

MEMORANDUM

TO: All Faculty

FROM: Connie Mulligan, Secretary, Faculty Senate

Date: June 6, 1980

Re: FACULTY SENATE MEETING

The next meeting of the Faculty Senate will be held on June 16th in the Ballroom, University Center at 3:00 p.m.

AGENDA

- I. Additions to/deletions from the agenda.
- II. A. Minutes of the April 21st meeting.
- III. President's Report
 - A. Rewriting of the Faculty Policies and Procedures Manual - Status Report.
 - B. Other announcements.
- IV. Old Business
 - A. Recommendation - Bylaws, Curriculum Committee
 - B.
- V. Committee Reports
 - A. Curriculum Committee
 - 1. Brief Status Report
 - 2. Recommendation - Minor in Industrial Technology
 - 3. Recommendation - Prior Learning Accreditation Program
 - 4. Recommendation - Communications Competancy Test
 - B. Professional Concerns Committee
 - 1. Brief Status Report
 - 2.
 - C. Budget Committee
 - 1. Brief Status Report
 - 2.
 - D. Faculty Benefits Committee
 - 1. Brief Status Report
 - 2.
- VI. New Business
 - A.
 - B.

VII. Adjournment

Passed

A MINOR IN INDUSTRIAL TECHNOLOGY

A minor in Industrial Technology is designed to provide the students of Northern Kentucky University with an opportunity to broaden their understanding of the technological nature of the work places in society. It is structured to allow the learner to draw relationships of their chosen field of study with the technological complexity and sophistications of our industrial sectors.

This minor is meant to be a complimentary addition to the learner's program of study. In this manner it will serve the student's major field of interest by supporting their understanding of that area through an insight of our industrial systems, their organization and operations.

Program Objectives:

The objectives of a minor in Industrial Technology are:

- a) To enable the learner to relate the elements of industry to the production of goods and provision of services.
- b) To provide a program experience that will explore the technical and social/cultural aspects of Industrial Technology.
- c) To promote the development of creative abilities in solving problems typical of contemporary industries.
- d) To provide a synthesizing experience for the learner to relate his/her chosen field to an industrial setting.

Student Competencies:

- ability to relate chosen field of study to the operations of an industrial system.
- ability to identify and describe major components of an industrial structure.
- ability to analyze technical and related social problems of a technological system.
- ability to interrelate the processes and procedures of an industrial technological system with the major goals and operations of social institutions.

CURRICULAR OUTLINE
MINOR IN INDUSTRIAL TECHNOLOGY

IET 110	Introduction to Industry	3
IET 112	Technical Graphics	3
IET 116	Introduction to Industrial Materials & Processes	3
IET or Approved Electives (300-level or above)		6
IET 317	Research in Industrial Technology	3
IET 260	Industrial & Environmental Control	<u>3</u>
		21

Program Evaluations:

Minor will be evaluated on an on-going basis through faculty, student, and administrative efforts.

Program Justification:

At present there is limited opportunity for students to supplement their major field of study with an orientation to the industrial sectors of our society.

Numerous opportunities exists in the Northern Kentucky area for individuals with a varied background in Industrial Technology.

The minor would act as an introduction to the work place. In this manner it would serve course oriented ends.

Projected Enrollment:

It would be difficult to project enrollment of a minor in Industrial Technology at this time. Many, if not all, undergraduate majors at Northern Kentucky University could utilize this minor. The enrollment to the minor would be open to all Northern Kentucky University students.

Similar Programs:

No institutions in the local area offer a program of this nature. Northern Kentucky University would offer a program in an area of growing concern.

Curriculum Needs:

No new courses are needed to offer this minor. No new faculty would be needed to offer this minor. No new facilities would be needed to offer this minor. Each of the courses listed in this proposal are part of the regularly scheduled departmental course offerings.

PROPOSAL FOR THE ADOPTION OF A PRIOR LEARNING ACCREDITATION PROGRAM

One of the basic functions of a university is the certification of learning. Both the learning and the certification of it are conducted in a variety of ways, but the institution's responsibility in this regard is constant: in accordance with established academic and professional standards, it gives its imprimatur to the successful conduct and completion of a student's program of study. The institution's primary concern in this regard is the integrity of the credentialing process. What is learned, and how that learning can be documented, becomes more significant than where the learning takes place.

One of the modes of learning that long has been recognized as worthy of certification for knowledge absorbed and skills developed is called "experiential." By that is meant involvement by the student in practical, usually extramural work related to a subject or field of study. Methods for ascertaining and accrediting the value of the work experience vary according to the nature of the experience and its academic purpose, but the practice itself is widely employed and accepted. Indeed, there are institutions of higher education that are organized essentially to deal with experiential learning.

Northern Kentucky University currently utilizes and certifies for credit three categories of extramural learning:

1. Competency Testing - through the administration of various kinds of examinations (NOCTI, CLEP, NKU Advanced Placement exams), student competency in several subjects is ascertained and certified for academic credit.
2. Cooperative Education - students are engaged in experiential learning for credit in a broad range of professional situations related to their majors.
3. Department/Program Practica - several departments and programs offer their student majors specialized opportunities to engage in subject-related experiential learning for credit.

The basic premise of the attached proposal to establish a program of accreditation for experiential learning at this university is to extend the process of certification to include a fourth category of extramural learning; by means of a variety of carefully defined procedures, the university would recognize and certify student competency gained previously and award credit on the basis of existing course equivalencies and other appropriate measures.

This program is designed to attract to the university new students: working adults who have, as a result of their practical experience, developed knowledge and skills that the university would find creditable. Many of these people would like to have and would benefit from a university education but find in their current circumstances a lack of incentive to devote to this pursuit. By extending to them recognition of their achievements in the form of academic credit, the university would be providing such people with an entry platform from which to pursue associate and baccalaureate degrees.

The projected costs of the program largely involve trained personnel to organize and maintain its operations, which consist of screening and counseling of potential applicants, assistance with portfolio preparation, liaison with faculty and relevant administrative offices, and monitoring of student progress. Applicants will pay a fee for portfolio preparation and for faculty evaluation of portfolios on the basis of volume of material to be evaluated and extent of academic credit awarded. Since the University receives funds from the State per FTE student enrolled, and since the program is designed to draw new students to the University, the program should be close to self-supporting within a few years.

Operational Outline

1. Preparation of Portfolio: students interested in the program will, following consultation with a program counselor, prepare a portfolio of prior learning experience and provide such documentation as may be available in support of claims made for creditable learning experience; guidelines for portfolio preparation will be provided by the University.

2. **Assessment of Portfolio:** a team of university personnel, consisting of a program counselor and selected faculty members, will review the applicant's portfolio and identify the areas of competency and creditable experience claimed by the applicant; copies of the portfolio then will be forwarded to department/program faculties for evaluation.
3. **Evaluation of Portfolio:** department/program faculties will review the applicant's claims to competency in specific subject areas and, on the basis of this review, will (a) identify areas and extent of creditable experience, (b) establish course and/or credit hour equivalencies for accreditation, and (c) recommend pertinent examinations for determination of competency in those subject areas where further information is needed.
4. **Application of Competency Examinations:** if necessary, the applicant will be provided competency examinations of various kinds (written, oral, performance) by the relevant faculties to determine levels of competency in areas claimed.
5. **Transcript Development and Academic Program Design:** on the basis of results obtained from portfolio assessment, competency examinations, and other documentation (e.g., transcripts of previous college level work certified by the registrar), the assessment team will develop with the registrar and the applicant an NKU transcript bearing academic credit for all creditable work/experience; then, in consultation with the applicant, an academic degree program will be designed by a program counselor and faculty members in the applicant's major area of interest.

Program Structure and Requirements

1. Northern Kentucky University maintains a residence requirement of 32 semester hours (the final year of a student's program) for the granting of the baccalaureate degree. The 32 semester hour residence requirement will remain in effect for this program.

2. All NKU requirements for graduation (e.g., general studies, major requirements) must be met by the student before the degree can be granted. The meeting of these requirements may be carried out, however, by means of portfolio accreditation and standard competency examinations, as well as by successful course work at the University.
3. A maximum of 32 semester hours toward a baccalaureate degree and 16 semester hours for an associate degree will be awarded for prior learning on the basis of portfolio evaluation. This does not include credit resulting from a student's passing Advanced Placement examinations or CLEP and NCOCTI examinations.

SPECIFIC PROCEDURES

1. The portfolio developed by the student will include:
 - a. an initial summary of educational experiences
 - b. a general essay, in which the student describes specific educational experiences and the kinds of learning for which recognition is sought, and demonstrates how these are related to educational and career goals.
 - c. an appendix of supporting evidence, which contains one or more of the following kinds of documentation: transcripts, certificates, results of standardized examinations (e.g., CLEP), licenses or memberships in professional or trade associations, products (pictures painted, music written, patents, books or articles published), letters of verification from colleagues or supervisors, evaluations by faculty, consultants, or outside experts.
2. Guidelines for Portfolio Assessment:
 - a. utilizing the university's academic organization, identify as precisely as possible the subject-areas or disciplines in which the student claims creditable learning experience.
 - b. on the basis of the student's description and evidence/attestations of learning experience, establish a preliminary assessment of the nature and extent of that experience; where reasonable course equivalencies are suggested by the student's data, these equivalencies should be noted.

- c. provide a preliminary assessment of the applicability of the student's learning experience to his/her expressed educational interests or goals.
- d. where some doubt exists concerning the creditability of claimed learning experience, make recommendations for better ascertainment of achievement or competence (e.g., specialized examinations, interviews, skills demonstrations, additional evidence).
- e. on the basis of the student's expressed educational interests or goals, make a general outline of program areas and competencies to be developed for the purpose of establishing a degree program.

3. Guidelines for Credit Evaluation:

- a. the faculty who teach the subject matter for which a student is seeking credit are solely responsible for granting of credit or dismissing a request for credit; in those cases where it appears that credit is being requested in an area that is not clearly under the auspices of a particular academic department, the request will be considered by outside experts selected by the faculty, who will advise on the quality and extent of the applicant's learning experience.
- b. department/program faculties will examine the evidence provided by students in behalf of credit claims; where the evidence is clear and acceptable, attempts will be made to determine the amount of credit earned on the basis of existing course equivalencies or standard examinations (e.g., CLEP).
- c. department/program faculties may request additional information from students before awarding credit for experiential learning.
- d. where doubt may exist as to the fact and/or extent of creditable learning experience, the faculties may require students to take appropriate examinations or to otherwise demonstrate competencies claimed in the portfolios.
- e. the decision of the departments ^{will be} are subject to review by the appropriate Dean(s) before being sent to the program counselor.
- f. after receiving the decisions of the departments and the Dean(s), the program counselor will enroll the student. The student will then be processed in the usual manner by declaration of major and assignment to a faculty advisor in the appropriate department; undeclared students will be sent to the advising center; contract majors will be assigned to one of the Deans.

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