when required by the structure or nature of the course, or when they cause no additional strain to the students.

Definitions

Dead Week
The specific week designated as Dead Week by the Academic Calendar beginning on the Sunday at 12:00 AM.

Major assignments
Any assignment that is weighted at 10% or more of the course grade, or any group of assignments that together are weighted at 10% or more of the of the course grade.

University
Eastern Kentucky University

Lab Course
An academic period designated for lab work as opposed to lecture

Practicum
An academic period designated for work in practical applications of course material

Responsibilities

Faculty
• Assuring that no more than 10% of a student’s grade will be determined by assignments given or returned during Dead Week.
Department Chairs
• Hearing students’ complaints about violations of the Dead Week Policy and determining the appropriate action.

Students
• Reading the Course Syllabus and the Dead Week Policy.

Procedures

Filing a Complaint about an Dead Week Assignments
Students may address complaints about assignments first with the appropriate faculty member.

Appeals
Appeals of the faculty member’s decision about the assignment can be made first to the Department Chair. Subsequent appeals will go to the Academic Practices Committee, Dean, and finally to the Provost.

Violations of the Policy
Upon the decision of the Department Chair, Academic Practices Committee, Dean, or Provost, grades for the class can be recalculated without the inclusion of the assignment in question. Students have the right to accept or decline the recalculated grade.

Interpreting Authority
• Provost

Relevant Links
NA
Policy Adoption Review and Approval

This section lists the bodies/individuals that reviewed and/or approved the policy as well as the dates of the review/approval.

Example:

Faculty Senate: Recommended on April 15, 2005
Board of Regents: Approved on May 10, 2005
11/10/2008

MEMORANDUM

TO: Faculty Senate, Eastern Kentucky University

FROM: Ad Hoc Committee on Early Registration
Dr. David Eakin, Dr. Linda Frost, Dr. Karin Sehmann, & Dr. Steffen Wilson (Chair)
in consultation with Teresa Belluscio, Corey Bray, and Tina Davis

RE: Recommendation Regarding Early Registration Policy and Rationale

The Ad Hoc Committee on Early Registration would like to make several revisions to the Early Registration Policy proposal that is currently in circulation. Instead of considering the currently circulating proposal, we would like for the Faculty Senate to approve the recommendations outlined below.

Our recommendations are based upon: (1) The fact that 16 out of our 19 benchmark universities, 5 of 7 Kentucky state universities, and half of the schools in the Ohio Valley Conference have an early registration policy. (2) The feedback received from the Faculty Senate. And, (3) information gathered in consultation with the committee members and others listed above.

The Ad Hoc Committee on Early Registration recommends that EKU adopt an Early Registration Policy that includes the following revisions to the original proposal submitted by the University Athletics Committee, Student-Athlete Advisory Committee and the Office of Services for Individuals with Disabilities:

I. These groups will be allowed to register prior to Senior Registration:
   1. Seniors with 102 hours completed/in progress
   2. Selected students with disabilities
   3. Honors program students
   4. Music students and non-music students who are members of a music service group
   5. Student-athletes and spirit groups

II. The order of registration will be:
   1. Graduate students and Seniors with 102 hours completed/in progress
   2. Selected students with disabilities, honors program students, music service group students, student-athletes, spirit groups
   3. Seniors with fewer than 102 hours completed/in progress and post-baccalaureate students
   4. Juniors
   5. Sophomores
   6. Freshman
   7. Remaining Students
III. The timeline for registration will be:

1. Group 1 would register 1 University business day (24 hours) before Group 2
2. Group 2 would register 1 University business day (24 hours) before Group 3
3. The remaining groups (3-7) would register 2-3 University business days apart. (This is the current timeline.)

IV. Additionally, the committee would like to recommend:

1. The removal of early registration privileges for Undesignated Groups, as there was much faculty concern regarding the boundaries of an early registration policy.
2. A comprehensive review by the Faculty Senate of the utility of the policy after 2 semesters (non-Summer) of the successful execution of this policy, with recommendations to be made to the Provost’s Council and the Council on Academic Affairs. This is included because there was much faculty concern regarding possible negative outcomes of an early registration policy. We felt that faculty would be best able to provide information regarding the unintended consequences of this policy on the academic environment.
3. A committee be appointed by the President/Provost to address the needs of students with exceptional circumstances (e.g., working single parents, students taking care of ill family members, etc.), as concern for this group was voiced by a large number of faculty in response to the consideration of this policy.

V. In addition to the rationale put forth by representatives from each of the units mentioned in section I., the rationale for these recommendations is as follows:

The recruitment of high quality students will lead to higher retention and graduation rates. Therefore, EKU must recruit the highest possible quality of student in all areas of the University. The majority of our benchmarks and the majority of the state universities in Kentucky offer priority registration. Thus, adding priority registration for the students listed above is a no cost way to bring us in line with our competitors and facilitate our ability to recruit, retain, and graduate these groups of students.

Thank you for considering these recommendations.
Early Registration for Designated Populations

Policy Statement

The University acknowledges the need to make a reasonable accommodation for designated-population students who have traditionally encountered difficulty establishing academic schedules that also accommodate their special needs. Though early registration is not a right, reward, or privilege, the University will make accommodation for designated-population students by allowing them to register for classes in the following order:

Group 1: Designated Populations, Graduates, Post Baccalaureates
Group 2: Group 1 and Seniors
Group 3: Group 2 and Juniors
Group 4: Group 3 and Sophomores
Group 5: Group 4 and Freshman
Group 6: Group 5 and all Visiting Students, and Non-Degree Undergraduate Students

Purpose

The purpose of this policy is to facilitate progress toward degree completion for students in designated populations who might be hampered by scheduling conflicts.

Entities Affected by the Policy

- Students
- Registrar’s Office
- Office of Services for Individuals with Disabilities
- Athletics Department

Who Should Read this Policy

- Office of the Registrar staff
- Office of Services for Individuals with Disabilities staff
- Athletics Department staff
- University Administrators
- Advisors
- Students
Without a policy allowing early registration for designated populations, some students have been unable to maintain a reasonable pace toward degree attainment. Because EKU has an obligation to comply with external regulations and rules, the University determined the need to allow designated populations to register for classes prior to other student populations. Two initial designated population groups were identified.

Students with certain disability-related needs may not achieve their academic goals within a reasonable period of time because of difficulties related to scheduling classes. Examples of appropriate disability-related situations justifying early registration status include, but are not limited to:

1. Mobility impairments that adversely impact a student’s ability to get from class to class in a timely fashion;
2. The need to frequently arrange for on and off-campus service providers (personal care assistants, etc.);
3. The inability to attend classes during certain parts of the day due to documented medical needs (chemotherapy, renal dialysis, etc.); and
4. The need for services requiring significant planning on the Office of Services for Individuals with Disabilities’ part to arrange (sign language interpreting, Braille, etc.).

See Appendix A for additional information from the Office of Services for Individuals with Disabilities.

The difficulty in scheduling classes is especially important to EKU student-athletes because of their need to satisfy stringent National Collegiate Athletic Association (NCAA) progress toward degree requirements which the general EKU student population is not subject to (see Appendix B for a description of those academic progress requirements). Also, student-athletes are engaged in ongoing, regularly scheduled practices each afternoon that they do not have discretion in scheduling. Furthermore, the bulk of the competitions they participate in are scheduled by the Ohio Valley Conference, not the EKU Athletics Department, and therefore the scheduling of those competitions is out of the control of the student-athletes and the Athletics Department.

Criteria

Criteria for designated population status are:

1. Students who would not otherwise achieve their academic goals within a reasonable period of time due to a disability; and
2. Students involved in service groups that do not have discretion in scheduling frequently and regularly occurring University-sanctioned service activities which significantly benefit the University and who also encounter problems graduating in four years because of course scheduling difficulties related to their service activities.

The Council on Academic Affairs determines whether or not a group meets the criteria for granting early registration status.

Definitions

<table>
<thead>
<tr>
<th>Provision</th>
<th>Description</th>
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<tbody>
<tr>
<td>Provost</td>
<td>Provost or his/her designee</td>
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<tr>
<td>Service Group Students</td>
<td>Students who would not otherwise achieve their academic goals within a reasonable period of time because they participate in an ongoing, University-sanctioned activity that significantly benefits the University and for which they do not have discretion in scheduling the activities.</td>
</tr>
<tr>
<td>Spirit Groups</td>
<td>Eastern Kentucky University cheerleading and dance teams.</td>
</tr>
<tr>
<td>Student-Athletes</td>
<td>Students who participate in intercollegiate sports governed by the NCAA and sponsored by the Intercollegiate Athletics Department.</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Students who are registered with the Office of Services for Individuals with Disabilities and would otherwise not achieve their academic goals within a reasonable period of time due to an on-going disability.</td>
</tr>
<tr>
<td>University</td>
<td>Eastern Kentucky University</td>
</tr>
</tbody>
</table>
Responsibilities

<table>
<thead>
<tr>
<th>Athletics Department</th>
<th>Develop a list of students who are eligible for early registration and send it to the Office of the Registrar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council on Academic Affairs</td>
<td>Determine whether or not a group meets the criteria for granting early registration status</td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td>Implement registration process</td>
</tr>
<tr>
<td>Office of Services for Individuals with Disabilities</td>
<td>Develop a list of students who are eligible for early registration and send it to the Office of the Registrar</td>
</tr>
<tr>
<td>Student Service Groups</td>
<td>Provide evidence to the Provost supporting request for designated population status</td>
</tr>
</tbody>
</table>

Procedures

Applying for Designated Population Status

University service groups must apply for Designated Population Status by providing the following to the Council on Academic Affairs:
- Evidence of their service component (e.g., constitution, mission statement, calendar of service events, and/or evidence of participation in those events)
- Evidence of the lack of discretion in scheduling the activities for the students involved (e.g., activities schedule, written statement by the EKU staff member verifying the student participant list describing how the activities are scheduled)

Determining Designated Population Status

Once an application for Designated Population Status has been submitted, the Council on Academic Affairs determines whether or not a group meets the criteria for granting early registration status.

Creating Designated Population Lists

Prior to the pre-registration period in a semester, the appropriate responsible authority for a designated population creates a current, accurate list of students who are eligible for early registration and sends it to the Office of the Registrar.

Creating Registration Priorities

The Office of the Registrar will take the necessary steps to create the registration priorities, including ensuring Designated Populations have first priority.

Violations of the Policy

Repeated abuse of the ability to register for classes early as a member of a designated population may result in the temporary or permanent loss of the ability to register early for classes as determined by the Council on Academic Affairs.

Interpreting Authority

- Provost and Vice President for Academic Affairs
Relevant Links

NA

Policy Adoption Review and Approval
Appendix A
Office of Services for Individuals with Disabilities
Early Registration Proposal

Students with disabilities may be eligible for early registration for the purpose of class scheduling. Eligibility for early registration is determined on a case-by-case basis by the appropriate coordinator within the Disabilities Office (OSID).

Early registration status permits a student to access the registration system at any time that registration is open (regardless of number of hours earned). With assistance from the OSID, students with early registration status may be able to access the registration system at times when registration is not available to the general student population.

Eligibility is determined by examining the following questions:

1. Will early registration minimize or eliminate substantial barriers to the educational process experienced by the student due to disability?
2. Will early registration enhance the University's ability to provide appropriate accommodations for the student?

The specific nature of the disability and subsequent need for reasonable accommodation are considered when determining eligibility for early registration. Here are some examples that may warrant early registration:

1. Students who are deaf or hard of hearing who require interpreters and note-takers;
2. Students who are blind or visually impaired who require reading materials in alternate format; and
3. Students with significant mobility impairments who may require specific transportation arrangements.

Students are encouraged to contact the Office of Services for Individuals with Disabilities to discuss eligibility for early registration at 859-622-2933.
Appendix B
NCAA Progress toward Degree Requirements

Each student-athlete must meet specific NCAA progress toward degree requirements that apply according to the student-athlete's year of initial full-time collegiate enrollment. The Office of the Registrar and the Chad Bratzke Student-Athlete Academic Success (Bratzke) Center staff regularly check each student-athlete for full-time matriculation, minimum credit hour requirements, satisfactory progress toward degree attainment and designated program of study. The Department of Athletics Compliance Office assists in that process. Student-athletes are ultimately responsible for keeping track of their own eligibility status.

**NCAA Rules for Student-Athletes Who Enrolled On or After August 1, 2003**

Entering Second Year of Collegiate Enrollment:
1. Earned at least 24 semester credits
2. At least 18 credits earned during the regular academic year
3. Achieved at least 90 percent of the GPA required for graduation
4. At least six credits earned per term
5. A maximum of six semester hours of remedial courses may be used in the first year

Entering Third Year of Collegiate Enrollment:
1. Earned at least 40 percent of the degree requirements
2. At least 18 credits earned during the regular academic year
3. Achieved at least 95 percent of the GPA required for graduation
4. At least six credits earned per term
5. Declaration of degree program

Entering Fourth Year of Collegiate Enrollment:
1. Earned at least 60 percent of the degree requirements
2. At least 18 credits earned during the regular academic year
3. Achieved at least 100 percent of the GPA required for graduation
4. At least six credits earned per term

Entering Fifth Year of Collegiate Enrollment:
1. Earned at least 80 percent of the degree requirements
2. At least 18 credits earned during the regular academic year
3. Achieved at least 100 percent of the GPA required for graduation
4. At least six credits earned per term
### Priority Registration Policies at Kentucky Universities

<table>
<thead>
<tr>
<th>Institution</th>
<th>Groups with priority registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Kentucky</td>
<td>Graduate students/evening and weekend students/honors</td>
</tr>
<tr>
<td>Kentucky State University</td>
<td>Athletes/graduates/honors</td>
</tr>
<tr>
<td>University of Louisville</td>
<td>Graduates/honors/disabled/athletes (some)</td>
</tr>
<tr>
<td>Northern Kentucky University</td>
<td>Graduates/post-grad/athletes/honors</td>
</tr>
<tr>
<td>Western Kentucky University</td>
<td>Athletes/honors</td>
</tr>
<tr>
<td>Morehead State University</td>
<td>No priority registration policy; under discussion at this moment</td>
</tr>
<tr>
<td>Murray State University</td>
<td>No priority registration policy; registrar works with individual offices to ensure that students (primarily athletes) get the classes they need</td>
</tr>
</tbody>
</table>

### Priority Registration Policies at EKU Benchmark Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Groups with priority registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas State University, main campus</td>
<td>Honors/athletes/students with disabilities/student ambassadors/work study students/music students/forensics students/judging teams/dance team/cheerleaders/mascots and historically other students who travel on behalf of the institution</td>
</tr>
<tr>
<td>California State University, Chico</td>
<td>(in this order) Disability Support Services students/veterans/graduating seniors/athletes and some other small groups/honors seniors/seniors/honors junior/juniors/honors sophomores/sophomores/honors freshmen/freshmen</td>
</tr>
<tr>
<td>University of Central Missouri</td>
<td>Athletes/honors/students with disabilities register the first two days of registration before the general population</td>
</tr>
<tr>
<td>University</td>
<td>Honors/other Groups</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Eastern Michigan University</td>
<td>Honors/students with disabilities/admission tours guides and residence hall assistants/</td>
</tr>
<tr>
<td></td>
<td>student ambassadors/graduate students first/athletes register a day before their normal time</td>
</tr>
<tr>
<td>Indiana State University</td>
<td>Honors and presidential scholars register the first day of priority scheduling with seniors</td>
</tr>
<tr>
<td></td>
<td>and graduate students/athletes receive a credit hour bonus that puts them a week ahead of</td>
</tr>
<tr>
<td></td>
<td>their normal scheduling time/disabled students are accommodated on a case by case basis</td>
</tr>
<tr>
<td>Kennesaw State University</td>
<td>Joint enrollment honors high school students/student assistants (includes work study students,</td>
</tr>
<tr>
<td></td>
<td>tutors, any student who gets a paycheck from the university) and graduate assistants/athletes and</td>
</tr>
<tr>
<td></td>
<td>anyone on a NCAA team/students with disabilities</td>
</tr>
<tr>
<td>Minnesota State University, Mankato</td>
<td>Students with disabilities register one week prior to general registration/athletes/forensics (speech),</td>
</tr>
<tr>
<td></td>
<td>theatre and music majors register 24-36 hours before general registration</td>
</tr>
<tr>
<td>Sam Houston State University</td>
<td>Honors and athletes before seniors/students with disabilities on a case by case basis</td>
</tr>
<tr>
<td>Sonoma State University</td>
<td>Students with disabilities/NCAA athletes/Presidential Scholars/other groups may apply</td>
</tr>
<tr>
<td></td>
<td>for priority registration status if they meet the predetermined criteria</td>
</tr>
<tr>
<td>Western Carolina University</td>
<td>Honors/disabled (first); athletes, exchange, and Distanced Learning Program students (second);</td>
</tr>
<tr>
<td></td>
<td>then seniors, juniors, etc.</td>
</tr>
<tr>
<td>University of Wisconsin, Oshkosh</td>
<td>Honors/certain disabled students/athletes involved in sports that share indoor gym space (i.e.,</td>
</tr>
<tr>
<td></td>
<td>women’s and men’s basketball)</td>
</tr>
<tr>
<td>University of Tennessee, Chattanooga</td>
<td>Athletes/honors/disabled students registered with the Office for Students with Disabilities</td>
</tr>
<tr>
<td>University of Southern Indiana</td>
<td>Athletes/Athletic groups (including cheerleaders)/student government members/Presidential and Dean’s Scholars/honors students/student newspaper and radio workers/student employees of the Children’s Center/student members of the Activities Programming Board/ROTC/Student Ambassadors/Dance Team members (student workers and all university employees of the university were initially part of the policy then dropped)</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>University of Northern Iowa</td>
<td>Special needs students first/athletes register first day of the period of their academic group (i.e. sophomores)</td>
</tr>
<tr>
<td>University of North Carolina at Greensboro</td>
<td>Athletes and honors students register a day before their allotted time/disabled students can register anytime during the registration period beginning with graduate students/student workers in the Registrar’s Office/some student workers in the Office of Disability Services</td>
</tr>
<tr>
<td>University of Massachusetts Boston</td>
<td>Athletes/honors students/disabled students</td>
</tr>
<tr>
<td>University of Michigan-Flint</td>
<td>[U/Michigan-Flint has no formalized athletic program <em>per se</em> as they are largely a commuter campus; they have had no formal priority registration policy other than ordering registration in relation to credit hours earned. Special requests—i.e., a group of honors students or Student Ambassadors—have been granted on a relatively few number of occasions (according to the current Registrar with 11 years at the job, only 3 or 4 such requests have been made and granted).]</td>
</tr>
<tr>
<td>Northern Michigan University</td>
<td>No priority registration policy</td>
</tr>
<tr>
<td>Wichita State University</td>
<td>No priority registration policy</td>
</tr>
</tbody>
</table>
Overview of Departmental Response to Early Registration Policy

Departments in Favor of Policy as Written
Correctional and Juvenile Justice Studies
Curriculum and Instruction-2 responses
Geology and Geography-6/10 surveyed
Occupational Therapy
Safety, Security, and Emergency Management – ½ favor
Special Education-2 responses

Departments in Favor of Adaptation of Policy (adaptation follows department name)
Music Department-add band members
Psychology-remove athletes, selected students with disabilities only
Technology-remove athletes, selected students with disabilities only
Health Promotion and Administration-students with disabilities only
History-remove athletes, spirit groups, selected students with disabilities only-register with Seniors-if all groups included add honors and band
Math & Stats-add honors program students

Departments Not in Favor of Policy
Biology
Chemistry-12/12
Geology and Geography-4/10 surveyed
Safety, Security, and Emergency Management – ½ not in favor

Overview of Faculty Comments Regarding Early Registration Policy

<table>
<thead>
<tr>
<th>Comment Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Current Policy</td>
<td>8</td>
</tr>
<tr>
<td>Remove Athletes, Then Will Support Policy for Disabilities Students</td>
<td>12</td>
</tr>
<tr>
<td>Add Another Group</td>
<td></td>
</tr>
<tr>
<td>Honors Students</td>
<td>3</td>
</tr>
<tr>
<td>Marching Band</td>
<td>1</td>
</tr>
<tr>
<td>Students in Athletic Training</td>
<td>1</td>
</tr>
<tr>
<td>Not in Support of Current Policy (Or Any Policy)</td>
<td>11</td>
</tr>
<tr>
<td>Requested Policy Clarification</td>
<td>4</td>
</tr>
<tr>
<td>Concern about Students in Exceptional Circumstances</td>
<td>9</td>
</tr>
<tr>
<td>Presented Alternatives to an Early Registration Policy</td>
<td></td>
</tr>
<tr>
<td>Open Policy-Each Group or Individual Must Apply</td>
<td>2</td>
</tr>
<tr>
<td>Give RAC Numbers Early Instead of Early Registration</td>
<td>2</td>
</tr>
<tr>
<td>Disabilities and Athletes Submit Separate Proposals</td>
<td>1</td>
</tr>
<tr>
<td>Grant Overrides When Needed</td>
<td>1</td>
</tr>
<tr>
<td>Designated Groups Register at Same Time as Seniors</td>
<td>2</td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: Dr. Doug Whitlock, President, Eastern Kentucky University
Dr. Rodney Piercey, Provost & Vice-President for Academic Affairs

FROM: Ad Hoc Committee on Early Registration
Dr. David Eakin, Dr. Linda Frost, Dr. Karin Sehmann, & Dr. Steffen Wilson (Chair)

RE: Addressing the Needs of the Student with Exceptional Circumstances

ATTACHMENT: Comments from Faculty Indicating Concern for Students with Exceptional Circumstances

In their written comments on the Early Registration Policy made to the Ad Hoc Committee on Early Registration, many faculty mentioned their concern about students with exceptional circumstances. Such students were frequently described as:
1. single working parents balancing the demands of a family and work while completing their education,
2. students caring for seriously ill family members,
3. students with unusual work circumstances. These comments are attached.

Because of the significant number of such comments, the Ad Hoc committee on Early Registration would like to recommend that a University-level committee be appointed by the President and/or Provost to investigate and design a policy to address the needs of such students.

Activities of this committee could include:
- Defining exceptional circumstances
- Estimating the size of this population of students
- Determine the types of services that can accommodate these students at EKU
- Investigate the methods our benchmarks and other Kentucky schools use to accommodate such students
- Design and implement a strategy for meeting the needs of these students

Such a committee could include representatives from the following units:
- Distance Education
- Counseling
- Career Services
- Extended Campuses
- Registrar
- University Research
- Faculty representative

Thank you for your consideration of this request.
Comments from Faculty Indicating Concern for Students with Exceptional Circumstances

From informal conversations with the SSEM department faculty, they are evenly split with some indicating they have students who must work and we provide no special consideration for them. … I feel that some students must work to be able to earn enough tuition and gas money to attend but some students choose a lifestyle with new vehicles and expenses that force them to work to pay for their toys. I don’t feel this latter group deserves any special registration consideration.

I am very strongly against special pre-registration accommodations for other groups, such as athletics and service-based situations. This goes to the heart of fairness for the student community at large. Many, perhaps most, students have other legitimate activities and distractions in their lives that affect course selection, academic progress, and registration concerns, e.g., necessary employment, student organizations, family-related matters, transportation issues, medical issues that do not fall within the stated policy, or myriad other "needs" that are expressed to us instructors on a weekly basis. Imagine how a working mother or father who is trying to earn a hard-fought degree feels as athletes or cheerleaders or students in designated service roles are permitted to advance in line ("but in ahead") for registering, thereby potentially disenfranchising him/her from a fair chance at a necessary course, particularly one that may force another semester or two at the university in order to graduate. There are many, many "special needs" unrecognized by policy that could easily compete with the various discretionary special activities should fairness be used as a defining process in policy development. Athletes must maintain certain academic minima, but that parent must do so, also. Disabilities are not discretionary; the other policy-protected activities are. It appears that the policy-makers have made exceptions for those groups that have strong "lobbies" in the discussions, but have not given equable consideration to many other situations that could deserve protection. For the sake of fairness to all of our 16,000 students, all non-disabled students should stand in line together according to the class level organization in place (seniors first, etc). I am willing to fight for this.

Bruce Davis

There are many other students with family and job responsibilities who could use the advantage of early registration, and justify their cases just as strongly. Everyone can’t be first! Stewart Farrar

Overall, I agree with the plan, but what about non-traditional students who have jobs or children (particularly if they have children with special needs). I completed my BS and MS and now PhD with kids and it can be very challenging to schedule classes so parents can be successful students. I did not see this population addressed. Was this group discussed as the policy was being revised? I realize that there are probably a lot of parents on campus and that might seem an unfair advantage, but anyone classified as non-traditional ought to be able to register early.

Stephanie Adamovich

One of our faculty members questioned the early registration policy – as it pertains to student athletes. My colleague was wondering whether they get priority registration in semesters when they are not actively competing or traveling (e.g., football players in the spring semesters – or basketball players in the fall semesters). Her concern was that there are students out there (e.g., single parents) who might not be able to access classes because a cheerleader/spirit group member or athlete (who is not actively traveling/competing that semester) got a seat in a class.

Correctional and Juvenile Justice Studies

There was some sympathy for the plight of student athletes and others, but the consensus was that there are many students who have difficulty fitting classes into their schedules (those who work full time or have primary responsibility for the care of children, for instance) and it would be unfair to favor some over others. Most of us think the fairest system is one in which students are allowed to register in order of their closeness to graduation, i.e. seniors/graduate students first (as you can see from the comments included below, one of us actually thought freshman should be allowed to register first, but no one else agreed with that!). Chemistry
This stirred up considerable discussion at the CAS chairs meeting last week. I have mixed feelings. I have sympathy for the athletes who often have a horrible game/practice schedule that they have to work around (hence the need to register early to get the classes that fit the athletics schedule the university creates). But, I also think it seems unfair that other groups with tricky schedules not get the same privilege. The problem then becomes where to draw the line without having so many groups included that it leaves the non-privileged students (which includes students who are working many hours or have family responsibilities) at a real disadvantage. Robert Brubaker

Rationale for non-support of groups other than those with disabilities
It is a hard line to draw and thus should be avoided. Why should the university try to judge the contributions of athletes vs. artists vs. musicians vs. etc. And why are any of these activities more noble than jobs? Many students have school-work-child care conflicts that we expect them to figure out on their own. Health Promotion and Administration
TO: FACULTY SENATE
FROM: M. TINA DAVIS, INTERIM UNIVERSITY REGISTRAR
SUBJECT: SENIORS WITH 102+ HRS SHOULD BE ALLOWED PRIORITY GRADUATION
DATE: OCTOBER 29, 2008

Each term seniors registering for the final semester before graduation are placed in competition for needed courses with all students who have earned, or will be earning at the end of the current term, senior status. This may create a hardship on graduating seniors as students with less of an immediate need may secure the crucial and highly competitive seats in desired classes. I believe that even a 24 hr. period of preferential registration for graduating seniors would have a positive affect on these students.

The minimum hours to classify as a “graduating senior”, i.e. 102 hr., was suggested based upon the logic that a student registering for 18 hr., and graduating in a degree program that requires only 120 hr., could be entering their final term before graduation.

Therefore, in keeping with the University’s desire to facilitate progress towards degree, it is hoped that priority registration for graduating seniors will assist this group in securing required classes, and thereby ameliorate some of the situations which may force students into attending additional terms before completing their degree requirements.

With this memo I respectfully request the Faculty Senate to consider inclusion of “graduating seniors” into their recommendations on the proposed early course registration policy.
Memorandum

TO: Faculty Senate Task Force on Priority Registration
   Council of Academic Affairs
   Faculty Senate
   Provost Council

FROM: Teresa Belluscio, Director of the Office of Services for Individuals with Disabilities with Sandy Douglas, Disabilities Analyst

RE: Priority Registration for select Students with Disabilities

DATE: October 30, 2008

Approval of the proposed early registration policy is a much needed and a long overdue factor of accessibility that students with disabilities need for academic success. Allowing early registration for these select students with disabilities will become the centerpiece of which their academic success rests. These students are hard working and diligent but suffer immensely when poor schedules adversely affect attendance.

Kentucky regional Universities including WKU and NKU along with both UK and U of L have such policies in place for students with disabilities.

Class schedules which do not provide the needed access and do not help compensate for health challenges often result in the student dropping or withdrawing from the course, or failing the course. If difficulties are caught in time and discussed with a staff member with the OSID, courses may be dropped and mid-semester classes may then be added. This too adds its own set of problems for the student. These situations result in an increased number of phone calls, e-mails to and/or meetings with teachers, Disabilities Office staff, and Advisors and additional time is consumed for the Registrar’s Office, Financial Aid, and OVR. In addition, the cost of education increases and graduation may be delayed.

In regard to deaf or hearing impaired students, a financial/staffing burden is placed on Deaf Student Services when deaf students cannot register for the same class and interpreting services are duplicated. To further define the benefit that early registration would have on our staff efficiency when providing interpreting for students that are deaf as stated by our Interpreter Coordinator Shirley Rivard:
We have 22 registered deaf and Hard of hearing students this semester that use American Sign Language as their primary mode of communication. This translates into 102 credit hours per week. In addition to these hours we also provide for all student/teacher conferences, study groups, tutoring or any outside activity that is required for the class. Any class or activity over one hour requires two interpreters, which means in reality the majority of the T/R classes should have a team especially since we work back to back classes. We do not have enough interpreters to provide 2 per class which increases the risk of interpreter injuries (i.e. repetitive motion, carpal tunnel) or may cause mental fatigue on the interpreter and result in strained translations.

I currently have 4 full time interpreters, myself and 9 “part-time” interpreters. These 9 interpreters either have full time jobs or service the community and some travel as far as Pikeville to provide services. Securing them for classes depends on when I have schedules available. Typically what I have found is by the time my students register, the majority of part time interpreters have prior commitments and cannot assist with covering classes. The earlier the students can register, the quicker I can secure interpreters.

Examples of cases where early registration may be of great benefit to our students with the OSID:

A student with Cystic Fibrosis needs classes 2 or 3 days per week in order to rest, receive breathing treatments, and prevent hospitalizations.

A student with severe and frequent migraine headaches requires a morning class schedule due to a history of debilitating pain in the afternoon.

A student with a rare autoimmune bone disease requires a T/R schedule due to difficulty getting out of bed and walking to classes on a daily basis. Rest is needed on the days between classes.

A student with Crohn’s Disease, Irritable Bowel Syndrome, or Ulcerative Colitis may require a M/W/F schedule due to the shorter class time and may require a non-consecutive class schedule for restroom use between classes.

A student with Fibromyalgia, Multiple Sclerosis, Muscular Dystrophy, back pain, or lifting or walking restrictions requires a non-consecutive class schedule, as it takes longer than 15 minutes to walk or drive from building to building.

A student with a visual impairment requires all web classes due to not driving and not living in Richmond. Time is consumed sending e-mails on behalf of the student as an override is needed and the teacher needs confirmation from the Disabilities Office concerning the student’s status.

A student with severe anxiety and social phobia requires auditorium classes for isolated seating; or in smaller capacity classes utilizes the support of a close friend who also registers for the same courses in order to protect therapeutic goal progress made and prevent regression of symptoms.

A student with an anxiety disorder did not require extended test time with a M/W/F class schedule due to the shorter testing time in comparison to T/R class time.

A student with attendance concerns as a direct result of cancer, medical appointments, and hospitalization may need to register for the class with the course teacher who is known to be flexible with attendance or not take roll at all.
CRITERIA for Early Registration

Determining eligibility is not unlike using professional judgment based on documentation in assessing for reasonable accommodation. Decisions for early registration will be considered on a case-by-case basis by either the Director or the Disabilities Analyst and take the following into account:

Considerations:
1. What is the severity of the diagnosis and its direct impact on accessing an appropriate course schedule?
2. What functional limitations are present as they relate to establishing a course schedule?
3. What measures has the student taken on their own account to work out a reasonable and do-able course schedule?
4. What are the fixed variables that the student has to deal with that are imposed by the impairment or disorder that are in direct conflict with a course schedule?
5. What type of class schedule would provide access while best supporting the student’s abilities, allowing the least amount of adverse impact, and equalizing the opportunity for success?
6. Is Early Registration necessary to provide the accommodated schedule based on the courses needed for this particular semester?

Specific Diagnoses that the OSID may consider when implementing this policy include:

**Orthopedic/Mobility**
- Arthrogryposis
- Ehlers-Danlos syndrome
- Herniated disc
- King syndrome
- Malignant chondrosarcoma
- Osteosarcoma
- Patellar maltracking and degenerative arthritis
- Perthes Disease
- Sacral level myelomeningocele (Spina Bifida)
- Scoliosis
- Spondylo epiphyseal dysplasia

**Vision**
- Cone/rod dystrophy
- Diplopia
- Exotropia
- Fleck-like macular lesions on funduscopy and the typical dark, chorodial pattern on fluorescein angiography
- Myopic astigmatism
- High Myopia and Myopic degeneration
- Leber’s Optic Neuropathy
- Medium amplitude rotator nystagmus
- Non-arteritic interios ischemic optic neuropathy
- Ocular misalignment
- Optic atrophy
- Retinosa pigmentosa
- Rieger syndrome
Other Health Impairment
Adrenal failure
Asthma
Charcot-Marie-Tooth disease (muscular dystrophy)
Chemical sensitivity
Chronic Intractable Migraine
Crohn’s disease
Cystic fibrosis
Epilepsy
Fibromyalgia
Hard of hearing
Hypoglycemia
Hypoparathyroidism
Irritable bowel syndrome
Laryngeal tumor
Muscular Sclerosis
Seizures
Sickle cell anemia
Type 1 diabetes
Ulcerative colitis disease
Vocal cord paralysis

Psychological
Bi-Polar Disorder
General Anxiety Disorder
Post Traumatic Stress Disorder
Social phobia

In essence, early registration is so crucial for some of our students that would be considered a “reasonable accommodation” under the American with Disabilities Act of 1990, the new ADA Reauthorization Act of 2008, and section of the Rehabilitation Act of 1973. Why then do we need a policy? We need this policy so that it is developed as a procedure, in an executed manner that is formally recognized by the University and its departments, advisors, offices and offered under special circumstances to our students with disabilities.
Memorandum

TO: Faculty Senate Task Force on Priority Registration
    Council on Academic Affairs
    Faculty Senate
    Provost’s Council

FROM: Dr. Linda Frost, Director of the Honors Program with Dr. Lisa Kay, Associate Director,
      and Mr. Mustapha Jourdini, Honors Advisor

SUBJECT: Priority Registration for Honors Students at EKU

DATE: 21 October 2008

Not long after my arrival at Eastern Kentucky University as the university’s new Director of the Honors Program, I was made aware of the drafted policy brought forward by the University Athletics Committee, the Student-Athlete Advisory Committee, and the Office of Services for Individuals with Disabilities regarding early or priority registration for student athletes, members of “spirit groups,” and students with disabilities. The EKU policy is an attempt to further enable our students to complete their degrees in a timely fashion, and to increase retention and improve graduation rates, all of which are crucial concerns. Priority registration is indeed common practice at many if not most institutions of higher education including our benchmark institutions where 16 out of 19 universities allow designated groups to register prior to the general student population. While the EKU draft policy initially included honors students as members of one of the groups to be granted priority registration, they were apparently removed at the suggestion of EKU administrators. We in honors, however, feel it is crucial for honors students to be included in this policy for the following reasons.

- Honors students must complete a clearly defined roster of courses to fulfill their honors requirements, courses that are offered in very few sections at a necessarily limited range of times. It is much more difficult to arrange a schedule when a student must first register for one of 3 sections of a 6 credit-hour, 5-day a week HON 102 Rhetoric course than it is to arrange a schedule that provides the student with their pick of one of 68 sections of a 2- or 3-day-a-week ENG 101 or even one of 38 sections of ENG 102. As a result in part of scheduling difficulties like these, many of our students cannot complete their honors requirements and their major requirements in four or even five years—and it is important to keep in mind that honors students are also often more likely to pursue double majors. Priority registration would enable these students to progress in their degrees in a more timely fashion while also encouraging rather than discouraging them from completing an honors curriculum.

- A growing number of courses designated as honors are in fact cross-listed with other departments therefore offering even fewer seats to honors students in the courses they must take to complete their honors curriculum. Priority registration would ensure that honors students could indeed get the classes they need to remain in good standing with the EKU Honors Program.
Honors students often take on greater leadership roles across the university and have additional research and service obligations. In fact, honors students tend to be more widely involved across campus than their peers in the general population. These activities add to the difficulty they often have scheduling their courses in a reasonable way.

Priority registration has become a common benefit that honors administrators use to recruit new students. As a benefit with essentially no cost to the university, priority registration provides something to honors students that they understand to be invaluable to the successful completion of their degrees.

Priority registration has in fact become so typical a policy for honors programs at universities across the country that the National Collegiate Honors Council has added priority registration to its list of “Basic Characteristics of a Fully Developed Honors Program,” benchmarks for honors programs nationwide. To omit honors students from EKU’s policy is to put EKU’s nationally recognized program behind our nationally equivalent institutions as well as to put us at a tremendous competitive disadvantage in the region. (According to this list, available at www.nechonors.org/basichonorsprogramcharacteristics.aspx, “A fully developed program will provide priority enrollment for honors students who are active in the program in recognition of their unique class scheduling needs.”) Robert Spurrier, Director of the Honors College at Oklahoma State University argues that, “the unique scheduling needs of honors students are recognized even at institutions with large numbers of honors courses because even under the best of circumstances honors students must juggle their honors courses around requirements in their academic majors. Honors students frequently pursue double (or triple) majors, multiple minors, study abroad options, and internships—all of which make it imperative that they be able to implement sometimes extremely complex plans of study in order to graduate on time. The newest Characteristic quite properly recognizes these unique scheduling needs” [“The Newest ‘Basic Characteristic’ of a Fully Developed Honors Program” in Honors in Practice (2008) 4: 191.]

Of the 7 Kentucky institutions considered by our task force (University of Kentucky, Kentucky State University, Murray State University, Morehead State University, Western Kentucky University, Northern Kentucky University, and the University of Louisville), only 2 (Morehead and Murray) have no such policy; of the 5 that do, all include honors as one of the groups receiving priority registration. Of the 19 benchmark institutions we surveyed, only 3 had no formal priority registration policy. Of the 16 that did, 13 included honors as one of the groups receiving priority registration.

We therefore request that EKU honors students in good standing with the program (actively taking honors courses and maintaining the relevant GPA per hours of coursework completed) be included in whatever priority registration policy the university adopts.
Memorandum

TO: Faculty Senate Task Force on Priority Registration
Council on Academic Affairs
Faculty Senate
Provost’s Council

FROM: Dr. Karin Sehmann, Associate Chair Department of Music with Professor Rob James, Chair Department of Music

SUBJECT: Priority Registration for Music Students and Non-Music Students in Ensembles at EKU

DATE: 27 October 2008

I was asked to join the Task Force on Priority Registration as a representative of the Department of Music. Music students have been both included in and excluded from some drafts of the Priority Registration over several revisions. The Task Force has made a recommendation to include music students and music ensemble members as part of the group of students allowed priority registration. The EKU policy is an attempt to assist our actively involved students to complete their degrees and improve retention and graduation rates. Priority registration is found at a majority of our benchmark institutions and at a majority of institutions with similar music programs and accreditation. The most recent draft removed music students from the priority registration group, but the current proposal from the Task Force on Priority Registration, recommends including music students. I am also the Chair of the Music Ensemble Recruiting & Retention Task Force given the charge by the President to find ways the university can support and promote membership in music ensembles that include music majors and non-majors. Including music students in priority registration would support the students and encourage membership in music ensembles by allowing students to plan for the extra time required to be members while still fulfilling academic requirements. The Department of Music supports inclusion of music students in the priority registration group and finds it important for the success of our student musicians for the following reasons:

- Music majors are enrolled in a Bachelor of Music degree that requires more than the 128 credits required by the university for a degree (138 for music education students). We are accredited by the National Association of Schools of Music and due to that accreditation, music students are required to participate in ensembles. Music students have no choices of when to take classes. Other students who want to participate in ensembles have no choices of when to take classes. Music ensembles involve so many different disciplines, facilities, graduate assistants, faculty, parking, staff, and
university marketing that changing their scheduled times is impossible. Therefore, these students only have specific slots open on their MWF and TTR schedule to take all other academic courses. If allowed to have prioritized scheduling, it will increase student success, graduation rates, and especially it will enhance the EKU image.

- Music students are involved in performances and presentations both semesters including over 100 campus events provided to the campus community.

- Research in higher education has shown that students who are involved in courses and activities involved in campus life have better retention and graduation records. Our own First Year program supports the efforts of the marching band and choral area with funding to assist our Marching Colonel for a Day and High School Choral Festival. Priority registration makes it easier for non-music majors to get involved in music ensembles. We typically lose non-majors sophomore year due to scheduling conflicts. We have tracked the enrollment of the marching band over several semesters.

- Music students and ensemble members are required to spend a large amount of time outside class to travel for the university, host events. We traditionally think of the marching band and pep band as the service groups for the university, but members of the choral ensembles have already hosted 2 day long events on campus that brought 700+ students grades 5-12 to participate in music festivals. As of October, the marching band, orchestra and percussion ensemble have already traveled to present performances to hundreds of public school music students and residents of our service region. These performances are in addition to the numerous events on campus.

- Music ensemble members are considered members of “athletic” bands at some universities and given priority registration with the athletes.

- According to research of accredited music departments, several similar music departments are given priority registration just due to the rigorous requirements of music majors and ensemble schedules.

- President Whitlock stated at the first convocation that University will focus on student success, regional stewardship, and the QEP. He went on to say that there would be a restructuring of support services to focus on recruitment, retaining, graduating and prepare graduates to be successful. By allowing music students priority registration, this improves our ability to recruit new students through visible events/performances that the music department provides. Retention of students is higher in students that participate in an on campus organization. Music students will be more successful in graduating on time. Travel, on campus events, and performing experience also prepare students for success in future careers and offer a large component of regional stewardship.
MEMORANDUM

TO: Faculty Senate

FROM: University Athletics Committee
Student-Athlete Advisory Committee
Office of Services for Individuals with Disabilities

SUBJECT: Early Registration for Designated Populations Policy Proposal

DATE: October 28, 2008

On behalf of the University Athletics Committee, Student-Athlete Advisory Committee and the Office of Services for Individuals with Disabilities (OSID) I would like to submit this memorandum, early registration policy proposal and supporting appendices for the Faculty Senate’s review and comment. The proposed policy document contains the regulation statement and supporting information in the areas of: 1) purpose, 2) entities affected by the regulation, 3) who should read the regulation, 4) policy background, 5) criteria for determining designated populations, 6) definitions, 7) responsibilities, 8) procedures, 9) violations of the regulation, and 10) interpreting authority. This memorandum serves to provide other relevant information that does not fit the policy template but will undoubtedly be useful during the Faculty Senate’s discussion of this policy proposal.

Purpose Section
First, in addition to the stated purpose in the policy proposal (i.e., facilitate progress toward degree completion for students in designated populations who might be hampered by scheduling conflicts), below are additional reasons for such a policy:

- Increase the likelihood of retention and graduation for designated population students;
- Reduce the need for students to overload courses in certain semesters;
- Reduce the occurrence of registering for excessive free electives just to maintain full-time student status;
- Advising for designated population students can begin earlier;
- Reduce the University’s (scholarships) and students’ (tuition fees) expenditures on summer courses and taking courses during a fifth or subsequent year of enrollment;
- Reduce the probability of a varsity athletics team being assessed NCAA penalties for insufficient academic performance (ranging from the inability to award scholarships to loss of membership for the team in the NCAA);
- Help student-athletes comply with NCAA progress toward degree rules;
- Allows the University staff members who serve these students to more prudently utilize their
time and resources;
- Increases the likelihood of designated students to meet financial aid requirements that may otherwise be adversely affected by course withdrawals, incompletes, and failing grades;
- Aligns the University’s commitment of accessibility, equity and accommodation to an operating regulation for students with disabilities; already matched by many sister institutions; and
- The policy could be a retention and recruitment tool at no cost to the University.

Policy Background Section
Second, under the policy background section the following information is also useful.

With the implementation of an early registration policy, designated population students would be better able to satisfy course sequencing requirements in a timely manner. Furthermore, the need to enroll in summer classes or delay graduation by enrolling in a fifth year of study because of scheduling conflicts will be significantly reduced, if not eliminated. Retention may also be positively impacted as an unnecessary hurdle to timely graduation is eliminated. Fewer student-athletes taking summer courses or enrolling in a fifth year of study will also have a positive impact on the University’s budget as the amount of money spent on summer school and fifth year scholarships will be reduced. Finally, the elimination, or at the very least the significant reduction of instances where practice/game and class schedules overlap, will be beneficial to all involved – faculty, student-athletes and coaches.

Early registration would be granted to designated populations for both fall and spring semesters but not the summer sessions. This is because, for example, NCAA Division I student-athletes participate (i.e., practice and compete) in their sport(s) in both the fall and spring semesters. This is unlike high school or NCAA Division III athletics where student-athletes only participate in their sport in the traditional season. Students with specific disabilities are typically more successful in the summer in registering for their needed classes; class enrollment is down and thus we cannot currently substantiate a need for early registration in the summer sessions.

Examples of OSID registered students with conditions that could warrant early registration status:
- A student with Cystic Fibrosis needs classes 2 or 3 days per week in order to rest, receive breathing treatments, arrange personal care and prevent hospitalizations.
- A student with severe and frequent migraine headaches requires a morning class schedule due to a history of debilitating pain in the afternoon.
- A student with a rare autoimmune bone disease requires a T/R schedule due to difficulty getting out of bed and walking to classes on a daily basis. Rest is needed on the days between classes or the student receives extensive treatment on alternate days.
- A student with Crohn’s Disease, Irritable Bowel Syndrome, or Ulcerative Colitis may require a M/W/F class schedule due to the shorter class time and may require a non-consecutive class schedule for restroom use between classes.
- A student with Fibromyalgia, Multiple Sclerosis, Muscular Dystrophy, back pain, or lifting or walking restrictions requires a non-consecutive class schedule, as it takes longer than 15 minutes to walk or drive from building to building.
• A student with a visual impairment requires all web classes due to not driving and not living in Richmond. Time is consumed sending e-mails on behalf of the student as an override is needed and the teacher needs confirmation from the Disabilities Office concerning the student’s status.
• A student with severe anxiety and social phobia requires auditorium classes for isolated seating; or in smaller capacity classes utilizes the support of a close friend who also registers for the same courses in order to protect therapeutic goal progress made and prevent regression of symptoms.
• A student with an anxiety disorder did not require extended test time with a M/W/F class schedule due to the shorter testing time in comparison to T/R class time.
• A student with attendance concerns as a direct result of cancer, medical appointments, and hospitalization may need to register for the class with the course teacher who is known to be flexible with attendance or not take roll at all or register for a class that does not conflict with frequent and regularly occurring cancer treatments.

Determining eligibility is not unlike using professional judgment based on documentation in assessing for reasonable accommodation. Decisions for early registration will be considered on a case-by-case basis by either the Director or the Disabilities Analyst and take the following into account:

• What is the severity of the diagnosis and its direct impact on accessing an appropriate course schedule?
• What functional limitations are present as they relate to establishing a course schedule?
• What measures has the student taken on their own account to work out a reasonable course schedule?
• What are the fixed variables that the student has to deal with that are imposed by the impairment or disorder that are in direct conflict with a course schedule?
• What type of class schedule would provide access while best supporting the student’s abilities, allowing the least amount of adverse impact, and equalizing the opportunity for success?
• Is early registration necessary to provide the accommodated schedule based on the courses needed for this particular semester?

It is also important to note as background information the penalties associated with the NCAA Academic Progress Rate (APR). The APR is a semester-by-semester determination of scholarship student-athlete academic eligibility and retention at each NCAA Division I institution with the ultimate goal being graduation within five years of initial full-time enrollment. (By comparison, the federal graduation rate methodology uses a six-year deadline.) If teams do not meet the minimum standards for the APR they may be subject to contemporaneous or historical penalties.

<table>
<thead>
<tr>
<th>Contemporaneous Penalty</th>
<th>Financial aid restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Penalties</td>
<td>Occasion one – Public warning</td>
</tr>
<tr>
<td></td>
<td>Occasion two – Public warning, financial aid and playing/practice restrictions</td>
</tr>
<tr>
<td></td>
<td>Occasion three – Public warning, financial aid</td>
</tr>
</tbody>
</table>
restrictions, playing/practice restrictions and postseason competition restrictions
Occasion four – Public warning, financial aid restrictions, playing/practice restrictions, postseason competition restrictions and NCAA membership status restrictions

Policy Adoption Review and Approval Section
Third, under the policy adoption review and approval section the following information is also helpful:

University Athletics Committee
This committee has reviewed the policy recommendation multiple times since November of 2004

Student-Athlete Advisory Committee
This committee has reviewed the policy proposal multiple times since November of 2006

Director, OSID
This individual has reviewed the policy recommendation multiple times since April of 2007

Student Rights Committee
This committee reviewed the policy proposal on October 2, 2007

Student Senate
The Student Senate reviewed the policy proposal on October 30, 2007 and passed a resolution in support of the proposal (see Appendix C for the resolution)

Faculty Senate
This group formed an ad hoc committee to study the topic and then discussed the topic at a full senate meeting in November of 2008

Council on Academic Affairs
This group discussed the topic on more than one occasion in the fall of 2008

Provost’s Council
This group discussed the topic on more than one occasion in the fall of 2008

Comparison to Other Relevant Institutions
EKU Benchmark Institutions (16 of the 19 institutions have early registration)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Groups with priority registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas State University, main campus</td>
<td>Honors/student-athletes/students with disabilities/student ambassadors/work study students/music students/forensics students/judging</td>
</tr>
</tbody>
</table>
teams/dance team/cheerleaders/mascots and historically other students who travel on behalf of the institution

California State University, Chico
(in this order) Disability Support Services students/Veterans/Graduating seniors/Student-athletes and some other small groups/Honors seniors/Seniors/Honors junior/Juniors/Honors sophomores/Sophomores/Honors freshmen/Freshmen

University of Central Missouri
Student-athletes/honors/students with disabilities register the first two days of registration before the general population.

Eastern Michigan University
Honors/students with disabilities/admission tours guides and residence hall assistants/student ambassadors/graduate students first/student-athletes register a day before their normal time

Indiana State University
Honors and presidential scholars register the first day of priority scheduling with seniors and graduate students/student-athletes receive a credit hour bonus that puts them a week ahead of their normal scheduling time/disabled students are accommodated on a case by case basis

Kennesaw State University
Joint enrollment honors high school students/student assistants (includes work study students, tutors, any student who gets a paycheck from the university) and graduate assistants/student-athletes and anyone on a NCAA team/students with disabilities

Minnesota State University, Mankato
Students with disabilities register one week prior to general registration/student-athletes/forensics (speech), theatre and music majors register 24-36 hours before general registration

Sam Houston State University
Honors and student-athletes before seniors/students with disabilities on a case by case basis

Sonoma State University
Students with disabilities/NCAA student-athletes/Presidential Scholars/other groups may apply for priority registration status if they meet the predetermined criteria
<table>
<thead>
<tr>
<th>University of Western Carolina</th>
<th>Honors/disabled (first); student-athletes, exchange, and Distanced Learning Program students (second); then seniors, juniors, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Wisconsin, Oshkosh</td>
<td>Honors/certain disabled students/student-athletes involved in sports that share indoor gym space (i.e., women’s and men’s basketball)</td>
</tr>
<tr>
<td>University of Tennessee, Chattanooga</td>
<td>Student-athletes/honors/disabled students registered with the Office for Students with Disabilities</td>
</tr>
<tr>
<td>University of Southern Indiana</td>
<td>Student-athletes/Athletic groups (including cheerleaders)/student government members/Presidential and Dean’s Scholars/Honors students/Student newspaper and radio workers/student employees of the Children’s Center/student members of the Activities Programming Board/ROTC/Student Ambassadors/Dance Team members (student workers and all university employees of the university were initially part of the policy then dropped)</td>
</tr>
<tr>
<td>University of Northern Iowa</td>
<td>Special needs students first/student-athletes register first day of the period of their academic group (i.e. sophomores)</td>
</tr>
<tr>
<td>University of North Carolina at Greensboro</td>
<td>Student-athletes and honors students register a day before their allotted time/disabled students can register anytime during the registration period beginning with graduate students/student workers in the Registrar’s Office/some student workers in the Office of Disability Services</td>
</tr>
<tr>
<td>University of Massachusetts Boston</td>
<td>Student-athletes/honors students/disabled students</td>
</tr>
<tr>
<td>University of Michigan-Flint</td>
<td>[U/Michigan-Flint has no formalized athletic program <em>per se</em> as they are largely a commuter campus; they have had no formal priority registration policy other than ordering registration in relation to credit hours earned. Special requests—i.e., a group of honors students or Student Ambassadors—have been granted on a relatively few number of occasions (according to the current]</td>
</tr>
</tbody>
</table>
Registrar with 11 years at the job, only 3 or 4 such requests have been made and granted.]

<table>
<thead>
<tr>
<th>Institution</th>
<th>Groups with priority registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Michigan University</td>
<td>No priority registration policy</td>
</tr>
<tr>
<td>Wichita State University</td>
<td>No priority registration policy</td>
</tr>
</tbody>
</table>

**Ohio Valley Conference Institutions** *(5 of the other 10 institutions have early registration)*

<table>
<thead>
<tr>
<th>Institution</th>
<th>Groups with priority registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin Peay State University</td>
<td>No priority registration policy</td>
</tr>
<tr>
<td>Eastern Illinois University</td>
<td>Honors students, student-athletes, students with specific disabilities</td>
</tr>
<tr>
<td>Jacksonville State University</td>
<td>Not publicly disclosed, student-athletes, students with specific disabilities</td>
</tr>
<tr>
<td>Morehead State University</td>
<td>No priority registration policy; under discussion at this moment</td>
</tr>
<tr>
<td>Murray State University</td>
<td>No priority registration policy</td>
</tr>
<tr>
<td>Southeast Missouri State University</td>
<td>Not publicly disclosed, governor’s scholars, students with specific disabilities, student-athletes, cheerleaders, dance team members, student trainers</td>
</tr>
<tr>
<td>Southern Illinois University-Edwardsville</td>
<td>No response yet from this institution</td>
</tr>
<tr>
<td>Tennessee State University</td>
<td>No priority registration policy; under discussion at this moment</td>
</tr>
<tr>
<td>Tennessee Tech University</td>
<td>Not publicly disclosed, honors students, students with specific disabilities, student-athletes, agricultural program students who work on the TTU farm</td>
</tr>
<tr>
<td>University of Tennessee-Martin</td>
<td>Special needs students work through their academic department advisor</td>
</tr>
</tbody>
</table>
**Kentucky State Institutions (5 of the other 7 institutions have early registration)**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Groups with priority registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Kentucky</td>
<td>Graduate students/evening and weekend students/honors/disabilities</td>
</tr>
<tr>
<td>Kentucky State University</td>
<td>Student-athletes/graduates/honors</td>
</tr>
<tr>
<td>University of Louisville</td>
<td>Graduates/honors/disabilities/student-athletes</td>
</tr>
<tr>
<td>Northern Kentucky University</td>
<td>Graduates/post-grad/student-athletes/honors</td>
</tr>
<tr>
<td>Western Kentucky University</td>
<td>Student-athletes/honors/disabilities</td>
</tr>
<tr>
<td>Morehead State University</td>
<td>No priority registration policy; under discussion at this moment</td>
</tr>
<tr>
<td>Murray State University</td>
<td>No priority registration policy; registrar works with individual offices to ensure that students (primarily student-athletes) get the classes they need</td>
</tr>
</tbody>
</table>

**Students Effected (Spring 2008 Data)**

<table>
<thead>
<tr>
<th>Class</th>
<th>Student Body</th>
<th>Student-Athletes</th>
<th>Student-Athletes as Percent of Student Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>3,334</td>
<td>42</td>
<td>1.3%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2,401</td>
<td>84</td>
<td>3.5%</td>
</tr>
<tr>
<td>Junior</td>
<td>2,539</td>
<td>72</td>
<td>2.8%</td>
</tr>
<tr>
<td>Senior</td>
<td>4,177</td>
<td>132</td>
<td>3.2%</td>
</tr>
<tr>
<td>Overall</td>
<td>12,451</td>
<td>330</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Student Body</th>
<th>Students with Disabilities</th>
<th>Students with Disabilities as Percent of Student Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>3,334</td>
<td>235</td>
<td>7.0%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2,401</td>
<td>201</td>
<td>8.4%</td>
</tr>
<tr>
<td>Junior</td>
<td>2,539</td>
<td>157</td>
<td>6.2%</td>
</tr>
<tr>
<td>Senior</td>
<td>4,177</td>
<td>121</td>
<td>2.9%</td>
</tr>
<tr>
<td>Overall</td>
<td>12,451</td>
<td>714</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

For Individuals with Disabilities:
Best estimates are that between 10%-15% (i.e., 70-100) of the total number of students with disabilities would qualify for early registration status; those that meet specific criteria. Specific criteria would include a careful discussion of the nature and severity of the disability, immediate
need for early registration, consideration of staff resources (Interpreters) and providing the OSID with documentation of such an immediate need.
TO: Members of the Faculty Senate
FROM: The Council on Academic Affairs
DATE: November 5, 2008
RE: CAA Items

The following items were approved by the CAA on 10/16/08 and are being submitted to the Faculty Senate for review and approval:

**Enrollment Management**

1) Subsequent Degree Requirements
2) Undergraduate and Graduate Course Load
3) Latin Honors

**Graduation and Retention Task Force and Enrollment Management**

1) Academic Standings
2) Baccalaureate Degree Requirements
3) Coursework Transfer After Dismissal
4) Declaring a Major
University Policy Impact Statement

Date Sept. 30, 2008

Policy Number
(If known)

Policy Name Subsequent Degree Requirements

Originator(s) Enrollment Management

Justification for Proposed Changes or for New Policy (Attach additional sheet if necessary)

The Catalog policy language regarding Subsequent Degrees (section Subsequent Degrees, pg. 49 of the Undergraduate Catalog) is currently being interpreted by the University community in two distinct ways. This is resulting in inconsistent application of the policy. The revised Catalog language would clarify the Subsequent Degrees policy.

Consistency with EKU’s Mission and Strategic Plan, Other Policies, and Related External Documents

Cite relevant official statements from EKU or external sources.

Impact on the University

(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to EKU’s culture and/or behaviors that may be involved.

No significant resources are needed to implement the policy change and maintain compliance.

List Key Stakeholders who have been consulted. Indicate action taken and the date it was taken. Attach additional page if necessary.

Council on Academic Affairs □ Yes □ No □ Other Date 10/16/08 approved

Faculty Senate □ Yes □ No □ Other Date __________

Provost Council □ Yes □ No □ Other Date __________

President □ Yes □ No □ Other Date __________

Executive Policy Group Only □ Board Approval Required □ Additional Pages Attached □ of additional pages 1
The current *Catalog* language notes,

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“Students having earned one degree, either from Eastern Kentucky University or from another regionally accredited institution, may subsequently pursue an additional degree, either associate or baccalaureate, by completing all requirements of the subsequent degree, including major, supporting, and general education requirements. While some of the hours earned from the earlier degree may count toward the subsequent degree, students must earn at least 16 approved semester hours for an associate degree beyond those required for the earlier degree. A subsequent baccalaureate degree requires at least 32 approved hours beyond those required for the earlier degree. Hours required for both degrees must be taken at Eastern Kentucky University or, as approved by the dean of the college awarding the subsequent degree, at another regionally accredited institution. Students who have completed a previous degree elsewhere and apply to Eastern Kentucky University should have official transcripts from the institutions previously attended sent to Eastern Kentucky University’s Admissions Office.”
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**Revise the catalog language to state:**

Students having earned one degree, either from Eastern Kentucky University or from another regionally accredited institution, may subsequently pursue an additional degree, either associate or baccalaureate, by completing all requirements of the subsequent degree, including major, supporting, and general education requirements. While some of the hours earned from the earlier degree may count toward the subsequent degree, **Hours earned prior to the awarding of a first baccalaureate or associate degree may be counted toward the minimum required to earn a subsequent baccalaureate or associate degree.** Students must earn at least 16 approved semester hours for an associate degree beyond those required for the earlier degree. A subsequent baccalaureate degree requires at least 32 approved hours beyond those required for the earlier degree. Hours required for both degrees must be taken at Eastern Kentucky University or, as approved by the dean of the college awarding the subsequent degree, at another regionally-accredited institution. Students who have completed a previous degree elsewhere and apply to Eastern Kentucky University, should have official transcripts from the institutions previously attended sent to Eastern Kentucky University’s Admissions Office.
Date Sept. 30, 2008

Policy Number (If known) ______________________ Policy Name Undergraduate and Graduate Course Load

Originator(s) Enrollment Management

Justification for Proposed Changes or for New Policy (Attach additional sheet if necessary)

Affirmation of adherence to the University standard of a maximum course load of 21 credit hours per semester for undergraduate students and 15 credit hours for graduate students is needed.

Consistency with EKU’s Mission and Strategic Plan, Other Policies, and Related External Documents

Cite relevant official statements from EKU or external sources.

Impact on the University
(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to EKU’s culture and/or behaviors that may be involved.

No significant resources are needed to implement the policy change and maintain compliance.

List Key Stakeholders who have been consulted. Indicate action taken and the date it was taken. Attach additional page if necessary.

<table>
<thead>
<tr>
<th>Council on Academic Affairs</th>
<th>☑ Yes</th>
<th>☐ No</th>
<th>☐ Other</th>
<th>Date 10/16/08 approved</th>
</tr>
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<tbody>
<tr>
<td>Faculty Senate</td>
<td>☐ Yes</td>
<td>☐ No</td>
<td>☐ Other</td>
<td>Date __________________</td>
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<td>Provost Council</td>
<td>☐ Yes</td>
<td>☐ No</td>
<td>☐ Other</td>
<td>Date __________________</td>
</tr>
<tr>
<td>President</td>
<td>☐ Yes</td>
<td>☐ No</td>
<td>☐ Other</td>
<td>Date __________________</td>
</tr>
<tr>
<td>Executive Policy Group Only</td>
<td>☑ Yes</td>
<td>☐ No</td>
<td>☐ Other</td>
<td>Date __________________</td>
</tr>
</tbody>
</table>

Executive Policy Group Only ☑ Additional Pages Attached ☐ # of additional pages 1
Revise *Undergraduate Catalog* language:

**Student Load**

A full-time student is one who enrolls in 12 or more credit hours during a fall or spring term. Students carrying fewer than 12 credit hours are considered part-time. A student who has established superior records may be permitted to enroll for more than 18 hours by the dean of the college of the student’s first major. The absolute maximum load is 21 credit hours.

Ten semester hours is considered a normal load for the summer term. Twelve credit hours is the maximum enrollment allowed for the summer term. For enrollment verification purposes, 10 credit hours and above is considered full-time summer status for undergraduate students, 6 credit hours is full-time summer status for graduate students. However, for financial aid purposes and loan consideration, full-time status is twelve or more semester hours in any academic term. A student who has established a superior academic record may be permitted to enroll for more than 12 hours by the dean of the college of the student’s first major. The absolute maximum is 15 hours. The above limitations apply to all enrollments or combinations of enrollments for the term specified, including campus classes, regional campus classes, correspondence study (refer to the *Correspondence Course Bulletin*), and enrollments at other institutions. The Registrar will not record credits beyond these maximums. *(Pg. 46, 2008-09 Eastern Kentucky University Undergraduate Catalog)*

Revise *Graduate Catalog* language:

**Academic Load**

During the fall and spring term the normal full-time course load for a graduate student is 9-12 credit hours. Exceptional graduate students may request dean’s permission from the dean of the college of their first major to register for additional course work, up to a maximum enrollment of 15 credit hours. Graduate assistants are permitted to carry a maximum course load of 12 hours and a minimum load of nine hours of graduate work toward their program. Six semester hours is considered a normal graduate student course load for the summer term. For enrollment verification and financial aid purposes 6 -12 credit hours is full-time summer status for graduate students. A graduate student who has established a superior academic record may petition the dean of the college of the student’s major for permission to enroll in excess of 12 credit hours during the summer term; however the absolute maximum summer course load is 15 hours. *(Pg. 31, 2008-09 Eastern Kentucky University Graduate Catalog)*
Occasionally, some transfer students do not meet the Latin Honors requirements of "64 credit hours earned at Eastern Kentucky University" and are disappointed they will not receive Latin Honors. A revision of the Latin Honors requirements policy and the Catalog language is needed to allow transferring students to apply credits earned at other regionally-accredited institutions toward earning of Latin Honors designations.

Consistency with EKU's Mission and Strategic Plan, Other Policies, and Related External Documents

The proposed revision allowing transfer of credits from other regionally-accredited institutions is consistent with EKU's policies regarding transfer of credits toward cumulative GPA and degree requirements.

Impact on the University

(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to EKU's culture and/or behaviors that may be involved.

No significant resources are needed to implement the policy change and maintain compliance.

List Key Stakeholders who have been consulted. Indicate action taken and the date it was taken. Attach additional page if necessary.

Council on Academic Affairs  Yes  No  Other  Date 10/16/08 approved
Faculty Senate  Yes  No  Other  Date
Provost Council  Yes  No  Other  Date
President  Yes  No  Other  Date

Executive Policy Group Only
Board Approval Required  No
Additional Pages Attached  # of additional pages 1

The current Undergraduate Catalog language states:

“All students earning Latin honors must earn at least 64 credit hours at Eastern Kentucky University…” Pg. 49, Eastern Kentucky University Undergraduate Catalog.

Revise Catalog language as follows (Pg. 49-50, Eastern Kentucky University Undergraduate Catalog):

Latin Honors
Eastern Kentucky University recognizes graduating baccalaureate degree students who have achieved distinguished academic records by awarding their degree with Latin honors. There are three levels of Latin honors: Cum Laude (“with praise”), Magna Cum Laude (“with great praise”), and Summa Cum Laude (“with highest praise”). All students earning Latin honors must earn at least 64 credit hours take at least 25% of course work at Eastern Kentucky University, and All semester hours transferred to and attempted at Eastern Kentucky University (including those which are subsequently repeated or bankrupted) will be used in calculating each Latin honor grade point average (GPA). Latin honors GPA calculation—for recognition at the graduation commencement ceremony—does not include the final semester’s course work as these calculations occur weeks before the term has finished. However, course work hours in progress at the time commencement honors calculations are made will be counted toward the required minimum. of 64 hours earned at Eastern Kentucky University. Once a student’s final semester has concluded and final grades are available, these grades will be considered when determining Latin honors notations for the diploma and transcript.

Cum Laude
Students earning Cum Laude must attain at least a cumulative GPA of 3.5 but less than a 3.7 on all semester hours transferred to and attempted at Eastern Kentucky University. Additionally, they must earn a minimum of 64 credit hours— a minimum of 25% of the course work must be taken at Eastern Kentucky University.

Magna Cum Laude
Students earning Magna Cum Laude must attain at least a cumulative GPA of 3.75 but less than a 3.9 on all semester hours transferred to and attempted at Eastern Kentucky University. Additionally, they must earn a minimum of 64 credit hours— a minimum of 25% of the course work must be taken at Eastern Kentucky University.

Summa Cum Laude
Students earning Summa Cum Laude must attain at least a cumulative GPA of 3.9 or higher on all semester hours transferred to and attempted at Eastern Kentucky University. Additionally, they must earn a minimum of 64 credit hours— a minimum of 25% of the course work must be taken at Eastern Kentucky University.
<table>
<thead>
<tr>
<th><strong>BENCHMARK INSTITUTIONS</strong></th>
<th><strong>Latin Honors</strong></th>
<th><strong>Summa Cum Laude</strong></th>
<th><strong>Magna Cum Laude</strong></th>
<th><strong>Cum Laude</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas State University- Main Campus</td>
<td></td>
<td>4</td>
<td>3.80-3.99</td>
<td>3.60-3.79</td>
<td>Cumulative GPA including transfer and ASU credits.</td>
</tr>
<tr>
<td>California State University-Chico</td>
<td>Top 1%</td>
<td>Top 3%</td>
<td>Top 5%</td>
<td></td>
<td>Percentages based upon the graduating class of each college within the university and shall not exceed these percentages.</td>
</tr>
<tr>
<td>University of Central Missouri</td>
<td>3.85-4</td>
<td>3.75-3.84</td>
<td>3.50-3.74</td>
<td>Student must have earned both cumulative and Central Missouri grade averages of 3.50 and a minimum of 30 credit hours at UCM.</td>
<td></td>
</tr>
<tr>
<td>Eastern Michigan University</td>
<td>3.90-4</td>
<td>3.70-3.89</td>
<td>3.50-3.69</td>
<td>Cumulative GPA including transfer and EMU credits.</td>
<td></td>
</tr>
<tr>
<td>Indiana State University</td>
<td>3.95-4</td>
<td>3.80-3.94</td>
<td>3.60-3.79</td>
<td>Transfer students must complete 62 semester hours of resident credit and have earned a 3.60 cumulative grade point average at Indiana State University before honors consideration. All academic courses from all accredited institutions are converted to a 4.00 scale and incorporated in the honors grade point average when determining honors. Only point based grade letters count towards honors calculations.</td>
<td></td>
</tr>
<tr>
<td>Kennesaw State University</td>
<td>3.90-4</td>
<td>3.7-3.89</td>
<td>3.5-3.69</td>
<td>Cumulative GPA including transfer and KSU credits.</td>
<td></td>
</tr>
<tr>
<td>Minnesota State University- Mankato</td>
<td>3.80-4*</td>
<td>3.50-3.79*</td>
<td>3.30-3.49*</td>
<td>*School does not recognize latin honors. Each honors category is recognized with a medallion and colored strap. 3.80-30/Gold, 3.50-3.79/Purple, 3.30-3.49/Purple and Gold.</td>
<td></td>
</tr>
<tr>
<td>Northern Michigan University</td>
<td>3.80-4</td>
<td>3.60-3.79</td>
<td>3.30-3.59</td>
<td>Cumulative GPA including transfer and NMU credits.</td>
<td></td>
</tr>
<tr>
<td>Sam Houston State University</td>
<td>3.86-4</td>
<td>3.67-3.85</td>
<td>3.50-3.66</td>
<td>These figures represent the overall GPA of the student (transfer and SHSU combined).</td>
<td></td>
</tr>
<tr>
<td>Sonoma State University</td>
<td>3.90-4</td>
<td>3.75-3.89</td>
<td>3.50-3.74</td>
<td>These figures represent the overall GPA of the student (transfer and SSU combined).</td>
<td></td>
</tr>
<tr>
<td>University of Massachusetts- Boston</td>
<td>3.75-4</td>
<td>3.50-3.74</td>
<td>3.30-3.49</td>
<td>Cumulative GPA including transfer and UMB credits.</td>
<td></td>
</tr>
<tr>
<td>University of Michigan-Flint</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>School does not recognize latin honors. They offer a High Honors Award/3.75-4, Honors Award/3.50-3.74. For their Management Program honors include the High Distinction Award/3.60-4, and Distinction Award/3.20-3.59. Honors in the Management Program are based upon the last 58 completed credit hours.</td>
<td></td>
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<tr>
<td>University of North Carolina- Greensboro</td>
<td>3.90-4</td>
<td>3.70-3.89</td>
<td>3.50-3.69</td>
<td>These figures represent the overall GPA of the student (transfer and UNC-G combined) including their last semester. Must have taken no less than 45 hours at UNC-G to qualify for Latin Honors.</td>
<td></td>
</tr>
<tr>
<td>University of Northern Iowa</td>
<td>Top 3%</td>
<td>Top 4%</td>
<td>Top 9%</td>
<td>To receive an honor rating, the student must earn no less than 55 semester hours of credit at this university (effective Spring 2008). Only credit earned in residence at this university is considered in making honor awards, except for students graduating with the Bachelor of Liberal Studies degree in which case both residence and non-residence credit taken at this university is considered. Percentages are based upon the cumulative GPA of a Student in their Academic Department graduating class.</td>
<td></td>
</tr>
<tr>
<td>University of Southern Indiana</td>
<td>N/A*</td>
<td>3.80 +</td>
<td>3.60-3.79</td>
<td>* The Student(s) with the highest cumulative GPA will be graduated with Summa cum Laude. The requirements to graduate with honors are as follows: Complete a minimum of 30 semester hours at the University in which letter grades of computable point value were received, Have a minimum cumulative grade point average of 3.6 on all courses attempted at the University, Have a minimum cumulative grade-point average of 3.6 on all academic work attempted from all institutions attended.</td>
<td></td>
</tr>
<tr>
<td>University of Tennessee- Chattanooga</td>
<td>3.90-4</td>
<td>3.75-3.89</td>
<td>3.50-3.74</td>
<td>Honor awards reflect both the cumulative and the UTC grade point average at the end of the final semester.</td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin- Oshkosh</td>
<td>3.90-4</td>
<td>3.75-3.89</td>
<td>3.50-3.74</td>
<td>All units (crs.) attempted at all institutions are used to determine a student's grade point average and whether graduation is cum laude, magna cum laude, or summa cum laude. Students whose grade point average qualifies them for graduation with honors the term before they graduate will be recognized at the Commencement Ceremony. Honors designation on transcripts will be based upon the student’s completed academic record.</td>
<td></td>
</tr>
<tr>
<td>Western Carolina University</td>
<td>3.90-4</td>
<td>3.70-3.89</td>
<td>3.50-3.69</td>
<td>Honor awards are to be distributed based upon the cumulative GPA of the student ending the semester prior to their last term.</td>
<td></td>
</tr>
<tr>
<td>Wichita State University</td>
<td>3.90-4</td>
<td>3.55-3.89</td>
<td>3.25-3.54</td>
<td>Honors awards based upon students cumulative GPA.</td>
<td></td>
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</tbody>
</table>
# University Policy and Regulation Impact Statement

<table>
<thead>
<tr>
<th>Date</th>
<th>Check One:</th>
<th>Policy</th>
<th>Regulation</th>
</tr>
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<tbody>
<tr>
<td>Sep 17, 2008</td>
<td></td>
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<table>
<thead>
<tr>
<th>Policy or Regulation Number (if known)</th>
<th>Policy or Regulation Name</th>
<th>Academic Standings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Originator(s): Retention and Graduation Task Force and Enrollment Management

## Justification for Proposed Changes or for New Policy/Regulation
(Attach additional sheet if necessary)

The current minimum academic standings are complicated and very difficult for students, faculty, and administrative staff to interpret. The regulation outlined below for implementing academic standards are reflective of our benchmark institutions and includes appropriate terminology for students not meeting minimum academic standards.

## Consistency with EKU's Mission and Strategic Plan, Other Policies, and Related External Documents
Cite relevant official statements from EKU or external sources.

The revision makes academic expectations and standings clear to students, faculty, and staff. The revised regulation is reflective of our benchmark institutions.

## Impact on the University
(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to EKU's culture and/or behaviors that may be involved.

Technical assistance will be needed to revise academic standing codes. The catalog and Academic Advising and Retention and Registrar's web sites will need to be updated to reflect the new regulation information.

## List Key Stakeholders who have been consulted. Indicate action taken and the date it was taken.

<table>
<thead>
<tr>
<th>Enrollment Management (Registrar, Advising and Admission)</th>
<th>Yes</th>
<th>No</th>
<th>Other</th>
<th>Date</th>
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<tr>
<td>Provost Council</td>
<td>Yes</td>
<td>No</td>
<td>Other</td>
<td>Date</td>
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<tr>
<td>Council for Academic Affairs</td>
<td>Yes</td>
<td>No</td>
<td>Other</td>
<td>Date</td>
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<tr>
<td>Faculty Senate</td>
<td>Yes</td>
<td>No</td>
<td>Other</td>
<td>Date</td>
</tr>
<tr>
<td>President</td>
<td>Yes</td>
<td>No</td>
<td>Other</td>
<td>Date</td>
</tr>
</tbody>
</table>

Attach additional page if necessary.

☑ Additional Pages Attached  # of additional pages 1
Office of Enrollment Management
Academic Standing Minimum Scholastic Standards
September 18, 2008

Below are the proposed new Academic Standing Levels per the University Retention & Graduation Task Force.

The current information is found on page 44 of the 2008-09 Undergraduate Catalog.

Minimum Academic Standards

Good Academic Standing: Students are expected to maintain at least a 2.0 cumulative grade point average (GPA). The actions described below pertain to students whose GPA falls below 2.0. Once a student's cumulative GPA returns to 2.0 or above, they are once again in good academic standing.

Academic Warning (pertains to first-year students only): First semester new freshmen will be placed on academic warning if they receive a GPA less than 2.0 at the end of their first semester at the University. During the second semester of study, freshmen on academic warning may not enroll in more than 16 hours (during either fall or spring terms). Freshmen on academic warning may not enroll in more than six hours during a full summer term.

Academic Probation: Beginning with the second semester of study at EKU, students will be placed on academic probation if their cumulative GPA at the end of the semester is less than 2.0. While on academic probation, students may not enroll in more than 13 credit hours (in either fall or spring terms). Students on academic probation may not enroll in more than six hours during a full summer term.

Academic Suspension: At the end of a semester on academic probation, students who do not earn a 2.0 term GPA and whose cumulative GPA remains less than 2.0 will be placed on academic suspension. Students may be placed on academic suspension a total of three times. Students on academic suspension may not enroll in courses at EKU during the period of suspension. The suspension period for a second academic suspension is one calendar year, and a third academic suspension is for two calendar years. Previously suspended students will be placed on Academic Probation upon return to EKU if they have a cumulative GPA of less than 2.0.

Academic Dismissal: Students returning to the University at the end of a third academic suspension must earn and maintain a term GPA of 2.0 or better each semester. Students returning after a third academic suspension will be academically dismissed from the University if they have a term GPA of less than 2.0 at the end of any semester. Students who are academically dismissed may not enroll in courses at EKU for five calendar years.

If students believe their academic suspension was the result of catastrophic circumstances beyond their control, they may appeal the academic suspension to the University Readmission Appeals Committee. The appeal must be in writing and students must provide appropriate documentation supporting the appeal. Students may not appeal an academic dismissal.
University Policy Impact Statement

Date Sept. 2, 2008

Policy Number (If known) 

Policy Name Baccalaureate Degree Requirements

Originator(s) Graduation and Retention Task Force, Enrollment Management

Justification for Proposed Changes or for New Policy (Attach additional sheet if necessary)

1. All but three of EKU’s benchmarks require between 120-124 credit hours.
2. Murray State University requires 120 hours.
3. A number of states are setting the maximum hours at 120 and 124.
4. Some EKU degrees require 25-45 hours in free electives.
(Continues on attached sheet.)

Consistency with EKU’s Mission and Strategic Plan, Other Policies, and Related External Documents

Cite relevant official statements from EKU or external sources.

The proposed change honors EKU's "most central core value" of student success by encouraging retention and graduation.

Impact on the University

(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to EKU's culture and/or behaviors that may be involved.

No significant resources are needed to implement the policy change and maintain compliance.

List Key Stakeholders who have been consulted. Indicate action taken and the date it was taken. Attach additional page if necessary.

Provost Council ☑ Yes ☐ No ☐ Other Date March 28, 2008
Council on Academic Affairs ☑ Yes ☐ No ☐ Other Date 10/16/08 Approved
Faculty Senate ☐ Yes ☐ No ☐ Other Date 
Provost Council ☑ Yes ☐ No ☐ Other Date 
President ☑ Yes ☐ No ☐ Other Date 

Executive Policy Group Only
☐ Board Approval Required ☑ Additional Pages Attached # of additional pages 2

Print Form
Baccalaureate Degree Requirements

Justification for Proposed Changes or for New Policy (continued from page one)

5. Financial indebtedness becomes a factor for seniors, especially as tuition costs continue to rise.

6. Degree programs that wish to use the 120 hours would have that option but degree programs that want or need more hours would still have the ability to require more hours. There would be no need for special permission to go above 120 hours.
To qualify for a baccalaureate degree, students must satisfy the following requirements:

3. Complete a minimum of 128 semester credit hours, with at least 43 hours at the 300 level or above.

Proposed wording: (Effective Fall 2009)

3. Complete a minimum of 120 semester credit hours, with at least 43 hours at the 300 level or above. Because degree requirements may differ, students should refer to the Catalog for the requirements for specific programs.
EASTERN KENTUCKY UNIVERSITY
Formulation and Adoption of University Policies

University Policy Impact Statement

Date Sept. 2, 2008
Policy Number
Policy Name Coursework Transfer After Dismissal
Originator(s) Graduation and Retention Task Force, Enrollment Management

Check One: Revision of Existing Policy New Policy

Justification for Proposed Changes or for New Policy (Attach additional sheet if necessary)

EKU’s current policy does not conform to best practices. Our state peers and benchmarks do not penalize students in this way. If students are able to demonstrate success in coursework at another regionally-accredited university, they should be able to transfer that coursework to EKU regardless of their circumstances. Further, students are most likely to return to EKU if they can transfer coursework taken during a dismissal or a suspension period.

Consistency with EKU’s Mission and Strategic Plan, Other Policies, and Related External Documents
Cite relevant official statements from EKU or external sources.

The proposed change honors EKU’s "most central core value" of student success by allowing students who have been able to achieve passing grades while on dismissal to transfer that coursework and by enabling these students to "finish what they started." The proposed change is also consistent with EKU's transfer policy.

Impact on the University
(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to EKU's culture and/or behaviors that may be involved.

No significant resources are needed to implement the policy change and maintain compliance.

List Key Stakeholders who have been consulted. Indicate action taken and the date it was taken. Attach additional page if necessary.

Provost Council Yes No Other Date March 28, 2008
Council on Academic Affairs Yes No Other Date Oct. 16, 2008
Faculty Senate Yes No Other
Provost Council Yes No Other
President Yes No Other

Executive Policy Group Only Board Approval Required Additional Pages Attached # of additional pages

Print Form
Coursework Transfer after Dismissal (Revision)

Current wording: (Pg. 44 current catalog)

During a dismissal period, a student will be ineligible to enroll for any credits at Eastern Kentucky University; furthermore, the University will not accept any transfer course work earned during this period.

Proposed wording:

During a dismissal period, a student will be ineligible to enroll for any credits at Eastern Kentucky University; furthermore, the University will not accept any transfer course work earned during this period. However, course work earned at another regionally-accredited university during this period will be considered for transfer to EKU. Students should consult with their advisor or college for the applicability of course work taken at another institution to their degree program at EKU.
University Policy Impact Statement

Date Sep 2, 2008

Check One: ☑ Revision of Existing Policy ☐ New Policy

Policy Number (If known)

Policy Name Declaring a Major

Originator(s) Graduation and Retention Task Force, Enrollment Management

Justification for Proposed Changes or for New Policy (Attach additional sheet if necessary)

1) Currently, undeclared freshmen at EKU are advised at a ratio of 400 advisees to 1 academic advisor.
2) Students associated with a major or a college are retained at higher rates.

Consistency with EKU's Mission and Strategic Plan, Other Policies, and Related External Documents

Cite relevant official statements from EKU or external sources.

The proposed change honors EKU's "most central core value" of student success by encouraging retention.

Impact on the University

(1) Identify resources (human, financial, physical, operational, technological, other) needed to implement and maintain compliance; (2) Identify changes to EKU's culture and/or behaviors that may be involved.

No significant resources are needed to implement the policy change and maintain compliance.

List Key Stakeholders who have been consulted. Indicate action taken and the date it was taken. Attach additional page if necessary.

Council on Academic Affairs ☑ Yes ☐ No ☐ Other Date 10/16/08 Approved

Faculty Senate ☐ Yes ☐ No ☐ Other Date

Provost Council ☐ Yes ☐ No ☐ Other Date

Executive Policy Group Only ☐ Board Approval Required ☐ Additional Pages Attached # of additional pages

Print Form
Declaring a Major (Revision)

Current wording: (Pg. 50 current catalog)

. . . Students must officially declare a major prior to registration during the semester in which they are registered for their 60th hour.

Proposed wording: (Effective Fall 2009)

. . . Students must officially declare a major prior to registration during the semester in which they register for their 45th hour.
Rules Committee Report

Nov. 10, 2008

Members present: Nancy McKenney, Chair; Michelle Gerken, Kristen Kean, Jane Rainey, Tom Reed.

The Senate Committee on Rules met October 27, 2008 from 2:50 to 4:00 p.m. in Room 225A of the Library Café.

The Committee discussed its charges for 2008/2009 which are:

1) to make recommendations as to the need for a new Senate Standing Committee on Academics and Advising

2) to review Faculty Senate rules and to recommend any needed changes no later than February 16, 2009.

The Committee divided up a list of Eastern’s benchmarks and also Kentucky’s regional universities. Members will investigate whether these institutions have senate committees dealing with academics and advising and if so, what kind of structure and mission these committees have.

The next meeting of the Rules Committee is scheduled for Monday, November 24, 2008 at 3:30 p.m.