

Bernard Gillis
Provost

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

FROM: VIRGINIA PHILLIPS, SECRETARY, ACADEMIC SENATE

**RE: MEETING OF THE ACADEMIC SENATE
WEDNESDAY, MAY 3, 1989, 4:00 P.M.
ARTS AND SCIENCES AUDITORIUM, ROOM 132, DEBARTOLO HALL**

AGENDA

RECEIVED

APR 26 1989

1. Call to Order.
2. Approval of Minutes for April 5, 1989, meeting. OFFICE OF THE PROVOST
3. Charter and ByLaws Committee Report. *Anything coming?*
4. Senate Executive Committee Report.
5. Elections and Balloting Committee Report.
6. Reports from Other Senate Committees.
 - 889-7 Report of Academic Standards and Events--HPE 698 be considered as a course to satisfy Humanities Requirement (Continued from April).
 - 889-11 Report of Academic Programs and Curriculum Committee, Programs Division--Materials Engineering; B.S.A.S.-Multidisciplinary; B.A.-Telecommunication Studies; Home Economics-Dietetics; B.E.T.; Accounting and Finance; Engineering Technology.
 - 889-12 Report of Academic Programs and Curriculum Committee, Curriculum Division.
7. Unfinished Business.
8. New Business.
9. Adjournment.

Next May 31

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

Date 2-23-89 Report Number (For Senate Use Only) 889-7

Name of Committee Submitting Report Academic Standards & Events

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

Names of Committee members: J. Aboul-Ela, G. Beelen, R. Burden, H. Corbe,
W. Driscoll, J. Gill-Wigal, L. Hicken, R. Jenkins, W. Jenkins
J. Simmons Reid, M. Tomcsanyi, H. Yiannaki

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) HPE has proposed that a new course, HPE 698,
Survey of Dance, be able to satisfy the general humanities
requirement. The course will place dance in a cultural and
historical perspective. At present there are no dance courses
that satisfy the humanities requirement.

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

If so, state the motion: That HPE 698, Survey of Dance, be considered as
a course that satisfies the humanities requirement.

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: The School of Fine and Performing Arts endorses
this proposal.

W. J. Jenkins
Chair

INTER-OFFICE CORRESPONDENCE

TO Dr. Charles Singler
Geology

DATE December 1, 1988

FROM Dr. Barbara L. Wright, Chairperson *BKW*
Department of Health & Physical Education

SUBJECT Proposed Course HPE 698-Survey of Dance

The Department of Health and Physical Education wishes to offer HPE 698-Survey of Dance among those University courses which are designed to satisfy the general requirement for Humanities. The course is completely analogous in nature and content to many of the courses currently satisfying this requirement.

According to the YSU Bulletin, such courses include, among others, "history and/or appreciation courses in the Department of Art, the Department of Speech Communication and Theatre, or the Dana School of Music," (pp. 42-43 of the current edition). Dance is, as readily as Art, Theatre, or Music, approachable from the perspective of history and appreciation. This is the intent of the current proposal.

The instructor for the proposed course, Joan Wagman, is well qualified to teach in the area of history and appreciation of dance. Studies for her B.A. in Anthropology and M.F.A. in Dance included research and writing in the areas of Dance Ethnology and History, as well as Dance Education and Aesthetics/Criticism. She remains informed of current research and writing in Dance through books and journals such as The Dance Chronicle and through attendance at state and national conferences including the American Dance Festival. In addition, she is a member of the Ohio Dance Association and has published several dance reviews.

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

Date April 10, 1989

Report Number (For Senate Use Only) 889-11

Name of Committee Submitting Report PROGRAMS DIVISION, Academic Programs and Curriculum Committee

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

Appointed Chartered

Names of Committee members: M. Beaubien, I. Heal, S. Herman (Student), R. Hoover, H. Mehri, F. Owens (chair), D. Ruggles, R. Tabak

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

Programs Division has reviewed the academic program in Materials Engineering; proposals for new programs in Allied Health (B.S.A.S.-Multidisciplinary) and Speech Communication & Theatre (B.A.-Telecommunication Studies); and program proposals from Home Economics (Dietetics), Business Education and Technology, Accounting & Finance, and Engineering Technology.

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

If so, state the motion: (1) MATERIALS ENGINEERING motions are to support the program and to recommend to the President of the University (see REPORT for specific language). (2) Move to support the ALLIED HEALTH-MULTIDISCIPLINARY program proposal. (3) Move to support the SPEECH-TELECOMMUNICATION STUDIES proposal.

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: See attachments

AC

Chairman (please initial)

Materials Engineering Program

REPORT and RECOMMENDATIONS

Programs Division
Academic Programs and Curriculum Committee
April 10, 1989

At its April 2, 1986 meeting, the Academic Senate approved the following motion: "(1) The present Metallurgical Engineering faculty be given the opportunity to promote and develop the program and that all areas of the University assist as is appropriate with the promotion and development of this program. (2) That during Spring Quarter, 1989, the program be reassessed by the Programs Division of the Academic Programs and Curriculum Committee." Therefore, after interviewing the appropriate individuals and examining the pertinent evidence, the Programs Division--on the basis of the following information--would like to bring before the Senate for approval two separate but related motions.

Findings

1. Importance of the Program

As an important area of advanced technology, materials engineering is of critical importance to this country's attempt to remain at the forefront of the world's industrialized nations, both commercially and militarily. The Department of Physics and Astronomy has unanimously endorsed an upgrading of this program "to meet the challenges the relevant research problems of the 1990's and beyond." In its March 1988 issue, the Graduating Engineer ranked "materials" at the top of its list for careers in the 1990s and "metals and mining" fifth. Because of its importance, the National Science Foundation has a Division of Materials Research and has sponsored the Materials Chemistry Initiative for the past three years. The NSF intends to expand its effort in this area.

Locally, there has been a resurgence of the metal industries. Demand for engineers trained in materials--especially metals--exceeds supply (which is also true nationwide). It is important to note that YSU has the sole materials engineering program in a state-supported university within 100 miles of Youngstown.

2. Improvement of Enrollment in the Program

Enrollments in Materials Engineering are modest but not unacceptably low. In fact, the enrollment picture has continuously improved since the Senate action in 1986. The number of majors has increased from only five seniors in 1985-86 to 32 majors (no seniors) in

Winter quarter 1989. This increase has occurred at a time when the overall enrollment of the School of Engineering has decreased by 21%.

The number of student credit hours (SCH) per full service faculty member continues to improve. This is also true of the student majors to faculty ratio, S/F, which has gone from 8.7 last fall to 10.7 this winter. [S/F_{School} = 14.1]

3. Possibility of ABET Accreditation

The fact that the local industries that hire students from this program do not demand that the program be accredited by ABET (the Accreditation Board for Engineering and Technology) argues strongly for the continuation of the program. However, re-accreditation is still a goal worth achieving. At the present time, ABET requires a minimum of four full-time-equivalent faculty members for the undergraduate program and six for a graduate program. However, The Metallurgical Society has recently proposed to ABET that this requirement be changed to simply require a minimum of four full-time-equivalent faculty members, including the departmental chairperson. If the program continues to grow at the rate it has over the past two years, a fourth faculty member, as well as departmental status, may certainly be merited. Hence, re-accreditation is a distinct possibility.

4. Changes in the Curriculum/Facilities

The entire curriculum--both the undergraduate and the graduate--is currently being revised in order to stabilize instruction and enrollments while also being sure that the curriculum reflects current industry practices and ABET requirements. The changes will be implemented as soon as possible. In the past two years, over \$150,000 has been spent on new, specialized laboratory equipment that will be used primarily for undergraduate students. Many are state of the art pieces that are designed especially for materials research. Once the changes are finalized, the present three faculty should be able to handle the load over the short term with the assistance of part-time faculty plus several faculty from other departments.

5. The Role of Dr. Richard Jones in the Development of the Program

Although many names stand out as we examine the attempt during the past three years to make Material Engineering a viable program, it can be said that Dr. Richard Jones is more responsible than any other in bringing it to the state it is in today. As the assistant director of the program, he has been the one primarily responsible for scheduling classes, purchasing equipment, etc., as well as the one required to do the groundwork for the periodic reassessments that have been imposed on the program. He has done all of this without any reduction in his workload and with only part-time secretarial help.

RECOMMENDATIONS

1. Move that the Senate approves the continuation of the Materials Engineering Program until such time that the program can be shown to be no longer an asset to the University and/or to the community it serves.

2. Move to recommend to the President and the Board of Trustees:
 - (A) That all possible assistance be given to Materials Engineering in order to help this program achieve academic and professional preeminence;

 - (B) That Dr. Richard Jones be appointed director of the Materials Engineering Program and be granted appropriate workload reduction and increased secretarial and staff support;

 - (C) That serious consideration be given to hiring a fourth faculty member to increase the expertise in different areas of materials engineering and to make re-accreditation by ABET a reasonable possibility; and

 - (D) That at such time the program is on an equal basis with the other engineering departments, serious consideration be given to granting it departmental status.

DEGREE: BACHELOR OF SCIENCE IN APPLIED SCIENCE

MAJOR: ALLIED HEALTH - MULTIDISCIPLINARY TRACK

I. NATURE OF THE PROGRAM

The Allied Health Department of the College of Applied Science and Technology currently offers a "Two-Plus-Two", interdisciplinary, bachelors degree program that articulates with Associate degree programs in Dental Hygiene, Emergency Medical Technology, and Respiratory Therapy Technology. This proposal addresses the "Plus-Two" portion of the bachelors degree program and its articulation with health related Associate degree programs other than those listed above. The establishment of a fourth track, "Multidisciplinary Track", would serve a wide variety of graduates with associate degrees in a health related field who intend to further their education.

II. OBJECTIVES FOR THE PROGRAM

During recent years, health care trends have shifted from the traditional emphasis on restorative care to a preventative medical and health maintenance approach. The needs resulting from this shifting emphasis affects the responsibility and role functions of practitioners in health systems. The needs of the current health care industry reflect three basic assumptions. One is the need to perceive health care as a system of interrelated and interdependent functions. Another assumption is that the practitioners, no matter how technically qualified, must have additional specific preparation to assume teaching or administrative responsibilities. A third premise is that a comprehensive and integrated health service approach requires an interdisciplinary educational experience for professionals who will work together as a team.

The ability of allied health associate degree graduates to advance in their professional hierarchy has, until recently, depended primarily on the application of their technical skills to restorative care. Professional growth today requires that health practitioners recognize the need for preventive health care and have an understanding of the health care industry as a whole. The ability to anticipate the impact of possible changes in the health care system is vital for the hospital department manager as it is for the allied health educator. It is vital that professional growth in the allied health profession include the extension of knowledge in the respective health care field and, when possible, coincide with the student's personal or employment objectives. Specific courses addressing these three primary aspects of the program are included in the proposed curriculum. Through this program, the department seeks to develop in its students an interdisciplinary awareness of the health field thus enabling them to contribute to the needs of modern health care systems as broadly prepared professionals.

The primary objectives of the proposed BSAS - Allied Health Major "Multidisciplinary Track" are: 1) to provide graduates from health related associate degree programs the opportunity to gain the added expertise they need to expand their professional roles in interdisciplinary health care systems; 2) to broaden the knowledge base in their desired discipline; and 3) to allow these students to partially shape their curriculum to suit their personal or employment interests. These objectives will be achieved through a "Plus-Two" program composed of three components, a core of Allied Health courses, a component of selected health related courses, and a minor component selected by the student. All of the above courses are current courses in the University curriculum. No new courses are needed for the establishment of this program track.

III. RATIONALE AND NEED FOR THE PROGRAM

Since the inception of the Allied Health programs several years ago, the interest of program graduates in upgrading their credentials to the bachelors level has steadily increased. Currently, the Dental Hygiene, Emergency Medical Technology and Respiratory Therapy Technology associate degree graduates have the ability to obtain the Bachelor of Science in Applied Science degree in Allied Health by articulating into their specific and respective tracks. However, the other health related associate degree graduates have no current means of directly meeting their interest since the BSAS - Allied Health degree has no track in which the graduate with an associate degree in a health related field other than Dental Hygiene, Emergency Medical Technology or Respiratory Therapy Technology can enroll. These students must then revert back to the Individualized Curriculum Program (I.C.P.) and at a considerable expense of time and effort seek the baccalaureate degree. Usually, only the more aggressive students have pursued the baccalaureate degree through the I.C.P. program because of the well defined procedure in structuring the degree program suited to their need and the involvement of acquiring the necessary approval of the three faculty advisors, their Dean and the program director.

With the approval of the BSAS - Allied Health Major "Multidisciplinary Track", the associate degree graduates who had little or no hope for upward academic mobility will now be served by a unique baccalaureate degree specifically designed to meet the interdisciplinary needs of modern health care systems. The future of the health care community will no doubt require a Bachelors degree of health care supervisors, educators and advanced technical personnel. Because the Bachelors degree credential may become a requirement even for entry level positions in health care fields, the academic and professional future of allied health associate degree graduates should be much enhanced by this added credential.

IV. ACADEMIC CONTROL

The proposed program will be administered by the Allied Health Department of the College of Applied Science and Technology, the same department which administers the three tracks of the Bachelor of Science in Applied Science degree in Allied Health. This arrangement is appropriate since the proposed program is an addition to the present three track BSAS degree "Two-Plus-Two" program and the articulation between the Associate degree and Bachelors degree programs will be easily facilitated. The department has all of the faculty and instructional resources to support the "Multidisciplinary Track" program including cooperative arrangements with many clinical affiliates.

V. CURRICULUM AND REQUIREMENTS

The proposed program is an addition to the current "Two-Plus-Two" Bachelor degree program tracks offered by the Allied Health Department. The three current Bachelor degree program tracks include Dental Hygiene, Emergency Medical Technology, and Respiratory Therapy Technology. The proposed program would be a fourth track that addresses other health related Associate degree graduates seeking the Bachelor of Science in Applied Science degree in Allied Health. The "Plus-Two" portion of the program, the last two years, will consist of the four following components:

1. a core of Allied Health courses
2. a component of selected health related courses
3. a "Minor" component in a department selected by the student
4. a component of general University requirements

The required health related component is intended to broaden the interdisciplinary focus of the program. This component was revised and developed based on the recommendations of the University Academic Programs Division.

VI. FACILITIES AND SUPPORT SERVICES

Instructional equipment and supplies, laboratories, facilities, library holdings, staffing, and budgets will not be impacted by the proposed program because of its articulation with the existing Bachelor degree program tracks and Associate degree programs. There will be no need to reallocate resources of any kind to establish this program. Because the large majority of courses, laboratories, equipment and faculty are in place, the proposed program will not be a financial burden on the University.

NAME _____ DATE _____ SOC. SEC. _____

Degree Requirements

B.S.A.S. Major in Allied Health

Multidisciplinary Track

Associate Degree (existing) _____ q.h.

Required Allied Health Courses

AHLTH 705	Pharmacotherapeutics for Allied Health Practitioners	4
AHLTH 707	Multidisciplinary Approach to Health Care Delivery	4
AHLTH 708	Preventative Public Health Care	3
AHLTH 803	Current issues in Health Care	4
AHLTH 804	Stress and the Health Care Practitioner	3
AHLTH 805	Concepts in Health Care Education	4
AHLTH 806	Research Methodology for Health Sciences	4
		<u>26</u>

Required Health Related Courses

HPE 791	Community Health	4
PSYCH 780	Psychological Aspects of Disease and Death	4
PHIL 725	Biomedical Ethics	4
SCWK 719	Health Care Systems	4
		<u>16</u>

42 q.h.

Student Selected "Minor"21 q.h.
(e.g.) Health, Business, Educ., Psych., Marketing)

General University Requirements/Elective to include courses required for existing Associate Degree Programs:

English 550 & 551	8	q.h.
Humanities	8-18	q.h.
Social Studies	16-22	q.h.
Health & Physical Education (Maximum of 3 activities)	6	q.h.
Science/Math	12-22	q.h.

NOTE: The above program is subject to University Major, Minor, and General Area Requirements for the Bachelors Degree.

TOTAL MINIMUM OF 186 q.h.

1. General requirements of humanities, social sciences, and science/math must total a minimum of forty-six (46) credit hours.
2. For foreign language requirements refer to the Undergraduate catalog under College of Arts and Science - Requirements for Degrees.
3. Required Allied Health Courses, and required Health Related Courses must equal a total of forty-two (42) hours or more.
4. A minimum of sixty (60) hours of upper division courses are required for graduation.

Youngstown State University
Academic Programs Division

PD#	Date Rec'd
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Addition of a new program X (Complete B,C)

Deletion of an existing program _____ (Complete A,C)

Change in an existing program _____ (Complete A,B,C)

Program title Telecommunication Studies Department Speech Communication & Theatre

A. Describe the requirements of the program as it currently exists.
(Attach additional sheets if necessary.)

B. Describe the requirements of the proposed program. (Attach additional sheets if necessary.)

This proposal is a revision of a 1984 proposal which had been approved by YSU and submitted to OBOR. The proposed program would formalize the existing telecommunication emphasis area to an academic major. Requirements would not change significantly. No new courses are being proposed, although existing courses are changed somewhat to achieve conceptual consistency. Existing "emphasis area" requirements and proposed "Telecommunication Studies" requirements are attached.

C. Using as many additional sheets as are necessary, provide a rationale and estimate how this addition/deletion/change of program will impact upon the resources of departments other than the one originating the form (e.g. enrollments, frequency of support-course offerings, staffing, budgets, equipment, duplicate courses, etc.).

The Department expects to realize a modest gain in enrollment as this degree program becomes available at YSU, but little if any shift in enrollments away from other departments or degree programs. This gain, if it materializes, could be accommodated within existing Departmental programming. Facilities and other resources are adequate to implement this new degree program.

Signatures

Department Chairperson [Signature]

Dean David Sweetser Prog. Div. [Signature]

BACHELORS DEGREE PROGRAM IN TELECOMMUNICATION STUDIES

YOUNGSTOWN STATE UNIVERSITY

PRELIMINARY PROSPECTUS

- A. Title and Type. The title of the proposed program is a bachelors degree in Telecommunication Studies. It is a new degree program that is the result of a modification of an existing program and does not require substantial changes in curriculum, faculty, or financial resources.
- B. Rationale. The rationale of the Telecommunication Studies program rests on a demonstrated need. For many years, the Department of Speech Communication and Theatre has offered courses related to the general area of Telecommunication Studies. Enrollments in these courses have steadily increased. Students have requested not only production and management courses but also courses that examine telecommunications from a critical perspective.

Additionally, businesses and other organizations in the YSU service area have recognized the benefits of the telecommunication course offerings by contacting the department with requests for potential part-time employees, as well as graduates who have a background in telecommunication courses.

The proposed Telecommunication Studies program is based on the strengths of the department in liberal education, non-classroom learning experiences, and a dedicated and expert faculty.

C. Relation to Mission. The goals of the Telecommunications Studies major program are directly related to the mission of Youngstown State University. That mission is in part to "enrich and liberate the minds of its students...[by combining] the best elements of the long tradition of humanistic, liberal education with education in the most significant advancement in science and technology" (YSU Bulletin, 1988-1989, p. 5). The proposed major in Telecommunication Studies will be consistent with the University's mission by providing intellectual challenge and enrichment through development of liberal arts skills. Student majors will explore not only telecommunication-specific material but also learn to apply liberal arts skills in their study of the telecommunication field.

As an urban university, Youngstown State's mission is also to provide a range of opportunities in higher education to satisfy the needs, particularly but not exclusively, of the residents of the tri-county area in Northeastern Ohio. The University seeks to meet the needs and problems of students who wish to pursue their education while living at home, most of whom combine a program of higher education with on- and off-campus employment. A January, 1989 survey of communication students showed that over 90% attend Youngstown State because its accessibility permits them to continue their education and training while also fulfilling their family and employment responsibilities (N=103).

D. Implementation Date. It is proposed that this program be implemented fully for FY 91.

E. Responsible Department. The Department of Speech Communication and Theatre will assume responsibility for administering the program under the auspices of the College of Fine and Performing Arts.

F. Catalog-Style Description. The Telecommunication Studies major curriculum provides in-depth knowledge and intellectual challenge in electronic communication. Students receive practical orientation to the skills and techniques of electronic media. Further, they explore contemporary theories and problems which are central to telecommunications media.

The Telecommunication Studies curriculum is designed to aid the student in pursuit of careers not only in broadcasting but also in corporate and industrial communications, cablecasting and independent production. Internships are available in local broadcast stations, independent production companies, satellite communication companies, and medical communication centers to students of superior academic achievement.

The Telecommunication Studies curriculum reflects a liberal arts perspective. This perspective emphasizes intellectual growth and flexibility so that graduates may respond positively to changing circumstances and personal goals.

G. Source of Students. Growth in Student Credit Hours in telecommunication courses have leveled off somewhat over the past three years. Some current YSU students majoring in Speech Communication would transfer to this program; some students would no longer need the Individualized Curriculum Program option. The net effect would be small.

H. Other Programs. The School of Journalism and Mass Communication at Kent State University offers separate Bachelor of Science degrees in Advertising, News, Photo-Illustration, Photo-journalism, and Public Relations. The School also offers a Bachelor of Arts degree in News and another in Radio and TV. At The University of Akron instruction leads to the Bachelor of Arts degree in Mass Media-Communication. Like the programs at Kent State, Akron's curriculum features separate concentration areas in Management, News, and Production; and coursework is directed mainly to broadcast applications.

The proposed degree program for Youngstown State University would have instructional features in common with programs at these two universities, but it would not duplicate them. While basic courses are quite similar, the focus of advanced study would be both unique and pedagogically sound. First, the proposed program encourages the study of non-broadcast forms of telecommunication in addition to the traditional application with which incoming students are familiar. Second, the proposed program emphasizes a general curriculum in Telecommunication Studies, rather than the more specific curricular offerings of Kent State and Akron.

On the other hand, Cleveland State University offers a degree program in general communication, stressing instruction in areas such as interpersonal and small groups, advertising, journalism and rhetoric. None of these schools, however, grants degrees relating primarily to telecommunications.

In keeping with the mission of Youngstown State University

this program will offer educational opportunities for study to students who wish to live at home. Approximately 98% of the students enrolled at YSU commute. For these students, not having direct access to a desired program would represent a severe constraint on their educational goals.

- I. Impact on Facilities. The department faculty and University support areas are well equipped to provide a academically vigorous program for students. Department faculty members are academically qualified and represent a comprehensive knowledge of the theory and practice of communication. Areas of expertise among department faculty range from communication theory to telecommunication regulation. Implementation of the proposed major will not require any substantial increase in department faculty.

University facilities are also well equipped to provide the academic support for students and faculty. Since the major emphasizes both broadcast and non-broadcast forms of telecommunication, the University's production facilities (small format) provide adequate video and audio facility support for the proposed program. No substantial increase in need for equipment or facilities is expected; updating of existing facilities would be requested through the normal university budget process.

The Maag Library and the Meshel Hall Computing Center are well suited to the demands of the proposed major.

- J. Total New Costs. The proposed Telecommunication Studies major is not expected to have a substantial impact on University costs.

Curriculum
Telecommunications Emphasis
Bachelor of Arts in Speech Communications and Theatre

Effective Fall, 1981

Students must complete B.E.T. 520 (Typewriting I) or its equivalent. Then students must complete a minimum of 60 quarter hours in the department with a grade of C or better in each course, to include:

One of the Following

- 530 Introduction to Communication (4)
- 550 Public Speaking (4)
- 640 Introduction to Rhetoric (4)

One of the Following:

- 560 Introduction to Theatre Arts (4)
- 590 History of the Motion Picture (4)
- 661 Play Production (4)

All of the Following:

- 580 Principles and Practices of Broadcasting (4)
- 682 Broadcast Scriptwriting (4)
- 683 Principles of Broadcast Operations and Performance (4)
- 685 Studio Problems I (1)
- 686 Studio Problems II (1)
- 780 Principles and Practices of Radio and Television Announcing (4)
- 781 Radio Production (4)
- 782 Television Production (4)
- 783 Broadcast Regulations
- 897 Seminar in Telecommunications (3-4)

Electives: 18-20 hours

(Total: 60 hours with a grade of C or better in each course)

Notes:

1. Students should take 682 and 683 after 580 and before 684, 685, 686, 780, 781, 782, 787 and 885. Students should consult the University *Bulletin* for other prerequisites.
2. Students may take a departmental typing test to satisfy the typing requirement. This is not required if students have a half credit of high school typing.
3. 685 and 686 must be taken in two successive quarters, either fall and winter, or winter and spring.
4. Students who qualify for and successfully complete a telecommunications internship are considered to have satisfied the 685-686 requirement.

B. Requirements

The Bachelor of Arts degree requirements are noted in the "General Requirements and Regulations" section of the 1988-89 Bulletin. Students must complete BET 506 (Word Processing Skills) or BET 520 (Typewriting I) or an equivalent.

Students majoring in Telecommunication Studies must complete a minimum of 60 quarter hours in the department, to include:

530. Introduction to Communication Processes	4 qh	}
or		
550. Public Speaking	4 qh	}
580. Introduction to Telecommunication Studies	4 qh	
657. Organizational Communication	4 qh	
682. Scriptwriting for Electronic Media	4 qh	
683. Media Operations and Performance	4 qh	
780. Principles and Practices of Media Announcing	4 qh	
781. Audio Production	4 qh	}
or		
782. Video Production	4 qh	}
783. Telecommunication Regulation	4 qh	
887. Theories and Criticism of Telecommunication	4 qh	
897. Seminar in Telecommunication	3-4 qh	
	Department electives: 20-21 qh *	
	Total: 60 qh	

* Up to 9 qh may be applied to the major from these courses: 685, 686, 785, 787, 882, 888.

Functional Summary of Required Coursework

<u>Course type</u>	<u>Course number</u>	<u>Hours</u>
Communication theory:	530/550, 580, 657, 887	16 qh
Basic skills/applications:	682, 683	8 qh
Advanced skills/applications:	780, 781/782	8 qh
Special subject and/or mode:	783, 897	7-8 qh

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

889-12

Date April 21, 1989

Report Number (For Senate Use Only)

Name of Committee Submitting Report Academic Programs and Curriculum Committee--
Curriculum Division

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

Names of Committee members: K. Kougl, J. Beary, G. Claypool, K. Harrington,
H. Kim, D. Milley, J. Mistovich, A. Viehmeyer (Chair), and H. Yiannaki

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) The attached curriculum proposals have been approved by the UCD, circulated to the various deans and departments, and are being presented to the University Senate: UCD# 89/21, 37, 87-88, 91, 109, 121-122, 132-138, 140-144, 147-180, 182-204

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 data: _____

AV
Chairman (please initial)

- 89-21 Philosophy & Religious Studies (Add)
 870. On-Site Studies in Religion.
 An investigation of the beliefs and practices of a particular religion or sect in an area of the world vital to the origin or development of the religion or sect, through readings, lectures, interviews of followers of the religion or sect, and visits to appropriate churches, synagogues, mosques, and other sites. The course grade will be based upon a term paper which must be submitted within 60 days after the end of the course. Prereq.: R.S. 601 or consent of instructor.
 2-12 q.h.
- 89-87 Home Economics (Change)
 810. Experimental Foods.
 Advanced study of food science and technology; methodology of food research including evaluation by sensory and objective methods. Prereq.: CHEM 503; HOMECE 606.
 3 q.h.
- 89-88 Home Economics (Add)
 810L. Experimental Foods Laboratory.
 Application of scientific principles and experimental procedures to cooking processes. Must be taken concurrently with H.E. 810. Three hours laboratory per week.
 1 q.h.
- 89-91 Political Science (Add)
 788. Political Thought 4.
 Western political thought of the contemporary period. Among major figures treated: Arendt, Kelsen, Maritain, Marcuse, Popper, Rawls and Strauss. Prereq.: 12 hours of political science or consent of instructor.
 4 q.h.
- 89-121 Home Economics (Change)
 760L. Clinical Nutrition Laboratory.
 Selected clinical experiences providing opportunities for application of the nutritional care process to individuals exhibiting special nutritional needs. Six hours of laboratory and one hour of lecture per week. To be taken concurrently with H.E. 760.
 3 q.h.
- 89-122 Home Economics (Change)
 860L. Advanced Clinical Nutrition Laboratory.
 Clinical experiences providing opportunities for application of nutritional care process to individuals exhibiting complex abnormal nutritional needs. Ten hours of directed practice and one lecture hour per week. To be taken concurrently with H.E. 860.
 3 q.h.
- 89-132 Industrial Engineering (Change)
 636. Methods Engineering.
 Techniques for analysis of task performance, the use of process charts and various methods of work simplification, man-machine relation analysis. Theory and practice of time study and other methods of measuring and establishing performance level and productivity. Prereq.: Math 743.
 4 q.h.
- 89-133 Industrial Engineering (Change)
 745. Accounting for Engineers.
 Fundamentals of financial and cost accounting as applied to engineering. Prereq.: IE 724.
 4 q.h.

- 89-134 Mechanical Engineering (Change)
 742. Kinematics of Machines.
 Graphical, analytical and computer position, velocity and acceleration analysis of mechanisms. Design of link and cam mechanisms to perform specific machine functions. Prereq.: ME 641, ME 680. 4 q.h.
- 89-136 Mechanical Engineering (Add)
 843. Kinetics of Machinery.
 Three dimensional kinematics and dynamics of machinery. Dynamic analysis and design, and balancing of link and cam mechanical systems. Prereq.: ME 742. 4 q.h.
- 89-137 Mechanical Engineering (Change)
 850L. Stress and Strain Analysis Laboratory.
 Transmission and reflection photoelasticity. Static and dynamic strain gage applications including computer aided data acquisition. Three hours laboratory per week. Prereq.: ME 751. 1 q.h.
- 89-138 Mechanical Engineering (Change)
 870. Mechanical Vibrations.
 The behavior of the lumped system with one and two degrees of freedom including applications (such as: vibration isolation, Seismic instruments, etc.). Methods of analysing lumped systems with many degrees of freedom. Prereq.: CE 603, ME 781, Math 705, or consent of instructor. 4 q.h.
- 89-140 Nursing (Change)
 749. Nursing Research.
 Methods of Techniques of research in the investigation of nursing problems are explored. Prereq.: BET 613 or CPT 500, Psych 613 and 614, N743 or permission of instructor. 3 q.h.
- 89-143 Engineering Technology (Change)
 870. Process Controls Technology.
 An introduction to process controls technology. Topics include control system components, transfer functions, and the analysis of linear control systems. Prereq.: EET 611, EET 710. 4 q.h.
- 89-144 Economics (Change)
 502. Nutrition Fundamentals.
 Basic nutrition principles and their relation to growth, development, and the maintenance of health. Not applicable to Food & Nutrition major or minor. 4 q.h.
- 89-156 Biological Sciences (Change)
 834. Vertebrate Physiology 1.
 Detailed study of cardiovascular, respiratory and digestive systems with emphasis on human physiology. Three hours lecture, four hours laboratory per week. Prereq.: Biol. 792, or consent of instructor. 5 q.h.
- 89-157 Biological Sciences (Change)
 835. Vertebrate Physiology 2.
 Continuation of Vertebrate Physiology 1. Detailed study of energy exchange and

temperature regulation, renal physiology and physiology of water, electrolyte, and acid-base balance. Three hour lecture, four hours laboratory a week.
Prereq.: Biol. 834; or consent of instructor. 5 q.h.

89-158 History (Add)
760. The Making of Modern Europe, 1648-1789.

The history of Europe from the Peace of Westphalia (1648) to the outbreak of the French Revolution in 1789. The emphasis is on France under Louis XIV and Louis XV, Old Regime society, and the intellectual creativity of the Eighteenth-Century Enlightenment. The course also focuses on the widening confrontation between science and religion, the growth of Europe's overseas empires, and the emergence of the modern nation-state. Prereq.: Hist. 655 or 656. 4 q.h.

89-165 Foreign Languages and Literatures (Add)
Latin 540. Latin and Greek Elements in English.
A Systematic study of English vocabulary derived directly and indirectly (e.g., through French) from Latin and Greek. 4 q.h.

89-166 Foreign Languages and Literatures (Change)
Latin 707. Cicero's Orations.
Selections from one or more of Cicero's orations with attention to style and content. Grammatical review and composition. Prereq.: Latin 602 or equivalent. 4 q.h.

89-167 Foreign Languages and Literatures (Change)
Latin 708. Prose Epistle.
Selections from the letters of a Roman epistolographer (e.g., Cicero, Seneca, Pliny) with attention to style and content. Grammatical review and composition. Prereq.: Latin 602 or equivalent. 4 q.h.

89-168 Foreign Languages and Literatures (Change)
Latin 709. Lyric Poetry.
Selections from Catullus' Carmina and Horace's Odes with attention to style, meter, and content. Grammatical review and composition. Prereq.: Latin 602 or equivalent. 4 q.h.

89-169 Foreign Languages and Literatures (Add)
Latin 717. Readings from Roman Philosophy.
Selections from the works of a Roman philosophical writer (e.g., Cicero, Seneca) with attention to style and content. Grammatical review and composition. Prereq.: Latin 602 or equivalent. 4 q.h.

89-170 Foreign Languages and Literatures (Add)
Latin 718. Readings from Roman Drama.
Selection from one or more of the plays of Plautus and Terence with attention to style, content, and practical considerations of dramatic production in Rome. Grammatical review and composition. Prereq.: Latin 602 or equivalent. 4 q.h.

89-171 Foreign Languages and Literatures (Add)
Latin 719. Readings from Roman History.
Selections from the works of a Roman historical (e.g., Sallust, Livy, Tacitus) with attention to style and content. Grammatical review and composition. Prereq.: Latin 602 or equivalent. 4 q.h.

- 89-37 Health & Physical Education (Add)
 770. Physical Activity and Aging.
 Designed for students who will be working with older adults in exercise-physical activity programs. Emphasis placed upon the physical aspects of aging, physical limitations, modification in programs, and the role of physical activity in the senior population. 15 hours of field work per quarter.
 Prereq.: HPE 589 3 q.h.
- 89-109 Geography (Add)
 823. Special Problems in Atmospheric Studies.
 An in-depth study of a specific problem related to atmospheric studies. The problem will depend upon student interest and competence, availability of faculty supervision, and departmental equipment. Prereq.: Geography 730 and 735 and the consent of the Chairperson. 1-4 q.h.
- 89-141 Engineering Technology (Change)
 780. Communication System Fundamentals.
 Audio signals, noise, untuned and R.F. amplifiers, amplitude, frequency, pulse modulation, transmission lines, antennas, and multiplexing of communication channels. Prereq.: EET 607. Concurrent with 780L. 4 q.h.
- 89-142 Engineering Technology (Add)
 780L. Communication System Fundamentals.
 Laboratory exercises dealing with applications of concepts developed in EET 780. Three hours laboratory per week. Taken concurrently with EET 780. 0 q.h.
- 89-147 Business Education and Technology (Change)
 520. Typewriting/Keyboarding.
 Beginning typewriting/keyboarding for all students. Taught on microcomputers and electric typewriters. Includes use of word processor/hard disc typing reports and business letters. One hour of lecture and three hours of lab per week. 2 q.h.
- 89-150 Business Education and Technology (Add)
 523. Intermediate Typewriting.
 Business letters, manuscripts, and business reports. Two hours of lecture, two hours of laboratory. Prereq.: BET 520 or equivalent. 3 q.h.
- 89-153 Business Education and Technology (Add)
 623. Advanced Typewriting.
 Typing problems including specialized applications will be covered. Two hours of lecture, two hours of laboratory. Prereq.: BET 523. 3 q.h.
- 89-155 Business Education and Technology (Add)
 624. Specialized Typewriting.
 Material to be covered includes advanced specialized typewriting in the technical, medical, legal, or executive office. One hour lecture, three hours of laboratory. Prereq.: BET 623. 2 q.h.
- 89-160 History (Add)
 734. Organized Crime in the United States.
 The relationship between crime and society, the organization of the criminal underworld, the ethnic, racial, and religious composition of criminal groups in

the nineteenth and twentieth centuries. The roles of prostitution, gambling, prohibition and drugs are addressed. Prereq.: History 605 or 606. 4 q.h.

(Change)

89-161 History

736. History of American Cities.

City politics, social change, ethnic and racial issues, industrialization and city planning during the nineteenth and twentieth centuries. Other issues such as the provision of city services, the rivalry between cities, and the development of the federal-urban relationship are addressed. Prereq.: History 605 or 606. 4 q.h.

89-162 History

(Add)

737. Public History.

This course applies historical methodology to contemporary policy problems from either the public or the private sector. Topics include public policy, social policy, environmental problems and historical preservation. Prereq.: History 605 or 606 or consent of instructor. 4 q.h.

89-163 History

(Add)

655H. History of Western Civilization 1.

An honors course in Western Civilization to 1715 with emphasis on analysis of historical developments. Prereq.: high ACT or SAT verbal scores and/or A or B in high school World History, and/or recommendation of instructor in History 656 or 656H. 4 q.h.

89-164 History

(Add)

656H History of Western Civilization 2.

An honors course in Western Civilization from 1715 to the present with emphasis on analysis of historical developments. Prereq.: high ACT or SAT verbal scores and/or A or B in high school World History, and/or recommendation of instructor in history 655 or 655H. 4 q.h.

89-176 Speech Communication and Theatre

(Change)

657. Organizational Communication 1.

A general survey of traditional and interpretative approaches to organizational communication as well as career applications. Explores the relationship between communication and organizational effectiveness. Prereq.: Speech 550 or 652 or Junior standing in Speech Communication. 4 q.h.

89-177 Speech Communication and Theatre

(Change)

698. Understanding Communication Research.

An introductory course in speech communication to prepare students to understand and utilize the results of research from qualitative and quantitative methodologies. Prereq.: 12 quarter hours in Speech Communication or permission of instructor; and English 551. 4 q.h.

89-178 Speech Communication and Theatre

(Change)

745. Individual Studies.

The student selects a special problem or issue in speech communication to pursue in detail. Repeatable to a maximum of six hours. Prereq.: Speech 530 or

640 or Junior standing in Speech Communication; acceptance of Individual Study Proposal Form by coordinating faculty member and Department Chairperson.

1-3 q.h.

89-179 Speech Communication and Theatre

(Change)

756. Interviewing.

Theories of communication applied to interview situations with a special concern for developing student understanding of and skills needed to participate in one-to-one and panel interviews. Prereq.: Speech 550 or 652 or Junior standing in Speech Communication.

4 q.h.

89-180 Speech Communication and Theatre

(Change)

859. Advanced Studies in Organizational Communication.

An in-depth analysis of communication topics in modern organizations. Students will examine communication processes as they influence organizational development outcomes. May be repeated for credit as long as a specific topic is not repeated.

Prereq.: Speech 757; or speech 657 and permission of instructor.

4 q.h.

89-182 Speech Communication and Theatre

(Change)

776. Practicum in Organizational Communication.

A directed field experience in organizational settings requiring two hours per week in the field placement for each credit hour taken. Weekly meetings with the faculty supervisor are required. Repeatable up to eight hours, only four of which will be applied to the major. Prereq.: Permission of faculty supervisor and either Speech 757 or Speech 657 and 756.

1-4 q.h.

89-183 Speech Communication and Theatre

(Change)

580. Introduction to Telecommunication Studies.

A survey course designed to familiarize students with principles and practices involved in radio and television broadcasting and other electronic mass media.

Includes three hours of lecture plus two hours group lab per week.

4 q.h.

89-184 Speech Communication and Theatre

(Change)

681. Communication Strategies for Electronic Media.

Designed for those who might need to use electronic media. This course explores ways of gaining access to newscasts and other forms of programming. Practice in basic productions, media interviews and related skills. Not for Telecommunication Studies majors.

4 q.h.

89-185 Speech Communication and Theatre

(Change)

781. Audio Production.

Study of the concepts of audio production, including student production of various types of programs. The equivalent of three hours lecture plus two hours lab per week. Prereq.: Speech 682 and 683, with a grade of C or better in both.

4 q.h.

89-186 Speech Communication and Theatre

(Change)

782. Video Production.

Study of studio production elements such as equipment, lighting, scene design, graphics, and special effects. Includes the equivalent of three hours lecture plus two hours lab per week. Prereq.: Speech 682 and 683, with a grade of C or better in both.

4 q.h.

- 89-172 Foreign Languages and Literatures (Add)
 Latin 727. Readings from Epic Poetry.
 Selections from a Roman epic other than Virgil's Aeneid (e.g., Ovid's Metamorphoses,
 Lucan's Civil War) with attention to style, meter, and content. Grammatical review
 and composition. Prereq.: Latin 602 or equivalent. 4 q.h.
- 89-173 Foreign Languages and Literatures (Add)
 Latin 728. Rhetorical Theory.
 Selections from the works of a Roman rhetorical theorist (e.g., Cicero, Quintilian)
 with attention to matters of content. Grammatical review and composition.
 Prereq.: Latin 602 or its equivalent. 4 q.h.
- 89-174 Foreign Languages and Literatures (Change)
 Latin 804. Advanced Composition and Syntax.
 A synthesizing review of the principles of Latin syntax and practice in writing
 Latin, with special attention to differences in idiom, structure, and style between
 English and classical Latin. Prereq.: Any 700-level Latin course. 4 q.h.
- 89-175 Foreign Languages and Literatures (Change)
 Latin 809. Virgil's "Aeneid."
 A study of the Aeneid based on a reading of the whole poem in English and of
 significant passages in Latin, with attention to style and method as well as to
 content. Prereq.: Any 700-level Latin course. 4 q.h.
- 89-159 Health and Physical Education (change)
 Changes in the prefix of all courses.

- 89-187 Speech Communication and Theatre (Change)
 783. Telecommunication Regulation.
 Responsibilities of electronic media communicators as prescribed by law and administrative agency policies, and court decisions. Analysis of the regulatory environment of broadcasters, common carriers, and cable. Prereq.: Speech 682 and 683, with a grade of C or better in both. 4 q.h.
- 89-188 Speech Communication and Theatre (Change)
 786. Video Production 2.
 A study and application of video production elements. Production values of composition, transition, and sequence are explored from a communication perspective. Students produce, videotape, and critique several field-based productions. Equivalent of three hours of lecture plus two hours lab per week. Prereq.: Speech 782. 4 q.h.
- 89-189 Speech Communication and Theatre (Change)
 787. Practicum in Telecommunication.
 Individual study and practical application of communication principles to various telecommunication problems. Repeatable for a maximum of eight hours. Prereq.: 682 and 683, with a grade of C or better in both. 2-4 q.h.
- 89-190 Speech Communication and Theatre (Change)
 788. Electronic Media Sales and Promotion.
 An examination of the principles and practices of selling electronic media. Analysis of rating-based sales and promotion strategies, as well as relations with agencies and station representatives. Prereq.: Speech 682 and 683, with a grade of C or better in both. 4 q.h.
- 89-191 Speech Communication and Theatre (Change)
 789. Electronic Media Interviewing.
 A study and application of interviewing and reporting techniques, emphasizing the local news interview and public affairs reporting. Includes the equivalent of three hours lecture plus two hours of lab per week. Prereq.: Speech 682 and 683, with a grade of C or better in both. 4 q.h.
- 89-192 Speech Communication and Theatre (Change)
 881. Telecommunication Management.
 A study of the relationships of communication management with government, networks, ownership, and other groups. Organization and procedures of typical units; common planning models. Prereq.: Speech 682 and 683, with a grade of C or better in both. 4 q.h.
- 89-193 Speech Communication and theatre (Change)
 884. Video Production Direction.
 A study and application of the communication roles and skills associated with video directing. Emphasis on audience analysis. Includes the equivalent of three hours lecture and two hours lab per week. Prereq.: Speech 782. 4 q.h.
- 89-194 Speech Communication and Theatre (Change)
 885. Developments in Telecommunication Media.
 Study and application of uses of telecommunication media apart from commercial broadcasting. Study of new technologies and their potential. Prereq.: Speech 682 and 683, with a grade of C or better in both. 4 q.h.

- 89-195 Speech Communication and theatre (Change)
 886. Audience and Market Measurement.
 Methods of collecting, analyzing, and using information about media markets.
 Includes quantitative and non-quantitative techniques.
 Prereq.: Speech 682 and 683, with a grade of C or better in both. 4 q.h.
- 89-186 Speech Communication and Theatre (Change)
 887. Theories and Criticism of Telecommunication.
 Study of contemporary theories and research in telecommunication. Prereq.:
 Speech 682 and 683, with a grade of C or better in both. 4 q.h.
- 89-197 Art (Add)
 662. Art Appreciation for Classroom Teachers.
 Focus on the visual arts as related to students majoring in education and the ways
 the visual arts can be taught to children. Emphasis on aesthetics, criticism,
 history and the creation of art. Four hours of lecture and two hours of lab per
 week. 4 q.h.
- 89-198 Art (Add)
 761. Art Strategies for Preschool and Kindergarten Teachers.
 Designed for the child-care and kindergarten major with emphasis on establishing
 attitudes and philosophies through classroom experiences. Two hours of lecture and
 four hours of laboratory per week. Prereq.: Art 662 or permission of instructor.
 4 q.h.
- 89-200 Art (Add)
 762. Art Strategies for Classroom Teachers.
 A study of the artistic needs of students from grades one through eight and the
 exploration of the creative process in relation to classroom experiences. Two
 hours of lecture and four hours of laboratory per week.
 Prereq.: Art 662. 3 q.h.
- 89-203 Art (Add)
 763. Strategies for Teaching Secondary School Art.
 An exploration of the needs of students from grades nine through twelve and the
 methods used in providing creative art experiences. Two hours of lecture and
 four of laboratory per week. Prereq.: Art 762. 3 q.h.