

# MEMORANDUM

To: Senators  
From: Gary Johnston, Secretary to the Faculty Senate  
Date: 3 June 1981  
Re: Faculty Senate Meeting 15 June 1981  
The Faculty Senate will convene June 15th in the University Center Ballroom at 3:00 p.m.

## AGENDA

- I. Call to Order
- II. Approval of Minutes
- III. Additions or Deletions from the Agenda
- IV. President's Report - Jim Fouche
  1. Evaluative procedure - Executive Committee recommendation that the Senate make permanent ....
  2. Other
- V. Committee Reports
  - A. Professional Concerns - Connie Widmer, Chair
    1. Faculty Handbook - Corrections (as imposed by the Senate) sent to A.D. Albright.
    2. Report
  - B. Curriculum - Tom Cate, Chair
    1. Mental Health & Human Services - Minor. For vote. \*
    2. Degree Proposal - Area of Concentration in Science. 4 year program. For vote. \*
    3. Degree Proposal - Area of Concentration in Mathematics Physical Sciences - 4 year program. For vote. \*
    4. Report
  - C. Faculty Benefits - Larry Giesmann
    1. Dental Benefits program
    2. Report
  - D. Budget - Dick Snyder, Chair
    1. By-Laws change - regarding distribution of subcommittee on new academic program.
    2. Report

\* on reserve in Steely Library.

# MINUTES OF THE FACULTY SENATE

June 15, 1981

## Senators Present:

Richard Ward  
Joseph Ohren  
Gary Johnston  
Jim Kinne  
Ralph Peterson  
Rosetta Mauldin  
George Goedel  
Peter Moore  
Lois Schultz  
Louis Noyd  
Byron Renz  
Vernon Hicks

Jean Wainscott  
Jonathan Bushee  
Larry Giesmann  
Art Miller  
Debra Pearce  
Frank Stallings  
Robert Vitz  
Rachelle Bruno  
Tom Cate  
James Fouche  
Donna Bennett  
Kay Cooper

## Senators Absent without Alternates:

Mike Gray  
Paul Joseph  
MacKenzie Osborne  
Frank Steely  
Doris Brett

Don Kelm  
Edwin Weiss  
Janet Miller  
Richard Snyder  
David Elder

## Guests Present:

Kathy Brinker (alternate for Mildred Clark)  
Billie Brandon (alternate for Connie Widmer)  
Mike Klembara, Associate Provost  
Ron Gardella, Education

## I. Call to Order

Jim Fouche called the meeting to order, June 15, 1981, at 3:00 p.m.

## II. Approval of Minutes

Joseph Ohren moved the May 4, 1981 minutes be approved. George Goedel seconded. Carried.

## III. Agenda

It was requested that Item V - A & B be exchanged.

## IV. President's Report

### 1. Evaluation Procedure

Gary Johnston moved to continue the process of evaluation of committee work as implemented on a trial basis during the 1980-81 academic year through the 1981-82 academic year; and, that appointees from the Executive Committee meet and tighten up the wording in the format without changing the essence and have it printed into a professional looking form that would be becoming to our vita and folders for permanent record. Jonathan Bushee seconded. Carried.

2. Academic Year - Length of Semester Proposal (as submitted by Vernon Hicks and Peter Moore).

1. The semester length should be 75 week days, excluding the final exam period.
2. Thanksgiving break and Spring break must not be counted as part of the 75 days.
3. Labor Day, President's Day, National Election Day, and Education Day may be counted as part of the 75 days.
4. The 75 day period will begin with the first day of classes.
5. These recommendations are intended as guidelines for the long range establishment of the academic calendar. They are not intended to cover emergencies such as snow days.
6. It is not necessary for the exam period to begin on a Monday nor for it to last only six days.

Vernon Hicks moved that the proposal be accepted. Frank Stallings seconded. Carried.

3. Other

Mike Klembara, representative for Provost Lyle Gray stated that a meeting concerning the Faculty/Student surveys on alternative scheduling would be held Monday June 22, 1981. Dr. Gray, Dr. Scholes, Jim Kerr and possibly the Deans will examine the survey data in an attempt to discover any direction indicated by the response. Connie Widmer will represent the faculty on this committee.

Dr. Fouche' submitted his resignation as President of the Faculty Senate to the Executive Committee effective as of June 30, 1981. Byron Renz will serve as acting president of the Faculty Senate until August 17, 1981.

In closing his report, Dr. Fouche' stated, "I think we have had a really good year and that we have accomplished a great deal. I think the Executive Committee is due a good bit of credit for the work it has put forth this year and we have a very good group of people working in the Senate."

V. Committee Reports

A. Curriculum - Tom Cate

1. Mental Health & Human Services - Minor  
Tom Cate moved this be approved. Seconded.  
24 for. 2 opposed. Approved.
2. Area of Concentration in Sciences  
22 for. 2 abstentions. Approved.
3. Area of Concentration in Mathematics Physical Sciences  
21 for. 3 abstentions. Approved.

B. Professional Concerns - Billie Brandon for Connie Widmer

1. Report - Senate recommendations have been sent to Dr. Albright concerning the changes in the Faculty Handbook.



2. The study on tenure promotion implementation will be used in the future and related to the salary policy.
3. The Governance Policy was approved by the board.

C. Faculty Benefits - Larry Giesmann

1. Specifications for the Dental Benefits Program have been completed and are in pipeline. It will take about 3 months before implementation.
2. The deadline for the faculty development program has not yet been decided. Larry will get a memorandum out to the faculty when a decision has been made.

D. Budget Committee - Jim Fouche for Dick Snyder

1. New Academic Programs Subcommittee recommendation
  - a. The Subcommittee should be dissolved and the by-laws of the Budget Committee be appropriately amended.
  - b. The Curriculum Committee should approve or disapprove new programs on the basis of their academic merit and budgetary considerations.
  - c. An academic program review process be established by the Provost's Office and that representatives from each of the standing committees of the Faculty Senate be appointed to serve as faculty representatives in this review process.

Jim Kinne moved to separate items a and b from item c.  
Seconded by Larry Giesmann. Carried.

George Goedel moved to make an editorial amendment of item b to read, ... The Curriculum Committee shall recommend approval or disapproval of new ...  
Accepted without objection.

Items a. and b. In favor 12. Opposed 7. Abstentions 2.  
Carried.

After lengthy debate, Joseph Ohren moved to table Item c.  
(with intent to send back to committee). Passed.

2. The following is a brief summary of the work of the Budget Committee. The committee recommends that the following surveys be conducted each year.
  - a. A comprehensive faculty salary study of the University and its 30 benchmark institutions.
  - b. A survey of faculty attitudes with respect to salary considerations. (results in the library)

3. The committee also recommends that the detailed salary information made available through the office of the Provost, the Budget Office and the Office of Institutional Research be brought up to date each year.
4. That the Budget Committee of the Senate and the Budget Office of the University should continue to collaborate in the development of a budget calendar for the coming year.

Richard Snyder would like to express, on behalf of the Budget Committee his appreciation to Lyle Gray, Provost, to Jim Kerr, Director of Institutional Research and to Dennis Taulbee, Director of the Budget Office for the cooperation during the year.

#### VI. Other

Gary Johnston expressed his thanks to Jim Fouche for his high quality of work in behalf of the Faculty Senate this year. The Senate concurred.

#### VII. Adjournment

The meeting was adjourned at 4:15 p.m.

Gary Johnston, Secretary to the Faculty Senate



# Recommendations concerning the length of the semester V. Hicks, P. Moore

1. The semester length should be 75 week days<sup>2</sup> excluding the final exam period.
2. Thanksgiving break and Spring break must not be counted as part of the 75 days.
3. Labor Day, Presidents' Day, National Election Day, and Education Day may be counted as part of the 75 days.
4. The 75-day period will begin with the first day of classes.
5. These recommendations are intended as guidelines for the long-range establishment of the academic calendar. They are not intended to cover emergencies such as snow days.
6. It is not necessary for the exam period to begin on a Monday nor for it to last only six days.

These recommendations will provide for the following total number of class meetings per semester

MWF	44	(43 if Education Day is held at NKU. Historically, this has occurred every other autumn <sup>(or a Friday)</sup> )
TR	30	(29 during the Fall Semester in a National Election Year)
MW	29	(30 if the Fall Semester does not begin on a Thursday)
FS	30	<div style="display: flex; align-items: center;"> <div style="border-left: 1px solid black; padding-left: 10px;">                     { 29 if Education Day at NKU on a Friday 28 if Fall Semester does not start on R or F                 </div> <div style="margin-left: 20px;">} 27 if both occur</div> </div>

Some possible schedules:

			MWF	TR	MW	FS
Fall	a.	<span style="border: 1px solid black; padding: 2px;">RFS</span> + <span style="border: 1px solid black; padding: 2px;">15 complete calendar weeks</span> + <span style="border: 1px solid black; padding: 2px;">Exam period</span>	44 <sup>1</sup>	30 <sup>2</sup>	29	30 <sup>1</sup>
	b.	<span style="border: 1px solid black; padding: 2px;">15 complete weeks</span> + <span style="border: 1px solid black; padding: 2px;">MT</span> + <span style="border: 1px solid black; padding: 2px;">Exam period</span>	44 <sup>1</sup>	30 <sup>2</sup>	30	28 <sup>1</sup>
Spring	a.	<span style="border: 1px solid black; padding: 2px;">16 complete calendar weeks</span> + <span style="border: 1px solid black; padding: 2px;">Exam period</span>	44	30	29	30
	b.	<span style="border: 1px solid black; padding: 2px;">RFS</span> + <span style="border: 1px solid black; padding: 2px;">15 complete weeks</span> + <span style="border: 1px solid black; padding: 2px;">MTW</span> + <span style="border: 1px solid black; padding: 2px;">Exam</span>	44	30	29	30
	c.	<span style="border: 1px solid black; padding: 2px;">WRFS</span> + <span style="border: 1px solid black; padding: 2px;">15 complete weeks</span> + <span style="border: 1px solid black; padding: 2px;">MT</span> + <span style="border: 1px solid black; padding: 2px;">Exam</span>	44	30	29	30

<sup>2</sup> MTWTFE but not Saturday or Sunday. The total including Saturdays will be 89-90.  
<sup>1</sup> subtract one for Education Day if it is held at NKU  
<sup>2</sup> subtract one for a National election year



## MINOR IN MENTAL HEALTH/HUMAN SERVICES

The minor in Mental Health/Human Services offers the opportunity for students to pursue course work designed to develop an understanding of the broad mental health/human services field with particular emphasis on the delivery of services to those in need. The minor is open to any student at Northern Kentucky University and is particularly appropriate for students majoring in the behavioral, social, and health sciences.

### Objectives

The objectives of the minor in Mental Health/Human Services are:

- A. To help students develop a broad understanding of the needs, services, personnel, issues and trends comprising the mental health/human services field.
- B. To help students develop the attitudes, values, and self awareness required for all levels of work in the mental health/human services field.
- C. To help students develop an understanding of frequently encountered personal, interpersonal, and social problems and typical approaches for providing assistance.
- D. To help students develop beginning level intervention skills.
- E. To provide students the option of gaining practical on-the-job experience in a mental health/human services agency.



F. To help students develop an appreciation of the relationship between the mental health/human services field and a major area of study.

### Requirements

Requirements for the Mental Health/Human Services minor include completion of:

HSR 115 Orientation to Mental Health/Human Services

18 additional hours of mental health/human services (HSR) courses, at least 6 hours of which must be upper division

three courses from other departments, two of which meet general study requirements:

PSY 100 Introduction to Psychology  
SOC 100 Introduction to Sociology  
PSY 333 Abnormal Psychology

### Options

Because of the wide range of mental health/human services courses available, the student can design a minor particularly suited to his/her interests. Courses fall into four broad groupings:

those emphasizing knowledge of mental health/human services field; roles and responsibilities of service providers, needs, services, and issues.

those emphasizing knowledge of specialty areas: gerontology, children, the handicapped, the mentally retarded, the psychologically disturbed, alcoholism, and death and dying.

those emphasizing acquisition of service delivery skills: individual and group counseling, activity and recreational therapy, prevention, and program supervision.



those emphasizing acquisition of actual work related competencies through supervised on-the-job experience in a service delivery agency.

The considerable range of course offerings should appeal to students with a variety of interests. Students pursuing a major in any area concerned with public service might desire to gain an understanding of the field of mental health/human services. Courses in specialty areas such as gerontology should be attractive to students in the behavioral and social sciences who wish to extend their knowledge in those areas beyond offerings available in other departments. A minor emphasizing courses in gerontology, for example, might complement a major in sociology. The service delivery skills taught in courses such as Counseling for the Human Services Professions should appeal to students whose major areas of study emphasize a theoretical rather than an applied orientation.

### Practica

Students may choose to gain supervised on-the-job work experience in a service delivery agency through pursuing practicum courses. Two practicum courses are available for students minoring in Mental Health/Human Services: HSR 106 Practicum in Human Services I and HSR 207 Practicum in Human Services II. Each practicum requires that the student spend 20 hours per week in a service delivery agency. Students



taking either practicum course must also take the appropriate accompanying seminar - HSR 109 Practicum Seminar I or HSR 211 Practicum Seminar II.

Because the practicum courses involve the student in the actual provision of services to clients experiencing psycho-social and/or developmental difficulties, the Mental Health/Human Services program has a responsibility to insure that the student has the appropriate interest, values, and emotional maturity for such experience. Therefore, students desiring to pursue practicum courses must first complete HSR 115 Orientation to Mental Health/Human Services and receive the recommendation of the instructor of that course, receive the recommendation of the Program Director, and schedule an advising conference with the Mental Health/Human Services Program advisor.

*[Handwritten signature]*



## MENTAL HEALTH/HUMAN SERVICES COURSES

- HSR 100 Introduction to Gerontology (3,0,3)
- HSR 102 Rehabilitation of the Geriatric Patient (3,0,3)
- HSR 103 Cognitive and Perceptual Changes in Later Life (3,0,3)
- HSR 106 Practicum in Human Services I (0,20,4)
- HSR 109 Practicum Seminar I (2,0,2)
- HSR 110 Activities Therapy (3,0,3)
- HSR 115 Orientation to Mental Health/Human Services (3,0,3)
- HSR 121 Mental Health and Aging (3,0,3)
- HSR 150 Introduction to Therapeutic Recreation (3,0,3)
- HSR 200 Orientation to Team Approach and Long-Term Care of the Aged (3,0,3)
- HSR 201 Exceptionality in the Elderly (3,0,3)
- HSR 207 Practicum in Human Services II (0,20,4)
- HSR 210 Psycho-Social Forces in Late Life (3,0,3)
- HSR 211 Practicum Seminar II (2,0,2)
- HSR 212 Crisis Intervention (3,0,3)
- HSR 214 Death, Dying, and Grief (3,0,3)
- HSR 216 Group Theories and Practice (3,0,3)
- HSR 220 Resources for Health Care (3,0,3)
- HSR 225 Counseling for Human Service Professions (3,0,3)
- HSR 226 Behavior Problems of Children (3,0,3)
- HSR 251 Therapeutic Recreation: Techniques and Procedures (3,0,3)
- HSR 252 Survey of Therapeutic Recreation Delivery Systems (3,0,3)
- HSR 253 Activity Programming in Geriatrics (3,0,3)
- HSR 254 Therapeutic Recreation Laboratory (0,4,4)



- HSR 300 Contemporary Issues in Mental Health (3.0,3)
- HSR 301 Holistic Approach to Mental Health (3.0,3)
- HSR 304 Field Experience in Mental Health I (2,16,4)
- HSR 305 Assessment and Appraisal in Mental Health (3.0,3)
- HSR 350 Alcoholism and the Dysfunctional Family (3.0,3)
- HSR 404 Field Experience in Mental Health II (2,16,4)
- HSR 412 Leadership Skills in Group Counseling (3.0,3)
- HSR 416 Mental Health Counseling: Principles and Practice (3.0,3)
- HSR 490 Special Topics in Mental Health (3.0,3)



taking either practicum course must also take the appropriate accompanying seminar - HSR 103 Practicum Seminar I or HSR 211 Practicum Seminar II.

Practicum in Human Services I is an initial experience in a human services agency which introduces students to the agency policies, services, daily routine, and worker activities; and provides opportunities through supervised experience to develop skills in observation, communication, and participation in therapeutic activities.

Practicum in Human Services II builds upon Practicum I and provides supervised experience in conducting helping relationships with agency clients, interviewing, case analysis and presentation, and report writing.

Because the practicum courses involve the student in actual agency work, the Mental Health/Human Services program has a responsibility to insure that the student has the appropriate interest, values, and emotional maturity for such experience. Therefore, students desiring to pursue practicum courses must first complete HSR 115 Orientation to Mental Health/Human Services and receive the recommendation of the instructor of that course, receive the recommendation of the Program Director, and schedule an advising conference with the Mental Health/Human Services Program advisor.





## Faculty Senate

### Recommendation of Budget Committee

#### Regarding Subcommittee on New Academic Programs

1. The Subcommittee should be dissolved and the by-laws of the Budget Committee be appropriately amended.
2. The Curriculum Committee should <sup>recomm</sup> ~~approve~~ or disapprove <sup>l</sup> ~~new~~ programs on the basis of their academic merit and budgetary considerations.
3. An academic program review process be established by the Provost's Office and that representatives from each of the standing committees of the Faculty Senate be appointed to serve as faculty representatives in this review process.