

Faculty Senate

Northern Kentucky University Highland Heights, Kentucky 41076

TO: All Faculty

FR: George D. Goedel
Faculty Senate President

DA: September 5, 1984

RE: Agenda for the Faculty Senate Meeting, September
17, 1984, in BEP 110, 3:05 p.m.

AGENDA

- I. Call to Order
- II. Approval of prior minutes
- III. Additions to and/or deletions from the Agenda
- IV. Report on Academic Computing
Gary Johnston, Director
- V. Presidential Reports and Recommendation
 - A. United Appeal Resolution: voting item
 - B. Faculty Club
 - C. Committee Assignments
 - D. Faculty parking/A. D. Albright Health Center
 - E. Space reassignment report.
 - F. Academic Council: Election of Senate Representative
- VI. Committee Reports
 - A. Curriculum
 - 1) Department of Education/Program change regarding
Gifted Education. Voting item
 - B. Benefits
 - C. Budget
 - D. Professional Concerns
- VII. Discussion from the floor
 - A. Old Business
 - B. New Business
- XI. Adjournment

This agenda is sent to all members of the faculty in accordance with the Faculty Senate Constitution, Article VII G. Article VII F. of the constitution also provides that:

"All meetings of the Faculty Senate shall be open to the University community. All faculty members shall have the same floor privileges as those granted to members of the Senate, except the right to vote....."

Faculty Senate

Northern Kentucky University **Highland Heights, Kentucky 41076**

FACULTY SENATE MINUTES

September 17, 1984

Senators Present: Scottie Barty, Carol Bredemeyer, Kathy Brinker, Nancy Campbell, Janice Cantrall, Lonnie Davis, Frank Dietrich, Lynn Ebersole, Andrea Gauthier, George Goedel, David Hogan, Mike Hunter, Don Kelm, Jim Kinne, Lynn Langmeyer, David Lavery, Nancy Martin, Glen Mazis, William McKim, Art Miller, Janet Miller, Frances Mosser, Barb O'Brien, Dennis O'Keefe, Linda Olasov, Joe Price, Jim Ramage, Tom Rambo, Fred Schneider, Dennis Sies, Lois Sutherland, Bill Wagner, Ted Weiss, Threasa Wesley, Jerry Warner.

Alternates: Fred Rhynhart for Richard Ward.

Senators Absent: Ed Goggin, Jan Hammond.

Guests: Andra Ward - Student Government
Connie Widmer - Education
Annette Chavez - Education
Linda Scheffield - Education
Ken Carter, Acting Chair, Education

Jeffrey Williams, Faculty Regent
Gary Johnston - Academic Computing
Linda Dolive - Associate Provost
Steve McMillen - PDC

- I. Call to Order: The Faculty Senate Meeting was called to order by Senate President George Goedel at 3:10 p.m. in BEP 110.
- II. Approval of prior minutes: The following additions and corrections were made to the minutes: page I.IV: Tom Cate is Director of Economics, Finance and Business; Bill Lindsey is Director of Management and Marketing. On page 4. B sentence should read "Graduate proposals..."; Section IX: Professor Wagner is from the Department of Physical Sciences, not Political Science.
- III. Additions to and/or deletions from the Agenda: There were no additions or deletions to the agenda.
- IV. Report on Academic Computing: Gary Johnston, Director, stated the Office of Academic Computing is located in Room 510 of the Academic Center. Twenty one deck rainbow computers and varied programs are available to faculty from 8:30 am to 4:30 pm. The Director of the Office of Academic Computing invited all faculty to visit. A series of computer literacy programs based on a University-wide survey is being planned. Senators are asked to encourage faculty to return surveys by September 28, 1984 to assure input into program planning.
- V. Presidential Reports and Recommendation: A. United Appeal Resolution: President Goedel introduced Steve McMillen who is spearheading the United Appeal campaign for 1984-85. He shared the goals for this year (100% participation and the monetary goal of \$25,500) and stated there are some radical departures from last year. He asked for the support of the senate in making the United Appeal a success. A schedule of events was presented and faculty invited to contact him for further information. Professor Goedel read a resolution in support of United Appeal. Senator Arthur Miller moved we support the resolution. Senator William McKim seconded the motion. Motion carried.

B. Faculty Club

Professor Goedel reported on a memo received from President Boothe regarding this issue. The President had reviewed the issue with the Space Committee and regretted that no space was available at present. He is sympathetic to the idea of a Faculty Club but severe limitations do not permit its establishment at this time.

C. Committee Assignments

A Constitution Revision Committee has been formed. Mike Ryan will chair a committee of Debra Pearce, Jonathan Bushee, Tom Cate, Warren Corbin, Art Miller and Fred Schneider. Suggestions and recommendations should be forwarded to Mike Ryan.

Angela Lipsitz was appointed to the Parking Committee.

Glen Mazis and Marty Huelsman will serve as COFSL representatives. Senators Mazis and President Goedel will both attend the meeting in Louisville on September 22.

Dennis O'Keefe will chair an Ad Hoc Political Affairs Committee. The COSFL representatives will also serve. Other faculty who are interested should contact Senator O'Keefe for 1984-85.

D. Faculty parking/A. D. Albright Health Center

Professor Goedel reported he had discussed the issue of parking for the A. D. Albright Health Center and efforts will be made to work the problem out with Public Safety.

E. Space reassignment report

Senate President Goedel requested from Mary Paula Schuh a report of the Space Committee which identifies all available space in the University. He has received the report and invited faculty to review the document. Senator Weiss asked if we have a representative on the Space Committee. Professor Goedel replied negatively. Senator Janet Miller moved that a member of the faculty, recommended by the Faculty Senate, be appointed to serve on the University Space Committee. Motion carried.

F. Academic Council: Election of Senate Representative

President Goedel reported on the current membership of the Council and its meeting record. He then opened the floor for discussion. Senator Olasov suggested that a balanced representation be proposed. Professor Mazis offered that a representative from each of the colleges, was suggested by the Executive Committee. Dr. Dolive responded from the Provost's Office that the intention was broad representation, not specific.

Senator Janet Miller moved that we elect a faculty representative at large. Motion was seconded and following discussion, motion carried. Nominations from the Executive Committee were announced: Tom Rambo, Scottie Barty and Janice Contrall. From the floor Senator Arthur Miller nominated Senator Janet Miller, who declined. Professor Price moved the nominations be closed, seconded by Professor Kinne. The nominees each addressed the senate stating their desire to serve and some potential goals. Senator Miller and Senator Mazis tallied the vote and reported results. Professor Rambo was declared elected.

Faculty Senate Minutes
September 17, 1984

VI. Committee Reports

A. Curriculum - Nancy Martin, Chair

- 1) Department of Education/Program change regarding Gifted Education.
Voting item.

Senator Martin introduced the proposal and four guests from the Education Department; Annette Chavez, Linda Sheffield, Connie Widmer and Ken Carter, Acting Chair of Education, to receive questions.

Senator Weiss asked how many students would be enrolled in this program. Professor Sheffield replied that NKU serves twenty districts and each has from one to six teachers who may need this certification.

Senator O'Keefe asked about the curriculum and any increase in numbers of faculty to teach this course. There are none. Proposal carried with one abstention.

B. Benefits - Lynn Langmeyer, Chair

Senator Langmeyer reported the Faculty Benefits Workshops were seen as very worthwhile by those who attended and were regarded as a success.

On February 10 and 27, in concert with the Brown Bag Luncheons, there will be two mini workshops on financial planning.

All new formats for faculty benefits and due dates are available in the departments.

Questions directed at determining desire for low interest loans to purchase computers have been added to the questionnaire being sent by the Office of Academic Computing.

C. Budget - Jim Ramage - Chair

Senator Ramage announced the formation of subcommittees to carry out the committee's work load and the projected survey of faculty feelings and ideas about the 2% increase of last year.

D. Professional Concerns - Linda Olasov, Chair

Senator Olasov announced that the first meeting will be held at 12:15 pm on September 18 in UC 108.

VII. Discussion from the floor

A. Old Business

Senator Olasov asked about removing the sign from the former Faculty Dining Room.

B. New Business

There was no new business

VIII. Adjournment

Meeting adjourned at 4:05 pm.

Faculty Senate

Northern Kentucky University Highland Heights, Kentucky 41076

FACULTY SENATE RESOLUTION
1984 UNITED APPEAL CAMPAIGN
NORTHERN KENTUCKY UNIVERSITY

WHEREAS: Northern Kentucky University will once again commence the annual United Appeal Campaign with the Northern Kentucky sector of United Appeal;

AND WHEREAS: United Appeal responds to community needs and concerns with 115 supported agencies thereby benefiting over 500,000 people;

BE IT THEREFORE RESOLVED

That the Faculty Senate of Northern Kentucky University endorses this campaign and urges the faculty and community of the University to give serious consideration to supporting this worthy endeavor.



Northern Kentucky University
Highland Heights, Kentucky 41076

file
Passed
Senate
9/17/84

Memo of Justification: Program Change Regarding Gifted Edu. Courses

The State of Kentucky has established a certificate endorsement for teachers of the gifted. This means that all persons employed primarily as teachers of identified gifted students shall hold the appropriate elementary or secondary certificate and the endorsement for teaching the gifted. The regional state universities have been asked to provide courses leading to this endorsement for teaching gifted students.

Because most gifted children spend about 80% of their class time with regular classroom teachers, we believe all teachers can benefit from courses increasing understanding of the needs of the high ability students and knowledge of strategies for meeting their needs.

The Area of Specialization of the M.A. or Rank I level would give regular classroom teachers the needed expertise for dealing more effectively with their brightest students, and for recognizing and encouraging "giftedness" in some students who may not be succeeding in school.

1. Identification of Course

1.1 Introduction to Gifted Education

1.2 EDU 521

1.3 3 credit hours

1.4 Possible Texts: Clark, Barbara. Growing Up Gifted. Merrill, 1983.
Webb, James et al. Guiding the Gifted Child, Ohio Psych. Pub. Co., 1982.

2. Rationale

Students with high ability have unique characteristics and educational needs which are frequently not met in the regular classroom. Teachers should be aware of these special needs and develop positive attitudes and pedagogical skills for dealing with gifted students. This course presents an overview of the historical, philosophical, and psychological foundations of special educational provisions for high ability students.

3. Objectives

Students will be able to:

- 3.1 Summarize past and present interest in the special problems and needs of superior students in American schools.
- 3.2 Discuss various meanings of the terms: gifted, talented, and creative.
- 3.3 Describe the personal and behavioral characteristics found among gifted students, including handicapped and minority students, as a result of their atypical mental development.
- 3.4 Describe and evaluate screening and identification procedures in selecting students for special programs.
- 3.5 Compare and contrast various school programs for identified gifted students (e.g., acceleration, enrichment, grouping, etc.).
- 3.6 Discuss issues in motivation, assessment, and counseling of high ability students.

4. Student Activities and Experiences

Students will be expected to:

- 4.1 Participate in class discussions based on readings, lectures, media presentations, and experiences with gifted children.
- 4.2 Conduct interviews and informal surveys of school personnel, parents, and other students, concerning education of the gifted.
- 4.3 Observe and/or participate in special classes for the gifted.
- 4.4 Keep a personal journal of responses to readings and other experiences in the class.
- 4.5 Complete application activities and short assignments.

5. Evaluation

5.1 Class participation

5.2 Completion of assigned projects

5.3 Journals

5.4 Written mid-term and final examinations

1. Identification of Course

- 1.1 Teaching Creative and Higher Level Thinking
- 1.2 EDU 625
- 1.3 3 credit hours
- 1.4 Possible Texts: Torrance & Myers. Creative Learning & Teaching.
de Bono, Lateral Thinking.

2. Rationale

Gifted students have the ability to think and solve problems at higher cognitive levels and tend to have high creative potential. This course is designed to give teachers background information and specific teaching strategies for encouraging these processes in all students, but especially the gifted and talented.

3. Objectives

Students will be able to:

- 3.1 Discuss the major theories of creativity and the creative process.
- 3.2 Describe and use various instruments and methods to identify creative children and adolescents.
- 3.3 Select and evaluate classroom strategies and curriculum materials designed to develop creative thinking and production.
- 3.4 Discuss traditional theories and recent research about the nature of thinking and problem solving.
- 3.5 Describe and evaluate models and research on problem solving, cognitive styles and brain hemisphericity; cite implications for classroom organization and teaching.
- 3.6 Select and evaluate strategies and commercial programs and materials related to problem solving and higher level thinking.

4. Student Activities and Experiences

Students will:

- 4.1 Participate in class discussion and activities.
- 4.2 Complete reading assignments.
- 4.3 Complete application activities and selected projects and/or class presentations.

5. Evaluation

- 5.1 Class participation
- 5.2 Quality of class presentations, application activities, and creative products.

1. Identification of Course

- 1.1 School Programs for Gifted Students (Prereq. EDU 621, EDU 623)
- 1.2 EDU 625
- 1.3 3 credit hours
- 1.4 Possible Texts: Kaplan, Sandra. Providing Programs for the Gifted and Talented. Renzulli, Joseph. The Enrichment Triad Model.

2. Rationale

By virtue of their exceptional ability, gifted students need special educational provisions. This course presents theoretical bases and model programs and procedures for planning and carrying out special educational experiences for gifted children in a variety of settings.

3. Objectives

Students will be able to:

- 3.1 Summarize and evaluate arguments for qualitatively different school programs for gifted students.
- 3.2 Describe characteristics and learning needs of gifted students and common identification procedures and their implications for program development.
- 3.3 Review and evaluate several models of program planning for high ability students at elementary, middle school and secondary levels.
- 3.4 Describe the process of setting up and administering a special program for gifted students in a particular school or district.
- 3.5 Design academically defensible curricula for a gifted program, including both cognitive and affective goals.
- 3.6 Evaluate commercially prepared curriculum materials for gifted students.
- 3.7 Use a variety of teaching and program strategies, including I.E.P.'s, to meet the needs of gifted students in the regular classroom as well as in the special class.
- 3.8 Describe and use evaluation criteria for gifted programs.
- 3.9 Describe the roles of related agencies and personnel such as the state department of education, local school boards, administrators, and classroom teachers, as they relate to gifted programs.

4. Student Activities and Experiences

Students will:

- 4.1 Participate in class discussions and activities.
- 4.2 Complete assigned readings and write periodic critiques.
- 4.3 Design, implement and evaluate an actual school program for high ability students.
- 4.4 Plan and execute a selected group project related to school programs and teaching strategies for the gifted.

5. Evaluation

Students will be evaluated on:

- 5.1 Class participation
- 5.2 Readings critiques
- 5.3 Program development project
- 5.4 Group project

1. Identification of Course

(Prerequisites:

- 1.1 Seminar and Field Experience in Gifted Education
- 1.2 EDU 627
- 1.3 3 credit hours
- 1.4 Possible text: Maker June. Teaching Models in Education of the Gifted, Aspen, 1982

EDU 621, 623 and 625)

2. Rationale

This course is designed to give students in gifted education an opportunity to research specific problems and apply knowledge and skills gained from previous courses in a setting with gifted children. Both breadth (familiarity with the operations of a variety of gifted program) and depth (an intensive understanding of how at least one gifted program functions) will be provided.

3. Objectives

Specific objectives will vary with each individual. In general, students will be able to:

- 3.1 Assess the personal and educational needs of individual gifted students
- 3.2 Plan group and individual learning experiences based on these needs which are articulated with the regular curriculum.
- 3.3 Use a variety of teaching strategies and materials to meet objectives.
- 3.4 Demonstrate ability to relate positively to school administrators, fellow teachers, parents, and other students, and to conduct professional meetings to increase understanding of the needs of gifted youngsters.
- 3.5 Implement advocacy techniques for public support of educational provisions for the gifted.
- 3.6 Research specific problems and make appropriate applications of the research.

4. Student Activities and Experiences

Each student (and the class instructor/supervisor) will design his/her practicum program. Experiences may include, but need not be limited to:

- 4.1 Observing experienced teachers in a variety of types of programs for gifted students.
- 4.2 Planning specific units and lessons for teaching bright students
 - 4.2.1 in a regular class
 - 4.2.2 in a special class for identified gifted students.
- 4.3 Developing a case study and I.E.P. for one gifted student.
- 4.4 Supervised teaching of gifted students.
- 4.5 Planning and carrying out an in-service program about giftedness for a specific audience (e.g., parents, other students, etc.).
- 4.6 Serving as a liaison person to parent groups and civic organizations in support of gifted education.
- 4.7 Participating in seminar presentations and discussion

5. Evaluation

- 5.1 Attendance and participation in class seminars.
- 5.2 Quality of planning, teaching, and advocacy activities.

1. Identification of Course

- 1.1 Special Topics in Gifted Education
- 1.2 EDU 629
- 1.3 1-6 a. hr.
- 1.4 Possible Texts: Vary with topics.

2. Rationale

Because research and theory in gifted education is expanding rapidly, it is important for teachers to have the opportunity to meet experts and keep up with current developments in the field. Occasional workshops and courses will be offered covering such topics as: The Under-achieving Bright Child, Recent Brain Research, Learning and Teaching Styles, Counseling Gifted Children and their Parents, Future Problem Solving, and courses in the various content areas for the gifted - Fine Arts, Literature, Mathematics, etc.

3. Objectives

- 3.1 Varies with instructor and topic.

4. Student Activities and Experiences

- 4.1 Varies with instructor and topic.

5. Evaluation

- 5.1 Varies with instructor and topic.