The Academic Programs and Curriculum Committee

Curriculum Division

The responsibility of the Curriculum division shall include the examination and processing of proposals for new courses, change, or deletion of existing courses, as such proposals are forwarded by the undergraduate colleges/schools of the University.

Upon approval by the UCC the course proposals are distributed to the Deans, Department Chairman, Academic Vice-President and Dean of Graduate Studies. After a 10-day examination period with no objection filed, the proposals are sent to the President of the Senate for inclusion in the Senate agenda. Approval of the minutes will effect the addition of the proposals to the University inventory of courses.

In the event of an objection, the Chairman of the UCC will notify the department issuing the proposal of the objection. If those involved are able to reach a solution, the objection will be removed, and the proposal will be sent on through proper channels.

If a resolution cannot be obtained, the UCC will bring the proposal to a vote and send it to the Senate.

Any proposal effecting a change in two or more programs must be considered by the Academic Programs and Curriculum Committee as a whole.

The Curriculum Division shall be composed from the Academic Program and Curriculum Committee as follows: One representative from each undergraduate college/school of the University; the Registrar as a non-voting ex-officio member; and one undergraduate student. (Ex-Officio members; other than the Registrar, shall be excluded from division membership, nor shall any other member serve on both divisions of the committee.)

CDC # 85-3 Date Rec'd. 10-17-84 IP. Code

A(emic Program Nursing - BSN   Department   Nursing - CAST

Deletion of _____ (Complete A and C)

Addition of N 807 _____ (Complete B and C)

Change of _____ (Complete A, B and C)

Chairperson's Signature Magdalen Stafford   Date 11-8-83

A *To delete or change an existing
course, attach a clear photocopy
or the course description in the
current catalog, and list the
page number.*

B *To add or change a course, provide
the course description precisely
as it is to appear in the catalog.*

N807 Power, Politics and Nursing
   The meaning of nursing power, politics, and net-
working will be explored. Through simulation, gaming,
and presentations, students will learn about nursing
power, issues, strategies, networking and politicking.
Prerequisite: ADN or BSN students or R.N. (Sp) 4 qh.

C *Justify the curriculum proposal, using additional sheets if necessary. Qualified faculty
must be listed for a new course. Assurances must be provided that library resources ·
and/or physical plant facilities are or will be available.*

Addition of N807 reflects compliance with recommendations of the NLN accrediting body. N807
expands options for students in areas of special interests.
Library and physical plant resources are available and adequate.
Faculty: Owens, and other qualified faculty.

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*-- Check if course proposal adoption will affect another academic program in the University.
Cross-list with _____ (department and course number)*

Signatures		Approval	Disapproval	Date
School/College Curr. Comm.	Barbara Engelhart	✓		11/18/83
Dean	V A Richley	✓		NOV 2 2 1983
University Curr. Div. Comm.				
Ac(mic Senate				

CDC - 1983

UCD #85-9	Date Rec'd 10-17-84	IR Code

School ___ARTS & SCIENCES___   Department ___ENGLISH___

Course Title __English 743 Technical Communication__

☐ Change (Complete A, B, C, D, E)
☒ Add (Complete B, C, D, E)
☐ Delete (Complete A, C, E)

Chairperson's Signature _Barbara Brothers_   Date (1/27/84)   Telephone __3415__
                                                  (4/13/84)

A To delete or change an existing course, attach a clear photocopy of its description in the current Bulletin and list the page number.

B To add or change a course, provide its description precisely as it is to appear in the Bulletin. Be succinct.

English 743. Technical Communication. An intermediate composition course to introduce students to the essential elements in the technical writing process: the technology (e.g., word processing and graphics), formats, style, and techniques of gathering, interpreting, and presenting information.
Prereq.: English 551 or its equivalent.   4 q.h.

C Yes ☐ or No ☒, this course is (to be) cross-listed with _____
                                                              (Department & Course Number)

All cross-listed courses must be identified as such in the description of all courses involved — Check B above.

D Justify the course proposal, using additional sheets if necessary. Qualified faculty must be listed for a new course. Assurances must be provided that library resources and/or physical plant facilities are or will be available.

Please see attached sheet.

E Yes ☐ or No ☒, this proposal will affect another Department in the University.
If yes, explain _____

Signatures		Approval	Disapproval	Date
School/College Curr. Comm.	_Loretta Liptak_	✓	___	May 2, 1984
Dean	_B. J. Yozwiak_	✓	___	5/11/84
University Curr. Div.		___	___	___
Academic Senate		___	___	___

C. Students in technical fields, such as engineering, computer science, and the natural sciences, need an upper level writing course tailored to their professional needs. Students interested in technical writing as a career need an introduction to the qualifications, skills and knowledge such a position requires. The freshman sequence does not, and should not, emphasize those situations and formats unique to technical communications. Technical Communications, with its stress on clear, logical, functional prose and content selected from relevant subject areas, will prepare students for the specific kinds of work-related writing they will encounter in an organized communication system. It will also familiarize students with the technology, e.g., word processing and graphic plotters, used to prepare professional documents.

In Engineering Education Dean Nicholas Sylver, University of Tulsa, explains that "75% of engineering graduates take jobs in industry, where at least 25% of an engineer's time is spent in the reporting process. As an engineer moves up the engineering ladder, this time can increase to as much as 80%." Those who hope to assume policy and management responsibilities in technical areas must be both experts in their fields and proficient in communication. This proficiency must extend beyond in-house communications. Given a public often suspect of technical innovations, there is a need for dialogue between engineers, project managers and scientists, and non- or anti-technical audiences. The ability to explain complex matters to non-specialists through community meetings, letters to the newspaper, television interviews, and impact statements is a valuable professional asset. A course in Technical Communication will teach the skillful and confident expression of ideas in writing, speech and visual imagery: a combination of clear and tactful prose with effective speech and skillful use of graphs and other visual aids.

Richard Burden, chairman of the Mathematical and Computer Science Department, and Douglas Faires of the same department have expressed the need for such a course and have actively promoted it. George Sutton, Dean of the School of Engineering, also spoke of its appropriateness.
Instructor: Charles Nelson. Current library and physical facilities are adequate.