

MEMORANDUM

TO: All Faculty  
FROM: Connie Mulligan, Secretary, Faculty Senate  
Date: April 21, 1980  
Re: FACULTY SENATE MEETING

The next meeting of the Faculty Senate will be held on April 28th in the Ballroom, University Center at 3:00 p.m.

AGENDA

- I. Additions to/deletions from the agenda.
- II. A. Minutes of the March 31st meeting.  
B. Minutes of the April 21st meeting.
- III. President's Report
  - A. Rewriting of the Faculty Policies and Procedures Manual
  - B. Search Committee for Dean of Arts & Sciences
  - C. Other announcements
  - D.
- IV. Faculty Regent's Report
  - A. Agenda - Board of Regents Meeting - April 30, 1980.
  - B.
- V. Old Business
  - A. Recommendation - Change in General Studies Requirements & Mathematical Proficiency. Tabled at meeting of March 31st.
  - B.
- VI. Committee Reports
  - A. Curriculum Committee
    - 1. Brief status report.
    - 2. Recommendation - Committee Bylaws.
    - 3. Recommendation - Minor in Legal Studies.
    - 4.
  - B. Professional Concerns Committee
    - 1. Brief status report.
    - 2. Recommendation - Committee Bylaws.
    - 3. Recommendation - Recognition of Ablest Students.
    - 4. Recommendation - Revisions of the Code of Undergraduate Student Rights and Responsibilities.
    - 5.
  - C. Budget Committee
    - 1. Brief status report.
    - 2.
  - D. Faculty Benefits Committee
    - 1. Brief status report.
    - 2.
- VII. New Business
  - A.
  - B.
- VIII. Adjournment

## MINUTES OF THE FACULTY SENATE

April 28th, 1980

### SENATORS PRESENT:

Ken Beirne  
Mildred Clark  
Janet Johnson  
Gary Johnston  
Martin Marger  
Rosetta Mauldin  
Arthur Miller  
Peter Moore  
Connie Mulligan  
Louis Noyd  
William Dickens  
Ron Gardella

Byron Renz  
Raman Singh  
Jean Wainscott  
Jonathan Bushee  
Larry Giesmann  
Jim Hopgood  
Don Kelm  
Robert Vitz  
Jeffrey Williams  
Tom Cate  
James Fouche  
Connie Widmer

I & II. The April 28th meeting of the Faculty Senate began with two corrections in the agenda - deletion of the April 21st minutes of the Faculty Senate meeting and a request by G. Johnston to move the Professional Concerns Committee report from VI.B. to VI.A. A typographical error was pointed out in the March 31st minutes - literary should be literacy. It was also noted that the Campus Development report, originally to be presented at the March 31st meeting, had not been formally rescheduled but would probably be presented in the fall. The minutes of the March 31st meeting were accepted as amended.

### III. President's Report

The first item of business under the President's Report concerned rewriting of the Faculty Policies and Procedures Manual. Bushee called on Provost Gray to comment to the Senate. Gray informed the Senate that a committee of faculty and administrators would be formed to look at the manual. Gray commented that it would be a "cleaning up" of the handbook, and that he does not foresee any large substantive changes. The Faculty Senate has been asked to turn in nominees for the committee, which will probably begin its work in June. The Senate members noted that they felt the majority of committee members should be faculty. Gray suggested that the make-up of the committee would possibly include 2 faculty, 2 students and 2 administrators. D. Kelm asked why students should be included on this particular committee. Faculty interested in serving on the committee should contact an Executive Committee member. C. Widmer moved that the Executive Committee of the Faculty Senate draft a letter to Dr. Albright recommending that faculty have a majority of the committee. T. Cate seconded. Passed. A. Miller moved that the Executive Committee be asked to select a group of candidates from those interested in serving to be sent to Dr. Albright. Faculty Senate members who voiced interest in being on the committee were G. Johnston, J. Bushee, D. Kelm and R. Mauldin.

Section B. of the President's Report was concerned with the Search Committee for Dean of Arts & Sciences. Dr. Albright has asked for nominees for the committee. The committee is to be composed of 2-3 faculty, 1 student and 1-2 chairpersons. The committee will be chaired by Provost Gray or someone he selects. The appointment is to be no later than September 1st. J. Hopgood moved that the Senate recommend the Search Committee be composed of 4 elected faculty and chaired by 1 department chairperson selected from the Arts & Sciences chairpeople. L. Giesmann offered a friendly amendment - to include 1 student representative. Provost Gray

pointed out that having a chairperson of head of the committee would mean the individual would be hiring his own boss. A. Miller noted that he was willing to withdraw that part of the motion which states the committee would be chaired by a chairperson. J. Hopgood then completely withdrew the original motion. A. Miller then moved that the committee be composed of 4 elected faculty, 1 chairperson and 1 student representative, with the committee chair to be designated by the President. The motion passed with 2 abstentions. Provost Gray noted that President Albright needs flexibility in choosing faculty members. L. Giesmann moved to select 5 and retain the list of additional people.

IV.A. J. Williams then presented the Faculty Regent's Report. Williams noted that the primary item at the scheduled April 30th meeting would be the budget for next year. The Budget Committee Report on faculty salaries will be distributed at that meeting. Williams pointed out to the Senate that the Council on Higher Education looks at the "total package" of benefits for faculty when deciding on the budget. The Budget Committee priorities, however, have been taken into account. The Budget Report is not yet on the agenda. Williams will be meeting with Dr. Albright before the Board of Regents' meeting to review the document. T. Cate moved that the document be introduced at the Board of Regents' meeting. The motion passed unanimously. P. Moore moved that the leave policy for 12 month faculty also be presented at the Board of Regents' meeting. It had not been included on the agenda at this present date. The vote was 20 in favor, 10 against and 2 abstentions.

Bushee then recognized G. Johnston, who asked for permission to read a resolution commending Provost Gray which stated: "Whereas, Dean Lyle Gray has contributed significantly to the substance and growth of Northern Kentucky University, and, whereas, he has willingly worked with both the faculty and students of NKU on matters of mutual concern, and, whereas, he has demonstrated his concern for this institution through the high quality of his service to the university, therefore be it resolved that, the Faculty Senate of Northern Kentucky University commends Dr. Lyle Gray on his appointment as provost, and looks forward to working with him for the future benefit of this university."

#### V. Old Business

The order of old business concerned the change in general studies requirements and mathematical proficiency, which was tabled at the March 31st meeting due to time. J. Williams moved to make the second sentence under II.2. of the general studies requirements into a separate section III to read: "Of the 42 semester hours of the General Studies Requirements, at least 3 semester hours to be in a non-Western subject area (appropriate courses for fulfilling requirement include.....)." P. Moore suggested sending the document back to the committee for review of the motion. J. Williams asked if this would not cause problems with producing the catalogue. The vote on the motion was 8 in favor, 6 opposed and 5 abstentions. P. Moore then moved that section II. of the General Studies Requirements be sent back to the committee as amended. J. Hopgood moved to vote on the document as amended. K. Bierne asked if there was a definition of a non-Western course. Hopgood noted that Curriculum Committee does have a working definition of a non-Western course. The vote on the General Studies Requirements document as amended was 17 in favor, 4 opposed and 1 abstention. Part III of the General Studies Requirements document concerned the mathematical proficiency requirement. P. Moore noted that the mathematics department was opposed to this and felt it should be in a proficiency package with other areas. The vote resulted in 14 in favor, 5 against and 2 abstentions.

VI.A.2. The next item on the agenda concerned passage of the Professional Concerns Committee Bylaws. C. Widmer moved that the word "biweekly" be struck from the sentence in IV.A. It was also recommended that under V.A. in the introductory clause, the word "standing" should be deleted and the phrase "as needs arise" added at the end of the clause. The amendment and bylaws both passed.

VI.A.4. G. Johnston, chair of the Professional Concerns Committee, then pointed out the substantive changes in the Code of Undergraduate Student Rights and Responsibilities.

T. Gate moved to include the phrase "Advising Center" after the word "Registrar" and before "deans" on page 12 under section IV. Motion passed. Also under section IV, the word "results" was substituted for "scores".

C. Widmer moved that on page 4 under the heading "Class Attendance" the insertion "in the judgment of the instructor" should be deleted. G. Johnston noted this would be accepted as a friendly amendment. Widmer also moved that the word "clearly" be struck from this paragraph as well. Motion passed with 1 abstention.

P. Moore moved to delete the phrase "familiarity with" from the 2nd paragraph under Class Attendance, page 4. The motion did not pass with a vote of 5 in favor, 9 opposed. G. Johnston moved that the following heading on page 6 under "hearing Procedures" 1.a....."within five (5) academic class days from the occurrence (sic) of the incident being appealed. If the instructor is unavailable, the appeals procedure defaults to the following section." Both amendment and document passed.

VI.B.3. Dennis O'Keefe spoke to the Faculty Senate in defense of the Minor in Legal Studies, passed and opposed by the Curriculum Committee. J. Williams asked to what extent this minor had been discussed with the faculty at Chase. O'Keefe noted that a disclaimer has been included in the document. The minor passed with 1 opposing vote.

Meeting adjourned.

Respectfully submitted,

*Constance Mulligan*  
Constance Mulligan, Secretary  
CM/ds

#### ADDENDUM:

Results of the At-Large Faculty Senate Elections:

#### Chase College of Law & Law Library

Donna Bennett - Elected by faculty of Chase, 3/26/80

Professional Studies & Main Library. 60 ballots were received.

55 ballots were counted.



<u>Votes</u>	<u>Name</u>	<u>Votes</u>	<u>Name</u>
* 27	James Fouche	14	Larry Titlow
* 23	Richard Snyder	13	Lois Schultz
* 19**	Rachelle Bruno	10	Jeanette Cochran
* 19**	Michael Gray	8	Sudesh Duggal
18	Rosella Zeiser	5	Edith Kay Cooper

\*Elected for term of two years beginning 8/80.

\*\*Tie resolved by runoff election; Bruno-20, Gray-14.

Arts & Sciences. 73 ballots were received. 68 ballots were counted.

<u>Votes</u>	<u>Name</u>	<u>Votes</u>	<u>Name</u>
* 37	Jonathan Bushee	16	Ralph Peterson
* 36	Larry Giesmann	16	Joseph Price
* 29	Edwin Weiss	14	Nancy Martin
* 22	Arthur Miller	12	Lynn Ebersole
18	Margery Rouse	12	Carol Futhey
18	Jerry Warner	8	Macel Wheeler

\*Elected for a term of two years beginning 8/80.

Results of this election will remain in effect through 7/82. The unexpired term of any faculty member, elected herein, who resigns prior to 7/82 will be filled by appointing the faculty member who received the next highest vote, as appropriate.

RECOMMENDATION  
CURRICULUM COMMITTEE

It is recommended that the following (I) General Studies Rationale and (II) changes in General Studies requirements be adopted and instituted with the next (Vol. 8) University Catalog or in the Fall semester, 1982, which ever comes first.

I. General Studies Rationale (to precede the General Studies requirements in the catalog)

The functions of the general studies component of the University's curriculum are:

- 1.. to introduce students to a broad range of academic subjects and methods of inquiry as a foundation for further, more specialized study; and
- 2.. to provide students with the basic skills, and a coherent framework within which to exercise those skills, for their individual and collective educational pursuits.

The General Studies curriculum, in particular, should accomplish or serve to abet the accomplishment of the following goals for students: the development of ~~operational and~~ cultural literacy and ~~the introduction to~~ analytical and evaluative methods.

II. General Studies Requirements (Proposed changes are underscored) (16-4-3) (42)

1. At lease 6 semester hours in a., b., and c. and at least 9 semester hours in d. (27)
  - a. English Composition (ENG 101 and 102, or equivalent.)<sup>1</sup>
  - b. History (HIS 100-101, or HIS 102-103, or PSC 110-111, or PHI 180 and 190).
  - c. Literature (any literature course numbered ENG 200 or above except ENG 386).
  - d. Mathematics and/or Natural Sciences (astronomy, biology, chemistry, geology, physics). At least one course must be a laboratory science course.
2. At least 6 semester hours in each of two of the following and at least 3 semester hours from a third. Of the total of 15 semester hours, at least 3 semester hours must be in a non-Western subject area. [ANT 201, 235, 240, 245; GEO 101, 103, 206, 230; PHI 160, 250; PSC 102, 103; or SOC 245].
  - a. Foreign Language (a two-course sequence in one language).
  - b. Behavioral Sciences (anthropology, psychology, sociology).
  - c. Fine Arts (any two of the following: ART 101, 102, 103; MUS 120-121, 122-124, 130, 230, 231; TAR 100; SPE 101).
  - d. Social Sciences (economics, geography, philosophy, political science).
  - e. (eliminated)
3. Non-western requirement: 3 hr of 42 to be selected from [✓] or additions to these courses.

18  
2  
27  
15  
42

17  
8

Note: 1. Some students may have to take ENG 100 as a prerequisite for meeting the General Studies requirements in English composition.

III. Additional Recommendations. (14-5-2)

It is recommended that the university administration take the necessary steps towards achieving the capability and capacity to handle any increased student enrollments due to the following recommendation, that:

All students be required to successfully complete MAT 100 or a mathematics proficiency examination to qualify for graduation, but neither the course nor the examination will count towards fulfillment of the General Studies requirements.



## PROPOSED MINOR IN LEGAL STUDIES

### PROGRAM OBJECTIVES

The purpose of the proposed minor concentration in Legal Studies is to provide interested students with a coherent undergraduate program in the foundations and applications of law. Specifically, the program is designed to acquaint students with (1) different approaches to the study of law, including philosophical, sociological, political, and historical, (2) the elements of legal reasoning, (3) a body of case law in substantive areas, and (4) the functions and effects of law in American society.

This program is not, and should not be considered to be, a prerequisite for admission to law school. Nor should it be considered as a stepping-stone for such an academic pursuit. Students who plan to seek admission to a school of law should consult with the University's pre-law advisor.

### PROGRAM JUSTIFICATION

Traditionally, there have been two justifications for offering program minors: to broaden the educational range of students, and to provide support and clarity of focus for major programs. In the ideal student program of study, both purposes are served by the minor.

The proposed minor in Legal Studies is envisioned by its authors as serving a number of our students. Those taking their majors in such subjects as Business Administration, Economics, Political Science, Public Administration, and Sociology could supplement their principal studies by familiarizing themselves with a closely allied field. Others majoring in fields which do not touch directly upon law, such as English, History, and Philosophy, consider applying to law school when they become upperclassmen and might want some exposure to law-related courses before seeking admission to a school of law.

The advantage of having a formal program in the subject-area, as opposed to a mere listing of thematically related courses and incidental advisement, is that it would provide a rational structure for and coherent approach to studies in the law. With such a program, we would be informing students that a substantial number of courses exists in this subject-area (more than 20), that there is some degree of coherence and relationship between them, and that there is a core group of courses representing several disciplines in the arts and sciences that would provide students with a firm understanding of the social and philosophical foundations of the law.

### PROJECTED ENROLLMENT

The likely enrollment in a program minor, particularly one that is interdisciplinary, is always difficult to project. The University's pre-law advisor is consulted by more than 200 undergraduates each year, at least some of whom might reasonably be expected to find the program interesting and useful. Information about the program and its goals and about the utility of such a minor for a number of majors should attract additional students.



### RESPONSE TO SOCIETAL NEEDS

As the complexity of our society increases, and as our various professional endeavors become increasingly interdependent, the complexity of the law, both statutory and regulatory, increases proportionately. It is important, therefore, that members of the society develop (1) a fundamental understanding of the principles upon which our system of law is based and (2) some familiarity with its procedures and applications in at least that area of law which most directly affects our individual professions. This program purports to meet those needs, as well as to stimulate further interest in the relationship of our system of law to several areas of societal concern.

### NEIGHBORING INSTITUTIONS OFFERING SIMILAR PROGRAMS

None of NKU's sister institutions in the region offers a similar program. Several of those institutions offer pre-professional programs in Criminal Justice, Law Enforcement, and Corrections. One institution, Mount Saint Joseph's, offers a Paralegal Program for the training of legal aides. The pre-law curricula advertised by several of these institutions have no programmatic definition and no organized work in law-related courses.

### STUDENT COMPETENCIES

It is expected that students taking the Legal Studies minor will be able to demonstrate:

1. understanding of the social and philosophical foundations of Western law;
2. understanding of legal reasoning in our society through the successful completion of case studies;
3. ability to apply understanding of law in at least one area each of societal and professional concern, utilizing both theoretical and case study approaches.

### PROGRAM EVALUATION

The extent to which the program fulfills its stated purposes will be measured in the following ways:

1. achievement of competencies by students completing the program
2. formal evaluation of the program by students and faculty involved in it
3. formal evaluation of the program by the Legal Studies Program Committee
4. evaluation by the Dean of Experimental and Interdisciplinary Programs, in whose cluster the program will be situated

### PROGRAM QUALITY AND POLICIES

The minor in Legal Studies integrates existing courses offered by the University. It utilizes the knowledge and skills of several faculty members in the Arts and Sciences and Professional Programs clusters. It calls for the creation of one new course which is designed to be introductory.

Because of its interdisciplinary nature, the program will be administratively situated within and served by the Experimental and Interdisciplinary Programs cluster. It will be monitored and evaluated by a faculty program director, a faculty program committee, and the Dean of Experimental and Interdisciplinary Programs.

The program carries a suggested sequence. That is, students taking the minor will be required to take the introductory course first and strongly encouraged to take the requisite courses in the Theory and Methods component before taking courses in the Law and Society and Applications components.

Student advisement will be carried out by the program director with the assistance of the program faculty. Management of the program and its curriculum will be the responsibility of the program director in consultation with the program faculty and the Dean of Experimental and Interdisciplinary Programs.

#### FACULTY

No additional faculty are required to implement this program. Faculty involved with the program currently are employed at the University and will be teaching in their areas of expertise.

#### FACILITIES

No special or additional physical facilities are required for this program.

#### LIBRARY SUPPORT

Substantial library resources already exist in support of the content area of the program. A modest increase in library holdings may be anticipated. Such an increase will be accommodated easily by the library budget for Interdisciplinary Programs.

#### PROGRAM COSTS

Costs accruing to this program will be extremely modest and of the sort called "operating expenses." The anticipated costs for the first year of operation are \$575.

## LEGAL STUDIES

The Legal Studies minor is divided into four (4) course categories. The student is required to take the stipulated number of hours in each category to fulfill twenty-one (21) hours for the minor. Twelve (12) of the twenty-one (21) hours must be taken at the 300-and-above levels.

### No. of credit hours required

#### Introduction

3

PSC 205 Introduction to the Law (new course)

#### Theory and Methods

9

PSC 305 The Judicial Process

PHI 330 Philosophy and Law

SOC 490 Sociology of Law

HIS 599 Legal History

#### Law and Society

3-6

SOC 201 Criminology

SOC 202 Juvenile Delinquency

SOC 203 Sociology of Corrections

SOC 380 Sociology of Deviant Behavior

PSC 307 Constitutional Law

PSC 308 Civil Liberties

PSC 310 Women and the Law

PSC 399 International Law

PSC 413 Politics of Local Justice

COM 385 Law of Mass Communication

#### Applications

3-6

BUS 230 Legal Concepts of Business

LEN 202 Criminal Law

LEN 203 Criminal Evidence and Courtroom Procedure

LAS 207 Labor Law

AVA 210 Aviation Laws and Regulations

RES 200 Real Estate Law

RTF 360 Broadcast Law



# INTRODUCTION TO THE LAW

## Course Outline

Dr. Dennis O'Keefe

Purpose: To study: (1) various approaches to law, including philosophical, sociological, political and historical; (2) the elements of legal reasoning; (3) the institutions, functions and effects of law in American society.

Bibliography: Chambliss and Serdman, Law, Order and Power  
Friedman, Law and Society  
Gulliot, Introduction to Law and the Legal System  
Carter, Reason in Law  
Skolnick and Gray, Police in America  
Jacob, Justice in America  
Shapiro and Tresolini, American Constitutional Law  
Becker and Fealy, The Impact of Supreme Court Decisions  
Lewis, Gideon's Trumpet

### I. The Nature of Law

- A. The creation of rules and value-choice
- B. The creation of norms in simple societies
- C. From stateless societies to the state
  - 1. compromise v. norm enforcement
  - 2. dispute settlement and the creation of new norms
- D. Law in modern societies

Reading: Law, Order and Power, ch. 3-5

### II. The Development of Legal Concepts and Institutions

- A. Roman law
- B. English common law
- C. Statutory
- D. American legal developments

Reading: Reason in Law, Ch. 3, 4

### III. Legal Reasoning

- A. Ambiguity in law
- B. Stare decisis

Reading: Reason in Law, Ch. 2

### IV. Law and Morality

- A. Community standards v. individual liberty
- B. Equal distribution of benefit
- C. Civil disobedience

Reading: Law and Society, Ch. 10

V. Law Enforcement: The Police

- A. Origins and development of police
- B. Personality and socialization
- C. Role and function of police
  - 1. Police discretion
  - 2. Investigation and control of crime
  - 3. Arrest
- D. Police deviancy

Reading: Police in America, Ch. 1, 2  
Law, Order and Power, Ch. 15-17

VI. The Judicial Process: Criminal Cases

- A. Prosecution
  - 1. scope of prosecutor's discretion
  - 2. plea bargaining
- B. Defense attorneys and defendants
- C. Judges
  - 1. functions
  - 2. recruitment
- D. Juries
- E. Sentencing

Reading: Law, Order and Power, Ch. 19,20  
Justice in America, Ch. 6

VII. The Judicial Process: Civil Cases

- A. Proceedings Prior to Trial
- B. The Trial
- C. The Law of Torts

Reading: An Introduction to Law and the Legal System (2nd ed.) Ch. VI, XI

VIII. Constitutional Law

- A. The U. S. Supreme Court: A Legal and Political Institution
- B. Judicial Review
- C. Case study: the right to counsel
- D. The decision-making process
- E. Impact of Supreme Court decisions

Reading: American Constitutional Law, Ch. 1  
Impact of Supreme Court Decisions, Ch. 3  
Gideon's Trumpet

IX. The Administrative Process

- A. The Function of Administrative Agencies
  - 1. investigative
  - 2. rulemaking
  - 3. adjudicatory
- B. Judicial review

Reading: Introduction to Law and the Legal System, Ch. IX

X. Social Change Through Law

Reading: Law and Society, Ch. 11



4/16/80

passed

FACULTY SENATE  
PROFESSIONAL CONCERNS COMMITTEE

Recognition of Ablest Students

Part of President Albright's charge to the Faculty Senate of last Spring was to study ways in which able students are recognized at Northern Kentucky University and to recommend recognition methods. This charge was delegated to the Professional Concerns Committee. The Committee listed current and developing recognition programs and recommends additional ones.

- I. Current Recognition Programs
  - A. Honor Roll
  - B. Senior Awards
  - C. Who's Who Among College and University Students
  - D. Dean's and Regents Scholarships
  - E. Presidential Scholarships
- II. Recognition Programs being developed
  - A. Honors Option (Experimental Programs Office)
  - B. Student Honorary Society (recommended by Senate and being implemented through Experimental Programs Office)
  - C. Scholarships for outstanding physical and biological<sup>science</sup> majors
- III. Recommended Programs (top priority for implementation)
  - A. Exchange seminars with honors students in other schools
  - B. Outstanding student achievements published in Alumni Bulletins, University Newspaper and hometown newspapers.
- IV. Other Suggestions
  - A. Top two in each field write honors paper. Ten best papers awarded seminar weekend in site such as New York City.
  - B. Visits to faculty homes.
  - C. Special library privileges (computer search, etc.)
  - D. Dinner meetings with guest speaker or special program.
  - E. Personal letters from faculty for outstanding achievements.