



NORTHERN
KENTUCKY
UNIVERSITY

Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

FACULTY SENATE MEETING

MAY 12, 1995
1:30 P.M. UC BALLROOM

AGENDA

- I. CALL TO ORDER
- II. APPROVAL OF MINUTES OF APRIL 17, 1995 SENATE MEETING
- III. ADDITIONS TO, AND/OR DELETIONS FROM, AGENDA
- IV. PRESENTATION OF SCHOLARSHIP
- V. EXECUTIVE COMMITTEE PROPOSAL (VOTING ITEM)

(This item is carried forward from our last meeting, but see enclosed new memo titled: "Clarification of Food for Thought Memorandum" dated May 2, 1995. This memo both CLARIFIES AND NARROWS the proposal being made for reform.)

VI. COMMITTEE REPORTS

A. UNIVERSITY CURRICULUM COMMITTEE

1. NEW INTERDISCIPLINARY PROGRAM: EARLY CHILDHOOD EDUCATION (VOTING ITEM)
2. NEW MINOR: NATIVE AMERICAN STUDIES MINOR (VOTING ITEM)
3. PROGRAM CHANGE IN ANTHROPOLOGY MAJOR (VOTING ITEM)
4. GENERAL STUDIES REVIEW: UPDATE REPORT (INFORMATIONAL ITEM; SEE ENCLOSURES FROM BARBARA THIEL)
5. PROPOSED CHANGE TO THE UCC MANUAL (VOTING ITEM)
This item proposes the following language be added to page 1.3 of the University Curriculum Manual:

XIV. The University Curriculum Committee will not consider any New Course or New Program for which library or computer resources are deemed inadequate. The submission will be returned to the originators.

B. PROFESSIONAL CONCERNS COMMITTEE

1. FACULTY HANDBOOK: PROPOSED AMENDMENTS FOR IMPROVED CLARITY AND CONSISTENCY (VOTING ITEM, SEE ENCLOSURE DATED 5/2/95)
2. PROPOSED RESOLUTION RE: PART-TIME FACULTY (VOTING ITEM, SEE ENCLOSURE FROM ALICE RINI)
3. PROPOSED RESOLUTION (VOTING ITEM, SEE ENCLOSURE FROM ALICE RINI)

C. FACULTY BENEFITS COMMITTEE

1. RECONSIDERATION OF PROPOSED AMENDMENT TO HANDBOOK (VOTING ITEM, SEE ENCLOSED APRIL 22, 1995 MEMORANDUM FROM CHUCK FRANK)
2. SABBATICALS UPDATE (INFORMATION ITEM)

D. BUDGET AND COMMONWEALTH AFFAIRS COMMITTEE

1. COMMITMENT TO CONTINUATION OF COMMITTEE (INFORMATION ITEM)

VII. REPORT FROM AD HOC JOINT FACULTY SALARY POLICY REVIEW COMMITTEE (INFORMATION ITEM)

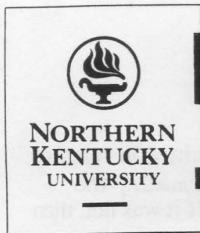
VIII. OLD BUSINESS (ALL INFORMATION ITEMS)

- A. RESPONSE TO "BUDGET RESOLUTION" (SEE ENCLOSURE FROM DR. BOOTH)
- B. RESPONSE TO TRANSFER MODULE POLICY
- C. COSFL UPDATE
- D. FORMATION OF COMMITTEE TO STUDY STUDENT EVALUATION OF FACULTY
- E. SUPPLEMENTAL INFORMATION ON NISE PROJECT

IX. NEW BUSINESS (ALL INFORMATION ITEMS)

- A. SENATE RESOLUTIONS AND POLICIES REMAINING PENDING AT END OF ACADEMIC YEAR
- B. WINTER COMMENCEMENT

X. ADJOURNMENT



Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

FACULTY SENATE MEETING

May 12, 1995

University Center Ballroom

...TABULA NON RASA...

Senators present : M. Artzer, T. Cate (Vice Pres.), Y. Datta, S. Dessner, S. Duggal, L. Ebersole, R. Enzweiler, N. Firak (Pres.), S. Forman, C. Frank (Fac. Ben.), C. Furnish, D. Gronefeld, M. Jang, D. Kelm (Sec'y.), R. Kelm, Y. Kuwahara, P. McCartney, C. McCoy, D. Miller (Parli.), D. O'Keefe, L. Olasov *ex officio* (Univ. Curric.), T. Pence, A. Rini (Prof. Concerns), G. Scott, J. Smith, L. Smith, M. Stavsky, B. Thiel, K. Verderber, T. Weiss

Senators absent : S. Chicurel, P. Cooper, M. Huelsman, P. Knepper, P. Koplow, K. Schnapp, J. Thomas

Guests : R. Appleson, W. Elliot, P. Gaston, J. Johnson, B. Oliver, S. Steinman, J. M. Thomson, M. Winner

I. CALL TO ORDER : The meeting was convened at 1:36 p.m.

II. APPROVAL OF THE MINUTES OF APRIL 17, 1995 MEETING:

A. Corrections:

1. VI. A. 3. re: Transfer Module "This does not effect ..." should read "This does not affect..." and "...how many are effected..." should be changed to "...how many are affected..."
2. VI.A.4. re: "UCC Chair's requested ..." should read "UCC chair requested..."
3. VI.C.2. re: Sabbatical Procedure Update. "Report held until after May 19..." should read "...until after April 19..."
4. VII : Heading should include the word Preliminary before "...Report"
5. K. Verderber was Present, not Absent as recorded.

Motion to Accept as corrected : Smith/Jang Passes

III. ADDITIONS TO / DELETIONS FROM THE AGENDA : None

IV. PRESENTATION OF SENATE SCHOLARSHIP AWARDS :

- A. Robert Scott was awarded the Senate Scholarship for 1995-96
- B. Owen Kelm, Dean's scholarship recipient, received the Book Purchase Award
- C. Antonio Mazzaro received a Book Purchase Award.

V. EXECUTIVE COMMITTEE PROPOSAL: This item was carried forward from the April meeting of the Senate as the "Food for Thought" memo which originated in committee in February. This document is a further clarification and narrowing of the proposal. The memo, sent out to all senators, dealt with changes in the constitution of the Senate concerning Membership, Selection of Members, Election of Officers.

Proposal Passes

VI. COMMITTEE REPORTS :

A. Budget and Commonwealth Affairs (Mark Stavsky)

1. Speaking for the committee Mr. Stavsky stated to the assembled senators the desire and intent of the committee to continue in a role perceived as important. This in response to an earlier proposal brought before the Senate suggesting the committee might be eliminated and its functions attended on an *ad hoc* basis.

B. Faculty Benefits (Charles Frank)

1. **Reconsideration of Proposed Amendment to the Faculty Handbook :** The FBC earlier had recommended an amendment to the Faculty Handbook [p. 63, Sec. XI.E.2.a] dealing with a chair or program director evaluating previous performances on grants received by grants applicants. The amendment was defeated. The FBC now asks that the matter be reconsidered.

Amendment : the cited section would be modified by the addition of the sentence ...

"The evaluation must include a summary of the applicant's stewardship of previous Faculty Benefits Committee wards."

Vote on the Amendment: 13 to 7 Amendment Passes

2. **Update on the Sabbatical Funding Issue** : The Provost has stated that he is committed to funding sabbatical leaves at least at the level of the last few years. [Not to put too fine of a point on the matter.] The Provost was credited with expressing the sentiment that if last year was an aberration, fine. If it was not, then funding will have to go up with the number of applicants.

C. Professional Concerns (Alice Rini)

1. **Amendments to the Faculty Handbook for improved clarity and consistency** :

Copies of these had been distributed to the senators.

Proposed Amendments Pass

2. **Proposed Resolution Re: Part-time Faculty** : Wishing to treat part-time faculty in an equitable manner the PCC present the Senate with 5 recommendations which included concern with and improvement on the following issues: office space, accessibility to equipment and secretarial assistance, sensitivity on the part of full-time permanent faculty as to the morale problem re: part-time faculty, timely feedback re: their teaching, and inclusion in faculty development activities.

Amendment [Stavsky/Kelm] to Section 1 of the proposed recommendations. The sentence...

"Part-time faculty should, therefore, have access to all faculty development activities." should be amended to read...

"Part-time faculty may, therefore, be included in faculty development activities not inconsistent with the handbook."

Amendment Passes **Resolution as Amended** Passes

3. **Proposed Amendment to Faculty Handbook** : The PCC presented to the Senate a proposal resolution with regard to full-time/temporary faculty appointments which if accepted would be an amendment to the Faculty Handbook. If adopted this statement would replace the one currently in the Faculty Handbook: Part I: Faculty I. Definition of Faculty Status; D. Full-time, Non-tenure Track, Temporary Faculty, paragraph 2. sentence 3 [p.2].

Temporary appointments are one-year, temporary, terminal appointments that can be repeated for a maximum of three (3) years. Lecturers holding one-year, temporary, terminal appointments before the adoption of the current (1994) Handbook by the Board of Regents, may be appointed to new one-year, temporary, terminal appointments, regardless of the number of past appointments, if such positions are available and if past performance warrants reappointment.

Proposed Resolution/Amendment Passes

D. University Curriculum (Linda Olasov)

1. **New Interdisciplinary Program: Early Childhood Education**

Discussion : This does not replace existing Early Childhood Program. Question on the resources being gathered. Where are they going? For now into the Department of Education. Will they ever show up in the Library of the Learning Resources Center? Answers to these were vague. **R. Appleson stated there were difficulties** because while the program is mandated, the CHE has required an yearly graduation of 10 students from the program. Appleson further stated that the interdisciplinary focus does not allow choices and delays a student's graduation as they wait to get the required courses. Further this last would play havoc with the state requisite that 10 student graduate yearly from the program. **In response J. Johnson** [Educ'n.] stated the program is mandated by the CHE and therefore had to run. Further, enrollment on an experimental basis resulted in 9 students. And assurances had been given that the courses from other departments outside Educ'n and Health Sciences would be offered in a timely manner.

Motion to Approve the Program [J. Smith/Stavsky] Passes

2. **New Minor: Native American Studies/Program Change in Anthropology** :

Discussion: Referring to the notation on the proposed syllabi that resources were available in the GCLC. R. Kelm objected to this as being unfair to the students and the library. This was duly noted. K. Verderber congratulated the department for creating the new minor.

New Minor and Program Change Pass

3. **General Studies Review Update** : B. Thiel, committee chair, gave an interim summary of the committee's work and recommendations to date.

4. **Proposed Change in the UCC Manual** : Proposal to add the following to page 1.3 of the UCC Manual...

XIV. The University Curriculum Committee will not consider any New Course or New Program for which library or computer resources are deemed inadequate. The submission will be returned to the originators

Discussion: R. Kelm [Library] reminded senators that requests for library approval of courses should be in early and often. In the past the practice has often been to wait, giving the library little time to search the collection. K. Verderber asked if "...resources..." included those of the Consortium or referred exclusively to the NKU Library. The Library response was that the primary consideration was having a NKU a proper collection so as not to ask student to have to use other collections. Feeling that the primary decision should be that of the Curriculum Committee, P. McCartney stated that he did not like giving veto power on courses to the Library and/or the Computer Center just because resources are inadequate. Verderber inquired that if an "inadequate" is received, how is a department notified and of what? Marian Winner, Library Director, responded saying that the initial request for adequacy is for the library an opening negotiation and that the real problem in the past has been that requests have always been made at the 11th hour, rendering negotiation impossible.

Amendment [McCoy/Jang] : change should be amended by adding "...for further planning and/or discussion to resolve the difficulties as quickly as possible." at the end of the statement.

Discussion: C. McCoy stated that if the library found resources inadequate then the proposing department should document where resources are to be available. Tangentially, D. O'Keefe reminded us all that neither the library nor the departments are generators of funds but rather the upper administration Provost's office. Which brings us back to the matter of administrative responsiveness[not to leave out responsibility]. O'Keefe pointed out further that the administration will encourage departments to generate new courses but then fail to back that encouragement with funding. More to the point. T. Cate pointed out that all we need to do is "...do our job." Meaning look at the form and be sure at the outset that sources are available.

Amendment to the Proposed Change **Passes**

Discussion [On Amended Proposal]: K. Verderber suggested that the proposed action should take place at the College Curriculum level as a more effective and efficient way of handling matters.

Amendment [Verderber/2nd]: To strike "...University..." and substitute "...College..."

Amendment to Amended Proposal **Passes**

Discussion [On Proposal as further Amended] : Voices again were raised about the nature of our computing facility and the question of funding was once again waved about. The senators were encouraged to accept responsibility as well by resisting the temptation of succumbing to administration urgings for new courses by just saying, "NO!" and taking responsibility on themselves rather than thinking a situation might be created where surely the administration will fund what in the past the administration has been unwilling or unable to fund. Question was called

Amended Proposal: The College Curriculum Committee will not consider any New Course or New Program for which library or computer resources are deemed inadequate. The submission will be returned to the originators for further planning and/or discussion to resolve the difficulties as quickly as possible.

Proposal as Amended **Passes** 15 to 7

VII. **AD HOC JOINT FACULTY SALARY REVIEW COMMITTEE REPORT** : Mark Stavsky, Committee chair, presented a summary document to the Senate, stating that all materials would be available in the Faculty Senate Office and Steely Library on the following week. Highlights of the Summary include...

- Based on salary data there is no systematic gender bias with respect to salaries.
- A number of departmental faculty salary raise policies are so vague as to be meaningless.
- The University Office of Instit'l Research--or appropriate office--maintain on a yearly basis the salary data and that this should be available to any faculty member.
- Each department or college ought to adopt a comprehensive salary policy. Policies should be determined by departmental faculty and reviewed every two years. Copies of all current policies should be collected by the office of the V.P. of Academic Affairs.
- Faculty Senate, through the Budget and Commonwealth Affairs Committee, should consider the issue of salary compression at NKU.

Mr. Stavsky expressed his considerable thanks to the Committee members for their work.

The Senate wishes to extend its thanks and congratulations to the Committee Members:

Robert Appleson
Gary Clayton
Charles Jackson
Rebecca Kelm

Carrie McCoy
John Metz
Mary Ryan
** Mark Stavsky, Chair

VIII. OLD BUSINESS :

- A. Response To Senate Budget Proposal: Dr. Boothe sent a response to the Senate recommendations concerning the budget.
- B. Transfer Module Policy: The policy presented in the April Meeting of the Senate was approved.
- C. COSFL Update: The state legislature directed CHE to draft legislation for Faculty representation on the council. Something not existing heretofore. COSFL also sent out a letter stating that academic programs should receive funding proportionate to funding for athletics.
- D. Professional Concerns and Faculty Benefits Committees have asked that the Faculty Senate President form a committee to study Faculty evaluation.
- E. NISE: Mike Baker wants faculty to be informed and understand. (Be so.)

IX. NEW BUSINESS :

- A. There will be a Winter Commencement. (So get that Flannel Lining for your Gown.)

IX. ADJOURNMENT : 3:20 p.m.

Respectfully submitted,



Don Kelm, Sec'y

**Northern
Kentucky
University**

Economics, Finance, and Information Systems
College of Business
(606) 572 - 5799 (O) 572 - 6581 (S)

Agenda Item V

TO: Faculty Senate

FR: Executive Committee

DA: May 2, 1995

RE: Clarification of the Food for Thought Memorandum

I. The purpose of this memorandum is to clarify the Food for Thought memorandum dated February 15, 1995.

II. During the April meeting of the Faculty Senate we passed a resolution which changed two dates: the date for electing the members of the Faculty Senate and the date for electing the officers of the Faculty Senate. Passing this resolution requires that a meeting of the general faculty take place for the purpose of changing specific Articles of the Senate's Constitution. The affected Articles and the proposed changes in these Articles appear below:

N.B. Proposed deletions - ~~strike through print~~
Proposed additions - **bold print**

Article IV. Selection of Members

B. 5. All Senators shall serve two - year terms, with approximately one - half being elected each year. **The term of office shall run from June to June.**

B. 7. By no later than ~~March 20th of each year~~, **the tenth week of the Fall semester**, those departments or independent programs whose Senator's term will expire on ~~July 31st~~ **May 31st** shall elect, from those not already elected to the Faculty Senate, a representative from their faculty.

B. 8. By no later than ~~April 20th of each year~~, **the twelfth week of the Fall semester**, the Elections Committee shall provide all eligible faculty members with ballots listing those faculty within their college, who, in writing, have consented to stand for election to the Faculty Senate.

Each eligible faculty member may vote for as many candidates as there are available seats in his/her college. The Elections Committee shall tabulate the ballots and submit the results to the Faculty Senate by ~~April 30th~~ **the December meeting of the Faculty Senate.**

B. 9. All newly elected representatives shall assume office ~~at the first meeting of the Faculty Senate held on or after August 1~~ **June 1st.**

Article VI. Selection of Officers

During the first two weeks of the Spring semester the Incumbent President of the Faculty Senate shall call ~~At a special session of the newly elected Faculty Senate. called by and presided over by the incumbent president, to be held no later than May 15th, the senate shall elect its officers by a majority vote. Terms of office shall be for one year. The incumbent Executive Committee (as defined in Article VII, B) shall compile a list of nominations solicited by the Elections Committee and circulate same at least five working days prior to the special session. Nominations may also be made from the floor at this session. The Incumbent President of the Faculty Senate shall preside over this special meeting. At this special meeting the newly elected Faculty Senate shall~~

elect its officers by a majority vote of those newly elected Senators present and voting. Nominations may be submitted to the Incumbent President of the Faculty Senate prior to the special meeting or may be made from the floor during the meeting. Terms of office shall be for one year. The newly elected Faculty Senate and its officers assume office June 1st.

III. During this meeting of the Faculty Senate the following issues will be addressed:

A. The first proposed change involves the definition of the general faculty. A perusal of the **Handbook** suggests that Chairpersons can be considered to be members of the general faculty (P. 1.) The intent of this proposal is to include Chairpersons as members of the general faculty.

B. The second proposed change involves the actual membership of the Faculty Senate. The intent of the proposal is to consider the Council of Chairs as an independent program. This proposal would permit the Chairs to elect an individual to sit as a full member of the Faculty Senate.

The affected Articles of the Constitution and the proposed change in those Articles are given below:

Article III. Membership

A. The general faculty shall consist of all tenured, tenure - track, and "full - time, non - tenure track renewable" faculty members holding rank of instructor or higher. **In accordance with the Faculty Handbook (p. 1) Chairpersons shall be considered members of the general faculty.**

Article IV. Selection of Members

A. Eligibility to vote for members of the Faculty Senate includes all members of the General faculty as defined in Article III. A.

B. 2. The number of Senators from each college shall be proportional to the total faculty as determined by the Executive Committee by ~~January 31st of each year~~ **the fifth week of the Fall semester** based on the ~~Spring~~ **Fall** Semester faculty roster. For purposes of calculating numbers of Senators, only faculty eligible to vote for senators shall be counted. A college is defined as a group of departments and/or independent programs headed by a dean. For voting purposes the NKU library faculty will be placed in the College of Professional Studies. The College of Law shall be considered an academic college. **The Council of Chairpersons shall be considered an independent program.**

Nunn Drive

Highland Heights, KY 41099 - 0503

Northern Kentucky University is an equal opportunity institution



**NORTHERN
KENTUCKY
UNIVERSITY**

College of Arts and Sciences
Department of Mathematics and Computer Science
(606) 572-5377

May 1, 1995

From: Chuck Frank, *CEF*
Chair, Faculty Benefits Committee

To: Nancy Firak,
President, Faculty Senate

Re: Outstanding issues for the Faculty Benefits Committee

1. Full year sabbaticals are at half salary. At the April 19, 1995 meeting of the Faculty Benefits Committee, Provost Paul Gaston mentioned the possibility of increasing the amount of compensation to faculty who take full year sabbaticals. The university more than recovers the cost of a full year sabbatical so increasing the financial incentive might encourage faculty to take sabbaticals for a full year.

2. In the new Faculty Handbook, Faculty Benefits applications are due October 1 and chair's letters are due October 8. These dates may occur on weekends. The Faculty Benefits Committee would like to return to due dates to the first and second Tuesdays in October.

3. Next year, unsuccessful applicants wanting feedback on their applications are to contact the subcommittee chair. The Benefits Committee should monitor this arrangements to see if it proves satisfactory.

Nunn Drive
Highland Heights, Kentucky 41099-1700

Northern Kentucky University is an equal opportunity institution.

MEMORANDUM

APRIL 21, 1995

TO: Faculty Senate Executive Committee

FR: Ray McNeil *RCM*

RE: President's Staff

It has been encouraging to me to hear individual faculty members speak out, through the Faculty Senate, of their concerns regarding the University's budget priorities and the need to shift more of the University's resources into direct support for academics as opposed to other kinds of spending. I applaud Jim Niewahner and Mark Stavsky for the stands they have taken and for asking the questions that surely must be on the minds of many other faculty members as well.

I write directly to the Executive Committee to make a suggestion that may further help academics to take its rightful place as the number one priority at this institution.

It is my understanding that the President's Staff is the key group that meets with the President and advises him on a regular basis. I have been told that this group consists of the four vice-presidents, Sheila Bell, Delores Anderson, Elzie Barker, and Leo Calderon. With all due respect to the members of this group, I find it difficult to understand why there is only one member from Academic Affairs when the business of the University is education! At the very least there should be, in my opinion, three or four additional representatives from Academic Affairs whose positions and/or experience at the University put them on an equal footing with other members of the President's Staff in carrying out the work of this group and setting goals and priorities for the University.

I suggest, therefore, that the Executive Committee draft, and offer to the Senate for approval, a resolution encouraging the President to expand the President's Staff and include the academic deans as members. This would give Academic Affairs the representation it deserves, provide a cross-section of opinion encompassing a wide range of needs and interests, and add persons to the President's Staff with the knowledge and the standing within the University to be effective.

Thank you for your time and effort in considering this proposal.

Faculty Senate

Northern Kentucky University

Highland Heights, KY 41099
(606) 572-6400

Date Submitted: March 2, 1995

Requested Action Date: Fall, 1995

ACTION RECOMMENDATION

Source: Faculty Senate via Professional Concerns Committee

Action Requested: Adoption of recommendations passed at February 27, 1995 Senate meeting

Subject: Reasons in writing requirement of Faculty Handbook

Text/Content:

Recommendation 1:

Communications to the candidate for reappointment, promotion, and/or tenure from all evaluation levels should reflect the strengths and weaknesses of the candidate's performance in each evaluative category. In the case of "conditions to be removed" or "denial of promotion", the evaluation level noting the concern or making the denial decision should provide the candidate with reasons in writing within each category. This should be followed by information that is sufficiently specific within each category to allow the candidate to work toward a positive reappointment, promotion, and/or tenure outcome.

Recommendation 2:

The recommended interpretation of the "reasons in writing" requirement is intended for use in the Fall of 1995 during the next round of reappointment, promotion and tenure decision-making. It is further recommended that the administration adopt and distribute the "reasons in writing" clarification of the Northern Kentucky University Faculty Policies and Procedures Handbook language.

Rationale:

The Faculty Senate and the general faculty were gravely disappointed by the way in which the "reasons in writing" requirement of the new Faculty Handbook was interpreted and executed in Fall 1994. Merely "checking a box" or stating generally that the candidate is wanting in some category of performance is simply not enough to satisfy the language or intent of the Handbook or to provide a meaningful change in the previously unsatisfactory procedures. It is generally believed by a majority of faculty, and especially by untenured faculty, that not only the letter, but also the spirit of the Handbook "reasons in writing" requirement has been violated.

The need for a "reasons in writing" requirement was one of the primary motivations behind the initiation of the revision of the old 1981 Faculty Handbook. The inclusion of the requirement in the new Handbook was hard-won in committee and in Senate, and was one of the major points of negotiation on the Ad Hoc Handbook Committee, which was composed of members of the faculty, administration, and legal counsel. Perhaps no other issue is as volatile as this one is.

Proposed Effective Date: Fall, 1995

Implications:

Recommendation 2 is intended to instruct on the uses of Recommendation 1; it suggests that the language of Recommendation 1 be circulated during the 1995 RPT review period as a clarification or interpretation of the "reasons in writing" language of the new Faculty Handbook.

These recommendations were presented to Faculty Senate with a third recommendation which failed, in part because it was not properly presented as a Handbook amendment. That third recommendation, which is not being transmitted for approval, would have proposed Recommendation 1 be adopted as an amendment to the new Faculty Handbook. The two recommendation transmitted are suggested as policy or procedural clarifications of Handbook language, but not Handbook amendments.

The faculty feel very strongly about the need for "reasons in writing" to be a meaningful, substantive, and reliable part of the RPT process. It is anticipated that a recommendation for amendment of the Faculty Handbook would be forthcoming if the two recommendations submitted for approval here are not made part of the RPT process.

Contact Persons/Phones: Nancy Firak 6400
Tom Cate 5799

FACULTY HANDBOOK

Proposed Amendments
for
Improved Clarity and Consistency

passed

The following proposed changes to the Northern Kentucky University Faculty Policies and Procedures Handbook are being presented to the Faculty Senate Executive Committee and to the Provost for the purpose of initiating the amendment process described in Part One, Section XV of the Handbook. All changes have been reviewed and approved by the Professional Concerns Committee and are designed to clarify the intent and/or meaning of the affected sections or to resolve apparent inconsistencies.

Reference to the affected portions of the Handbook are given by section and by page number, with all of the proposed changes applying to Part One unless otherwise indicated. Proposed deletions are shown in ~~italics and strikethrough~~; proposed additions are **underlined and shown in boldface**.

1. Recommended addition and changes to Section IV.C. (p. 19):

10. COMMUNICATIONS TO THE CANDIDATE

Communications to the candidate for reappointment, promotion, and/or tenure from all evaluation levels should reflect the strengths and weaknesses of the candidate's performance in each evaluative category. In the case of "conditions to be removed" or "denial of promotion" the evaluation level noting the concern or making the denial decision should provide the candidate with the reasons in writing within each category. This should be followed by information that is sufficiently specific within each category to allow the candidate to work toward a positive reappointment, promotion, and tenure outcome.

11. NEGATIVE RECOMMENDATION

12. NOTICE OF NON-REAPPOINTMENT

13. TIME

14. FORMAL RECONSIDERATION

15. APPEAL PROCEDURE

16. WITHDRAWAL OF APPEAL

Rationale: to clarify the intent and meaning of reasons in writing as required in Sections IV.C.3., IV.C.5., IV.C.6., and IV.C.7.

2. Recommended changes to Sections IX.A. and IX.C. (p. 26):

A. PURPOSE AND APPLICABILITY

The purpose of the annual performance review is to assess the quality of faculty performance during that year and to measure attainment of the goals and objectives set for the year. This process applies to full-time, tenure-track faculty and to full-time, non-tenure-track renewable faculty. (See Section I.C. regarding applicability to renewable faculty.)

C. PROCEDURES

The Provost will issue a notice of deadlines for faculty performance reviews to all full-time, tenure-track faculty and to all full-time, non-tenure-track renewable faculty at least sixty (60) days prior to the earliest date on which faculty performance statements will be due.

Rationale: to clarify the applicability of performance review to all full-time, non-tenure-track renewable faculty as well as all full-time, tenure-track faculty.

3. Recommended change to Section IX.B. (p. 26):

B. CRITERIA

The criteria set forth in Section IV.B., Criteria for Evaluation, ~~or Section VIII.E., Criteria for Effective Performance, as modified by Section VIII.E. (Criteria for Effective Performance) and Section VIII.F. (Criteria for Reappointment, Promotion and Tenure)~~ in the case of librarians, shall be the criteria upon which a performance review is based.

Rationale: to provide a correct and complete reference to all criteria applying to performance review for librarians.

4. Recommended change to Section IX.C. (p. 27):

The faculty member may use his/her copy of the performance evaluation to support applications for reappointment, promotion, tenure, or any combination of them, or in grievance procedures. Otherwise, the chair or director, dean, and Provost must keep the contents confidential.

Rationale: to uniformly apply the requirement of confidentiality to all administrative levels.

5. Recommended change to Section X.H.1.e. (p. 44):

e. Continual and Periodic Analyses

The University maintains continual analyses and periodic examinations of all fiscal matters of the institution. These and other records will be immediately available to the Financial Exigency Committee (as defined in Section X.H.2.c) should the activation of these policies and procedures become necessary.

Rationale: to clarify to whom the continual analyses and periodic examinations will be made available.

6. Recommended change to Section X.H.7. (p. 48):

7. UNIVERSITY ACTION UPON DECLARATION OF FINANCIAL EXIGENCY

Upon receipt of the Board of Regents' declaration of financial exigency, the President shall submit his decision (and the reduction needed to alleviate the exigency) through normal channels, to the departments to be affected. ~~If a faculty position is to be terminated, due consideration shall be given to the criteria established in Section X. H.8.a. (1), (2), (3), (4), (5), below.~~

The department chair shall recommend to the appropriate dean ways in which the required savings shall be effected in that department; the dean shall review this recommendation and submit his/her recommendation to the Provost; likewise, the director of libraries, after consulting with his/her staff, shall submit a recommendation to the Provost; the Provost shall review all recommendations and shall submit his/her recommendation to the President; the President shall review this recommendation for submittal to the Board for action.

Rationale: to eliminate premature reference to termination of faculty. Termination of faculty, if necessary, is addressed in the next section of the Handbook.

7. Recommended change to Section X.H.10. (p. 52):

10. EXCLUSIVE PROCEDURE

No other existing procedure for reconsidering or examining an employee ~~discharge, non-reappointment,~~ termination or grievance is available for considering an issue that arises from a reduction in force. Similarly, no personnel action other than a reduction in force may be considered under this procedure.

Rationale: to clarify the applicability of the grievance procedure specified within the Financial Exigency Policy and to provide consistency with the exclusion of non-reappointment as a termination for financial exigency in Section X.H.2.a. (p. 44.).

8. Recommended change to Section XI. (pp. 56-68):

XI. FACULTY DEVELOPMENT PROGRAMS

(See also Section XII. for other faculty leaves.)

A. GENERAL ELIGIBILITY

~~Faculty on academic-year and faculty on fiscal-year contracts are eligible to apply for and to receive the benefits of the faculty development programs. Faculty Senate issues timetables and application procedures for these programs.~~

- BA. SABBATICAL LEAVES
 - 1. PURPOSE
 - 2. ELIGIBILITY FOR SABBATICAL LEAVES
 - 3. CONDITIONS
 - 4. REQUIRED REPORTING
 - 5. PROCEDURES
- CB. FACULTY SUMMER FELLOWSHIPS
 - 1. PURPOSE
 - 2. ELIGIBILITY FOR FACULTY SUMMER FELLOWSHIPS
 - 3. STIPEND
 - 4. CONDITIONS
 - 5. REPORTING
 - 6. BEGINNING OF FELLOWSHIP
 - 7. PROCEDURES
- CC. FACULTY PROJECT GRANTS
 - 1. PURPOSE
 - 2. ELIGIBILITY FOR FACULTY PROJECT GRANTS
 - 3. AWARD
 - 4. LIMITATIONS
 - 5. DISPOSITION OF PURCHASED PROPERTY
 - 6. GRANT ADMINISTRATION
 - a. ADMINISTRATION AND ACCOUNTING
 - b. FISCAL PROCEDURES
 - 7. FINAL REPORT
 - 8. PROCEDURES
- CD. APPLICATION AND PROCEDURES
 - 1. APPLICATION
 - 2. EVALUATIONS AND RECOMMENDATIONS
 - 3. BY-LAWS
 - 4. EVALUATION
- CE. REGENTS' PROFESSORSHIP AWARD
- CF. FACULTY-INITIATED REASSIGNED TIME
 - 1. DEFINITION
 - 2. ELIGIBILITY FOR FACULTY-INITIATED REASSIGNED TIME
 - 3. PURPOSE AND SCOPE
 - 4. LIMITATIONS
 - 5. GENERAL
 - 6. PROCEDURE AND EVALUATION
 - 7. INTERVENING CIRCUMSTANCES
- CG. ADMINISTRATIVE-INITIATED REASSIGNED TIME
- CH. TUITION WAIVER
- CJ. TRAVEL FUNDS

Rationale: to eliminate a general eligibility statement that is not accurate and that applies to only three of the eight programs described in Section XI.

9. Recommended changes to Section XI.C.5. (p. 60) and Section XI.D.7. (p. 62):

5. REPORTING

Within two months of completing a faculty summer fellowship, the faculty member shall submit a report summarizing what she/he

accomplished on the faculty summer fellowship. A copy of this report must be submitted to the department chair (or other appropriate supervisor), to the dean of the faculty member's college, to the Provost, and to the chair of the Faculty Benefits Committee. A copy of the report will be placed in the faculty member's personnel file maintained in the Provost's office.

7. FINAL REPORT

Upon completion of the grant, the faculty member will submit a report containing a description of completed goals. A copy will be given to the department chair or other appropriate supervisor, the appropriate dean, the Provost, and the chair of the Faculty Benefits Committee. A copy of ~~this report will be placed in the faculty member's files in his/her department, the dean's and the Provost's offices, and the files of the Faculty Benefits Committee~~ the report will be placed in the faculty member's personnel file maintained in the Provost's office.

Rationale: to provide consistency in the reporting requirements of the three faculty development programs administered by the Faculty Senate.

10. Recommended change to Section XII.F. (p. 70):

3. Faculty who suffer temporary illness or disability, thus making them unable to perform assigned duties, will be granted paid leave for the necessary period, not to extend beyond the period that can be covered by accumulated sick leave days or ninety (90) calendar days, whichever is greater.

~~4. Temporary disability with pay may not be taken in excess of the sick days accumulated.~~

~~54.~~ A physician's written statement may be required by the faculty member's department and/or the office of the Provost at any time during a temporary disability leave.

~~65.~~ Faculty on paid leave will receive their regular compensation during the period of leave, as well as any salary increases, promotion, award of tenure, or any other rights that they would have received individually or as a member of the faculty had they not been on such leave.

~~76.~~ On the first day of the month following the completion of six (6) months of continuous total disability, the faculty member is eligible for benefits under the University's group total disability insurance plan.

~~87.~~ A maximum of five (5) accumulated sick days per contract-calendar year may be used for absences necessitated by emergency or serious illness of an immediate member of family (parents, brother, sister, spouse, child, or other persons for whom the faculty member is responsible).

~~98.~~ Faculty may use accrued sick leave for childbirth, adoption, or attending childbirth in the immediate family.

~~109.~~ If a faculty member is ill, he/she is required to call the department chair's office as early as possible to report the absence and to make provisions to have his/her classes notified.

If a faculty member anticipates an illness in excess of three (3) consecutive teaching days, the department chair must be notified so that provisions can be made for covering the classes.

~~11~~10. Unused faculty sick-leave allowance will not be paid upon termination or resignation.

Rationale: to resolve the inconsistency between Section XII.F.3. and Section XII.F.4. and to clarify the frame of reference for Section XII.F.8.

11. Recommended change to Part Two, Section III.B. (p. 83):

B. The University recognizes that all faculty members are private persons and members of their respective learned professions. When they speak or write as private persons, they have the same rights and ~~liabilities~~ obligations as other private persons. Although faculty members are free, in public activities and statements, to identify their University affiliation, they have special obligations to be accurate, prudent, and respectful of others so that no false impression of University sponsorship or endorsement is created.

Rationale: to provide consistency in use of language with Part Two, Section II.E. (p. 82).

12. Recommended change to Part Two, Section XVI. (p. 112):

XVI. STANDARDS FOR GRADUATE OFF-CAMPUS INSTRUCTION AND OTHER SPECIAL GRADUATE INSTRUCTION

Rationale: to clarify the intended applicability of this section to graduate instruction.

13. Recommended changes to Part Two, Section XIII. (pp. 109 - 110):

The Professional Concerns Committee has sent a copy of the list of appropriate terminal degrees for faculty to the dean of each undergraduate college for additions and corrections. When available, the updated list should replace the list currently found in Section XIII.

Rationale: to provide an accurate and current list of appropriate terminal degrees.

PROFESSIONAL CONCERNS COMMITTEE

TO: Faculty Senate

FROM: Alice G. Rini, Chair
Professional Concerns Committee

RE: Proposed Resolution re Part-Time Faculty

*Agenda Item
VI B 2
passed
as amended*

1. Part-time faculty should receive timely feedback regarding their teaching performance. This should go beyond the mere return of student evaluations which is now mandated by the Part Time Faculty Handbook. The evaluation of part-time faculty should include suggestions from the department related to effective teaching, and provide opportunity for teaching development. Part-time faculty should, therefore, have access to all faculty development activities ~~and not specifically reserved to FT~~

2. All full-time faculty in permanent positions, that is tenured and tenure-track, should be made aware of the morale problems of part-time faculty, and they should individually and collectively, make every effort to include these part-time faculty in the life of their departments. *the handbook*

3. All departments should provide information about equipment usage, computer availability, secretarial services, copy machine access, and other department information necessary to the ability of part-time faculty to do their jobs effectively. Such access should be on the same basis as full-time faculty.

4. Part-time faculty should have "reasonable" office space, desk space, telephone, and storage space. If space conditions are inadequate, the department should work to resolve this problem.

5. A competitive pay scale should be established and maintained for part-time faculty. Such scale should be consistent with that of other GCCCU institutions. The part-time faculty pay scale should be flexible enough to allow for variables such as highest degree earned, experience, time at NKU, and past performance.

These recommendations are made based upon the part-time faculty survey and discussion with part- and full-time faculty. Survey data and other information will be available at the Senate meeting.

Agenda Item
II B 3

PROFESSIONAL CONCERNS COMMITTEE

TO: Faculty Senate

FROM: Alice G. Rini, Chair
Professional Concerns Committee

RE: Proposed Resolution

After additional discussion and some very welcome input from members of the faculty concerned with this issue, we return to you with a proposal/resolution with regard to full-time/temporary faculty appointments.

Temporary appointments are one-year, temporary, terminal appointments that can be repeated for a maximum of three (3) years. Lecturers holding one-year, temporary, terminal appointments before the adoption of the current (1994) handbook by the Board of Regents, may be appointed to new one-year, temporary, terminal appointments, regardless of the number of past appointments, if such positions are available and if past performance warrants reappointment.

If adopted this statement will replace the one currently in the faculty handbook at PART ONE: FACULTY; I. DEFINITION OF FACULTY STATUS; D. FULL TIME, NON-TENURE TRACK, TEMPORARY FACULTY; paragraph 2, sentence 3, all on page 2.

Passed

This probably has major implications

April 22, 1995

From: Chuck Frank, Chair
Faculty Benefit Committee

To: Faculty Senate Executive Committee
Paul Gaston, Provost

*Agenda Item
VII c 1*

*13-17
passes*

At the April 17, 1995 meeting of the Faculty Senate, the Faculty Benefits Committee's proposed handbook amendment was defeated. At its April 19, 1995 meeting, the Faculty Benefits Committee voted unanimously to ask the Faculty Senate to reconsider the proposed amendment to the Faculty Handbook.

As the Faculty Senate requested, the Faculty Benefits Committee will ask applicants to include a statement of that person's stewardship of past awards. But, the committee believes it needs a statement from the applicant's chair as part of its decision making process.

The Faculty Benefits Committee grants that some chairs may not have been around when the applicant previously received an award. Also, some departments may not have kept satisfactory records. But, the committee believes chairs should try their best to supply the Faculty Benefits Committee with an assessment of the applicant's stewardship of previous awards.

Proposed Amendment

The Faculty Benefits Committee proposes amending page 63 Section XI.E.2.a of the Faculty Policies and Procedures Handbook 1994.

Present Version

No later than October 8, the department chair or program director must evaluate all applications received and verify the eligibility of all applications. The evaluations must be forwarded to the chair of the Faculty Benefits Committee and the appropriate dean.

Proposed Version

No later than October 8, the department chair or program director must evaluate all applications received and verify the eligibility of all applications. **The evaluation must include a summary of the applicant's stewardship of previous Faculty Benefits Committee awards.** The evaluations must be forwarded to the chair of the Faculty Benefits Committee and the appropriate dean.

Rationale

The Faculty Benefits Committee wants to use the candidate's success in carrying out previous benefits awards as part of evaluating a grant proposal. The chairs should have reports from previous benefits awards in the departmental files (see Section XI.D.7 page 62 of the Faculty Policies and Procedures Handbook 1994). Presently, the chair's letter must only state whether the applicant is eligible for the Faculty Benefits Committee award. Most chairs write additional comments concerning the proposal.

INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION TEACHER PREPARATION PROGRAM

Services to young children, birth to five, are provided in a variety of settings, including childcare centers, pre-schools, early intervention programs, and health care programs. These services are expanding due to three legislative acts which have mandated early childhood services. Public Law 99-457 is federal legislation requiring the availability of services to young children with special needs. The 1990 Kentucky Education Reform Act implemented programming for at risk four year olds and three year olds with disabilities. Kentucky House Bill 408, passed in the summer of 1994, requires the availability of services to infants and toddlers with disabilities. Thus, professionals from many disciplines must collaborate with one another to assess children with special needs and to provide eligible children with appropriate programming. In addition, professionals must make recommendations that result in service delivery which is culturally sensitive, understandable, and useful for families. It is recognized that families are the experts on their child and therefore, must also be included in the assessment and program planning process. As a result, universities must take a cross-disciplinary approach to teacher preparation in order to meet the educational needs of early childhood professionals.

Kentucky's interdisciplinary early childhood education (IECE) certification requires collaboration among university faculty in order to provide appropriate educational experiences for students seeking this degree and certification. Therefore, faculty from the School of Education and the Human Services Program have pooled their resources to develop a new undergraduate degree program that incorporates existing courses into the IECE degree program. However, two new Human Services courses needed to be designed and four new Education courses were developed to meet the requirements of the mandated Kentucky Teacher Standards. This work has been funded by a grant awarded by the Kentucky Department of Education. To date, members of the N.K.U. faculty who might be responsible for teaching these IECE courses have been included in roundtable discussions concerning program development. Families, community stakeholders, and IECE program coordinators from other universities have also been consulted on several occasions throughout program development. Additionally, resources and materials that will be used to support this new certification program have been purchased through grant funds.

CONTENTS

1. Appendix C: Approval Form for a New Degree
2. New Degree Undergraduate Interdisciplinary Early Childhood Education Program of Study
3. Human Services Course Proposal forms (Appendix H) and syllabi for:
 - a. HRS 500 Multicultural Family Work: Principles and Practices
 - b. HRS 502 Positive Guidance Strategies for Early Childhood Practitioners
4. School of Education new course form (Appendix H), course change form (Appendix K), and syllabi for:
 - a. EDU 491 Student Teaching in Early Childhood Education
 - b. EDU 566 Assessment in Early Childhood Education

Appendix C
Approval Form For A New Degree / Minor
Certificate Program Over 30 Hours, Or Change / Deletion Of A Program

1. Department Submitting Proposal: Education
2. Action Proposed: (a) ☒ New Degree/Program (b) ☐ New Minor/Certificate
(c) ☐ Program Change (d) ☐ Program Deletion
3. Title of Proposed New Degree/Minor or Program to be Changed or Deleted:
Interdisciplinary Early Childhood Education
4. Proposed Date of Initiation (Semester and Year): _____
5. Originator(s) of Proposal: Dr. Janet Johnson and Dr. Sarah Steinman

Approvals

Departmental Curriculum Committee	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<u>3/21/95</u> <u>Margie Elitz</u> Date
Departmental Chair	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<u>3/27/95</u> <u>William Elitz</u> Date
Teacher Education Committee Chair (if appropriate)	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<u>4/12/95</u> <u>JR Gardner</u> Date
College Curriculum Committee Chair	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<u>4/16/95</u> <u>JR Holt</u> Date
Dean	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<u>4/13/95</u> <u>J. Steinman</u> Date
University Curriculum Committee Chair	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Date
Graduate Council Chair (if appropriate)	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Date
Faculty Senate President (if appropriate)	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Date
Provost	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Date
President (if appropriate)	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Date
Board of Regents (if appropriate)	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Date

Distribution: Univ Editor, Provost, Registrar, Department Chair, Dean, UCC Chair, Graduate Council Chair (if appropriate).

DRAFT - UNDERGRADUATE CURRICULUM

Interdisciplinary Early Childhood Education

Semester 1 - Spring Sophomore

- (1) EDU 307: Elementary Practicum 1
- (3) EDU 300: Human Growth & Development
- (1) EDU 313: Computer Applications for Teachers
- (3) HSR 115: Orientation to MH/HSR
- (2) EDU 305: Intro to Education
- (3) HSR 110: Activities Therapy
- (3) EDU 360: Children w/ Exceptionalities in Reg. Classrm

16 hrs

Semester 2 - Fall Junior

- (3) HSR 502: Guidance Strategies for EC Practitioners
- (3) EDU 562: Early Childhood Special Education
- (3) PSY 220: Psychology of Childhood and Adolescence
- (3) EDU 570: Working w/Families of Students w/Disabilities
- (3) HEA 135: Safety and First Aid

15 hrs

Semester 3 - Spring Junior

- (3) HSR 350: Alcoholism and the Dysfunctional Family
- (2) EDU 550: Current Trends in Early Childhood
- (1) EDU 551: Classroom Activities in Early Childhood
- (4) EDU 566: Assessment in EC Education
- (3) ENG 386: Children's Literature
- (3) PHE 330: Motor Development

16 hrs

Semester 4 Fall Senior

- (3) EDU 564: Collaboration in EC Education
- (3) SWK 510: Child Abuse
- (3) EDU 568: Administration and Supervision in EC Education
- (3) HSR 500: Multicultural Family Work: Principles and Practices
- (3) Elective

15 hrs

Semester 5 Spring Senior

- (12) EDU 491: Student Teaching

74 hours total for major
55 general studies
129 hours total

Appendix H
Catalog Information and New Course Form

DISCIPLINE Education

NUMBER 491

1. PROPOSED CATALOG INFORMATION: (To be exactly as it is to appear in catalog, double-spaced, complete, etc.; limit course description to 50 words. If course has been taught previously as an experimental course, the experimental course must be discontinued.)

EDU 491 Student Teaching in Early Childhood Education (12 sem. hrs.)

XXXXXX Center- and home-based experiences through observation, ^{inc.} planning,
XXXXXX and teaching under supervision of an experienced teacher;
XXXXXX one-half semester assignments to each of two different age
XXXXXX groups and service delivery models. PREREQ: admission to the
XXXXXX early childhood teaching program.
XXXXXX _____
XXXXXX _____

JWT 3 am 95
University Editor Signature

2. JUSTIFICATION (if appropriate attach syllabus): None of the current designations for
student teaching specify program settings for children birth through
age 5 years, or for program settings other than the school-based
classroom model.

3. ADDITIONAL RESOURCES REQUIRED: None

4. THE PROPOSED COURSE IS A: (Check where appropriate)

University Honors _____

Departmental/Program Honors _____

Major/Minor Requirement X

Free Elective _____

Major/Minor Distribution Area _____

General Studies Credit _____

If general studies, specify area(s): _____

(Be sure to note if non-western, historical or race/gender perspective)

5. SPECIFY SEMESTER / YEAR COURSE INSTRUCTION TO BEGIN: Fall, 1996

6. AUTOMATED CATALOG INFORMATION

Proposed CIP Code: _____ Departmental Budget Unit Number: _____

Current CIP Code: _____ Proposed CIP Code: _____

Departmental Budget Unit Number: _____

Grading Option:

_____ Regular letter grade (1) _____ Student option pass / fail only (2)

_____ Pass/fail only (3)

Course Type:

_____ Lecture (1) _____ Laboratory (2) _____ Lecture/Laboratory (3)

_____ Private Music Lesson (4) _____ Student Teaching (5)

_____ Practicum / Internship / Field Experience (6)

_____ Independent Study (7) _____ Individual Instruction of Regular Course (8)

_____ Other (9)

Can this course be repeated for additional hours: _____ No _____ Yes

If yes, how many times or hours: _____

Cross listed: Yes _____ No _____ If yes, listed with: _____

Cross linked: Yes _____ No _____ If yes, linked with: _____

7. LIBRARY RESOURCES:

A. By academic department: Are library resources excellent, adequate, or poor? poor

Will additional funds be required to purchase library materials? Yes _____ No _____

Department Chair Signature: _____

B. By library: Status of library resources for the proposed course (Check appropriate line)Books: Excellent _____ Adequate _____ Poor ☒Periodicals: Excellent _____ Adequate _____ Poor ☒Documents: Excellent _____ Adequate _____ Poor ☒Library Director Signature: Marian G. W. Lerner

8. RESPONSIBLE PARTY/SIGNATURE DATE RECEIVED DATE APPROVED

Original Proposer Janet M. Johnson 3-27-95 3-27-95Department Chair Colin Lerner 3/27/95 3/27/95Teacher Education My Medella 4/1/95 4/12/95Committee Chair (if appropriate) _____ _____College Curriculum Maryline C. Lerner 4/7/95 4/7/95Committee Chair Dean J. Lerner 4/12/95 4/13/95

University Curriculum _____ _____

Committee Chair _____ _____

Grad Coun Chair _____ _____

(if appropriate) _____ _____

Faculty Senate Pres _____ _____

(if appropriate) _____ _____

Provost _____ _____

University Editor Signature: _____

9. DATE ENTERED INTO NKU CURRICULUM DATABANK: _____

Distribution: Univ Editor, Provost, Registrar, Dept Chair, Dean, UCC Chair, Grad Coun Chair (if appropriate).

This form replaces all forms dealing with new courses (Appendix I - 6/87). Publication date 5/93.

1. Identification of Course

- 1.1 Student Teaching in Early Childhood Education
- 1.2 EDU 491
- 1.3 Pre-requisite: Admission to the Early Childhood Education Student Teaching
- 1.4 Credit: 12 semester hours

2. Rationale

Student teaching is the culminating experience of the teacher education program. It provides opportunities for students to demonstrate proficiency on teacher performance standards that are the core of professional courses. The student teaching assignment will be divided into two seven-week placements, one in a home-based program and one in a center-based program. One of the placements will be with infants and toddlers, the other will be with children ages three - five.

3. Objectives - Teacher Performance Standards

The student will be able to:

- 3.1 Design and organize learning environments, experiences, and instruction that address the developmental needs of infants, toddlers, preschool children, and kindergarten children and goals, established by KRS 158.6451.
- 3.2 Create appropriate learning environments for infants, toddlers, preschool children, and kindergarten children that are supportive of developmental needs of the age group and goals established by KRS 158.6451.
- 3.3 Introduce, implement, facilitate, and manage development and learning for infants, toddlers, preschool children, and kindergarten children to promote growth toward developmental needs of the age group and goals established by KRS 158.6451.
- 3.4 Assess children's cognitive, emotional, social, communicative, adaptive, and physical development; organize assessment information; and communicate the results appropriate to the purpose of the assessment.
- 3.5 Reflect on and evaluate teaching and learning situations, learning environments, and programs for infants, toddlers, preschool children, kindergarten children, and their families.
- 3.6 Collaborate and consult with the following to design, implement, and support learning programs for children: staff in a team effort; volunteers; families and primary caregivers; other educational, child care, health and social services providers in an interagency and interdisciplinary team; and local, state, and federal agencies.
- 3.7 Engage in self-evaluation of teaching and management skills and participate in professional development to improve performance.
- 3.8 Support and promote the self-sufficiency of families as they care for and provide safe,

healthy, stimulating, and nurturing environments for young children.

4. Students Activities and Experiences

The student will:

- 4.1 Develop products to document demonstration of each of the teacher performance standards.
- 4.2 Maintain a daily journal of experiences and reflections on those experiences.

5.1 Evaluation

Students will be evaluated on:

- 5.1 Satisfactory demonstration of the teacher performance standards listed above. Students will be evaluated by the program supervising teacher at the end of each seven-week assignment.
- 5.2 At the conclusion of each seven-week assignment, the program supervising teacher completes the final evaluation and reviews it with the student teacher. Final grades are assigned on a Pass/Fail basis. The evaluations are placed in the student's portfolio folder in the Education Department Office.

Appendix H
Catalog Information and New Course Form

DISCIPLINE Human Services

NUMBER 500

1. PROPOSED CATALOG INFORMATION: (To be exactly as it is to appear in catalog, double-spaced, complete, etc.; limit course description to 50 words. If course has been taught previously as an experimental course, the experimental course must be discontinued.)

HSR 500 Multicultural Family Work: Principles and Practices (3,0,3). Best practices ^{of}

XXXXXX in-service delivery to families of young children at risk; importance of

XXXXXX

XXXXXX parent-worker partnerships and shared decision-making in assessment,

XXXXXX

XXXXXX communication/intervention, and evaluation; participation in collaborative

XXXXXX

XXXXXX supervised assessment of one family; ~~and~~ family-centered services plan.

XXXXXX

XXXXXX PREREQ: ~~Either~~ HSR 225 or EDU 570, or equivalent.

XXXXXX

XXXXXX

JWT 3am 95
University Editor Signature

2. JUSTIFICATION (if appropriate attach syllabus): Currently, there is no course on campus
either at the undergraduate or graduate level that covers this specific content area
for this specific age group. Useful for all "helping" profession majors and will be
required for new Interdisciplinary Early Childhood Education majors.

3. ADDITIONAL RESOURCES REQUIRED: None

4. THE PROPOSED COURSE IS A: (Check where appropriate)

University Honors ☐

Departmental/Program Honors ☐

Major/Minor Requirement ☒

Free Elective ☐

Major/Minor Distribution Area ☐

General Studies Credit ☐

If general studies, specify area(s): _____

(Be sure to note if non-western, historical or race/gender perspective)

5. SPECIFY SEMESTER / YEAR COURSE INSTRUCTION TO BEGIN: Fall 1996

6. AUTOMATED CATALOG INFORMATION

Proposed CIP Code: _____ Departmental Budget Unit Number: _____

Current CIP Code: _____ Proposed CIP Code: _____

Departmental Budget Unit Number: _____

Grading Option:

_____ Regular letter grade (1) _____ Student option pass / fail only (2)

_____ Pass/fail only (3)

Course Type:

xx _____ Lecture (1) _____ Laboratory (2) _____ Lecture/Laboratory (3)

_____ Private Music Lesson (4) _____ Student Teaching (5)

_____ Practicum / Internship / Field Experience (6)

_____ Independent Study (7) _____ Individual Instruction of Regular Course (8)

_____ Other (9)

Can this course be repeated for additional hours: xx No _____ Yes

If yes, how many times or hours: _____

Cross listed: Yes _____ No _____ If yes, listed with: _____

Cross linked: Yes _____ No _____ If yes, linked with: _____

7. LIBRARY RESOURCES:

A. By academic department: Are library resources excellent, adequate, or poor? adequate

Will additional funds be required to purchase library materials? Yes _____ No xx

Department Chair Signature: _____

B. By library: Status of library resources for the proposed course (Check appropriate line)

Books: Excellent _____ Adequate _____ Poor ✓

Periodicals: Excellent _____ Adequate ✓ Poor ✓

Documents: Excellent _____ Adequate _____ Poor ✓

Library Director Signature: Marian C. Winner

8. RESPONSIBLE PARTY/SIGNATURE DATE RECEIVED DATE APPROVED

Original Proposer Sarah O. Atkinson 3/10/95 3/10/95

Department Chair Theresa L. Elbert 3/10/95 3/10/95

Teacher Education J. J. J. J. 4/11/95 4/12/95

Committee Chair (if appropriate) _____ _____ _____

College Curriculum _____ _____ _____

Committee Chair Mark Holt 4/16/95 4/16/95

Dean J. J. J. J. 4/14/95 4/13/95

University Curriculum _____ _____ _____

Committee Chair _____ _____ _____

Grad Coun Chair _____ _____ _____

(if appropriate) _____ _____ _____

Faculty Senate Pres _____ _____ _____

(if appropriate) _____ _____ _____

Provost _____ _____ _____

University Editor Signature: _____

9. DATE ENTERED INTO NKU CURRICULUM DATABANK: _____

Distribution: Univ Editor, Provost, Registrar, Dept Chair, Dean, UCC Chair, Grad Coun Chair (if appropriate).

This form replaces all forms dealing with new courses (Appendix I - 6/87). Publication date 5/93.

COURSE TITLE: Multicultural Family Work: Principles and Practices

COURSE NUMBER: HSR 500

PREREQUISITIES: HSR 225 for HSR majors not in the interdisciplinary sequence and EDU 570 for IECE majors or equivalent

BUILDING & ROOM #: TBA

INSTRUCTOR: Dr. W. L. Elliott; office# 572-5559; Office Hours: M-F 9:00 - 5:00pm

TEXT: Lynch, E. W. and Hanson, M.J. (1994). Developing cross-cultural competence: A guide for working with young children and their families. Baltimore: Brooks. Kaplan, L. and Girard, J.L. (1994). Strengthening high-risk families: A handbook for practitioners. New York: Lexington.

RATIONALE This course will cover the best practices in service delivery to families of young children at risk. The course content will consist of the importance of parent-worker partnerships and shared decision making in assessment, communication/intervention and evaluation. The core premise of this course is that workers cannot help children until they help their parents.

OBJECTIVES: The student will be able to:

1. Support and assist the family in articulating priorities, concerns and family resources that promote the child's development
2. Demonstrate sensitivity to differences in family structure, processes, social and cultural backgrounds, including special issues related to poverty, and the emotional needs of children
3. Implement family-centered services which support child development
4. Implement a range of family-oriented services based on identified resources, priorities and concerns e.g. information on community resources in child care, food stamps, health care, support, referral and education/training
5. Apply adult learning principles and processes in working with parents to provide services in child development, health and safety
6. Demonstrate use of ongoing, varied and two-way communication strategies with family members
7. Cultivate a sense of responsibility for one's own behavior in the work context

8. Develop the capacity to make ethical decisions in regard to the welfare of young children

9. Demonstrate understanding of professional identity development and its impact on working with families with young children

ACTIVITIES AND EXPERIENCES:

1. Perform weekly visits with parents and write a family-based assessment report

2. Do a family genogram on a family and its cultural background

3. Do an indepth of study of a case and develop a written family-centered services plan which supports child development

4. Write a paper on an adult learning model in relationship to providing services to parents

5. Tape a session with a family for reveiw in class

6. Write a paper on work responsibility in the family context

7. Write an ethical response to a case presented in class

8. Do a autobiographical statement on professional development and how prepared to work effectively with families now

9. Review the literature on families at risk

10. Graduate students will write a research paper on a topic related to working with the families of young children

CLASS SESSIONS:

I. The Family Preservation Movement: A Historical Overview

A. Ethnic, Cultural, and Language Diversity in Intervention Settings

II. Family Preservation: Definitions, Goals, and Key Issues

B. From Culture Shock to Cultural Learning

III. High-Risk Families and Interfacing Agencies

C. Developing Cross-Cultural Competence

IV. A Framework for Beginning Family Work

D. Families with Anglo-European Roots

E. Families with Native American Roots

F. Families with African American Roots

V. Treatment Strategies

G. Families with Latino Roots

H. Families with Asian Roots

VI. Special Issues in High-risk Families

I. Physical/Sexual Abuse

J. Domestic Violence

K. HIV/AIDS

L. Homeless

M. Family Reunification

VII. Dealing with Diversity

N. Developing Cross-Cultural Competence

VIII. Where Do We Go from Here?

EVALUATION

Undergraduate

Points = Grade

100 A

90-99 B

80-89 C

70-79 D

0-69 F

Graduate

Points = Grade

125 A

115-124 B

95-114 C

85-94 D

0-84 F

ALL OUTSIDE CLASS PAPERS WILL BE TYPED IN ORDER TO RECEIVE CREDIT. IT IS NECESSARY TO FOLLOW THIS CRITERIA IN ORDER FOR PAPER TO BE EVALUATED FOR CREDIT.

Appendix H
Catalog Information and New Course Form

DISCIPLINE Human Services

NUMBER 502

1. PROPOSED CATALOG INFORMATION: (To be exactly as it is to appear in catalog, double-spaced, complete, etc.; limit course description to 50 words. If course has been taught previously as an experimental course, the experimental course must be discontinued.)

HSR 502 Positive Guidance Strategies for Early Childhood Practitioners (3,0,3)

XXXXXX ~~Provides early childhood practitioners with a series of~~ positive strategies for
XXXXXX
XXXXXX effectively handling many ~~of the~~ behavioral concerns that arise while working
XXXXXX
XXXXXX with young children with and without disabilities; observation and supervised
XXXXXX
XXXXXX participation in child development settings. PPREQ: ~~other~~ EDU 300 or
XXXXXX
XXXXXX PSY 220, or equivalent.
XXXXXX
XXXXXX

JWT 3 Apr 95
University Editor Signature

2. JUSTIFICATION (if appropriate attach syllabus): Currently, there is no course on campus at
the undergraduate or graduate level that covers this specific content area for this
specific age group.

3. ADDITIONAL RESOURCES REQUIRED: None

4. THE PROPOSED COURSE IS A: (Check where appropriate)

University Honors

Departmental/Program Honors

Major/Minor Requirement xx

Free Elective

Major/Minor Distribution Area

General Studies Credit

If general studies, specify area(s) :

(Be sure to note if non-western, historical or race/gender perspective)

5. SPECIFY SEMESTER / YEAR COURSE INSTRUCTION TO BEGIN: Fall 1996

6. AUTOMATED CATALOG INFORMATION

Proposed CIP Code: _____ Departmental Budget Unit Number: _____

Current CIP Code: _____ Proposed CIP Code: _____

Departmental Budget Unit Number: _____

Grading Option:

_____ Regular letter grade (1) _____ Student option pass / fail only (2)

_____ Pass/fail only (3)

Course Type:

☒ Lecture (1) _____ Laboratory (2) _____ Lecture/Laboratory (3)

_____ Private Music Lesson (4) _____ Student Teaching (5)

_____ Practicum / Internship / Field Experience (6)

_____ Independent Study (7) _____ Individual Instruction of Regular Course (8)

_____ Other (9)

Can this course be repeated for additional hours: ☒ No _____ Yes

If yes, how many times or hours: _____

Cross listed: Yes _____ No _____ If yes, listed with: _____

Cross linked: Yes _____ No _____ If yes, linked with: _____

7. LIBRARY RESOURCES:

A. By academic department: Are library resources excellent, adequate, or poor? adequate

Will additional funds be required to purchase library materials? Yes _____ No ☒

Department Chair Signature: _____

B. By library: Status of library resources for the proposed course (Check appropriate line)

Books: Excellent _____ Adequate _____ Poor ☒

Periodicals: Excellent _____ Adequate ☒ Poor _____

Documents: Excellent _____ Adequate _____ Poor ☒

Library Director Signature: Marian C Winner

8. RESPONSIBLE PARTY/SIGNATURE

DATE RECEIVED

DATE APPROVED

Original Proposer Sarah O. Heinman 3/10/95 3/10/95

Department Chair Julie L. Elliot 3/10/95 3/10/95

Teacher Education Committee Chair Jeanne J. Jaden 4/1/95 4/12/95

(if appropriate)

College Curriculum Committee Chair MR. Felt 4/4/95 4/16/95

Dean J. J. Jones 4/12/95 4/13/95

University Curriculum Committee Chair _____

Grad Coun Chair _____

(if appropriate)

Faculty Senate Pres _____

(if appropriate)

Provost _____

University Editor Signature: _____

9. DATE ENTERED INTO NKU CURRICULUM DATABANK: _____

Distribution: Univ Editor, Provost, Registrar, Dept Chair, Dean, UCC Chair, Grad Coun Chair (if appropriate).

This form replaces all forms dealing with new courses (Appendix I - 6/87). Publication date 5/93.

HSR 502 - Positive Guidance Strategies for Early Childhood Practitioners

Credit Hours: 3

PREREQ: either EDU 300 or PSY 220 or equivalent

I. Rationale

This course is designed to provide early childhood practitioners with a series of positive strategies for effectively handling many of the behavioral concerns that arise while working with young children with and without disabilities. The perception that the child is actively seeking understanding is advocated. There is respect for the child's personal rate and style of developing social understanding. The proper role of the practitioner is facilitating rather than controlling the child's gradual development as a constructive member of society. The practitioner must take into consideration the moral development as well as intellectual development, with the goal of moving toward autonomy on behalf of the child.

Instructor: Dr. W. L. Elliott
Office: 572-5559
Office Hours: M-F 9:00a - 5:00p

Text: Constructive Guidance and Discipline
Marjorie V. Fields
Merrill Publishing 1994

II. Course Objectives

1. Students will learn a basic understanding of the factors and variables affecting the behavior of young children.
2. Students will learn a framework for understanding the emotional and behavioral development of young children and the behaviors related to the stages of normal development.
3. Students will learn the basic rules for successfully affecting children's behavior, utilizing behavior modification principles.
4. Students will learn to identify common discipline mistakes.
5. Students will learn how to sharpen their communication skills as a practitioner.
6. Students will learn methods of effective and positive guidance strategies for decreasing inappropriate behavior.
7. Students will have the opportunity to actually practice these new methods and skills with children in practicum settings in which they work.

8. Students will learn specialized techniques for children experiencing and/or with disabilities.
9. Students will be exposed to effectively dealing with children in crisis.

III. Additional Reading

Discipline that Works: Promoting Self-Discipline in Children

Dr. Thomas Gordon

Plume Publishing 1989

How to Talk so Kids Will Listen and Listen so Kids Will Talk

Adele Faber & Elaine Mazlish

Avon Publishing 1980

Creative Conflict Resolution

William J. Kreidler

Good Year Publishing 1984

Understanding and Affecting the Behavior of Young Children

Thomas Zirpoli

Prentice Hall 1995

IV. Possible Classroom Speakers

To be announced

V. Classroom Sessions, Activities and Experiences

1. Thinking About Discipline
Think about your own parents' approach to child rearing. What characteristics were most valued and how did these influence your own childhood? Do your choices reflect those of your parents or are they different? (10 points for written report)
2. Intellectual and Social Development Affect Discipline
Observe in an early childhood setting, watching for examples of young children's inability to sit still for very long. What problems do you see when adults forget this aspect of child development? (10 points for written report)
3. Physical and Emotional Development Affect Child Behavior
Observe young children playing games. What evidence do you see of their unique perception of rules? (10 points for written report)
4. Creating Environments that Prevent Discipline Problems
What are the behavior guidelines in an early childhood education program where you have spent time? (10 points on written report)

5. Planning Programs that Prevent Discipline Problems
Observe early childhood teachers' use of transition activities. Practice using some games for guiding children's movement in small groups from one place to another. Learn some finger plays and rhymes and practice using them to assist children during waiting time. (10 points on written report)
6. Teaching Desirable Behavior through Example
Notice how adults respond when children get hurt or are upset. Do they deny children's negative feelings or accept them? Do they try to distract children from physical or emotional pain? (10 points on written report)
7. Effective Discipline through Effective Communication
Listen to adults talking to children. Think about those same words used with another adult. Do they sound ridiculous or reasonable? Analyze your ways of talking to children. (10 points on written report)
8. Helping Children Understand Rules and Limits
Observe in an early childhood education program, watching for how often children experience the results of their actions and how often an adults protects them from those results. Are adults getting in the way of child learning, or are they protecting them as necessary? (10 points on written report)
9. Controlling Behavior Externally
Observe in a classroom, watching for the focus of the teacher's attention. Is inappropriate behavior or desirable behavior most apt to get attention? What are the consequences for child behavior? (10 points on written report)
10. Punishment vs Discipline
Observe aggressive young children. Do they seem to be imitating a model of adult aggression? (10 points on written report)
11. Immaturity
Analyze actual behavior problems and guidance approaches in a setting where you know the children. (10 points on written reports)
12. Unmet Needs
Analyze actual behavior problems and guidance approaches in an early childhood setting. (10 points on written report)
13. Family-based Special Needs
Would you be comfortable discussing childhood sexual abuse? (10 points on written report)
14. Children Experiencing Disabilities
How would you feel if a child in your classroom were diagnosed with a long-term, possibly life-threatening illness? (10 points on written report)

15. Analyzing Discipline Problems

Think about your goals for guidance and discipline. Do you feel clear about what you hope to accomplish? (10 points on written report)

VI. Evaluation

<u>Undergraduate</u>		<u>Graduate</u>	
<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
100	A	125	A
90-99	B	115-124	B
80-89	C	95-114	C
70-79	D	85-94	D
0-69	F	0-84	F

Appendix K
Catalog Information & Course Change Form

1. CURRENT CATALOG INFORMATION: EDU 566 Assessment in Early Childhood
Education (3,0,3) Relate best practices in traditional and dynamic
assessment to child development; determine eligibility for services;
participate in a collaborative, supervised assessment of one child;
write an assessment report, IEP and IFSP using assessment data.

PREREQ: EDU 562 or equivalent.

2. PROPOSED COURSE CHANGE(S) INCLUDE(S):

- 1) Number _____ 4) (Pre/Co)requisite _____ (circle which one)
2) Title _____ 5) Description _____ 7) Deletion of this course _____
3) Hours X 6) Designator _____ 8) Addition of computer usage _____

9) Add/delete general studies credit: (area specified) _____
(if course is to fulfill perspective requirement, please note above as well.)

Note: Course Change: Any two of the first six; New Course: Three or more of the first six.

3. SPECIFY SEMESTER / YEAR PROPOSED CHANGES ARE TO TAKE EFFECT: Fall, 1966
4. PROPOSED CATALOG INFORMATION: (To be exactly as it is to appear in catalog, double-spaced,
complete, etc.; limit course description to 50 words)

EDU 566 Assessment in Early Childhood Education (3,1,4) Relate best
practices in traditional and dynamic assessment to child
development; determine eligibility for services; participate
in a collaborative, supervised assessment of one child; write
an assessment report, IEP, and IFSP using assessment data.
PREREQ: EDU 562 or equivalent.

JWT 3 Oct 1995
University Editor Signature

5. JUSTIFICATION: Because this course will be applied to the new Inter-
disciplinary Early Childhood Education certificate, the field component
must allow sufficient time and supervision for completion of "authentic
assessment" tasks to be included in the candidate's portfolio. The
tasks must document experiences involving families as well as other
agencies.

6. AUTOMATED CATALOG INFORMATION

Current CIP Code: _____ Proposed CIP Code: _____

Departmental Budget Unit Number: _____

Grading Option:

_____ Regular letter grade (1) _____ Student option pass / fail only (2)
 _____ Pass/fail only (3)

Course Type:

_____ Lecture (1) _____ Laboratory (2) _____ Lecture/Laboratory (3)
 _____ Private Music Lesson (4) _____ Student Teaching (5)
 _____ Practicum / Internship / Field Experience (6)
 _____ Independent Study (7) _____ Individual Instruction of Regular Course (8)
 _____ Other (9)

Can this course be repeated for additional hours: _____ No _____ Yes

If yes, how many times or hours: _____

Cross listed: Yes _____ No _____ If yes, listed with: _____

Cross linked: Yes _____ No _____ If yes, linked with: _____

7. Will this course require additional usage of University computer resources: Yes _____ No _____

If yes, explain: _____

8. RESPONSIBLE PARTY/SIGNATURE DATE RECEIVED DATE APPROVEDOriginal Proposer Janet M. Johnson 3-27-95 3-27-95Department Chair Dale Hansen 3/27/95 3/27/95Teacher Education
Committee Chair Jessica Gardella 4/11/95 4/12/95
(if appropriate)College Curriculum
Committee Chair Margaret E. Lutz 4/7/95 4/7/95Dean J. P. Hansen 4/12/95 4/13/95University Curriculum
Committee Chair _____Graduate Council Chair _____
(if appropriate)

Provost _____

University Editor _____

9. DATE ENTERED INTO NKU CURRICULUM DATABANK: _____

Distribution: Univ Editor, Provost, Registrar, Dept Chair, Dean, UCC Chair, Grad Coun Chair (if appropriate).

This form replaces all previous forms dealing with course changes (Appendix L-6/87). Publication date: 5/93

1. Identification of Course

1.1 Assessment in Early Childhood Education

1.2 EDU 566

1.3 Credit: 4 Semester hours (UG/G)

1.4 Texts:

Bailey, D. B., Jr. & Wolery, M. (1989). Assessing infants and preschoolers with special needs. New York: Merrill.

Linder, T. W. (1993). Transdisciplinary play-based assessment: A functional approach to working with young children. Baltimore: Paul H. Brookes Publishing Co., Inc.

Division for Early Childhood. (1993). (Stock No. D417) DEC Recommended Practices: Indicators of quality in programs for infants and young children with special needs and their families. Reston, VA: Council for Exceptional Children.

2. Rationale

The passage of P.L. 99-457 changed the manner in which educators and related service providers must assess young children. The goals of this course are to examine theories and practices regarding assessment of young children and develop professional assessment skills. Standardized tests, criterion-referenced tests, developmental scales, and play-based assessment procedures will be used appropriately to assess a young child in an educational setting.

3. Objectives

Students will be able to:

3.1 understand and use assessment terminology.

3.2 relate assessment to child development and learning.

3.3 describe the relationship between play and development.

3.4 determine eligibility for services under the guidelines of PL 99-457.

3.5 evaluate and modify assessment instruments or procedures relative to their appropriateness for programming.

3.6 write IEP's and IFSP's using multiple sources of gathered information about a child and a child's family.

3.7 explain the role of the family in the assessment process, including multicultural influences and expectations.

3.8 examine the research literature for current trends in assessment procedures.

3.9 collaboratively employ individualized assessment procedures and materials for a child that are geared to the child's interests, interactions, and communication styles.

3.10 collaboratively write an assessment report by developmental/functional domains or concerns, indicating

the child's strengths and priorities for promoting optimal development.

4. Student Activities and Experiences

Students will be required to:

- 4.1 keep a journal synthesizing all readings
- 4.2 assess a young child, write an assessment report, and conference with the child's family under supervision.

5. Evaluation

- 5.1 Journals
- 5.2 Assessment
- 5.2 Assessment report and conference

SYLLABUS

School of Education - Northern Kentucky University

Assessment in Early Childhood Education

Four semester hours credit (UG/G)

"The Teacher as a Reflective Decision Maker" is the basis on which the School of Education has built its teacher preparation program. It represents the effort to prepare teachers for everchanging roles and continuous personal and professional self improvement. A reflective decision maker is one who knows how to evaluate and modify current teaching approaches to meet emerging student needs. This ability is grounded in a thorough knowledge of current theory and the ability to evaluate these theories and beliefs in light of new information and circumstances.

This course will provide students with essential knowledge, established and current research findings, and sound professional practice as they relate to Domain II (Learning Theory and Human Development), Domain III (Generic Curriculum Planning, Teaching & Assessment Skills), Domain IV (Teaching Diverse Student Populations), Domain V (Independent and Critical Thinking), and Domain VI (Professional Teacher in the School) of the School of Education's knowledge base.

The evaluation measures of this course will assess the student's understanding of the domains listed above and his/her ability to apply these concepts to the teaching/learning process.

Teacher Standards for Interdisciplinary Early Childhood Education:

- IV. Assessment of children's cognitive, emotional, social, communicative, adaptive, and physical domains

Rationale: Since the passage of P.L. 99-457, educators and related service providers have had to modify the ways in which they assess young children. Assessment goals are to describe instructional, therapeutic, or environmental goals that will optimize learning and development for a child. Families must be involved in the decision-making process. Professionals and families need to collaborate in order to obtain the most comprehensive and valid perspective of the child regarding identification, eligibility, program planning, monitoring, and evaluation.

The purpose of assessment is to determine the current level of functioning for a child within that child's environment and to use the information gathered from multiple sources to develop a comprehensive individual family service plan (IFSP) or an individual education plan (IEP). Interdisciplinary and/or transdisciplinary early childhood educators must be proficient in

If you have an identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability which may affect your performance in this class, you should schedule an appointment with the instructor at the beginning of the course so that reasonable adjustments may be made to better ensure that you will have an equal opportunity to meet all the requirements of this course.

Course Objectives:

1. To understand and use assessment terminology.
2. To relate assessment to child development and learning.
3. To understand the relationship between play and development.
4. To determine eligibility for services under the guidelines of PL 99-457.
5. To evaluate and modify assessment instruments or procedures relative to their appropriateness for programming.
6. To write IEP's and IFSP's using multiple sources of gathered information about a child and a child's family.
7. To consider the role of the family in the assessment process, including multicultural influences and expectations.
8. To examine the research literature for current trends in assessment procedures.
9. To collaboratively employ individualized assessment procedures and materials for a child that are geared to the child's interests, interactions, and communication styles.
10. To collaboratively write an assessment report by developmental/functional domains or concerns, indicating the child's strengths and priorities for promoting optimal development.

Course Requirements:

1. Readings and class participation are a must. You will need to keep a journal synthesizing all your readings for the week. 12 journal entries are due by Week 15. It is recommended that you hand in at least 4 by Week 5 and at least 7 by Week 9. Journal entries are worth 15 points each. (180 pts.) Following is a format to follow in your journal:

- A. What new information did you obtain from the readings?
- B. Briefly summarize the key points of the readings.
- C. What major implications do the readings have for assessing young children.
2. You and a partner will be responsible for assessing a young child in the community. You will also collaborate to write up the assessment report. The supervised assessment is evaluated on a 10 point scale and is therefore worth 10 points. Although you will be working collaboratively, each person will receive his or her own points. The assessment report is worth 50 points. Collaborative partners will receive the same grade. Conferences, like the assessment, will be worth 10 points. Evaluation forms will be given to you so that you will know how you will be evaluated.

Grading and Evaluation:

Journal entries: 180 pts. 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__
 9__10__ 11__ 12__

Assessment: 10 points ____pts.

Report: 50 points ____pts.

Conference: 10 points ____pts.

A = 250 - 232 pts. Excellent; synthesized information in context

B = 231 - 215 pts. Above average; adequately integrates information

C = 214 - 199 pts. Average; meets minimum requirements for class

F = 198 pts./below Poor; inadequate work

Appendix C
Approval Form For A New Degree / Minor
Certificate Program Over 30 Hours, Or Change / Deletion Of A Program

1. Department Submitting Proposal: SOC/ANT/PHI
2. Action Proposed: (a) ☐ New Degree/Program (b) ☒ New Minor/Certificate
(c) ☐ Program Change (d) ☐ Program Deletion
3. Title of Proposed New Degree/Minor or Program to be Changed or Deleted:
NATIVE AMERICAN STUDIES MINOR
4. Proposed Date of Initiation (Semester and Year): FALL 1996
5. Originator(s) of Proposal: SHARLOTTE NEELY, PROFESSOR-ANTHROPOLOGY

	<u>Approvals</u>	
Departmental Curriculum Committee	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<u>Neely 9/20/95</u> Date
Departmental Chair	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<u>EL 20 April '95</u> Date
Teacher Education Committee Chair (if appropriate)	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Date
College Curriculum Committee Chair	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Date
Dean	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Date
University Curriculum Committee Chair	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Date
Graduate Council Chair (if appropriate)	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Date
Faculty Senate President (if appropriate)	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Date
Provost	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Date
President (if appropriate)	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Date
Board of Regents (if appropriate)	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Date

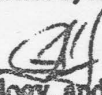
Distribution: Univ Editor, Provost, Registrar, Department Chair, Dean, UCC Chair, Graduate Council Chair (if appropriate).

This form replaces all previous forms dealing with new degree programs/minors, certificates over 30 hours or changes/deletions of a program (Appendix D - 7/87). Publication date: 5/93.

12 April 1995

MEMORANDUM

TO: Arts and Sciences Curriculum Committee, Dean Rogers Redding, University Curriculum Committee, Faculty Senate, and Provost Paul Gaston

FR: Jim Hopgood, Chair 
Sociology, Anthropology, and Philosophy

RE: Proposed Changes in the Requirements for the Anthropology Major

The changes listed below have been approved by the anthropology faculty and myself. These changes will strengthen the current major in anthropology.

Additionally, we will be adding to the 1996-97 NKU catalog copy a statement regarding senior anthropology majors participating in an assessment before graduating.

The following are the proposed changes in the anthropology major:

ANT 110 Introductory Archaeology will be a required core course (category 1 in current catalog listing).

The number of "topical" courses required will be decreased from three to two (category 2 in current catalog listing).

Thank you for your consideration.

Appendix C
Approval Form For A New Degree / Minor
Certificate Program Over 30 Hours, Or Change / Deletion Of A Program

1. Department Submitting Proposal: SOC/ANTHRO/PHIL
2. Action Proposed: (a) New Degree/Program (b) New Minor/Certificate
(c) xx Program Change (d) Program Deletion
3. Title of Proposed ~~New Degree/Minor~~ Program to be Changed or Deleted:
MAJOR IN ANTHROPOLOGY
4. Proposed Date of Initiation (Semester and Year): Fall, 1996
5. Originator(s) of Proposal: The Anthropology faculty

Approvals

Departmental Curriculum
Committee

✓ Approved Disapproved

S. Neely 3/20/95
Date

Departmental Chair

✓ Approved Disapproved

JK 12 April 95
Date

Teacher Education
Committee Chair (if appropriate)

 Approved Disapproved

Date

College Curriculum
Committee Chair

 Approved Disapproved

Date

Dean

 Approved Disapproved

Date

University Curriculum
Committee Chair

 Approved Disapproved

Date

Graduate Council Chair
(if appropriate)

 Approved Disapproved

Date

Faculty Senate President
(if appropriate)

 Approved Disapproved

Date

Provost

 Approved Disapproved

Date

President
(if appropriate)

 Approved Disapproved

Date

Board of Regents
(if appropriate)

 Approved Disapproved

Date

Distribution: Univ Editor, Provost, Registrar, Department Chair, Dean, UCC Chair, Graduate Council Chair (if appropriate).

This form replaces all previous forms dealing with new degree programs/minors, certificates over
30 hours or change/deletions of a program (Appendix D - 7/87). Publication date: 5/93.



March 20, 1995

To: Curriculum Committee
From: Charlotte Neely, Professor and Coordinator, Anthropology
Department of Soc/Ant/Phi
Re: Native American Studies Minor

As part of NKU's expanding mission of cultural diversity, the following is our proposal for a new minor in Native American Studies, to be housed within the Anthropology Program (Department of Sociology, Anthropology, and Philosophy) and including faculty within anthropology, sociology, and history. This minor can be created from existing courses and with current NKU faculty. It would not be necessary to teach the courses of the minor any more frequently than they are already taught. No new faculty would be hired, and existing faculty would not be taken away from current teaching duties. Several faculty at NKU already do research on Native American topics, including anthropology's Charlotte Neely and Barbara Thiel, sociology's Prince Brown, history's David Payne, communication's David Thomson, and others.

The Native American holdings in Steely Library are adequate with a number of Indians books (mostly in the E98, E99, and GN sections), four related periodicals (*Akwesasne Notes*, *American Indian Culture and Research Journal*, *American Indian Quarterly*, and *Ethnohistory*), and the multi-volumed reference work, *Handbook of North American Indians* from the Smithsonian, as well as the *Encyclopedia of Native Americans in the Twentieth Century*. The area's public and GCCC libraries also have a number of Indians periodicals (for example, *Native Peoples Magazine*) and books in their collections.

There are likewise a number of videos and films relating to Native Americans in both the GCLC holdings (for example, *Potlatch* and *Seasons of the Navajo*) and in the collection of the Anthropology Program (for example, *Fight for Life* and *Silent Testimony*). The Public Library of Cincinnati also has Indians films (for example, *The Hopi Way* and *The Navajo Way*).

NKU's Museum of Anthropology has a large number of Native American artifacts in its collection for students taking the museum methods course to work with.

Every Saturday at 6:30PM, WNKU broadcasts "National Native News" with the latest information and current events regarding Native Americans across Canada and the United States.

Many resources exist within the larger tri-state community, including Native American collections at the Behringer-Crawford Museum in Covington, the Carnegie Art

Nuan Drive
Highland Heights, Kentucky 41099-2200

Northern Kentucky University is an equal opportunity institution.

Institute in Covington, the Cincinnati Museum of Natural History, the Cincinnati Historical Society Museum, and the Cincinnati Art Museum, as well as many prehistoric Indian sites and accompanying museums, including Serpent Mound and Shawnee Lookout. The CMNH Planetarium periodically runs its Native American Skys program. Newport is also the international headquarters of Sacred Run, a Native American organization founded by Dennis Banks and for which a number of NKU students already do volunteer work. There are also groups of area Shawnee Indians, as well as organizations of urban Indians who originate from tribes all over the country. (One of those Shawnee, Professor Rebecca Hawkins, currently teaches part-time at NKU).

There is great interest among students in a Native American Studies minor, and we feel a number of students would commit to this minor. As an example of student interest, anthropology's two key Indians courses (ANT 230 and 231, each taught once a year) routinely top one hundred students a semester per section.

For a theoretical and comparative framework, both ANT 100 and ANT 301/SOC 301 would be required courses. ANT 230, ANT 231, and ANT 350, also required courses, would cover North American Indians from 15,000 BC to the present. Students would then choose two electives. All these courses are cycled in a timely manner. Any appropriate topics courses (ANT 399) could be added to the list of electives as could any appropriate new courses.

Because of the overlap in courses, anthropology majors who choose to minor in Native American Studies must also have a second minor outside the anthropology program.

The Minor in Native American Studies

The minor in Native American Studies consists of 21 semester hours and requires the completion of the following:

- a. Five core courses:
 - ANT 100, Cultural Anthropology
 - ANT 230, North American Indians
 - ANT 231, Modern American Indians
 - ANT 301/SOC 301, World Patterns of Race and Ethnicity
 - ANT 350, North American Archaeology
- b. Two of the following:
 - ANT 352, Archaeology of Mesoamerica
 - ANT 360, Indians of Mexico and Guatemala
 - HIS 416, Plains Indians
 - or any appropriate course with approval of the minor's advisor (for example, ANT 307, Museum Methods, if the student chooses a Native American emphasis or ANT 399, Topics in Anthropology, if a Native American focus is emphasized)

The appropriate forms are attached. Thank you for your consideration.

NATIVE AMERICAN STUDIES MINOR

I. MISSION, INFLUENCE, ORGANIZATION

1.01 Consistency with Mission

A new Native American Studies Minor is consistent with the university's expanding mission of cultural and ethnic diversity in the curriculum and the community and among NKU students, faculty, and staff. It supports both the non-Western and race/gender topics in general studies.

1.02 Internal/External Influences

a. The tri-state has a larger Native American population (both local Shawnee Indians and urban Indians from around the country) than is often realized. Some of the local Indian organizations include the Miami Valley Council and the Shawnee Nation United Remnant Band. There is also a large population of people who have traced their Indian heritage and have an active interest in Native American Studies. Newport is the international headquarters of the Native American organization, Sacred Run.

Several educational institutions in the tri-state have an active interest in Native American Studies, including the Behringer-Crawford Museum in Covington, the Carnegie Art Institute in Covington, the Cincinnati Museum of Natural History, the CMNH Planetarium, the Cincinnati Historical Society Museum, the Cincinnati Art Museum, area state and county parks, public libraries, and public and private schools.

b. Several full-time faculty at NKU teach and do research on Native American topics, including anthropology's Charlotte Neely, Barbara Thiel, and Timothy Murphy; communication's David Thomson; history's David Payne; and sociology's Prince Brown.

There is great interest among students in a Native American Studies minor, and we feel a number of students would commit to this minor. In fact, the idea for such a minor originated with students. As an example of student interest, anthropology's two key Indians courses (ANT 230 and ANT 231, each taught once a year) routinely top one hundred students a semester per section.

c. NKU is fortunate to have exceptional resources already in place to support a Native American Studies Minor. The Indians holdings in Steely Library are adequate, as are the holdings of the other GCCCU and public libraries. The Anthropology Program, the GCLC, and public libraries have numerous films and videos on Indian themes. The NKU Museum of Anthropology has a large number of Native American artifacts in its collection. There are also many such museums throughout the tri-state. Every Saturday at 6:30PM WNKU radio broadcasts "National Native News" with the latest information and current events regarding Native Americans across Canada and the United States.

1.03 Relationship to University Organizational Structure

The Native American Studies Minor would be housed within the Anthropology Program (Department of Sociology, Anthropology, and Philosophy) and include faculty within anthropology, sociology, and history.

II. PROGRAM DESCRIPTION

2.01 Curriculum

a. and b.

Five core courses:

- *ANT 100, Cultural Anthropology, Neely, Kipnis, Hopkins, etc., taught every semester
- *ANT 230, North American Indians, Neely, taught every fall semester
- *ANT 231, Modern American Indians, Neely, taught every spring semester
- *ANT 301/SOC 301, World Patterns of Race and Ethnicity, Brown, taught every fall semester
- *ANT 350, North American Archaeology, Thiel, taught every third semester

Two of the following:

- ANT 352, Archaeology of Mesoamerica, Hopgood, taught every other year
- ANT 360, Indians of Mexico and Guatemala, Hopgood or Murphy, taught every third semester
- HIS 416, Plains Indians, Payne, taught every spring semester
- or any appropriate course with approval of the minor's advisor (for example, ANT 307, Museum Methods, if the student chooses a Native American emphasis or ANT 399, Topics in Anthropology, if a Native American focus is emphasized)

Typical sequence to be taken by a student in order to complete the minor in five semesters:

- | | |
|---------|----------------------------------|
| spring: | ANT 100 |
| fall: | ANT 230 |
| spring: | ANT 231 |
| fall: | ANT 301/Soc 301 and ANT 350 |
| spring: | HIS 416 and ANT 360 (or ANT 352) |

A student declaring the minor halfway through his/her sophomore year would be able to finish at a moderate rate. It would be possible, however, to wait until the junior year to begin any course work in the minor and still graduate on schedule.

2.02 n/a

2.03 n/a

2.04 n/a

2.05 Objectives/Evaluation Scheme

a. The objectives of the Native American Studies Minor is to provide the student with a detailed overview of American Indians from 15,000 BC until the present. While the minor can assist students planning on careers in Native American communities (e.g., a nurse employed by the federal Indian Health Service, a teacher employed by the Bureau of Indian Affairs, or an archaeologist employed by a tribal council's archaeology program), the main purpose is to provide both Indian and non-Indian students with an appreciation and understanding of Native Americans as a significant ethnic group in the United States.

The minor program will be evaluated periodically by the anthropology faculty who will both review the quality of papers written by minors in the minor's upper-division courses and by surveys of recent graduates as to how helpful the minor has been to them.

b. n/a

2.06 Advisory Committee

The proposal for a Native American Studies Minor has been developed by the six full-time NKU anthropology faculty (Hopgood, Hopkins, Kipnis, Murphy, Neely, and Thiel) under the leadership of Anthropology Coordinator and Native American Studies specialist, Dr. Charlotte Neely.

2.07 Plans for Articulation/Transfer Cooperation

a. This would be the only Native American Studies program in the state although most of the state's anthropology programs would offer many of the courses in the NKU minor.

b. Appropriate transfer courses from other universities would be accepted.

III. SUPPORTIVE DATA

3.01 n/a

3.02 Similar Programs in Kentucky

a. The NKU program would be unique; there are no other Native American Studies programs in the state.

b. n/a

c. n/a

d. n/a

3.03 Comparative Programs in Other States

a. The Native American Studies program at the University of California at Berkeley is typical of such programs developed at universities over the last twenty years. Such programs have been developed as independent departments with their own faculties and budgets, at great expense. More recently such programs have been scaled back. At UCB, for example, a respected journal, *American Indian Quarterly*, developed by the Native American Studies program, was cut from the budget and eventually moved to the University of Oklahoma.

The Native American Studies Minor at NKU would, by contrast, be housed within the existing Anthropology Program of the Department of Sociology, Anthropology, and Philosophy. This minor can be created from existing courses and with current NKU faculty. It would not be necessary to teach the courses of the minor any more frequently than they are already taught. No new faculty would be hired, and existing faculty would not be taken away from current teaching duties. No new budget would be created.

b. The enrollment figures for UCB are not known.

3.04 Student Demand

a. The courses of the proposed Native American Studies Minor are already being taught at the necessary frequency and enrollments appropriate for the minor. The framework for the minor already exists. We simply want to make the minor official.

b. n/a

c. n/a

d. n/a

e. n/a

f. n/a

g. n/a

h. n/a

3.05 Evaluation Results of Related Program

a. The Native American Studies Minor would be housed within the existing Anthropology Program. The teaching, research, and service of this program are of the highest quality in the university.

b. n/a

3.06 Anticipated Issues/Trends

Studies of ethnic groups and ethnic relations are at the heart of understanding race relations and ethnic conflict both in this country and throughout the world.

IV. RESOURCES

4.01 Resources Required

a. Facilities

- (1) Current on-campus facilities are adequate.
- (2) Current off-campus facilities (museums, libraries, etc.) are adequate.

b. Library

- (1) A statement has been requested of the Steely Library.
- (2) Library holdings are adequate with a number of Indians books (mostly in the E98, E99, and GN sections), four related periodicals (*Akwesasne Notes*, *American Indian Culture and Research Journal*, *American Indian Quarterly*, and *Ethnohistory*), and the multi-volumed reference work, *Handbook of North American Indians* from the Smithsonian. The library statement will provide further data.

c. Faculty

- (1) Vitae of the key faculty (Neely, Thiel, Brown, Hopgood, and Payne) are enclosed. All are full-time tenured or tenure-track faculty. About 44 % of the courses will be taught by Neely. Whether or not

there is a Native American Studies Minor, Neely would still teach those Indians courses just as frequently. The same is true of other faculty in the proposed minor. 14 % of courses would be taught by Thiel, 14 % would be taught by Brown, 14 % by Hopgood, and 14 % by Payne. The minor would not affect the current allocation of time to specific courses.

(2) n/a

(3) No new faculty will be required.

4.02 Expenditures

No additional expenditures will be required to develop the Native American Studies Minor.

4.03 n/a

*Agenda Item
VI A 4*

MEMORANDUM

May 1, 1995

TO: Faculty senators

FR: Barbara Thiel
Chair, General Studies Review Committee

RE: Report to the University Curriculum Committee

Enclosed is a copy of the report that the General Studies Review Committee (GSRC) presented to the University Curriculum Committee at the April 27 meeting. This copy is given to you to keep you informed of the activities and recommendations of the GSRC. This is an interim report only, to inform the UCC of the GSRC's activities during the past year. It also includes some recommendations. The recommendations are presented as discussion items only, and not as voting items at this time. In addition to the recommendations in the report, the GSRC thinks that there are other items that need to be discussed before the committee makes specific recommendations about them. These include the course options in the history category, the historical perspective requirement, the criteria for the race/gender category, and computer literacy.

*Agenda Item
II A 4*

MEMORANDUM

April 11, 1995

TO: Members of the University Curriculum Committee

FR: The General Studies Review Committee

RE: Report to the Committee

During the past year the General Studies Review Committee has reviewed our general studies requirements. This review included obtaining the general studies requirements at other institutions and comparing them with ours, reading some of the national literature on general studies, and conducting a survey of the faculty to obtain their ideas and comments on general studies. On the basis of this review the committee has some recommendations (given at the end of this report). These are presented as a basis for further discussion by the faculty.

The review will continue this summer and next fall. In June a group of five faculty from the university plan to attend a national conference on general studies. Early in the fall the committee will hold open discussions on general studies for all faculty to attend. In the fall or spring the committee will develop a proposal on what changes should be made in our general studies requirements and will present this to the curriculum committee.

The results of the faculty questionnaire are given below. Not every question is listed because some questions asked for written comments only. There was a 51% response rate from tenured and tenure-track faculty (including chairs).

1. Do you think the general studies requirements need to be changed? yes 62% no 26% undecided 12%
2. Our current general studies requires 48 hours. Do you think NKU requires too many hours 51% too few hours 1% about the right number of hours 48%
3. Our current general studies is a distributive type. Are you in favor of a distributive type general studies?
yes 73% no 11% undecided 15%
4. If we have a distributive type general studies, do you think we should have about the same categories as we currently have 52% fewer categories 42% more categories 6%

5. If we have a distributive type general studies, do you think we should have about the same number of hours in each category as we currently have 45% fewer hours in some categories 40% more hours in some categories 14%

6. Another type of general studies is an integrative type. Are you in favor of an integrative type general studies?
yes 13% no 76% undecided 11%

7. Are you in favor of an integrative general studies for some topics but not others? yes 29% no 22% undecided 49%

10. Are you in favor of a course in critical thinking/logic/practical reasoning
yes 39% no 50% undecided 11%

some form of computer literacy yes 54% no 34%
undecided 12%

some type of collaborative achievement (small group learning or projects) yes 26% no 61% undecided 13%

12. In our current general studies there are a limited number of courses that a student may use to satisfy the requirement in each category. Do you think there should be more courses 36% less courses 15% keep them about the same 48%. (The written comments to this question were in favor (68%) of more courses).

13. Do you think general studies should have only 100 and 200 level courses 42%
include some 300 and 400 level courses 58%

The committee has the following recommendations:

1. NKU should continue to have a distributive type of general studies (although not necessarily exactly the one we have now) because this is the most appropriate model for our students. It gives students broad knowledge with appropriate depth. It is also responsive to student needs and interests by allowing them to integrate their major with related general studies courses. In addition, a large majority of the faculty are in favor of a distributive type general studies.

2. Although the basic model should be a distributive one, there should be some interdisciplinary courses as options within it. These would be valuable for many students, and many faculty are in favor of some type of interdisciplinary courses. These courses would be developed by interested faculty or departments. Such courses could be within any category (e.g. fine arts, social sciences), include more than one category (e.g. literature and philosophy, or science and

history), or include many disciplines from more than one category. These could be three hour courses, six hour courses, paired courses, or other possibilities. The nature of these courses and how credit would be awarded need to be discussed.

3. The number of hours required should remain at 48. However, because of the requirements of some majors, some students are not able to double-dip on all of the "perspectives", and so the number of hours needed is increased. Some mechanism needs to be developed so that all students can complete their general studies in 48 hours. (It is also possible that not all of the "perspective" requirements will be retained.)

4. NKU should continue to have a wide range of course options within each category. This allows students to take courses that are required for or are related to their major.

5. Allow upper division courses in any category of general studies, but these courses may have no more than one prerequisite (which must be a lower division general studies course).

In addition to the above recommendations, there are some other issues that need to be addressed.

1. More attention should be given to writing in many general studies courses that do not already do so.

2. The library resources that support general studies courses are inadequate. Journals that are paid for from departmental allocations generally support upper division courses and faculty research. The library has limited funds for other journals. Some journals are requested hundreds of times each year by students (and cannot be obtained from interlibrary loan). It may be appropriate to use some of the money from the new student fees for library support for general studies courses.

3. Student advising, particularly for their general studies courses, is often inadequate. We need to discuss ways to improve advising.

MEMORANDUM

TO: Faculty Senate

FROM: Mark Stavsky, Chair
Ad Hoc Joint Salary Committee

DATE: May 12, 1995

RE: Summary of Committee Report

The Committee Report, including all salary data and current salary policies, will be made available in the Faculty Senate Office and Stealy Library next week. At the request of the President of Faculty Senate, I want to summarize, for your information, the findings and recommendations of the Committee during its deliberations.

FINDINGS

I. The Committee finds that based on salary data that there is no systematic gender bias with respect to salaries at Northern Kentucky University. This conclusion is based upon two independent analyses of the data, one conducted by Professor Gary Clayton, the other by Dr. Robert Appleson. It should be noted that this finding is a general one, and takes no position regarding possible individual claims to discriminatory treatment. The Committee was not privy to any performance reviews, or otherwise considered individual cases, nor did it have any desire to do so.

II. The Committee finds that a number of departmental faculty salary raise policies are so vague as to be meaningless. Policies such as these are unfair to the faculty member, the chair reviewing his or her yearly performance, and any individuals that seek to review the chair's recommendations. The Committee takes no position with regard to what should be the standards for an acceptable policy, or how such a policy should be applied, as long as they are consistent with the Faculty Handbook.

RECOMMENDATIONS

I. The Committee recommends that the University Office of Institutional Research or other appropriate office maintain on a yearly basis the salary data in the formats compiled for this project. This data should be available to any faculty member. This will allow the salary process to be regularly monitored.

II. The Committee recommends that each department or college adopt a comprehensive salary policy. This recommendation should be adopted by the Faculty Senate after appropriate consideration by The Budget and Commonwealth Affairs Committee. While some departments and colleges have such policies, this appears to be the exception, rather than the rule. The absence of clear salary standards creates both the possibility of arbitrary action, and the inability to effectively review it. Policies should be determined by the department faculty. In addition, they should be reviewed by the faculty at least every two years to determine whether the policies should be continued or altered. Copies of all current policies should be collected by the office of the Vice-President of Academic Affairs on a yearly basis.

III. The Committee recommends that the Faculty Senate, through its Budget and Commonwealth Affairs Committee, consider the issue of salary compression at Northern Kentucky University. The Committee recognizes that market forces drive starting salaries for qualified candidates. Nevertheless the Committee also realizes that in some situations there are senior faculty members whose salaries do not reflect their extensive experience when compared to current starting salaries. The University should recognize through adequate compensation the contributions senior faculty.

RECOMMENDATIONS

I. The Committee recommends that the University Office of Institutional Research or other appropriate office maintain on a yearly basis the salary data in the format compiled for this project. This data should be available to any faculty member. This will allow the salary process to be regularly monitored.



**NORTHERN
KENTUCKY
UNIVERSITY**

Office of the President
(606) 572-5123

*Agenda Item
VIII. A*

April 24, 1995

TO: Nancy Firak
FROM: Leon Boothe *Leon Boothe*
SUBJECT: Faculty Senate Action Recommendation

I want to acknowledge the recommendation you have forwarded with regard to institutional budget priorities. Because I share many of the concerns expressed by the resolution, I appreciate particularly the explanation provided by the rationale. It is precisely because we cannot anticipate substantive budget increases from the state that we must take a fresh look at institutional structure, unit operations, and budget priorities. While I might take issue with some of the assumptions within the resolution, its call for rigorous analysis and an explicit commitment to the university's instructional mission reflect the agenda I have set forth. I will welcome further views from the Faculty Senate as our planning process continues and as our self-study process begins.

Nunn Drive
Highland Heights, Kentucky 41099-8002

Northern Kentucky University is an equal opportunity institution.

Faculty Senate

Northern Kentucky University Highland Heights, Kentucky 41099

Date Submitted: April 18, 1995
Requested Action Date: as soon as possible

ACTION RECOMMENDATION

Source: Faculty Senate via Budget Committee

Action Requested: Budgetary response to resolution set forth below

Text:

The Faculty Senate is concerned about a morale crisis among the faculty and students that has resulted from years of neglect in meeting critical academic funding needs; specifically, funding for the libraries is so low that it may not satisfy SACS requirements, the inventory of instructional equipment that is in need of maintenance and repair continues to climb, college/departement operating budgets have seen little increase over the past ten years, and faculty salaries have never matched CUPA averages. Currently, administrative matters such as purchasing land, buying expensive administrative software, subsidizing the dormitories, etc. are being given a higher priority than these critical academic needs. We request the entire NKU budget be examined with the objective of shifting funds out of administrative matters (which currently receive the majority of the budget) and into areas that will support these critical academic funding needs.

Rationale: This resolution passed the Budget Committee unanimously. It passed the Senate unanimously and without amendment, notwithstanding the April 14, 1995 Budget Development memorandum to the University community, even though there was not absolute clarity of understanding about the meaning of the term "buying expensive administrative software," and with an understanding that a town meeting will be held to discuss these and other matters. This and similar resolutions have been under discussion in the Budget Committee for several months, and the sentiment it expresses has been the subject of concern for some time among the general faculty. The reasons given in support of the resolution were that regardless of whatever opportunities might exist to influence the new budget, past budgets did not adequately recognize the needs of academic affairs. This has created a crisis of morale that has deepened as time has passed, and it is this crisis that the resolution is intended to reflect.

Clearance: Faculty Senate

Contact Persons/Phones: Mark Stavsky 5392 Nancy Firak 6400

Faculty Senate

Northern Kentucky University

Highland Heights, Kentucky 41099

Date Submitted: April 18, 1995

Requested Action Date: As is required by the CHE

POLICY RECOMMENDATION

Source: Faculty Senate via Curriculum Committee

Action Requested: Adoption of policy related to Transfer Module

Subject/Title: Report of Ad Hoc Transfer Module Committee

Text/Content: See attached DRAFT dated April 3, 1995

Rationale: Consistent with requirements of the CHE, the Faculty Senate endorsed the attached Report of Ad Hoc Transfer Module Committee.

Proposed Effective Date: As is required by the CHE

Implications: See attached report

Clearance: Faculty Senate

Contact Persons/Phones: Linda Olasov 5620, Bob Appleson 5781,
Nancy Firak 6400

*I concur
J. Bothe 4/19/95*

RECEIVED

APR 19 1995

PRESIDENT



DEPARTMENT OF PSYCHOLOGY

601 GINGER HALL
MOREHEAD, KENTUCKY 40351-1689
FAX: 606-783-2678

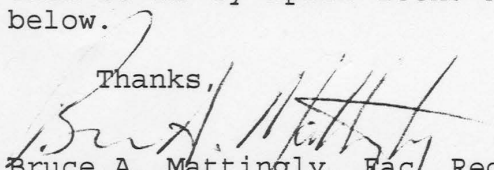
April 21, 1995

Dear COSFL members:

At the April 8th meeting at Bardstown, we approved a motion to send a letter to the editors of Kentucky daily newspapers supporting MoSU's attempt to reduce the flow of state appropriations into athletics. A draft of the letter is enclosed for your review. I am sending several copies to one person at each institution. Please distribute these copies to other COSFL members.

If you have any suggested changes in the letter, please get them to me by April 28th. My FAX and e-mail addresses are listed below.

Thanks,


Bruce A. Mattingly, Fac. Reg.
Department of Psychology
Morehead State University
Morehead, KY 40351

Fax 606-783-2678
E-mail b.mattin@msuacad.morehead-st.edu
phone 606-783-2983

DRAFT LETTER TO EDITOR

Dear Editor:

The Coalition of Senate and Faculty Leadership (COSFL), which consists of board of regent members, faculty senate chairs, and other faculty leaders at all Kentucky state-supported universities and community colleges, strongly supports President Ronald Eaglin of Morehead State University for his leadership role in the effort to control the cost of intercollegiate athletics. Dr. Eaglin, with the support of MSU's Board of Regents, proposed recently to reduce MSU's football program to a non-scholarship level of play. The rationale for this proposal is clear. Each year MSU must divert over 1 million dollars of state-appropriations earmarked for academic programs into its athletic program. With declining student interest in athletics and continuing increases in tuition and fees, taxpayer dollars should not be used to support costly athletic programs.

The priority of academic programs over athletics was recognized by the Council of Higher Education in 1981, when athletic expenditures were not included in its revised funding formula. Despite this recognition, state-supported regional universities continue to use state-appropriations to support their athletic programs. Indeed, in fiscal year 1993-94, Kentucky regional universities spent over 7 million taxpayer dollars to support athletic programs. To maintain the quality and accessibility of higher education in Kentucky, this taxpayer subsidy of athletics must be brought into line with budgetary reality. Consequently, we strongly encourage other regional university presidents and boards to not only support Dr. Eaglin in his efforts, but also to assess the role of athletic programs in their own institutional priorities.

Northern Kentucky University
Business Affairs

MEMORANDUM

April 24, 1995

TO: Nancy Firak
President of Faculty Senate

FR: Mike Baker *5/25*
Project Leader, NISE Project Management Team

RE: NKU Information Systems and Project NISE

It has been brought to the attention of the Steering Committee and Project Team for Northern's Information Systems Enhancement (NISE) Project that a concern was raised by Faculty Senate regarding a lack of understanding and/or notification about the NISE Project. This is regrettable, and we will work with Faculty Senate to address their concern. Our intent was to have all areas of the University involved from the very beginning of the project. *road*

Listed below are the steps that were taken to avoid such problems:

1. The project teams were organized to include representation from all areas within the University. Academic Affairs representation is disclosed on the attached sheet.
2. Newsletters are published approximately every six weeks in the Campus Digest to keep the campus community informed of this very important project (copies attached).
3. Letters were sent to all academic departments requesting involvement in the SIS analysis phase of the project; these letters were placed in each faculty member's mailbox.

All of the above listed actions were attempts to keep the entire campus community apprised of this project and provide opportunities for input and interaction. If there are additional methods the Project Team can use to further enhance the communication process, please advise.

WMB/pr

Attachments

c: Carla Chance, Chair
NISE Steering Committee

*7 different
communications
this academic year*

(F)
General
Gylenfeldt

Northern's Information Systems Enhancement (NISE) Project Newsletter

Northern Kentucky University has embarked upon a major revision of its information systems software. The University has recently purchased a new Financial Resource System (FRS) and Human Resource System (HRS); analysis is currently taking place on the possible replacement of the Student Information System (SIS).

The University entered into an agreement on June 30, 1994 to procure the FRS and HRS software from Systems Computer Technology Corporation (SCT). SCT is the dominant player in college and university administrative software. They serve 874 colleges and universities, with 358 SIS users alone. The University will benefit from this partnership through the continuous development of the SCT products.

The existing FRS and HRS were developed in-house almost 20 years ago. They have served this University well but are difficult and costly to maintain; they do not provide flexibility or growth capabilities to meet the rapidly changing needs of the University. There were also concerns about how much longer we could continue to process our payrolls. The existing systems have long outlived the normal expected useful life of software, and change was definitely needed.

To address the problems referenced above, a task force was established in 1992 to review the capabilities of the existing systems and propose solutions. That core team continues to exist today and serves as the NISE Project Management team. The organizational structure for the entire project is provided on the back of this insert. As disclosed in the organizational structure, cross-campus representation was crucial.

The cross-functional teams began meeting to review the existing systems, determine the unmet needs, and plot a course of action. A request for proposal (RFP) was developed and submitted to 17 software providers. During the development of an RFP for the FRS and HRS software, it became evident that multiple system pricing discounts were available. This, coupled with unmet needs in the Student Information System, created an expansion of the project to possibly include SIS. The RFP allowed the vendor to propose an SIS solution, and an SIS team was formed. Upon review of the responses to the RFP, it was obvious that SCT offered the most integrated solution at the best price. A contract was awarded on June 30, 1994.

The Financial Resource System is planned to go live on July 1, 1995. The Human Resource System will go live January 1, 1996. The benefits of a new Student Information System are being analyzed by the SIS project team, with a decision to be made by January 31, 1995. More details will be forthcoming regarding this analysis process as the faculty and staff users become more involved. If the decision is made to migrate to SCT's SIS, implementation will take 24 to 36 months after the decision date. The cost of the three software packages is \$323,000 which will be amortized over a five-year period. Project implementation cost for the five-year period, including the cost of the software packages and their annual maintenance, will be 1.1 million dollars.

The project team will issue periodic newsletters highlighting the project's progress. More details will be shared about the benefits of the new systems.

NORTHERN'S INFORMATION SYSTEMS ENHANCEMENT (NISE) PROJECT

STEERING COMMITTEE:

Carla Chance, (Chair) Vice President for Administration
 Elzie Barker, Director of the Budget
 Paul Gaston, Vice President for Academic Affairs, Provost
 Norleen Pomerantz, Acting Vice President for Student Affairs

PROJECT MANAGEMENT TEAM:

Mike Baker (Project Leader), Assistant Vice President for Business Affairs
 Elzie Barker, Director of the Budget
 Garry Casson, Director of Administrative Computing
 Margo Ferrante, Director of Personnel Services
 Russ Kerdolff, Director of Accounting & Budgetary Control
 Linda Marquis, Chair, Accountancy Department
 Rosetta Mauldin, Associate Provost
 Janet Piccirillo, Acting Registrar
 Mary Rauen, Director of Financial & Operational Auditing
 Aprile Conrad Redden, Administrative Project Assistant

FRS Team

Russ Kerdolff, Team Leader
 Dir Acct & Bud Ctrl

Elzie Barker
 Dir of the Budget

Bob Byles
 Lead Prog Analyst

Regina Ford-Fowler
 Assoc Dir IV App Sys

Karen Mefford
 Accounting Mgr V

Mary Ryan
 Dir Faculty Admin

Tom Skinner
 Acct Pay Supv

Keith Stewart
 Dir of Purchasing

HRS Team

Margo Ferrante, Team Leader
 Dir Personnel Svc

Bob Byles
 Lead Prog Analyst

Regina Ford-Fowler
 Assoc Dir IV App Sys

Lisa Horney
 Employment Coordinator

Diane Hunley
 Mgr, Records & Information

Becky Myers
 Budget Officer

Mary Ryan
 Dir Faculty Admin

Dolores Thelen
 AcctPay/Payroll Manager

SIS Team

Janet Piccirillo, Team Leader
 Acting Registrar

Elzie Barker
 Dir of Budget

Bob Byles
 Lead Prog Analyst

David Emery
 Dir Adv-Acad Ctr

Regina Ford-Fowler
 Assoc Dir IV App Sys

Gary Graff
 Dir Inst Research

Patty Hayden
 Dir Res Life

Randy Holt
 Asst Prof Tech

Vanessa Johnson
 Acad Dept Asst

Jackie Marshall
 ActAsst Dir Fin Aid

Linda Marquis
 Chair, Acct Dept

Mike McPherson
 Chair, Phy & Gly

Bob Neumann
 Dir Bursar Oper

Lowell Schechter
 Prof Legal Programs

Elaine Shafer
 Records Spec

Jay Stevens
 Lead Prog Analyst

Bonnie Walter
 Records Technician

Meg Winchell
 Act Dir Admissions

Technical Team

Garry Casson, Team Leader
 Dir Adm Computing

Bob Byles
 Lead Prog Analyst

Regina Ford-Fowler
 Assoc Dir IV App Sys

Dave Sanders
 Data Base Administrator

Jay Stevens
 Lead Prog Analyst

Ted Wanstrath
 Systems Programmer

(F)
NORTHERN'S INFORMATION SYSTEMS ENHANCEMENT (NISE) PROJECT

The NISE Project is in full swing and experiencing many exciting developments.

An Operational Analysis of the Student Information System (SIS) occurred the week of September 19. The Analysis was designed to better position NKU in determining whether or not to purchase an SIS module from Systems and Computer Technology Corporation (SCT). This decision will be made by January 31, 1995. Representatives from SCT journeyed to NKU and met with a host of faculty and staff who utilize SIS to discuss enhancement, functionality, and process issues. A final report is anticipated from SCT in November.

Representatives from NKU's SIS Team traveled to SCT's Rochester, NY facility recently to evaluate first hand the capabilities of the proposed SIS. Delegates met with SCT representatives about specific processing issues, current SIS concerns, and possible enhancements. The trip gave the group a better understanding of the SCT system.

On November 10 and 11, SCT is scheduled to visit campus to present their SIS product to the University Community. The custom of open forums will be observed, granting interested parties an opportunity for input. More information on the presentations will be shared in an upcoming Digest.

As mentioned in a previous Campus Digest article, NKU has purchased the Financial Records System (FRS) from SCT. A go-live date of July 1, 1995 has been established for this segment of the NISE Project. The FRS Team and related work teams are forging ahead to make the go-live date a reality. The team is busy with training and developing a new Chart of Accounts. End user training will occur in April, May, or June 1995.

The Human Resources System (HRS) Team is actively working toward their go-live date of January 1, 1996. The HRS Team recently welcomed Dr. Gary Graff, of Institutional Research, in an effort to fully capture data accessed by his office. Such cross-utilization of data in a central database is but one advantage of the newly procured HRS. The team has made significant progress in documenting existing policies and procedures.

The advancements spurred by the NISE Project will undoubtedly change the business processes at NKU. This project, coupled with the on-going networking project, will have a major impact on how many of us accomplish our jobs. The contention is that faculty and staff, through these technological advances, should be able to operate more efficiently; to accommodate ever-increasing reporting and student needs. The project's organizational structure is listed on the reverse side of this insert. Questions regarding this important project may be addressed to team members.

10-28-94 Campus Digest

NORTHERN INFORMATION SYSTEMS ENHANCEMENT (NISE) PROJECT

Student Information Systems Demonstration

Agenda

As you may be aware, the University is currently evaluating the pros and cons of purchasing a new Student Information System (SIS) from Systems and Computer Technology (SCT) Corporation, with a decision-point of January 31, 1995. A January decision is necessary so that Northern Kentucky University may capitalize on a significant price discount should a decision to purchase be made.

Because the SIS impacts the entire University Community, open forum demonstrations of the SCT product have been scheduled for November 10 and 11, following the schedule below. Sessions asterisked are designed for the entire University Community, with special attention directed to the afternoon sessions on Advising/Degree Audit/Course Schedule Development. Should you desire further information, feel free to contact Aprile Conrad Redden at extension 6902.

Thursday, November 10, 1994 - Ballroom (University Center)

- * 9:00 - 10:30 *Admissions*
- * 10:45 - 12:15 *Student Records (Transcript Maintenance & Registration)*
- * 1:15 - 3:15 *Advising/Degree Audit/Course Schedule Development*
- * 3:30 - 5:00 *Housing*

Friday, November 11, 1994 - Theatre (University Center)

- * 8:30 - 9:45 *Records & Admissions Follow-up*
- 10:00 - 11:00 *SIS Project Team Meeting*
- 11:00 - Noon *Meeting with Development Officers on ADS Module*
- * 1:00 - 3:00 *Advising/Degree Audit/Course Schedule Development*

NORTHERN'S INFORMATION SYSTEMS ENHANCEMENT (NISE) PROJECT

The NISE Project is making tremendous strides in a number of areas; particularly in terms of the Student Information System implementation decision; the Financial Records System implementation progress; and in identifying Personnel Services changes in terms of the Human Resources System.

STUDENT INFORMATION SYSTEM WILL BE REPLACED

On December 20, 1994, the NISE Project Steering Committee (consisting of Mike Baker, NISE Project Team Leader; Paul Gaston; Norleen Pomerantz; Elzie Barker; and Carla Chance, committee chair) met with Janet Piccirillo, Student Information Systems (SIS) Decision Team Leader, and Regina Ford-Fowler, Technical Team representative, to discuss the pros and cons of implementing SCT's Student Information Systems product. The SIS Decision Team had articulated their evaluation of both the current SIS and SCT's product, equipping the Steering Committee with ample information on which to base a decision. The Steering Committee recommended to, and received endorsement from, Dr. Boothe to implement SCT's product. At this point, the Steering Committee is focusing on restructuring the SIS Decision Team (nearly twenty members strong) into a more compact SIS Implementation Team. The Steering Committee, together with the Technical and SIS Implementation Teams, will soon begin formulating an implementation time line for SIS.

FACULTY / STAFF SIS SURVEY RESULTS TABULATED WITH RESPONSE TO BE DRAFTED

Janet Piccirillo is working with NISE Project staffer Aprile Conrad Redden to prepare a formal response to the Faculty/Staff Utilization of the Student Information System Survey. The pair is following up to some respondents individually and addressing other issues with the entire Community. The SIS Decision Team wishes to express its gratitude to the more than 130 individuals who responded to the survey. The survey responses weighed heavily in the decision-making process.

NEW FINANCIAL RECORDS SYSTEM ON-LINE JULY 1, 1995 - USER TRAINING IN SPRING

The Financial Records System (FRS) is well on its way to implementation July 1, 1995. Headed by Team Leader Russ Kerdolff, the FRS Team and related work groups are tackling issues on the FRS Implementation Task Schedule, meeting deadlines, running test reports, and completing training. User training, scheduled for the spring, will be finalized shortly. Of interest to the University Community is the possibility of eventually simplifying, combining, or eliminating various Purchasing and Accounting and Budgetary Control forms. The FRS Team is also working with the HRS Team to research an apparatus known as a heat/pressure sealer which would stuff vendor and payroll checks into window envelopes and seal them.

NEW HUMAN RESOURCE SYSTEM ON-LINE JANUARY 1, 1996 - POLICY ISSUES MUST BE VISITED

The Human Resources System (HRS) Team is progressing nicely in pursuit of its January 1, 1996 go-live date. Headed by Team Leader Margo Ferrante, the HRS Team is in the process of identifying Personnel Services changes in terms of the new system. The HRS may necessitate personnel policy revisions and operational changes. Be assured that any revisions will be reviewed by a panel representative of all related areas of the University Community and with recommendation to the NISE Project Steering Committee for final determination.

NORTHERN'S INFORMATION SYSTEMS ENHANCEMENT (NISE) PROJECT

Financial Records System Goes Live July 1

Northern's Financial Records System (FRS) Implementation Team continues to press toward its July 1 go-live date; at which time the University Community will experience increased service levels. The team is busy testing the system and preparing for departmental training sessions scheduled between April and June. The FRS consists of five fully integrated components - Financial Accounting, Accounts Payable, Purchasing, Fixed Assets, and Budget Development - which will provide timely, accurate information for making financial decisions:

- **Financial Accounting** - the core of the IA-Plus Financial Records System, is integrated with all other IA-Plus Series Systems and is based on fund accounting principles. In accordance with the AICPA and NACUBO guidelines, it supports cash-based or accrual-based accounting methods.
- **Accounts Payable** - enables institutions to efficiently manage cash resources and payment activity. The Accounts Payable component establishes good vendor relations by automatically calculating discounts, payment schedules, and generating Financial Accounting transactions. The Accounts Payable Department will process checks daily instead of twice a week, leading to reduced administrative costs and increased timeliness of checks.
- **Purchasing** - enables institutions to manage the entire procurement process, thus increasing purchasing buyers' productivity and reducing administrative costs by supporting decentralization of requisitions, electronic signatures, and automatic transfer of documents. The Purchasing component also accommodates centralized or decentralized receiving of goods.
- **Fixed Assets** - improves accountability of capital asset acquisitions with integration to Accounts Payable and Purchasing. Accurate tracking and recording of capital assets depreciation, disposition, replacement costs, and maintenance information is also supported.
- **Budget Development Module** - is integrated with Financial Accounting for historical cost information and the IA-Plus Human Resource System for personnel information. This module supports distributed processing, electronic worksheets, salary planning, and modeling/forecasting capabilities. Budgets can be on a position or line-item basis using a top-down or bottom-up approach.

FRS is a real-time system which will enable the University Community to review current transaction detail and account balances on-line and ease the bookkeeping burden in each department. Once the University Community is networked, the on-line capabilities of FRS will be fully utilized; via such avenues as departments generating Purchase Requisitions electronically. As the campus is not yet fully networked, departmental training will prepare end-users for FRS in a "hard-copy" environment. Departmental training for an "on-line" environment will be conducted in conjunction with network installation phases. Additional details regarding specific training schedules will be distributed soon.

⑤ SIS -
info

MEMORANDUM
NORTHERN KENTUCKY UNIVERSITY
OFFICE OF THE ASSOCIATE PROVOST

LUCAS ADMINISTRATIVE CENTER 818

TELEPHONE (606) 572-5379

FAX (606) 572-5565

TO: Deans, Associate/Assistant Deans, Academic Department Chairs
FR: Rosetta J. Mauldin *RJM*
Associate Provost
DT: September 15, 1994
RE: Student Information System Operational Analysis

Attached is a schedule for the SIS Operational Analysis being conducted on campus next week by the Systems & Computer Technology Corporation. Representatives from SCT will meet with various individuals as they analyze the Student Information System needs of the University Community.

To that end, on the afternoon of September 21, your participation is requested in the forums concerning Academic Affairs Advising and Advising for Declared Majors. As noted on the schedule, these forums are at 2:20 and 3:30 respectively. Both sessions will be held in 506 AC. As this room is an auditorium, you are invited to include anyone in your area who might contribute to this most important meeting. Likewise, if faculty in your department are interested, please invite them to attend.

Your input during the operational evaluation of the Student Information System is intrinsic to its success. Your participation is greatly appreciated. Please contact Aprile Conrad Redden at X-6902 if you need additional information.

Attachment

ROSETTA. OA

NKU S I S OPERATIONAL ANALYSIS

AS OF 9-14-94

DATE	TIME	LOCATION	DESCRIPTION
19	1:00 - 2:15	501 AC	SCT & Student Information Systems Team
	2:15 - 3:00	PRES CONF RM	SCT & Student Affairs Direct Reporting Directors
	3:00 - 4:00	828 AC	SCT & Acting Vice President for Student Affairs
	4:00 - 4:30	401 AC	SCT & Interim Chair SIS Team
20	8:00 - 9:00	235C AC	SCT & Bursar (Billings and Receivables)
	9:00 - 10:00	M BAKER CONF RM	SCT & Housing
	10:00 - 11:00	316 AC	SCT & Acting Registrar
	11:00 - 12:00	301 AC	SCT & Registration
	12:00 - 1:00	TBA	SCT Lunch with Janet Piccirillo
	1:00 - 2:00	301 AC	SCT & Transcripts
	2:00 - 3:00	301 AC	SCT & Class Scheduling / Catalogue
	3:00 - 4:00	301 AC	SCT & Graduation
	4:00 - 5:00	547 NH	SCT & Chase College of Law Registration
21	8:30 - 9:30	401 AC	SCT & Acting Director of Admissions
	9:30 - 10:30	400A AC	SCT & Outreach
	10:30 - 11:30	400A AC	SCT & Processing
	11:30 - 12:00	400A AC	SCT & Orientation
	12:00 - 1:00	TBA	SCT Lunch with Meg Winchell
	1:00 - 2:15	501 AC	SCT & Technical Team
	2:20 - 3:30	506 AC	SCT & Academic Affairs Advising
	3:30 - 4:30	506 AC	SCT & Major Advising (Full/Ast/Asoc Deans, Chairs)
22	8:00 - 9:00	PRES CONF RM	SCT & Steering Committee
	9:00 - 12:00	505 AC	SCT & Institutional Research
	12:00 - 1:00	TBA	SCT Lunch with Dave Emery & Gary Graff
	1:00 - 2:30	416 AC	SCT & Financial Aid
	2:30 - 4:30	405A NS	SCT & Academic Advising Resource Center
23	9:00 - 10:00	547 NH	SCT & Chase College of Law Admissions
	10:00 - 11:00	501 AC	SCT & Student Information Systems Team
	11:00 - 12:00	501 AC	SCT & Project Team



**NORTHERN
KENTUCKY
UNIVERSITY**

Office of Business Affairs
Administrative Center 726
(606) 572-5207
(606) 572-6995 FAX

October 19, 1994

TO: Deans, Associate Deans, Academic Department Chairs
FR: Mike Baker, NISE Project Management Team Leader *Mike*
RE: Student Information System SCT On-Campus Presentation

As you are aware, the University is exploring changing student information systems. To that end, Systems & Computer Technology Corporation (SCT) is scheduled to visit Northern for an on-campus demonstration of their Student Information System product. SCT representatives will meet with various individuals as they relate their student information system module to the needs of the University Community.

On the afternoons of November 10 and 11, time has been scheduled to demonstrate system features relating to Academic Affairs Advising. Demonstration times are: Thursday, November 10 from 1:45 to 3:15 and Friday, November 11 from 1:00 to 2:30. Sessions will be held in the fifth floor auditorium of the Lucas Administrative Center. More specific information will be shared once details are received from SCT. Please attend the session which best fits your calendar. You are invited to include anyone in your area who might contribute to or benefit from this demonstration.

A decision will be made by December 20, 1994 on this very important project. Your input during this phase of the Student Information System Team's fact-finding is intrinsic to the project's success. Please contact Aprile Conrad Redden at X-6902 if you need further information.

pc: Janet Piccirillo, SIS Team Leader
✓Aprile Conrad Redden, Administrative Project Assistant
NISE Project Steering Committee

Nunn Drive
Highland Heights, Kentucky 41099-8101

Northern Kentucky University is an equal opportunity institution.



**NORTHERN
KENTUCKY
UNIVERSITY**

Office of the President
(606) 572-5123

Office Of
Academic Affairs

APR 24 1995

MEMORANDUM

April 20, 1995

TO: Paul Gaston

FR: Leon E. Boothe

RE: Winter Commencement

Based on our recent discussions, I am approving a mid-year commencement observance which will begin December, 1996. This date will allow ample opportunity for planning and implementation.

mjh

cc: Chairwoman Alice Sparks

*Copies to: Pres Cabinet
Dean Council
Chair Council & Directors
Nancy Sparks A.C. 105
Chuck Pettit
David Thomson
Paul Wingate
pr. Paul Gaston*