

D. James Scanlon
Provost

**TO: FULL SERVICE FACULTY, ADMINISTRATION, AND
STUDENT GOVERNMENT**

FROM: VIRGINIA PHILLIPS, CHAIR, ACADEMIC SENATE

**RE: MEETING OF THE ACADEMIC SENATE
WEDNESDAY, MAY 5, 1993, 4:00 P.M.
ARTS AND SCIENCES AUDITORIUM, ROOM 132, DEBARTOLO HALL**

RECEIVED

APR 28 1993

OFFICE OF THE PROVOST

AGENDA

1. Call to Order.
2. Approval of Minutes for April 7, 1993.
3. Elections and Balloting Committee Report.
4. Charter and Bylaws Committee Report.
923-8 Move Adoption of Changes on Attached Report.
5. Senate Executive Committee Report.
--- Report from Duane Rost, Faculty Advisory Committee to Chancellor.
6. Reports From Other Senate Committees:
923-9 Report from University Curriculum Division.
923-10 Report from Honors and ICP Committee.
923-11 Report University Scholars Program Task Group Report.
No report attached.
7. Unfinished Business.
923-7 Academic Programs Committee Report--Tabled at April 7, 1993 Meeting.
8. New Business.
9. Adjournment.

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE

Date April 8, 1993 Report Number (For Senate Use Only) 923-8

Name of Committee Submitting Report _____

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.) _____

ELECTED CHARTERED

Names of Committee members: M.J. Beaubien, Chair; S. Browne, B. Engelhardt, K. Feld, D. O'Neill, D. Rost

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report)

Changes to Bylaws 4 and 5 of Academic Senate

Do you anticipate making a formal motion relative to the report? YES

If so, state the motion: Move the adoption of changes as recommended on the attached page.

If there are substantive changes made from the floor in your committee recommendation, would the committee prefer that the matter be sent back to committee for further consideration? NO

Other relevant data: _____

Mary J. Beaubien
Chair

Report from Charter and Bylaws Committee

Changes to Bylaws

p 6., Bylaw 4, Section 4(a) (3)

Update names of colleges:

1991-94 Arts & Sciences; Fine and Performing Arts
1992-95 Health and Human Services, Business Administration
1993-96 Engineering and Technology, Education
1994-97 Arts & Sciences, Fine and Performing Arts
1995-98 Health and Human Services, Business Administration
1996-99 Engineering and Technology, Education

p 8-13; eliminate school wherever it appears as college/school

p 11, Bylaw 5, Section 2 (F&G) have been changed previously.

Section 2 (I) (1)

Current:

The committee shall be composed of eight faculty members with representation from each undergraduate college/school of the University; two undergraduate students; two representatives from administration, including one undergraduate college/school Dean; and ex officio, as liaison member from the Academic Programs/Undergraduate Curriculum Committee, the chair of the committee.

Proposed:

The committee shall be composed of eight faculty members with representation from each undergraduate college of the University; two undergraduate students; two representatives from the administration including one undergraduate college Dean; and ex officio, as liaison members, the chairs of the Academic Programs and the Undergraduate Curriculum committees.

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Current:

...Academic Programs/Undergraduate Curriculum Committee...

Proposed:

Academic programs Committee and Undergraduate Curriculum Committee...

4/8/93

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE
ACADEMIC SENATE

Date 4/22/23 Report Number (For Senate Use Only) 923-9

Name of Committee Submitting Report University Curriculum
Division

Committee Status: (elected chartered, appointed chartered, ad hoc,
etc.) _____

Appointed Charter

Names of committee members: M. Gelfand, S. DeBlois, R. Foulkes
M. Haggerty, H. Yiannaki, I. Heal, B. Bowers

Please write a brief summary of the report which the committee is
submitting to the Senate: (attach complete report)

The following proposals have been approved by UCD and circulated
through proper channels and there are no objections.

Do you anticipate making a formal motion relative to the report?
No.

If so, state the motion: _____

If there are substantive changes made from the floor in your
committee recommendation, would the committee prefer that the
matter be sent back to committee for further consideration? _____

Other relevant date: _____

Bradley Haggerty
Chair

- 93-024 Dana School of Music (Add)
733 Woodwind Methods
Designed to prepare students for instrumental music teaching relative to woodwind instruments (flute, clarinet, oboe, bassoon, saxophone). The components will include concepts of tone production, embouchure, articulations, and technique. Study material will stress common features as well as differences. Meets four days a week for 50 minutes. Prereq.: MUSIC 511.
2 q.h.
- 93-025 Dana School of Music (Add)
732 Brass Methods
A study of the brass instruments (trumpet, French horn, trombone, euphonium, tuba), with emphasis on various teaching approaches for each instrument. Basic tone production as well as common features and difference will be stressed. Brass study materials will be introduced and analyzed. Teaching demonstrations will be included. Meets four days a week for 50 minutes. Prereq.: MUSIC 511.
2 q.h.
- 93-027 Art (Change)
725 Ceramics 1
Introduction to handbuilding methods, low-fire glaze application, pit-firing, and firing procedures. Two hours of lecture, four hours of lab per week. Prereq.: ART 504, 601.
4 q.h.
- 93-028 Art (Change)
726 Ceramics 2
Continuation of handbuilding methods; introduction to wheel-thrown ceramics. Two hours of lecture, four hours of lab per week. Prereq.: ART 725.
4 q.h.
- 93-029 Art (Change)
810 Ceramics 3
Emphasis on clay as a means of personal expression through handbuilt and wheel-thrown ceramics. Two hours of lecture, four hours of lab per week. Prereq.: ART 726.
4 q.h.

- 93-030 Art (Change)
811 Ceramics 4
Designed for advanced ceramics students. Course will include study of kiln types, ceramic raw materials, the nature and properties of clay and non-clay materials used in ceramic construction and calculation, formulation and firing of clay bodies, slips, engobes and glazes. May be repeated once for maximum of 8 q.h. credit. Two hours of lecture, four hours of lab per week. Prereq.: ART 810.
4 q.h.
- 93-031 Art (Change)
742 African Art
Study of African tribal art forms and their relationship to the historical period in which they were created. The impact and influence of African art on the development of contemporary Western art trends. Prereq.: BLKST 601 or ART 515 or consent of the instructor. Satisfies the University's area requirement in the humanities.
4 q.h.
- 93-032 Art (Change)
744 African-American Art
A survey of Black American art history from the 17th century through the 20th century. Prereq.: BLKST 601 or ART 515 or consent of instructor. Satisfies the University's area requirement in the humanities.
4 q.h.
- 93-061 History (Add)
715 Introduction to Historical Preservation
Introduction to the field of historical preservation. Provides historical context for the discipline as well as a basic grounding in the concepts and opportunities of the field. Prereq.: History 605 and 606.
4 q.h.
- 93-064 History (Add)
722 American Architectural History
Development of structural style and trends within the United States. Includes formal and vernacular developments. The community serves as a basic laboratory. Prereq.: HIST 605 and 606.
- 93-065 Secondary Education (Change)
800S Special Methods--Social Studies
A study of the problems involved in the teaching of secondary social studies. Observation of teaching in secondary schools, reports, and term paper may be required. Prereq.: SEDUC 704, 706, 706L and senior standing.
3 q.h.

- 93-066 Secondary Education (Change)
800M Special Methods--Mathematics
A study of the problems involved in the teaching of mathematics. Observation of teaching in the secondary schools, reports, and term paper may be required. This course is prerequisite to SEDUC 842, Student Teaching. Prereq.: FOUND 702, 708 and 710, SEDUC 704, 706, and 706L.
3 q.h.
- 93-067 Early and Middle Childhood Education (Change)
812 Language Arts 1
The principles and methods of teaching reading in the elementary school with emphasis on diagnostic/prescriptive teaching. Prerequisite or concurrent ELED 705, 705K or equivalent.
4 q.h.
- 93-068 Economics (Add)
813 Resource and Environmental Economics
The economic analysis of depletable, renewable, and inexhaustible resources worldwide. An examination of the limits to growth debate. The regulation of domestic and international markets for fuels. Problems of a throughput economy and transition to a steady-state economy. Prereq.: ECON 622 or 707.
4 q.h.
- 93-069 Economics (Delete)
703 Energy Economics
A study of the role of economic theory in making energy policy. Topics include sources of supply, trends in demand, and the price of energy resources. Special attention is given to the economic issues of nonrenewable resources, environment, industrial performance, and growth. Prereq.: ECON 622.
4 q.h.
- 93-071 Human Performance and Exercise Science (Add)
616 Exercise Leader Practicum
Introductory exercise testing, exercise programming and exercise analysis of activities. Practical supervised experience in exercise leadership skills will involve at least 8-12 hours per week. This course covers behavioral objectives for Exercise Leaders as advocated by the American College of Sports Medicine. Prereq.: HPES 589.
4 q.h.

- 93-072 Human Performance and Exercise Science (Change)
714 Fitness Management Skills Practicum
Intermediate exercise testing, exercise prescriptions, exercise analysis, and other technical skills for exercise programs. Practical supervised experience in exercise leadership skills will involve at least 8-12 hours per week. This course covers behavioral objectives for Health/Fitness instructors as advocated by the American College of Sports Medicine. Prereq.: HPES 616.
4 q.h.
- 93-073 Human Performance and Exercise Science (Add)
715 Exercise Test Technologist Practicum
Advanced exercise testing and exercise prescriptions for special populations. Practical supervised experience in health/fitness facilities will involve at least 8-12 hours per week. This course covers behavioral objectives for Exercise Test Technologists as advocated by the American College of Sports Medicine. Prereq.: HPES 714.
4 q.h.
- 93-074 Philosophy and Religious Studies (Change)
713 Religion and American Public Life
A critical and historical study of the role of religion in American public life. Topics include the separation of church and state, American civil religion, and debates on slavery, war and peace, sex and marriage, and foreign policy. Prereq.: four hours in religious studies or philosophy, or consent of instructor.
4 q.h.
- 93-075 Philosophy and Religious Studies (Delete)
500 Life's Ideals
Analysis and clarification of the goals of human effort. The structure of an ideal. How an ideal functions. The status of ideals in the universe. Discussion of some ideals pertinent to undergraduate life. Selected readings appropriate to the student's experience. Open to freshmen.
4 q.h.
- 93-076 Philosophy and Religious Studies (Delete)
749 Philosophy of History
A developmental inquiry into the views of history held by Greek, Roman, Christian, and modern scientific historians. Prereq.: HIST 655 or 656, or permission of instructor.
4 q.h.

- 93-077 Philosophy and Religious Studies (Delete)
705 History of Ancient Christianity
The development of Christianity from the fall of Jerusalem (70 C.E.) to the fall of Rome (410). Themes will include the evolution of church government, patristic theology, and church-state relations. Prereq.: Four hours of religious studies or philosophy, or HIST 655, or consent of instructor.
4 q.h.
- 93-078 Philosophy and Religious Studies (Delete)
706 History of Medieval Christianity
The development of Christianity from the fall of Rome (410 C.E.) to the Renaissance (1500). Themes will include scholastic theology, church government, monastic orders, the crusades, and church-state conflicts. Prereq.: Four hours of religious studies or philosophy, or HIST 655, or consent of instructor.
4 q.h.
- 93-079 Philosophy and Religious Studies (Delete)
707 History of Modern Christianity
The development of Christianity from the Renaissance (1500) to the present. Themes will include the Reformation and the rise of Protestantism, the counter-Reformation, church-state relations, theology, and the ecumenical movement. Prereq.: four hours of religious studies or philosophy, or HIST 655 or 656, or consent of instructor.
4 q.h.
- 93-080 Philosophy and Religious Studies (Delete)
733 Paul and the Development of Early Christianity
A study of the emergence of the early Christian movement from Jesus' death to the destruction of Jerusalem (70 C.E.) as seen through the letters of Paul supplemented by the Acts of the Apostles. Prereq.: four hours of philosophy or religious studies or consent of instructor.
4 q.h.
- 93-081 English (Change)
632 Images of Women
An examination through language, literature, film, folklore, and myth, of the ways in which the meanings and representations of women have been constructed and implemented in Western culture. Introduces key concepts and theoretical frameworks drawn from current scholarship about women. Prereq.: ENGL 551.
4 q.h.

- 93-082 English (Change)
709 Adolescent Literature
A study of literature for and about adolescents and of related topics, including young adults as readers, critical standards for evaluation, and the use of adolescent literature in secondary schools. Prereq.: Any 600-level literature course in English or permission of department chair.
4 q.h.
- 93-083 English (Change)
743 Professional and Technical Communication
An intermediate composition course to introduce students to essential elements in professional and technical writing: audience analysis; techniques of gathering, interpreting, and presenting information; appropriate styles; and formats. Must be taken concurrently with ENGL 743L. Prereq.: ENGL 551.
4 q.h.
- 93-084 English (Change)
743L Text Processing
A lab-based introduction to the technology (e.g., word processing and graphics) of professional and technical writing to be taken concurrently with ENGL 743. Two hour laboratory. Prior keyboarding/typewriting skills recommended. Prereq.: ENGL 551.
1 q.h.
- 93-085 English (Change)
744 Proposal and Report Writing
Application of rhetorical strategies and principles of design to the preparation of texts in two specific professional communication genres: the proposal and the report. Prereq.: ENGL 743.
4 q.h.
- 93-086 History (Add)
788 The Holocaust
Study of the attempted genocide against the Jews in World War II. Special emphasis on racial theories that gave rise to Nazism, politics of collaboration, various forms of resistance, and ethical problems associated with the concentration camps. Prereq.: HIST 513.
4 q.h.

- 93-087 Foreign Languages (Add)
756 Latin America Civilization and Culture I: From 1492-1820
The cultural development of Latin America from the Discovery to the Wars of Independence as displayed in the literature, art, social and economic organization of the period. Prereq.: SPAN 615 or equivalent or permission of instructor.
4 q.h.
- 93-088 Foreign Languages (Add)
758 Latin America Civilization and Culture III: From 1910 to the Present
The contemporary civilization and culture of Latin America. Processes and problems of modernization. The development of a distinctive Latin American culture from native as well as foreign literary and cultural movements. Prereq.: SPAN 615 or equivalent or permission of instructor.
4 q.h.
- 93-089 Foreign Languages (Delete)
751 Latin-American Civilization
A survey of Latin-American culture: the ideas, attitudes, and values definitive of the Latin-American character. Class discussion in Spanish. Prereq.: SPAN 602.
4 q.h.
- 93-090 Foreign Languages (Add)
501, 502 Elementary American Sign Language 1, 2, 3
503 Introduction to the language most often used by the deaf adult community of North America. Development of visual discrimination and memory skills through visual, gestural exercises. Basic sentence structure and vocabulary will be covered along with cultural information regarding the deaf community. The prerequisite for 502 is ASL 501 or equivalent; the prerequisite for 503 is ASL 502 or equivalent.
4+4+4 q.h.
- 93-092 Geography (Change)
660 Cartography
An introduction to map use, the principles of map compilation and design, including the production of thematic maps on microcomputers. Prereq.: Four hours of geography.
4 q.h.

- 93-094 Geology (Change)
803 Optical Mineralogy
The theory and use of the polarizing microscope and its application to the study of crystalline material, including asbestos materials. Three hours of lecture and six hours of laboratory a week. Prereq.: GEOL 700.
5 q.h.
- 93-095 Geology (Add)
807 Engineering Geology
An introduction to the principles and applications of geology in the solution of geotechnical problems. Topics include: soil and rock mass classification; project site selection considerations; slope stability analysis; runoff control; and erosion control. Three hours of lecture and two hours of laboratory per week. Prereq.: GEOL 708 or consent of instructor; MATH 525.
4 q.h.
- 93-096 Sociology and Anthropology (Change)
751 Social Research
Seminar in methods of obtaining, interpreting, and presenting sociological data. Each student makes an intensive study of an existing situation. Prereq.: SOCIO 600 or ANTHRO 602, and SOCIO 701.
5 q.h.
- 93-097 Human Performance and Exercise Science (Delete)
614 Foundations of Physical Education
Development of a general knowledge and understanding about physical activity for life. The rules, mechanics, social benefits, and other aspects of a variety of sports. Intended for students with physical disability. Prereq.: Medical referral from physician.
3 q.h.
- 93-098 History (Add)
716 The Conservation of Material Culture
The preparation for display and public understanding of certain aspects of material culture including buildings and works of art. Provides a broad exposure through laboratory and field experience. Prereq.: HIST 715.
4 q.h.
- 93-099 History (Add)
798 The Ottoman Empire
History of the Ottoman Turkish Empire from its origins to its decline in the nineteenth century. Emphasis on Crusades of South Slavs, the conquest of Constantinople, the regime of Suleiman, wars with Russia, failed reforms of Tanzimat, and the Armenian tragedy. Prereq.: HIST 661.
4 q.h.

- 93-100 Foreign Languages (Add)
757 Latin America Civilization and Culture II: From 1820 to 1910
The development of Latin American culture from independence to 1910, and the role played by movements, such as Romanticism, Realism and Modernism, in the development of the culture. Prereq.: SPAN 615 or equivalent or permission of the instructor.
4 q.h.
- 93-102 Geology (Add)
709 Subsurface Investigations
An introduction to subsurface investigative methods. Instruction is provided in a combined lecture, laboratory, and field setting. Students are presented with the task of solving an actual subsurface geological problem using rock, soil, and water samples, maps, reports, well logs, and other data. Two field trips are required. Two hours lecture and one hour lab per week. Prereq.: GEOL 608; MATH 571 recommended.
2 q.h.
- 93-103 History (Add)
719 Presentation and Interpretation of Historical Sites
The development and preparation of historical sites for public display and use. Emphasis on presentation and interpretation using local sites and museums as laboratories. Prereq.: HIST 715.
4 q.h.
- *93-104 Dana School of Music (Delete)
660 Flute and Single Reeds Class
1 q.h.
- *93-105 Dana School of Music (Delete)
762 Low Brass Class
1 q.h.
- *93-106 Dana School of Music (Delete)
661 High Brass Class
1 q.h.
- *93-107 Dana School of Music (Delete)
756 Double-Reed Class
1 q.h.

*There are no descriptions in the Bulletin for these courses.

- 93-063 Human Performance and Exercise Science (Add)
554 Fitness Walking
Provides students with information on the benefits of walking for fitness. Such things as health advantages, appropriate conditioning, pace, warm-up and cool-down will be covered. Practical experience in the skills needed to achieve success in developing and adhering to a walking program.
1 q.h.
- 93-070 Biological Sciences (Add)
844 Physiology of Reproduction
Current concepts of reproductive processes and their physiological control in mammalian systems. Prereq.: BIOL 792 or equivalent.
4 q.h.
- 93-093 Geology (Change)
806 Introduction to X-Ray Diffraction
An introduction to the theory of X-ray diffraction and spectroscopy with respect to crystalline substances and the use and application of the Debye-Scherrer Powder Camera, the back-reflection single-crystal Laue camera, X-ray diffraction, X-ray spectroscopy (fluorescence) in the determination of the crystalline structure, composition and identification of inorganic and organic materials. Two hours of lecture and three hours of laboratory a week. Prereq.: GEOL 700 or consent of the department chair.
3 q.h.
- 93-101 Geology (Change)
700 Mineralogy
The occurrence, composition, and crystallography of common and economically important minerals. Identification of minerals using physical properties, chemical tests, and X-ray diffraction. Four hours of laboratory and two hours of lecture per week. Prereq.: GEOL 608 and CHEM 501 or equivalent. Students who have completed GEOL 801 may not take this course for degree credit.
4 q.h.
- 93-108 Geology (Delete)
801 Mineralogy
The crystallography, physical and chemical properties, occurrence, and use of the more common minerals. Qualitative analysis of minerals using blow-pipe, borax bead tests, and flame tests. Five hours of lecture and four hours of laboratory a week. Prereq.: GEOL 608, CHEM 515.
6 q.h.

- 93-109 Allied Health (Add)
816 Environmental Regulations for Health Care
Structure and function of local, state and federal agencies responsible for implementing environmental legislation. Emphasis will be placed on the duties and authority of different health and environmental agencies and specific legislation dealing with environmental impacts. Prereq.: AHLTH 708.
4 q.h.
- 93-111 Health Sciences (Change)
721 Health Education in the Elementary Grades
Lecture includes curricula, principles, planning, methods and materials for the teaching of health in the elementary schools. Approximately 15 hours of laboratory and/or field work required. Prereq.: HSC 590 and upper division status in the College of Education.
3 q.h.
- 93-112 Health Sciences (Change)
794 Secondary School Health Education
Curricula, principles, planning, methods, and materials for teaching health in secondary schools. Laboratory and/or field work required. Two hours lecture, four hours laboratory a week. Prereq.: Upper division status in the College of Education.
4 q.h.
- 93-113 Health Sciences (Change)
892 The Teaching of Controversial Topics in Health Education
To prepare educators to teach in such areas as human sexuality, alcohol, drugs, and values. Two hours lecture and two hours lab. Prereq.: HSC 792 or any educational methods course.
3 q.h.
- 93-114 Health Sciences (Add)
700 Community Health Materials and Methods
Effectively providing community health information to special population groups. Emphasis on the selection of appropriate methods and materials. Prereq.: HSC 596, SPCH 550, or consent of instructor; 2 hours lecture and 1 hour of lab and/or field experience.
3 q.h.
- 93-116 Health Sciences (Add)
827 Health Program Evaluations
Strategies to assess the impact of health education in the school and health promotion in the community. Emphasis placed on basic evaluative methods and applications. Prereq.: HSC 794 or HSC 799; HSC 820, HSC 826. 2 hours lecture and 2 hours of lab and/or field experience.
3 q.h.

- 93-117 Home Economics (Delete)
507 Basic Clothing Techniques
Operation of the sewing machine; use of commercial patterns; accurate measuring processes. Three hours lecture-laboratory weekly. Course is designed for those with no sewing experience.
1 q.h.
- 93-118 Home Economics (Change)
508 Clothing Construction
Use of commercial patterns, basic alterations, fundamental techniques, and skills required for proficiency in construction of simple garments. Two hour lecture and four hours laboratory per week.
4 q.h.
- 93-119 Home Economics (Delete)
703 Tailoring
Fundamental techniques in the construction of tailored coats and suits. Two hours of lecture and four hours of laboratory per week. Prereq.: HOMECE 604.
4 q.h.
- 93-120 Home Economics (Delete)
704 Design by Draping
Creating new dress designs through the draping technique. Two hours lecture and four hours laboratory per week. Prereq.: HOMECE 604.
4 q.h.
- 93-121 Home Economics (Add)
805 International Textile and Apparel Economy
Scope and economic challenges of the global textile and apparel industries; problems, concepts, and theories relating to international trade within the textile complex. Prereq.: MERCH 525; ECON 622; MKTG 703.
4 q.h.
- 93-122 Home Economics (Change)
879 History of Interiors and Furnishings
Study of furniture, interiors, and decorative arts and designs from ancient times through the 20th century with emphasis on social/cultural factors that affected their development. Prereq.: 8 hours of humanities plus 8 hours of social studies, and junior standing.
4 q.h.
- 93-123 Home Economics (Change)
604 Advanced Clothing Construction
Techniques in the construction of couture or tailored garments; the use of special fabrics; fitting and alteration of garments. Two hours of lecture and four hours of laboratory per week. Prereq.: MERCH 508.
4 q.h.

- 93-125 Home Economics (Change)
731 Individual and Family Development
The family ecosystem, dynamics and roles throughout the life span, and the impact of heritage and culture on family systems worldwide. Prereq.: PSYCH 560.
4 q.h.
- 93-126 Home Economics (Add)
893 Work and Family
Interaction of work and family systems; implications for education, business and human services; development of programs to assist individuals in balancing multiple roles. Prereq.: CHFAM 731, SOCIO 705 or PSYCH 707.
3 q.h.
- 93-127 Home Economics (Delete)
626 Foodservice Management
Employee and client education, labor relations management, affirmative action, quality control, marketing services and development of materials and resource files for the clinical setting; computer applications. Prereq.: HOMECE 610, 611.
4 q.h.
- 93-128 Home Economics (Change)
650 Seminar in Dietetic Technology
The role of the dietetic technician in the health care delivery system; overview of current opportunities in the foodservice field; standards of professional responsibilities, practice and self-development. Must be taken concurrently with FNUTR 628.
1 q.h.
- 93-129 Home Economics (Change)
862 Food and Culture
Food practices of selected world cultures. Evaluation of these practices in meeting dietary needs with consideration of the existing social, economic, and environmental conditions. Prereq.: CHFAM 731.
3 q.h.
- 93-130 Home Economics (Change)
628 Practicum in Dietetic Technology
Experience in supervision of food production; assisting in the assessment, documentation and teaching of the individual patient. Twenty-one hours of clinical experience per week. Overall GPA of 2.2 required. Prereq.: FNUTR 609L, 611/L, 613L, and application filed with instructor one quarter prior to registration for course.
3 q.h.

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE

Date 4/22/93 Report Number (For Senate Use Only) 923-10

Name of Committee Submitting Report Honors and ICP Committee

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.) appointed

Names of Committee members: T. Copeland, H. Earnhart, J. Fleming, G. Kornbluth, B. Lateef, M. Mostella, A. Owens, S. Pansino, J. Sarkissian, C. Schmidt, G. Sutton, E. Tokar, Judy Wilkinson, T. Yatsco

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) the requirements for the Honors Degree, the requirements for entering the Honors Degree Program and for remaining in good standing in it, and the job description of the Honors Director. A full report will be distributed at the meeting, but major motions will be saved until the June meeting. We do expect to be able to make a motion on May 5 concerning the position of Honors Director and another concerning ways of encouraging eligible students to enter the Honors Degree Program.

Do you anticipate making a formal motion relative to the report? Yes.

If so, state the motion: _____

If there are substantive changes made from the floor in your committee recommendation, would the committee prefer that the matter be sent back to committee for further consideration? Yes.

Other relevant data: _____

Thomas A. Copeland
Chair



Report 923-7 continued.

Youngstown State University / Youngstown, Ohio 44555-3616

Department of Physics and Astronomy

(216) 742-3616

FAX (216) 742-1998

April 8, 1993

TO: Virginia Phillips

FROM: William G. Sturuss, Assistant Professor
Department of Physics and Astronomy

RE: materials to be included with next senate meeting agenda

At the end of the April 7th senate meeting, Dr. Baldino instructed me to provide you with the prepared material from which I read during the meeting. I have included copies of that material in this envelope. I also have included the two page handout which was available to all persons attending the April meeting. That handout included a graph and a copy of the Civil Engineering curriculum which was referred to during the discussion. If I should send this material to anyone else, please let me know. Also, these materials are on disk (Word Perfect format). Please let me know if you would like a copy in such a format.

Physics and Astronomy Faculty Response to Senate Proposal 923-7 Regarding the Civil Engineering Program Change

Apology

The arguments presented here against the proposal were also presented to the Academic Programs Committee in early March. Rational rebuttal to any of the concerns that were presented was totally non-existent. The valid arguments against the proposal which were supported by data, were largely ignored. For this reason, the issue must be raised before the full Academic Senate.

Reasons for Objection

The Department of Physics and Astronomy supports the new extended emphasis on environmental studies within the Department of Civil Engineering. We hope it will be a successful program which benefits both the students and the University.

We do not support one aspect of the proposal: the removal of Physics 610 (General Physics 2) from the Civil Engineering program, regardless of emphasis. The unique relationship between physics and engineering is evidenced by the physics course requirements of the engineering programs throughout the state of Ohio. In a comparison of the 76 engineering bachelors degree programs in Ohio, only 22% of these require fewer than 15 quarter hours of course work in physics. Included in this minority is the Civil Engineering program at YSU, currently with the lowest requirement in the state, 8 qh. A radical move to reduce the requirement to 4 qh certainly requires strong academic justification.

The statewide physics requirements for engineers are not the only indication of the weakness of the proposed change. The material covered on the Fundamentals-of-Engineering (FE) Test, an examination required for the licensing of any civil engineer in Ohio, clearly indicates that course material from Physics 610 is important for all engineers. Close inspection of the FE test questions makes clear also that the level at which the engineering students are tested is very similar to the level of presentation in Physics 610.

Furthermore, there are topics covered in Physics 610 which are basic to all civil engineers. These include the fundamentals of equilibrium, statics, dynamics, and stress and strain. All of these are necessary for the subsequent applications courses that civil engineering students must take in the engineering school. Some topics, unique to the Physics 610 course, are especially well-suited to those with environmental engineering interests. The topics of waves and sound are essential for environmental engineers who must be concerned with noise pollution and its effects. No other course available to civil engineering students treats sound in any way.

Finally, one last comment which casts doubt upon the wisdom of dropping Physics 610 from the engineering curriculum can be found in the proposal itself. On pages 1 and 2 of the proposal, the current practice of education of environmental engineers is summarized. In short, a trained civil engineer can easily make a career move into the environmental field, but a trained environmental engineer cannot easily make a career move into the civil engineering field. The reasoning for this, given in the proposal, is that "[for a student with an] engineering degree in a narrow discipline such as environmental engineering, the feasibility of a career change into structural engineering or any of the other subspecialties associated with civil engineering is not likely." It should be emphasized that a civil engineering degree is a civil engineering degree regardless of specialization. If Physics 610 is necessary for the other two specializations (structural and transportation), it must also be necessary for a student in the environmental specialization who will, after all, receive a civil engineering degree.

Proposed Resolution

If the proposal submitted for discussion at the April senate meeting remains unchanged, it is the intent of the Department of Physics and Astronomy to introduce a motion at the May meeting to modify the proposal in a mutually beneficial manner. To understand the mutual benefits of the intended motion, one must first examine the desired outcome of the proposal. The desired outcome of the proposal is described on the form for programs changes listed under part B in the April meeting addendum. It reads "The Department proposes to change... ...to meet the increase in student demands for an expanded emphasis in environmental engineering."

A comparison of the current curricular requirements for civil engineers as listed in the 1992-93 bulletin shows that the possible number of quarter hours which emphasize environmental studies that are available to civil engineering students is 20. These include

CIEGR 736 (Environmental Engineering 1),
CIEGR 751 (Water Quality Analysis 1),
CIEGR 837 (Environmental Engineering 2),
CIEGR 883 (Design of Waste Water Treatment Plants), and
CIEGR 863 (Design Project).

The proposed changes enable the students to further their studies on environmental topics by an additional 16 quarter hours. These include

CHEGR 820 (Industrial Pollution Control),
CIEGR 884 (Solid and Hazardous Waste Management),
Basic Science Elective (from the deletion of CIEGR 877), and
Basic Science Elective (from deletion of Physics 610).

Note that the proposed changes represent an 80% increase in environmentally-related courses. Also note that if Physics 610 is not omitted from the curriculum, the increase in environmentally-related courses is still 60%. This is a significant increase in emphasis on environmental matters and maintains the current, minimal level of basic physics in the program. A modification to the proposal, which does not eliminate the Physics 610 requirement, satisfies these two goals.

Additional Comments

Some comments should be made in answer to the memo dated February 8 from J.D. Bakos to Daryl Mincey as it appears in the April meeting addendum.

Item 1: It is significant that Dr. Bakos states it is his belief that several sample questions from the FE licensing exam are not related to material from Physics 610 but rather to material from Physics 510. The facts in this matter are very simple to verify. A glance at a syllabus for Physics 610 will clarify the matter quickly. Dr. Bakos has been sent such a syllabus recently and several times in the past (during accreditation visits). His misunderstanding of the course content may be a primary factor in his decision to eliminate the course. Based on this written comment alone, the rationality of dropping the Physics 610 requirement must be reconsidered.

Item 2: The performance of YSU engineering students on the FE licensing exam is one of the more closely guarded secrets of the modern world. As such, departments external to the engineering school have no access to the official scores. The Department of Physics and Astronomy believes that the performance on the FE test is related to the students' knowledge of physics fundamentals. We cannot prove this without data. The passage rate mentioned by Dr. Young in his memo was based on unofficial responses from an individual at the testing agency in a telephone conversation. The numerical value was mentioned only to solicit a response from the School of Engineering at the Programs Division hearing. We have heard no response which indicates that a reduction of physics requirements is beneficial to the passage rates on the FE test.

Item 3: As Dr Young's memo to Dr. Mincey graphically shows, the comparison of physics requirements across the state to those at YSU indicate that the requirements here are low. Short of a study conducted on a student-by-student basis, one can only compare the average requirements in physics to the average performance on the test. Since the requirements at YSU are low on average, one might expect that there is a low average performance on the FE test by students at YSU.

TO: All Members of the Academic Senate

FROM: Warren Young, Chairman, Department of Physics and Astronomy; and W.G. Sturru, Representative to the Academic Senate and to the Faculty Advisory Council

SUBJECT: Civil Engineering Program Change

It is anticipated that at the April 7th meeting of the Academic Senate the Academic Programs Committee will introduce a proposal from the Department of Civil Engineering for a change in degree requirements. *The Department of Physics & Astronomy strongly objects to aspects of this proposal, and wishes you to be aware of our position.*

THE PROPOSAL: Among other changes, it is proposed to reduce the required number of hours in physics from the current 8 q.h. to 4 q.h. for students concentrating in an environmental emphasis.

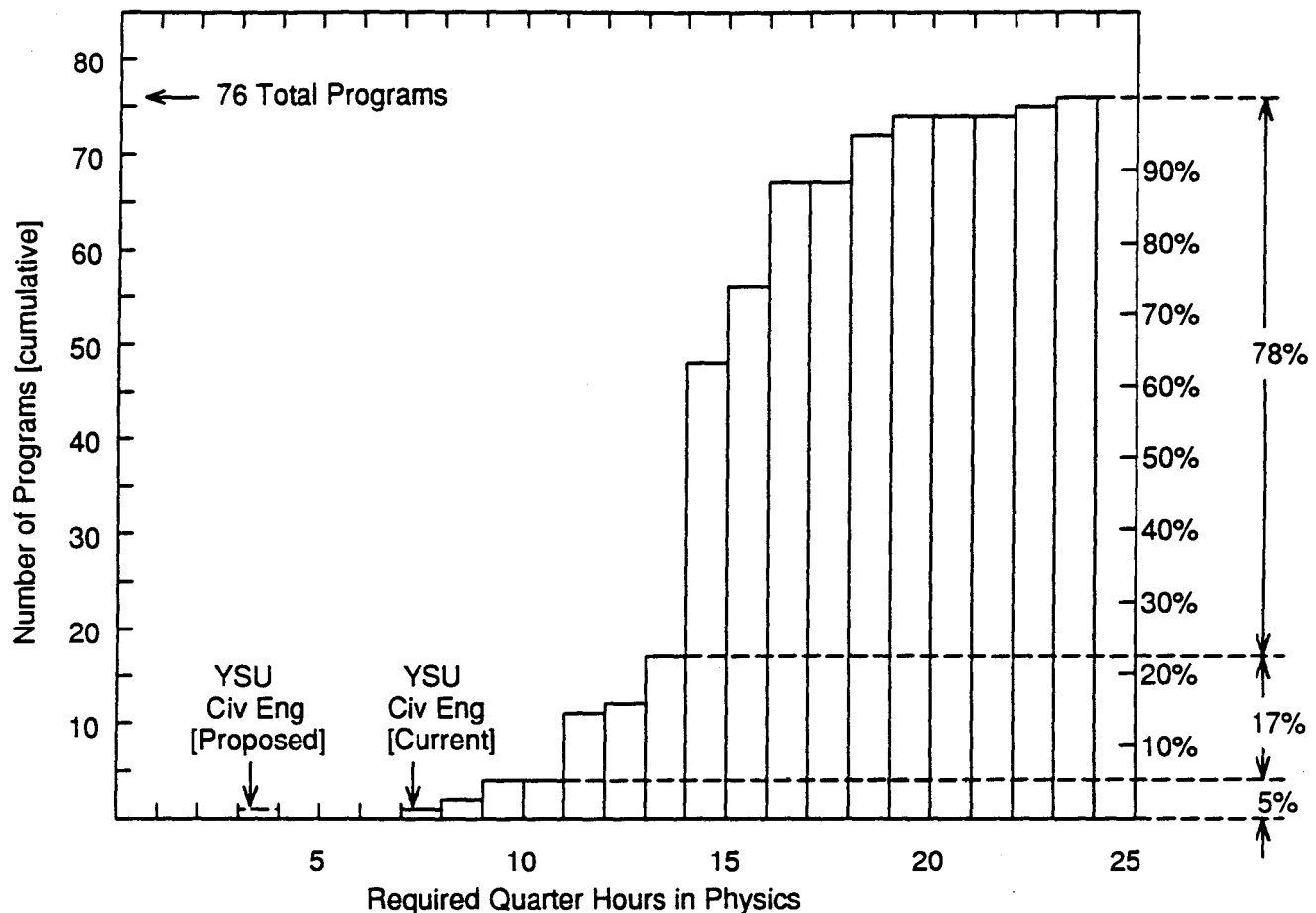
OUR OBJECTION: The current physics requirement is the lowest in any of the 76 engineering bachelor's degree programs in the state. To reduce it further is academically untenable.

THIS IS NOT A BATTLE FOR ACADEMIC TURF. THE EFFECT ON CREDIT HOUR PRODUCTION IN THE PHYSICS DEPARTMENT WOULD BE MINIMAL, AND IS NOT OF CONCERN TO US. WE OBJECT BECAUSE:

1. There is a unique relationship between physics and engineering. Almost all engineering is applied physics, engineering students are physics students, and science is the basis of engineering. Sixty percent of physics degree holders are employed as engineers. The basis of our objection can be understood only if this unique relationship is recognized.
2. We cannot let go unchallenged a proposal which will place YSU engineering education so far from the main stream. The current YSU requirement in Civil Engineering is the lowest in any of the 76 engineering programs in the entire state; to reduce it further would not provide YSU students with the education needed to compete in an increasingly competitive branch of engineering, and would severely damage the academic reputation of YSU in both the professional community and, eventually, in the population of prospective students.

There are many aspects of the proposal which should be examined carefully; these will be introduced in the senate debate. We hope you will take the time which is necessary to seriously consider this proposal and our objections to it. We believe this to be an urgent and significant issue, of interest to all members of the YSU community who care about the quality of the education we provide our students. If you would like to discuss this issue further before the meeting of the senate, please contact the Department of Physics and Astronomy. In the meantime, please examine the data accompanying this memo.

PHYSICS REQUIREMENTS IN OHIO ENGINEERING PROGRAMS



This graph illustrates the relative emphasis given physics by the 76 engineering bachelor's degree programs in Ohio[†]. The number of quarter hours^{**} required in physics is shown on the horizontal scale, and the vertical scale represents the cumulative number of programs in the state requiring the corresponding number of hours or less. Note especially that:

- (1) Nearly 80 percent of the programs in the state require at least 14 q.h. in physics.
- (2) While only 5 percent of all programs in the state require 12 q.h. or less, the YSU Civil Engineering program currently stands at the very bottom of this group, and proposes to move even further from the mainstream.
- (3) The program next to lowest in the state, requiring 9 q.h., actually recommends 12 q.h., and is a very specialized program at Miami University geared toward the paper industry.
- (4) What the graph does *not* show is a comparison between civil engineering programs alone. When this comparison is made, the weakness in the proposal becomes even more apparent; the vast majority of such programs require 15 q.h. or more. Clearly a reduction to 4 q.h. at YSU cannot be defended. It should also be pointed out that in no other civil engineering program is a concentration, environmental or not, implemented by permitting a student to take fewer hours in basic science courses; concentrations are implemented through specialized courses at the junior-senior level.

[†]Data obtained from either 1992-1993, 1991-1992, or 1990-1991 college catalogs

^{**}Conversion of semester hour requirements to quarter hour requirements was accomplished by multiplication of the semester hour number by a factor of 1.5

CIVIL ENGINEERING CURRICULUM 1992-93 YSU Bulletin

First Year

ENGR 581	Intro to Eng	2	
CIEGR 610/610L	Surveying I	4	
MATH 571/572/573	Calc I,II,III	14	
ENGL 550/551	Composition	8	
PHYS 510	Gen Physics I	4	
PHYS 610	Gen Physics II	4←	Basic Science Elective 4qh
SOCSC	Electives	8	
HLTH 590+HPE	Lecture + Activity	4	
		48 qh	

Second Year

CIEGR 601/602/603	Mechanics	12	
MATH 674/705	Calc IV, Diff Eq I	8	
INEGR 642	Eng Computations	4	
MECH 641	Dynamics	4	
CIEGR 612	Comp Meth for Civ Eng	3	
CHEM 515/516	Gen Chem I,II	8	
GEOL 611	Geol for Eng	4	
SOCSC	Elective	4	
SPCH 652	Bus & Prof Speech	3	
HPE	Activity	1	
		51 qh	

Third Year

CIEGR 716/716L	Fluid Mech	4	
CIEGR 720	Highway Eng	4	
CIEGR 877	Systems Eng	4←	Basic Science Elective?
CIEGR 749	Structural Anal I	4	(see p8 and p4)
CIEGR 717	Hydraulic Eng	4	
CIEGR 736	Environ Eng I	4←	
ELEGR 714	Circuits	4	
MECH 603	Thermodynamics I	4	
INEGR 724	Eng Econ	4	
Basic Science Elective		4	CHEM 517 Gen Chem III 4qh
HPE	Activity	1	
CIEGR 775	Hydrology	4	
CHEGR 681	Indust Stioch	4←	CHEGR 820 Indust Poll Cntrl 4qh
		49 qh	

Fourth Year

CIEGR 855	Struct Design I	4	
CIEGR 881/881L	Soil Mech	4	
CIEGR 856	Struct Design II	4	
CIEGR 882	Soil & Found Eng	4←	CIEGR 884 Sol& Haz Wst Mngmnt 4qh
CIEGR	Civ Eng Elective	4←	CIEGR 751 Wtr Qual Anal 1 4qh
CIEGR 849(837)	Environ Eng II	4←	
CIEGR	Civ Eng Design Elective	4←	CIEGR 883 Des of Wst Wtr Trt Pl 4qh
CIEGR 863	Integr Design Proj	4←	
MATH	Math Elective	4	MATH 743 Statistics I 4qh
PHIL 625	Prof Ethics	4	
HUMAN	Humanities Electives	8	
		48 qh	
		197 total quarter hours	

Possible courses for the electives (***)assumed(***):

BIOL 508	Princ of Biol III	4	
BIOL 780	Intro to Ecol	5	prereq BIOL 506,507,508
CHEM 719	Organic Chem I	5	prereq CHEM 517
CHEM 720	Organic Chem II	5	
GEOL 615	Geol & the Envir I	4	prereq GEOL 505
GEOL 804	Ground Water	5	prereq GEOL 608
CIEGR 752	Wst Wtr Anal 2	4	