

[x]  **Plan Change**

 **[ ]  Plan Deletion**

 **Fall 2019**

***All Plans with CAEP designation, or plans seeking CAEP designation, must include a CAEP Accreditation Memo of Approval from the NAU CAEP administrator prior to submission.***

|  |  |
| --- | --- |
| 1. College and Academic Unit: | Online & Innovation; Personalized Learning |
|  |  |
| 2. Academic Plan Name: | ***Liberal Arts; B.S. (***PLLABS) |
|  |  |
| 3. Emphasis: |  |

**Section I**

4. Justification for plan changes ([*click for examples*](file:///C%3A%5CUsers%5Cssg52%5CDocuments%5Cs)):

Describe how the proposed changes are related to short and long-term goals of the Academic Unit. Ensure your description addresses at least one of the following:

* Improvements to the academic program (aligning curriculum to new or current learning outcomes, improving degree program progression, aligning learning experiences in pre-requisites),
* Requirements or recommendations set forth by the program’s Academic Program Review or Specialized Accreditation (addressing improvements based on input from external reviewers, industry trends, new or changing governmental regulations or external accreditation requirements),
* Academic unit goals identified in a unit’s Annual Curriculum & Assessment Reports,
* Evidence and assessment findings (assessments of student learning, needs assessments, student or employer surveys, comparisons to other programs in the field), and/or
* Other important aspects of the academic unit and student learning not identified above.

HISY 205 (World History) has NAU global diversity designation. When we originally launched Personalized Learning, HISY 205 was included in the Liberal Arts program of study. We quickly realized that most PL students need the course as well to fulfill their global diversity requirement. Liberal Arts students will encounter HISY 205 during their Liberal Studies component. HUMA 377 (Utopias and Dystopias) will replace HISY 205 in the LA program.

|  |  |
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| 5. Current purpose statement. Cut and paste from the current on-line academic catalog: ([*http://catalog.nau.edu/Catalog/*](http://catalog.nau.edu/Catalog/))The mission of Personalized Learning’s Liberal Arts Bachelor degree program is to provide adult and self-motivated learners an opportunity to study broadly from history, philosophy, literature, and the arts by providing students exposure to a vast array of texts integrated into interdisciplinary units in order to give students a broader understanding of the interrelationship of concepts and ideas from varying disciplinary subjects. As well, our degree program seeks to offer students an affordable, self-paced learning environment that honors previous knowledge and real world experiences. | Show the proposed changes in this column (if applicable). **Bold** the changes, to differentiate from what is not changing, and change font to **~~Bold Red with strikethrough~~** for what is being deleted. ***(***[*Resources, Examples & Tools for Developing Program Purpose Statements*](http://nau.edu/Provost/Curriculum-and-Assessment/College-Curriculum-and-Assessment-Committees/Plan-Design-Resources/)).**~~The mission of Personalized Learning’s Liberal Arts Bachelor degree program is to provide adult and self-motivated learners an opportunity to study broadly from history, philosophy, literature, and the arts by providing students exposure to a vast array of texts integrated into interdisciplinary units in order to give students a broader understanding of the interrelationship of concepts and ideas from varying disciplinary subjects. As well, our degree program seeks to offer students an affordable, self-paced learning environment that honors previous knowledge and real world experiences.~~****In the Personalized Learning Liberal Arts program, students will explore ideas from many different areas of study, including sociology, philosophy, psychology, history, literature, and the arts. The coursework for this program provides an opportunity to explore ideas from many different angles and perspectives. The mission of a Liberal Arts education is to broaden the mind, encouraging students to think critically and creatively, and to make informed decisions on a wide variety of topics.** **The skills students learn in the Liberal Arts degree prepare them for further study in a graduate program or to work in any workplace. The ability to write effectively, to communicate clearly, and to think analytically will serve students well in any field. Students will also practice problem solving and the application of ideas in new and different ways. This program provides the opportunity to explore the interrelationship of concepts and ideas from varying disciplinary subjects.****The bachelor of science degree takes students beyond their major coursework to also explore more closely the science of the world around them. Students will learn about water management and green technologies, as well as astronomy and the intersection of science, technology, and religion.** **At the completion of the program, students will be able to articulate themselves clearly in writing, apply ideas from different schools of thought, and think creatively across a broad range of contexts.**  |

|  |  |
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| 6. Current student learning outcomes of the plan. If structured as plan/emphasis, include for both core and emphasis. Cut and paste from the current on-line academic catalog: ([*http://catalog.nau.edu/Catalog/*](http://catalog.nau.edu/Catalog/))**Liberal Arts Personalized Learning Graduates will be able to**:* Work in a team structure: Engage in effective group communication building on Group Dynamics and theories in intercultural communication
* Communicate with diverse populations: Demonstrate the difference between analysis, interpretation, and evaluation
* Solve complex problems: Demonstrate knowledge of relationships between knowledge, power, morality, ethics, and law
* Analyze complicated materials: Analyze, interpret, and evaluate objects and theories across broad contexts
* Write about culture effectively and Compose academic essays in various rhetorical styles: Write clear summaries, position papers, reports, research papers, and annotated bibliographies
* Demonstrate knowledge of potential and limitations of technology’s advances: Differentiate, evaluate, and apply theories concerning technological advances and their impact on society
* Practice an examined or self-reflective life: Examine and explain the importance of literature, film, media, and art on understanding human nature.
* Describe ethical theories: Differentiate between ethics and morality, and analyze ethics and morality from both religious and political perspectives
* Demonstrate knowledge of the significance of the humanities: Examine and compare theories of subjectivity, personal identify, and human nature in the humanities
* Demonstrate knowledge of the significance of the social sciences: Examine and compare the history and impacts of the penal and legal systems in the U.S. and Asia, paying particular attention upon their impacts on political and religious life
* Demonstrate an effective transfer of competencies to the workplace: Develop research approaches for case studies, and develop approaches to effective workplace communication.
 | Show the proposed changes in this column (if applicable). **Bold** the changes, to differentiate from what is not changing, and change font to **~~Bold Red with strikethrough~~** for what is being deleted. *(*[*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*](http://nau.edu/Provost/Curriculum-and-Assessment/College-Curriculum-and-Assessment-Committees/Plan-Design-Resources/)*).***Liberal Arts Personalized Learning Graduates will be able to**:* Work in a team structure: Engage in effective group communication building on Group Dynamics and theories in intercultural communication
* Communicate with diverse populations: Demonstrate the difference between analysis, interpretation, and evaluation
* Solve complex problems: Demonstrate knowledge of relationships between knowledge, power, morality, ethics, and law
* Analyze complicated materials: Analyze, interpret, and evaluate objects and theories across broad contexts
* Write about culture effectively and Compose academic essays in various rhetorical styles: Write clear summaries, position papers, reports, research papers, and annotated bibliographies
* Demonstrate knowledge of potential and limitations of technology’s advances: Differentiate, evaluate, and apply theories concerning technological advances and their impact on society
* Practice an examined or self-reflective life: Examine and explain the importance of literature, film, media, and art on understanding human nature.
* Describe ethical theories: Differentiate between ethics and morality, and analyze ethics and morality from both religious and political perspectives
* Demonstrate knowledge of the significance of the humanities: Examine and compare theories of subjectivity, personal identify, and human nature in the humanities
* Demonstrate knowledge of the significance of the social sciences: Examine and compare the history and impacts of the penal and legal systems in the U.S. and Asia, paying particular attention upon their impacts on political and religious life
* Demonstrate an effective transfer of competencies to the workplace: Develop research approaches for case studies, and develop approaches to effective workplace communication.
* **Analyze and explore the basics of science and technology.**
* **Explore the history of fossil fuels and their development.**
* **Project the advances and uses of green technologies in the construction and transportation industries.**
* **Explore the properties of stars from mass, size, magnitude, luminosity, lifespan, color, variability and main fusion process to formation, death and left over remnant.**
* **Explore the lives of galaxies from formation to star production, its evolution by collision with other galaxies, and their stellar populations.**
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**Question 7 for Degree Programs only; not minors or certificates.**

*7. For degree programs: Attach the proposed curriculum map (example formats*)*. (Current Curriculum Map can be found here:* [*http://nau.edu/ocldaa/assessment-process/report-archives/*](http://nau.edu/ocldaa/assessment-process/report-archives/)*)*

*Use the* [*Curriculum Map Guidelines*](http://nau.edu/Provost/Curriculum-and-Assessment/College-Curriculum-and-Assessment-Committees/Plan-Design-Resources/) *to ensure you have addressed curriculum mapping aspects that will be reviewed by the College Curriculum and Assessment Committees (Reviewer’s Forms).*

|  |  |
| --- | --- |
| 8. Current catalog display in this column. Cut and paste from the current on-line academic catalog: ([*http://catalog.nau.edu/Catalog/*](http://catalog.nau.edu/Catalog/))Major Requirements* **Personalized Learning Competencies for the Bachelor of Science in Liberal Arts**Completion of these competencies will result in the awarding of credit for NAU classes.C.1  Work in a team structureC.2  Communicate with diverse populationsC.3  Solve complex problemsC.4  Analyze complicated materialsC.5  Write about culture effectivelyC.6  Compose academic essays in various rhetorical stylesC.7  Demonstrate knowledge of potential and limitations of technology's advancesC.8  Practice an examined or self-reflective lifeC.9  Describe ethical theoriesC.10 Apply ethical theories to educationC.11 Formulate and substantiate thesesC.12 Formulate and test hypotheses in humanities and social scienceC.13 Demonstrate knowledge of leadership in the working of organizationsC.14 Demonstrate knowledge of the significance of the humanitiesC.15 Demonstrate knowledge of the significance of the social sciencesC.16 Demonstrate effective transfer of competencies to workplace
* **Course Credit Earned (54 units)**
	+ [ARHI 143](http://catalog.nau.edu/Courses/course?courseId=011026&catalogYear=1819&pl=true) Western Art History (3 units)
	+ [CCSU 251](http://catalog.nau.edu/Courses/course?courseId=011027&catalogYear=1819&pl=true) Interdisciplinary Cultural Aesthetics (3 units)
	+ [CCSU 351W](http://catalog.nau.edu/Courses/course?courseId=011028&catalogYear=1819&pl=true) Interdisciplinary Research Writing (3 units)
	+ [CCSU 490C](http://catalog.nau.edu/Courses/course?courseId=011029&catalogYear=1819&pl=true) Capstone in 1960's American Cinema (3 units)
	+ [CSTU 272](http://catalog.nau.edu/Courses/course?courseId=011031&catalogYear=1819&pl=true) Group Dynamics and Social Conflict (3 units)
	+ [CSTU 324](http://catalog.nau.edu/Courses/course?courseId=011032&catalogYear=1819&pl=true) Cross Cultural Communication (3 units)
	+ [ENGL 254](http://catalog.nau.edu/Courses/course?courseId=011035&catalogYear=1819&pl=true) Introduction to World Literature (3 units)
	+ [ENGL 306W](http://catalog.nau.edu/Courses/course?courseId=011036&catalogYear=1819&pl=true) Writing Across the Disciplines (3 units)
	+ [HISY 205](http://catalog.nau.edu/Courses/course?courseId=010586&catalogYear=1819&pl=true) World History (3 units)
	+ [HUMA 381](http://catalog.nau.edu/Courses/course?courseId=011041&catalogYear=1819&pl=true) Reflections of Society in Postwar Cinema (3 units)
	+ [HUMA 383](http://catalog.nau.edu/Courses/course?courseId=011042&catalogYear=1819&pl=true) Humanities in Global Contexts (3 units)
	+ [HUMA 476](http://catalog.nau.edu/Courses/course?courseId=011043&catalogYear=1819&pl=true) Human Nature and Humanistic Values (3 units)
	+ [PHIL 106](http://catalog.nau.edu/Courses/course?courseId=011048&catalogYear=1819&pl=true) Ethical Obligation (3 units)
	+ [RELI 151](http://catalog.nau.edu/Courses/course?courseId=011051&catalogYear=1819&pl=true) World Religions (3 units)
	+ [SOCI 202](http://catalog.nau.edu/Courses/course?courseId=011052&catalogYear=1819&pl=true) Sociological Thought (3 units)
	+ [SOCI 314](http://catalog.nau.edu/Courses/course?courseId=011053&catalogYear=1819&pl=true) The Sociological Aspects of Education (3 units)
	+ [SOCI 321](http://catalog.nau.edu/Courses/course?courseId=011054&catalogYear=1819&pl=true) Interaction of Sociology and Psychology (3 units)
	+ [SOCI 340](http://catalog.nau.edu/Courses/course?courseId=011055&catalogYear=1819&pl=true) Social Criminology (3 units)
* Please note that you may be able to use some courses to meet more than one requirement. Contact your faculty mentor for details.

Science Requirement* **Science Requirement, select from the following (12 units):**
	+ [SCIN 182](http://catalog.nau.edu/Courses/course?courseId=011610&catalogYear=1819&pl=true), [SCIN 281](http://catalog.nau.edu/Courses/course?courseId=011611&catalogYear=1819&pl=true), [SCIN 301](http://catalog.nau.edu/Courses/course?courseId=011612&catalogYear=1819&pl=true), [SCIN 302](http://catalog.nau.edu/Courses/course?courseId=011613&catalogYear=1819&pl=true), [SCIN 293](http://catalog.nau.edu/Courses/course?courseId=011614&catalogYear=1819&pl=true)

General Electives* Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)Additional Information* Some courses may have departmental prerequisites required by students in other majors. Any prerequisites not fulfilled with transfer credit may be met by successfully completing a pretest; however, credit will not be granted for the completion.This degree is offered only through the Personalized Learning program. Work with a faculty mentor for any questions regarding the applicability of coursework completed through Personalized Learning to any other plan of study at NAU.
 | Show the proposed changes in this column.  **Bold** the changes, to differentiate from what is not changing, and change font to **~~Bold Red with strikethrough~~** for what is being deletedMajor Requirements* **Personalized Learning Competencies for the Bachelor of Science in Liberal Arts**Completion of these competencies will result in the awarding of credit for NAU classes.C.1  Work in a team structureC.2  Communicate with diverse populationsC.3  Solve complex problemsC.4  Analyze complicated materialsC.5  Write about culture effectivelyC.6  Compose academic essays in various rhetorical stylesC.7  Demonstrate knowledge of potential and limitations of technology's advancesC.8  Practice an examined or self-reflective lifeC.9  Describe ethical theoriesC.10 Apply ethical theories to educationC.11 Formulate and substantiate thesesC.12 Formulate and test hypotheses in humanities and social scienceC.13 Demonstrate knowledge of leadership in the working of organizationsC.14 Demonstrate knowledge of the significance of the humanitiesC.15 Demonstrate knowledge of the significance of the social sciencesC.16 Demonstrate effective transfer of competencies to workplace
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	+ [ENGL 306W](http://catalog.nau.edu/Courses/course?courseId=011036&catalogYear=1819&pl=true) Writing Across the Disciplines (3 units)
	+ [**~~HISY 205~~**](http://catalog.nau.edu/Courses/course?courseId=010586&catalogYear=1819&pl=true) **~~World History (3 units)~~**
	+ **HUMA 377 Utopias and Dystopias (3 units)**
	+ [HUMA 381](http://catalog.nau.edu/Courses/course?courseId=011041&catalogYear=1819&pl=true) Reflections of Society in Postwar Cinema (3 units)
	+ [HUMA 383](http://catalog.nau.edu/Courses/course?courseId=011042&catalogYear=1819&pl=true) Humanities in Global Contexts (3 units)
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	+ [PHIL 106](http://catalog.nau.edu/Courses/course?courseId=011048&catalogYear=1819&pl=true) Ethical Obligation (3 units)
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	+ [SOCI 340](http://catalog.nau.edu/Courses/course?courseId=011055&catalogYear=1819&pl=true) Social Criminology (3 units)
* Please note that you may be able to use some courses to meet more than one requirement. Contact your faculty mentor for details.

Science Requirement* **Science Requirement, select from the following (12 units):**
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General Electives* Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)Additional Information* Some courses may have departmental prerequisites required by students in other majors. Any prerequisites not fulfilled with transfer credit may be met by successfully completing a pretest; however, credit will not be granted for the completion.This degree is offered only through the Personalized Learning program. Work with a faculty mentor for any questions regarding the applicability of coursework completed through Personalized Learning to any other plan of study at NAU.
 |

**Section II**

9. Will there be a change to the campus(es) where the plan is offered? Yes [ ]      No [x]

 If yes, check all campuses where the plan will be offered:

|  |  |  |  |
| --- | --- | --- | --- |
| Flagstaff [ ]  | Fully Online [ ] (Fully Online- all courses are offered online.) | Partially Online [ ] (Partially Online- some courses are offered online.) | Statewide [ ]  |

List the Statewide Campuses where the plan will be offered:

|  |  |  |  |
| --- | --- | --- | --- |
| **[ ]**  Yuma | **[ ]**  Central Arizona College | **[ ]**  Chandler-Gilbert C.C. | **[ ]**  Eastern Arizona College |
| **[ ]**  Estrella Mountain C.C.  | **[ ]**  Glendale C.C. | **[ ]**  Marine Corps Air Sta- Yuma. | **[ ]**  Mesa C.C. |
| **[ ]**  Mohave C.C. | **[ ]**  NAU-East Valley | **[ ]**  NAU-North Valley | **[ ]**  NAU-Yavapai |
| **[ ]**  Northland Pioneer College | **[ ]**  Paradise Valley C.C. | **[ ]**  Personalized Learning | **[ ]**  Phoenix College |
| **[ ]**  Phoenix College | **[ ]**  Pima C.C Community | **[ ]**  Pima C.C. Desert Vista  | **[ ]**  Pima C.C. Downtown |
| **[ ]**  Pima C.C. West | **[ ]**  Scottsdale C.C  | **[ ]**  South Mountain C.C. | **[ ]**  Yavapai College |

**Section II**

**Impacts to Other Academic Units or Programs**

10a. Projected impacts to enrollments and courses in other academic units or programs: What is the expected impact on enrollments and offerings within other academic units or programs?

No impact

10b. If other academic units or programs are impacted by this proposal, what discussions and actions have been taken for notification and/or resolution?

**Section III**

**Questions 11-14 for Undergraduate Plans only:**

11. A major is differentiated from another major by required course commonality: 18\* units of the required coursework to complete the major must be unique, (i.e. not common or not dual use as a required element in another major), to that major. Does this plan have 18\* units of unique required credit? Yes [x]       No [ ]

\* If there are not 18 units unique, the program will need to justify why the major is not conforming to this requirement in one of two ways:

1. The distinctiveness of the degree program must be evident through a well-articulated (1) Degree Program Purpose, (2) Degree Program Learning Outcomes, and (3) explanation for why the specified curriculum requirements are necessary for students to achieve the Degree Program Student Learning Outcomes as illustrated in the program’s Curriculum Map/ Matrix and narrative describing the design of the degree program curriculum.
2. Degree programs can prohibit students from earning dual majors/dual degrees if the dual majors/dual degrees do not conform to this requirement.  A prohibiting policy must be documented in the academic catalog for both majors/degrees.

12. An emphasis is differentiated from another emphasis by required course commonality: 15 units of the required coursework to complete the emphasis must be unique, (i.e. not common or not dual use as a required element in another emphasis), to that emphasis. Do the emphases each have 15 units of unique required credit? Yes [ ]       No [ ]

13. An undergraduate certificate is differentiated from another certificate by required course

commonality: 12 units of the required coursework to complete the certificate must be unique (i.e. not common or not dual use as a required element in another certificate), to that certificate. Does this certificate have 12 units of unique required credit? Yes [ ]      No [ ]

14 A minor is differentiated from another minor by required course commonality: 12 units of the required coursework to complete the minor must be unique, (i.e. not common or not dual use as a required element in another minor), to that minor. Does this minor have 12 units of unique required credit? Yes [ ]       No [ ]

**Questions 15-18 for Graduate Plans only:**

15. Graduate degrees are differentiated from one another by required curriculum and course commonality: at least 12 units of required coursework to complete the degree must be unique (i.e. not common or for dual use as a required element in another degree).

Does this degree contain at least 12 unique units of required credit? Yes [ ]       No [ ]

16. Emphases within a Graduate degree are differentiated by required curriculum and course commonality: at least 9 units of required coursework to complete the emphasis must be unique (i.e. not common or not dual use as a required element in another emphasis).

Do emphases contain at least 9 unique units of required credit? Yes [ ]       No [ ]

17. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework?

 Yes [ ]       No [ ]

If no, explain why this proposal should be approved.

18. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework?

 Yes [ ]       No [ ]

If no, explain why this proposal should be approved.

|  |  |
| --- | --- |
| Jenny Scott | 7.19.18 |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals**: |  |
| Cori Gordon | 9.7.18 |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
|  |  |
| Meredith Curley | 9.5.18 |
| Dean of College | Date |

**From:** Corrine J Gordon
**Sent:** Friday, September 7, 2018 10:01 AM
**To:** Jenny Scott <Jenny.Scott@nau.edu>
**Subject:** Re: OBC Curriculum Committee Documents--Signature Needed

Oh gotcha.  Sorry to complicate!  I’ll be sure to approve via email in the future.  You have confirmation of my approval with this email.

Cori

Corrine “Cori” Gordon, Ph.D.

Coordinator of Personalized Learning and Lead Faculty of Liberal Arts

NAU Online, Northern Arizona University

Cori.Gordon@nau.edu

(602) 776-4655

**From:** Jenny Scott <Jenny.Scott@nau.edu>
**Date:** Friday, September 7, 2018 at 9:44 AM
**To:** Corrine J Gordon <Cori.Gordon@nau.edu>
**Subject:** RE: OBC Curriculum Committee Documents--Signature Needed

Hi Cori!

It’s actually much easier if you provide approval by way of email – the real signature requires printing of only the signature page and piecing hard copies together, etc.  Thanks!

**Jenny Scott, M.A.**

Curriculum Process Associate

928-523-6580

**From:** Corrine J Gordon
**Sent:** Friday, September 7, 2018 9:36 AM
**To:** Jenny Scott <Jenny.Scott@nau.edu>
**Subject:** Re: OBC Curriculum Committee Documents--Signature Needed

Hi Jenny,

Oh, I’m sorry!  The two attachments have my signature as Department Chair, and then we have Meredith’s Dean approval via email.

Cori

Corrine “Cori” Gordon, Ph.D.

Coordinator of Personalized Learning and Lead Faculty of Liberal Arts

NAU Online, Northern Arizona University

Cori.Gordon@nau.edu

(602) 776-4655

**From:** Meredith A Curley <Meredith.Curley@nau.edu>
**Date:** Wednesday, September 5, 2018 at 9:44 AM
**To:** Corrine J Gordon <Cori.Gordon@nau.edu>
**Subject:** Re: OBC Curriculum Committee Documents--Signature Needed

Please accept this email as approval.

Thanks,

Meredith Curley, Ed.D.

Dean, NAU Online, Statewide & Innovative Educational Initiatives

NAU Online

P.O. Box 4117, Flagstaff, AZ. 86011

928-523-7456

meredith.curley@nau.edu



**From:** Corrine J Gordon <Cori.Gordon@nau.edu>
**Date:** Tuesday, August 28, 2018 at 10:06 AM
**To:** Meredith A Curley <Meredith.Curley@nau.edu>
**Subject:** FW: OBC Curriculum Committee Documents--Signature Needed

Hi Meredith,

I have attached 2 curriculum documents that require your signature to move forward to the OBC (Online, Branch, and Community Campus Curriculum Committee).  Here is a summary of the change to curriculum I am requesting on these forms (one form is for the BS in Liberal Arts and one form is for the BA in Liberal Arts; otherwise, the change for both is identical):

* Course, HISY 205 (World History) meets NAU Global Diversity requirement.  I originally had this course in the Liberal Arts major program of study, but the course is now needed by all PL students (not just LA) to meet Global Diversity. The attached curriculum forms are requesting that HISY 205 be taken out of LA major so it can be used in the liberal studies coursework for all PL students—so LA students will still take this course, but not in their major. I am replacing the course with a 300-level humanities course, HUMA 377 (Utopias and Dystopias).

If you approve this change, would you please sign the 2 attachments and send them back to me?  I will route them to the OBC to be added to the upcoming agenda to be reviewed by the committee.  I also included the thread of communication between me and OBC below if you would like more context.

Thank you!

Cori

Corrine “Cori” Gordon

Coordinator for Personalized Learning and Lead Faculty for Liberal Arts

NAU Online

Cori.Gordon@nau.edu

(602) 776-4655