



# **F**aculty **S**enate

HIGHLAND HEIGHTS KY 41099 859-572-6400

## **FACULTY SENATE MEETING**

**May 10, 2002**

**12:00-1:00 PM Luncheon**

**Meeting begins at 1:00 PM**

**UC Ballroom**

### **AGENDA**

**\*\*\*PLEASE NOTE TIME CHANGE\*\*\***

#### **Call to Order, Adoption of Agenda**

#### **Approval of Minutes – April 15, 2002 Meeting**

#### **Guests**

President James Votruba

#### **Officer Reports**

- President Jeff Smith
  - Voting Item: Resolution of Appreciation for Gordon Davies
  - Voting Item: Changer of degree requirements for the Athletic Training Program
- Vice-President Sam Zachary
- Secretary Claudia Zaher
- Parliamentarian Steve Weiss

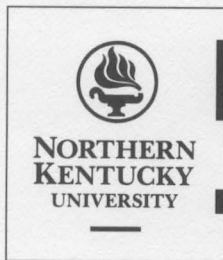
#### **Committee Reports**

- Professional Concerns Ray McNeil
  - Voting Item: Student Honor Code
  - Report: On-line Course Evaluations
- Curriculum Michele Roszmann-Millican
  - Discussion Item: General Education Proposal  
<http://access.nku.edu/UCC/ucc/2001/generaleducation/FinalGenEdProposal.PDF>
- Benefits Clinton Hewan
- Budget Chenliang Sheng

#### **Old Business**

#### **New Business**

#### **Adjourn**



# Faculty Senate

HIGHLAND HEIGHTS KY 41099 859-572-6400

## Faculty Senate Meeting May 10, 2002

**Present:** J. Smith, S. Zachary, C. Zaher, S. Weiss, C. Hewan, R. McNeil, M. Roszmann-Millican, C. Sheng, E. Brewer, P. Cooper, P. Fairbanks, C. Frank, M. Gers, P. Goddard, D. Gronefeld, B. Houghton, R. Jenisch, V. Kumar, A. Lipping, A. Long, D. Lye, C. McDaniel, M. McGatha, T. Pence, J. Smith for H. Riffe, M. Stavsky, B. Thiel, J. Thomas, K. Vogler, T. Weiss.

**Special Guests:** J. Votruba, R. Redding, M. Shanley, G. Stewart, M. Lepper, G. St. Amand, G. Wells, L. Olasov.

**2002-2003 Senators:** C. Bredemeyer, J. Filaseta, E. Jackson, T. Leech, M. Rose

**Other Guests:** P. Griffin, J. Thomson, R. Shaw, A. Ellis, A. Dollins, M. Huening, P. Brown.

**Absent:** S. Barty, G. Clayton, S. Duggal, C. McKenzie, B. Mittal, B. Ramjee, R. Pennington, W. Wood.

1. The meeting was called to order at 1:00 by President Smith following a luncheon and presentation of plaques to T. Weiss and the retiring Executive Committee members.
2. The minutes of 4/15/02 were approved.
3. Dr. Votruba's remarks:
  - a. He thanked all the Senators for their involvement in the University.
  - b. The legislature has not yet passed a budget and will convene again in June. There appears to be strong support for the "Bucks for Brains" program. It appears that there will be \$27 million allocated for benchmark funding – NKU's share would be about \$2.6 million, or 5.6%.
  - c. NKU will make good on its pledge to raise salaries in this third year of a three-year plan. This will require meeting enrollment targets, and assuming that a budget rescission would be no worse than anticipated.
  - d. NKU needs to look at retirement for temporary faculty.
  - e. Enrollment growth, retention, and graduation rates are up significantly in the past year, especially for African-Americans.
4. J. Smith proposed an addition to the agenda for approval of new policies and procedures for Graduate Programs. The addition passed.
5. Presidents Report:
  - a. The changes to the Peer Review Policy were approved by the Board of Regents.
  - b. The PCC chair for next year will be C. Frank for the Fall semester, and Phil McCartney for the Spring semester.
  - c. Yvonne Meichtry will chair the Environmental committee looking into the Outdoor Education Center behind the Honors House.
  - d. J. Smith opened discussion of the new policies and procedures for Graduate Programs. Because they are about to print a new catalog, the changes needed to be approved as soon as possible. The proposed changes as distributed were approved unanimously.
  - e. J. Smith proposed a resolution of appreciation for Gordon Davies, the outgoing chair of the Council on Postsecondary Education. The resolution passed unanimously.
  - f. J. Smith introduced a voting item changing the terminal degree requirements in the Athletic Training Program from a Doctorate to a Master's degree. The changes passed unanimously.
6. Other Officer Reports – none.

7. Professional Concerns Committee (R. McNeil) –
  - a. Student Honor Code: E. Brewer explained the proposed amendments to the Student Honor Code. He moved adoption of the proposal as distributed, to include the addition to Paragraph C-2 and the technical changes in Sections G-3-5 as distributed. (Second unknown). The proposal passed with no dissenting votes. The new Student Honor Code is attached.
  - b. Online evaluations report – P. McCartney reported that the committee had recommended in-house development of the software needed to do online course evaluations. Work will continue on the project.
8. University Curriculum Committee (M. Roszmann-Millican): The model approved by the committee was discussed at the April Senate meeting and designated a voting item at this meeting.
  - a. T. Pence moved substituting his memorandum dated 4/20/02 “General Studies Proposal with Catalog Copy Attached” and three additional pages distributed during the meeting. (Second unknown) M. Roszmann-Millican moved the previous question. (Second, unknown) Motion carried 17-2, with 5 abstentions. With no debate on T. Pence’s substitute amendment, the amendment failed by voice vote. Discussion continued on the UCC-approved document.
  - b. J. Smith proposed discussing the document section by section. On p.3, Statement of Purpose and Goals, T. Pence moved to delete “ecological systems” from Historical and Cultural Perspectives. (Second, unknown.) Discussion followed. Motion failed by voice vote.
  - c. On pages 5 & 6, General Education Program Requirements, Pt. I, B – Common Core – Mathematics. T. Pence moved to add logical reasoning skills to the “Students will” statements in order to fit Logic into the Core. (Second, unknown.) T. Pence withdrew his motion.
  - d. On p.7, in the Liberal Arts Core section, Overall Objectives, T. Pence moved to delete “adaptation to new situations and lifelong learning”, and to delete “Literature, History”. (Second, unknown.) Motion failed by voice vote.
  - e. On p.9, Pt II, D – Liberal Arts Core – Literature, C. Sheng moved (Second, unknown) the substitution of the following language:
 

General Studies literature courses are concerned with exploring the relationship of language, meaning and culture by reading, discussing, and writing about a diversity of literary and other cultural texts so that students will develop a lifelong appreciation of reading and the literary arts. Students will: Read, discuss and write about literary and other cultural texts as a means of gaining insight into and reflecting on their own and others’ lives; Analyze the ways the stories they read shape their understanding of our past and present; Use literary and other cultural texts to explore and increase understanding of important historical social and/or personal themes, issues and problems; Develop and awareness of and appreciation for the diversity of human culture and experience through the reading and study of literary and other cultural texts; Develop a basic understanding of literary forms and techniques and appropriate documentation of sources.

C. McDaniel moved amending the section to read “literary OR other cultural” in each instance. Motion passed by voice vote. C. Sheng’s motion to substitute this language failed by voice vote.
  - f. On p10, Pt II-F Liberal Arts Core – Humanities, T. Pence moved substituting language as distributed in his memo. Motion failed for lack of a second.
  - g. Page 11 on Philosophy/ Religious Studies, T. Pence moved to strike “Explore ethical issues”. Second, unknown. Motion passed by voice vote.
  - h. In the same section, T. Pence Moved to add “logical reasoning skills”. Second, unknown. T. Pence withdrew his motion.



- i. On p12, Pt III – Diversity Core, C. Frank moved (Second, unknown substituting the following language:

A Diversity Core course may fulfill both the Liberal Arts Core and the Diversity Core requirement.

NON-WESTERN

The Non-Western portion of the Diversity Core is to explore economic, Social/cultural, political, linguistic, ecological, race, gender, [ability], or religious issues within the framework of a disciplinary perspective. The major criterion is the type of culture, not the geographic location. Cultures that are significantly different from European and North American cultures fulfill the definition. Courses will advance a student's understanding of effective world citizenship by addressing issues on a personal, local, national, or global level. Students will: Recognize the diverse social and cultural issues and belief systems; Understand the geographical and historical context in which these issues develop and evolve; Develop an awareness of the increasing interdependence of cultures and diversity issues in the contemporary world; Evaluate and communicate ways in which diversity impacts our daily experiences.

RACE AND GENDER

The race and gender portion of the diversity core explores race gender and other cultural issues within a framework of a disciplinary perspective. Courses will advance a student's understanding of effective citizenship by addressing issues on a personal, local, national, or global level. Race/gender courses make race/gender the central focus of the course. They concentrate on interrelationships between racial/ethnic groups, on the intersection of race/ethnicity and gender, and on the overlap of race/gender and cultural, political, economic, and social institutions. They incorporate historical understandings and contemporary issues such as the legacy of slavery and the evolution of gender roles, and their impact on current human experience. The primary focus of the course is how these issues manifest themselves in the United States. Students will: Recognize the diverse race, gender issues within the United States; Understand the social, cultural, political, and economic contexts in which these issues develop and evolve; Develop an awareness of the increasing interdependence of cultures and diversity issues in the contemporary world; Evaluate and communicate ways in which diversity impacts our daily experience.

J. Thomas moved to amend by striking "ability" from the second line under Non-Western, Second unknown. Motion passed by voice vote. R. McNeil moved to strike "race, gender" from the same line. (Second, unknown.) Amendment fails by voice vote. C. Franks' motion to substitute the above language for that on p12 passed by voice vote. J. Thomas moved to strike "Diversity Core may fulfill both the Liberal Arts Core and the Diversity Core requirement". (Second, unknown.) Discussion followed and the motion passed by voice vote.

- j. C. Frank moved to call the question. Second, unknown. The motion passed by a hand count 13-4. The General Education Model as approved by the UCC and amended by the Faculty Senate passed by a vote of 16-3.

9. Old Business – none.

10. New Business – none.

11. The meeting was adjourned at 3:50.

Respectfully submitted,

Claudia Zaher,  
Secretary

## Resolutions of Appreciation for Gordon Davies

The Faculty Senate of Northern Kentucky University hereby resolves to recognize and express our appreciation to Gordon Davies for his leadership in bringing about higher education reform in Kentucky. As President of the CPE his support for benchmark funding has assisted NKU towards achieving its mission of becoming a preeminent learner centered university that contributes to the vitality of our region. The Faculty of NKU believe that the reforms put in place under Gordon Davies' leadership have had and will continue to have an extremely positive impact on the quality of life for all Kentuckians and especially for the citizens of Northern Kentucky. The Faculty Senate of Northern Kentucky University wishes to thank Gordon Davies for his efforts and wishes him well in the future.

**COLLEGE OF EDUCATION  
DEPARTMENT OF EDUCATIONAL SPECIALTIES**

**MEMORANDUM**

**TO:** Dr. Jeffery Smith, President  
Faculty Senate

**FR:** Dr. Mary Kirk, Interim Chair  
Department of Educational Specialties

**RE:** Proposal to Change the Terminal Degree for Athletic Training Program Tenure-Track Faculty in HPE Programs from a Doctorate to a Master's Degree

**DA:** April 17, 2002

At our last department meeting on March 25, 2002, the faculty of Educational Specialties voted unanimously to support the proposed change of the required terminal degree from a doctorate to a master's degree for new tenure-track faculty hired to teach in the Athletic Training Program. Dean Linda Olasov has also approved this proposal. The proposal and the rationale for the proposal are attached to this memo.

On behalf of the faculty of the Department of Educational Specialties, I am requesting, that the Faculty Senate consider and approve this proposal, and send it on to the Board of Regents for consideration and final approval. Please contact me if you have any questions or concerns.



**Department of Educational Specialties  
Health and Physical Education Programs**

**Proposal to Change the Terminal Degree for Athletic Training Program  
Tenure-Track Faculty (HPE) from Doctorate to Master's Degree**

**Proposal:**

The Department of Educational Specialties proposes that the master's degree will serve as the designated terminal degree for new tenure-track faculty positions, in the Athletic Training Program in the Health and Physical Education Programs within the department.

**Rationale:**

In order to change the Athletic Training Program from a minor internship program to a major program, and to seek Commission on Accreditation of Allied Health Education Programs (CAAHEP) accreditation, a tenure-track faculty position is required. The AT faculty member must have National Athletic Training Association Board of Certification (NATABOC) certification and athletic training experience. The faculty member must be designated as the AT program curriculum director or coordinator, with reassign time to coordinate the curriculum and clinical experiences. This is a program requirement for CAAHEP program accreditation.

Since so many athletic training programs are currently making transitions from an internship program to probationary programs, which are seeking accreditation, these institutions are also seeking candidates with NATA BOC certification and doctorates for tenure-track positions to direct these programs. Only a few institutions offer a doctorate in AT, as a result there are many more positions available than there are candidates to fill those positions. The terminal degree in athletic training has been and is still considered a master's degree. In 2000, there were approximately 125 athletic training faculty positions posted while only 20 new Ph.D.'s were available to fill those positions. Last year the number of posted positions in athletic training rose to approximately 150 with only 30 new Ph.D.'s available to fill those positions. The salaries for the posted positions for the past two years have ranged from \$45,00 - \$72,000. The chances are good that DES could not attract a doctoral candidate with a salary of \$40,000, and the position would go unfilled. It is crucial at this time that a tenure-track faculty member should be hired, to begin in August, to help guide a smooth transition from an internship to a major program in probationary status, seeking CAAHEP accreditation. The MA or MS is the acceptable terminal degree in faculty positions for the athletic training profession at this time.

*Mary F. Kirk*

Department Chair

*April 3, 2002*

Date

*John Clamor*

Dean

*4/17/02*  
Date

\_\_\_\_\_  
President, Faculty Senate

\_\_\_\_\_  
Date

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date

\_\_\_\_\_  
President/Board of Regents

\_\_\_\_\_  
Date

## **Appendix 1: Student Honor Code**

### **II. Cheating and Plagiarism--Student Honor Code**

#### **A. Preamble**

This Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions.

Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code.

Faculty are encouraged to remind students of the Student Honor Code in their syllabi and instructions. In cases where there may be ambiguity regarding what is ethical and what is not, faculty are urged to explicitly define in their syllabi and instructions what is authorized and prohibited on any examination or assignment. Faculty also are encouraged to include the following statement on every examination: "You are bound by the Student Honor Code to neither give nor receive any unauthorized aid on this examination."

#### **B. Standards of Academic Conduct and Integrity and Consequences for Their Violation**

##### **1. A student at Northern Kentucky University shall not:**

- a. Engage in any conduct involving academic deceit, dishonesty, or misrepresentation;
- b. Give, receive, or use unauthorized or prohibited information, resources, or assistance on an examination, assignment, or graduation requirement.
- c. Commit plagiarism (e.g., representing another's work, in whole or in part, as one's own) on any examination, assignment or graduation requirement (including those involving use of the Web, Internet or other electronic resources);
- d. Write, take, research, develop, prepare, or create an examination, assignment, or graduation requirement for another student, in whole or in part;
- e. Submit an examination, assignment, or graduation requirement written, taken, researched, developed, prepared, or created by another person, in whole or in part;
- f. Submit an examination, assignment, or graduation requirement that the student has or will submit for credit in another course, without express approval from the professors in each of the courses;



- g. Prevent or interfere with the use by other students of any library, laboratory, studio, field, or other course-related resource; or
- h. Damage or impair any library, laboratory, studio, field, or other course-related resources or another student's completed assignments (for example, but not limited to, science experiments and technology-related assignments).

NOTE: These prohibitions shall not preclude a professor or department from assigning team projects, cooperative efforts, and other similar activities in a course or for a graduation requirement and are subject to modification in order to adhere to the NKU policy on accommodations for students with disabilities.

2. A student who violates the above provisions may be subject to one or more of the following consequences:
  - a. For the first violation arising from a single examination or assignment by such student and for instructor-approved sanctions, one or a combination of the following:
    - i. An oral admonition or reprimand;
    - ii. A written admonition or reprimand;
    - iii. A reduction in the grade or a grade of "F" in the course, examination, or assignment in question;
    - iv. Expulsion from the course.
  - b. For multiple violations, a subsequent violation, or violations that are intended to have or in fact have a significant adverse effect on the conditions of academic conduct and integrity described in section B.1., one or more of the consequences described above together with one or a combination of the following (with no tuition refund):
    - i. Suspension from the University for the remainder of the current semester or session;
    - ii. Suspension from the University for the semester or session following the current semester or session;
    - iii. Suspension from the University for one or more years;
    - iv. Expulsion from the University (with the word "expulsion" included on the student's transcript in order to prevent any reapplication).
3. The Dean of Students has the authority to impose any further sanctions he/she may believe reasonable under other provisions of the University rules and regulations upon a student who is subject to probation, suspension, or other supervision thereunder at the time the student violates the Honor Code, or upon a student who is subject to proceedings or an adverse decision under this Honor Code at the time the student violates such other provisions.
4. Withdrawal from a course or from the University shall have no effect on the operation of the Honor Code.

C. Course and Departmental Procedure

1. A course instructor who has sufficient information to believe that a student has violated the Honor Code shall communicate with the student within ten working days from the date of discovery of the alleged violation. If grades must be turned in during the meantime, the instructor shall give the student a grade of incomplete.
2. The instructor may take action as described in B.2.a. and shall report the incident and sanctions in writing within five working days to the student, the chairperson of the department and the Dean of Students. A course instructor is not required to report the incident or any action taken by the course instructor if, in the professor's, instructor's or staff member's professional judgment, the student's conduct should be dealt with outside the Honor Code as an academic or administrative matter, and the conduct is so dealt with promptly.
3. In cases of multiple violations, subsequent violations, or violations that are intended to have or in fact have a significant adverse effect on the conditions of academic conduct and integrity described in section B.1. the instructor will take action as described in B.2.a. and refer the incidents(s) to the chairperson and Dean of Students for additional adjudication.
4. If the student disagrees with the instructor's decision, the student may appeal in writing to the chairperson within ten working days of receipt of the decision of the instructor.
5. If an appeal is not requested in the time allotted, the instructor's action shall be final and binding, subject to any proceedings for multiple, subsequent violations and/or violations that are intended to have or in fact have a significant adverse effect on the conditions of academic conduct and integrity described in section B.1.
6. If an appeal is received within ten working days of receipt of the instructor's decision, the chairperson will review the appeal and determine whether the student has provided sufficient evidence to meet the criteria for "Grounds for an Appeal" under section G.2. If the appeal is accepted, the chairperson will resolve the matter within ten working days of receipt of the appeal. Any resolution of the matter shall be final and binding and shall be reported in writing to the Dean of Students, subject to any additional proceedings for multiple or subsequent violations, and/or violations that are intended to have or in fact have a significant adverse effect on the conditions of academic conduct and integrity described in section B.1.
7. If the student or instructor disagrees with the decision of the chairperson, he/she may request a hearing before the University Honor Council. Such a request will be made in writing to the Dean of Students within ten working days of the meeting of the chairperson. The Dean of Students will forward the file (except for the Dean of Students's working notes) to the Presiding Judge for a hearing under section E. If a hearing is requested, the student's transcript shall show an incomplete in the course until the charges are resolved. In cases of suspension or expulsion, the student may decide to accept responsibility for the violation(s) but wish to appeal the sanction of suspension or expulsion. The student may avoid meeting with the Honor Council and file an appeal limited to the question of suspension or expulsion (see section F).
8. If a hearing is not requested on a timely basis, the chairperson's action shall be final and binding, subject to any additional proceedings for multiple or subsequent violations, and/or violations that are intended to have or in fact have a significant adverse effect on the conditions of academic conduct and integrity described in section B.1. If the student's conduct represents multiple violations, a subsequent violation, or a violation that are intended to have or in fact have a significant adverse effect on the conditions of academic conduct and integrity described in section B.1. the Dean of Students may

forward the file to the Presiding Judge for hearing and consideration of additional sanctions under section B.2.b. The student may avoid a hearing with the Honor Council by requesting adjudication through the Dean of Students office.

D. The University Honor Council and Hearing Panels

1. The University Honor Council shall comprise at least fifteen student members and twelve faculty members. The student members will be selected by the academic departments. Specifically, each department will select one student per year to serve on the University Honor Council, and may select a student to fill any vacancy. Student members must have at least a sophomore standing, not be on probation, and be taking at least six credit hours. The student members will then elect a Chairperson and a Vice Chairperson. The Chairperson will be primarily responsible for selecting three student members to serve on any hearing panel(s). In the event of a conflict of interest or unavailability, the Vice Chairperson will select the three student members to serve on any hearing panel(s). Student panel members will be excused when a conflict of interest exists.
2. The twelve faculty members will be appointed to one-year terms by the President of the Faculty Senate, who may appoint faculty members to fill any vacancies. The Dean of Students will act as advisor to the Honor Council and will select four faculty members to serve on any hearing panel(s). The four faculty members will then select one of themselves to serve as the Presiding Judge for the hearing. Faculty panel members will be excused when a conflict of interest exists.
3. All panel members will receive training prior to serving on any hearing panel. The Dean of Students will provide any training to the Presiding Judge and to all student and faculty panel members.

E. Confidential Hearing Process and Appeal:

1. The Presiding Judge will hold a preliminary meeting with the student and the course instructor. This preliminary meeting will explain the hearing process and the rights of the accused student.
2. The Presiding Judge and Hearing Panel will convene a hearing within a reasonable time period after the file is forwarded from the Dean of Students.
3. The Hearing Panel will deliberate and vote on whether a violation has occurred under section B.1., and on any consequences to be imposed under section B.2. The Hearing Panel may impose the consequences listed in section B.2.a. and may recommend the imposition of the consequences listed in B.2.b. The Dean of Students shall provide the Hearing Panel with information about other Honor Code violations by the student in connection with their deliberations on any consequences to be imposed. A majority vote shall be required to sustain a violation and to impose or recommend consequences.
4. The Hearing Panel will make a written report of its decision to the Dean of Students within ten working days of the decision. The Dean will provide written notification of the decision to the appropriate parties. The Hearing Panel's decision will be final and binding and any suspension or expulsion recommended shall be imposed by operation of this section, unless the student files a timely appeal to the Academic Dean (see section E.5.).



5. If the student is dissatisfied with the Hearing Panel's decision, the student may file an appeal to the Academic Dean of the student's college. The appeal must be in writing and must be submitted to the Dean of Students within ten working days after the student's receipt of the Hearing Panel's decision. If a timely appeal is filed, the Dean of Students will forward the file to the Academic Dean of the student's college at the time the appeal is received.
6. The Academic Dean's decision will be based upon the evidence contained in the file, and the Academic Dean will not hear additional evidence, whether oral or written. The Academic Dean will notify the Dean of Students of his/her decision in writing, and will return the file to the Dean of Students. The Dean of Students will forward a copy of the decision to the student. The Academic Dean's decision shall be final and binding, except in the case of a further appeal in cases of suspension or expulsion (see section F). There shall be no further appeal in any case not involving suspension or expulsion.
7. In a case where the Hearing Panel or the Academic Dean finally determines that a violation of the Honor Code has not occurred, the course instructor and chairperson shall be bound by that determination.

F. Further Appeal in Cases of Suspension or Expulsion

1. In cases of suspension or expulsion where there has been an appeal to the Academic Dean as provided in section E.5., if the student is dissatisfied with the Academic Dean's decision, the student may file an appeal to the Provost. There shall be no such appeal if the Hearing Panel's decision has become final and binding without an appeal to the Academic Dean as provided in section E.5. The appeal to the Provost must be in writing and must be submitted within ten working days of the student's receipt of the decision of the Academic Dean. The Dean of Students will forward the entire file to the Provost's office at the time the appeal is made.
2. The Provost will review the file and determine whether to uphold the recommended sanction or a lesser sanction. The Provost will notify the Dean of Students of his/her decision in writing, and will return the file to the Dean of Students. The Dean of Students will forward a copy of the decision to the student. The Provost's decision shall be final and binding unless the student submits a timely appeal to the President under section F.3.
3. If the student is dissatisfied with the Provost's decision in a case of suspension or expulsion, the student may file an appeal to the President limited to the question of suspension or expulsion. The appeal to the President must be in writing and must be submitted within ten working days of the student's receipt of the decision of the Provost. The Dean of Students will forward the entire file to the President's office at the time the appeal is made.
4. The President will review the file and determine whether to uphold the recommended sanction or a lesser sanction. The President will provide written notification to the Dean of Students of his/her decision, and will return the file to the Dean of Students. The Dean of Students will forward a copy of the decision to the student. The President's decision shall be final and binding unless the student submits a timely appeal to the Board of Regents under section F.5.
5. If the student is dissatisfied with the President's decision in a case of suspension or expulsion, the student may appeal to the Board of Regents. The appeal to the Board of Regents must be in writing and must be submitted within ten working days of receipt of the President's determination. The Board of Regents will review the file and determine whether to uphold the recommended sanction or a lesser sanction. The Board of Regents

will provide written notification to the President or the Provost and to the Dean of Students of their decision. The Board of Regents' determination will be final and binding.

6. In a case where the Provost, the President, or the Board of Regents finally determines that a violation of the Honor Code has not occurred, the course instructor and chairperson shall be bound by that determination.

#### G. Proceedings on Appeal

1. In order for any appeal to be considered, the student must submit all necessary documentation, including written arguments when appropriate, to the Dean of Students within ten working days after a decision. An appeal is not simply a rehearing of the original case.
2. An appeal must state one or more of the following grounds to be considered:
  - a. A fair hearing was not afforded, including notice of the alleged violation, and an opportunity to present evidence;
  - b. A sanction was not appropriate to the violation, and/or the sanctions were arbitrary or capricious;
  - c. A finding was not supported by substantial evidence; and/or
  - d. Significant newly discovered evidence is shown on appeal that was not available at the time of the hearing, could not have been obtained for presentation during the hearing by the student's exercise of reasonable diligence, and materially affects the finding of a violation or the imposition of consequences.
3. The University officer (the department chair, the Academic Dean, the Provost, or the President) or the Board of Regents reviewing the appeal will first determine whether the student has stated a ground for appeal listed in G.2. An appeal that does not state such a ground for appeal will be denied, and the decision and consequences being appealed from will stand.
4. Decisions on appeal will be based upon the evidence contained in the file, and the University officer or the Board of Regents will not hear additional evidence, whether oral or written. If a change in the decision or the consequences is based on newly discovered evidence under section G.2.d., the University officer or the Board of Regents may direct that the Academic Dean consider the newly discovered evidence and render a decision based on all the evidence, after which the University officer or the Board of Regents shall render its decision on the appeal in light of that decision.
5. The University officer or the Board of Regents may approve, reject, or modify the decision or the consequences recommended or imposed. The University officer should make a decision on the appeal within ten working days after all the documentation was received, or he/she may postpone a decision for good cause. The Board of Regents should make a decision on the appeal at the next meeting on which the appeal may be placed on its agenda in a timely manner, or it may postpone a decision for good cause.

#### H. Confidentiality and Record Keeping

1. All proceedings under the Honor Code shall be confidential, and information about a student shall be provided only to a person or persons who have responsibilities for the proceedings in a case involving that student.

2. The Dean of Students shall maintain records on proceedings and decisions under the Honor Code sufficient to preserve the information needed for determinations of multiple or subsequent violations and responses by or on behalf of the University in connection with applications to or inquiries by other schools or universities, graduate schools and professional licensing authorities. In the case of expulsion from the University, the Dean of Students shall preserve the information needed to support notations on student transcripts under section B.2.b.iv.

I. Honor Code Pledge Statement

All incoming students should be required to sign the following pledge statement:

"I do hereby acknowledge the existence of the Northern Kentucky University Student Honor Code (as included in the University Student Handbook or as provided on the official University Website). I understand that the Student Honor Code supports an environment, which values integrity, honesty, and ethical conduct for all Northern Kentucky University students. I understand that my signature below confirms my agreement and understanding of the policies and procedures outlined in the Student Honor Code".

This pledge statement is to be signed by all incoming students after a brief orientation meeting conducted by the Chairman or Vice Chairman of the Student Honor Council and the Honor Code is to be referenced and discussed at other opportunities within the departments and colleges of the University.

NOTE: The Student Honor Code applies to all students who matriculate or continue their enrollment at the University whether or not they have signed the above document.

May 10, 2002

**Appendix II: General Education Model**

See: <http://access.nku.edu/ucc/2001/generaleducation/generaleducation.htm>



TO: Ray McNeil, Chair, Professional Concerns Committee, Faculty Senate  
FROM: Kevin Kirby, Learning Systems Advisory Committee  
DATE: April 24, 2002  
RE: **Online Course Evaluation System - Recommendations**

During its February and April meetings, the NKU Learning Systems Advisory Committee discussed appropriate technologies for implementing an online course evaluation system at NKU along the lines described in the recommendation passed by the Faculty Senate on December 17.

The committee agreed that the most effective way to meet the needs enumerated by the Senate Professional Concerns Committee is *to develop custom web-based software specifically for this project*. The software would be designed on campus and would be coded by an external contractor working in conjunction with the Web Applications group at NKU. From a user's perspective, the system would be accessed from within Norse Express.

The rationale for this recommendation included the following points.

- Existing online survey software places primary emphasis on sophisticated data analysis rather than on flexible data collection and reporting. The special nature of course evaluations would necessitate time-consuming adaptation of any "off-the-shelf" software. Experience with the costly and inflexible *Inquisite* package used for last year's pilot program confirms this. The time spent learning to tune an existing product could be better spent designing a custom software package.
- The NKU Web Applications group in the Office of Information Technology has experience with this type of web software development. The current midterm grades system uses comparable technology and was developed in a similar manner; it is widely regarded as a success.
- Even at present, data from the paper evaluation forms are analyzed by software developed in-house at NKU by the Information Systems unit. The IS unit will continue to be involved on the data analysis end.
- The Web Applications group in IT has expressed enthusiasm about taking on this kind of project and continues to have an appropriate level of expertise.

It is expected that such a system could be piloted in Spring or Summer 2003 and be ready for unlimited use by Fall 2003.

The Learning Systems Advisory Committee recommends that the PCC appoint a small group to work with Jill Diesman in the Learning Systems unit to produce a precise specification for the product. This specification can be used to obtain quotes from external contractors for the development of the system.

cc: Phil McCartney, Chair, Teaching Effectiveness Task Force  
Gary Pratt, Associate Provost for Information Technology  
Jeff Williams, President, Faculty Senate