

**UCC/UGC/ECCC**

Proposal for New Course

***Please attach proposed Syllabus in*** [***approved university format***](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)***.***

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| --- | --- | --- | --- |
| 1. Course subject and number: | **ACC 206** | 2. Units: | **3** |

[**See upper and lower division undergraduate course definitions.**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc)

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| --- | --- | --- | --- |
| 3. College: | **The W.A. Franke College of Business** | 4. Academic Unit: | **Accounting** |

5**.** Student Learning Outcomes of the new course. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*

**1. Demonstrate an understanding of information in lectures and readings;**

**2. Connect ideas between lectures and readings;**

**3. Read faster and with better understanding;**

**4. Understand and use business vocabulary.**

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. *(*[*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/ProgramLearningOutcomesPDF_090712.pdf)*)*

**This course has been piloted during 2013-14 for students struggling with the English language. Because law is a language and vocabulary intense course taught in the early stages of the business plan of study, students tend to struggle academically as they adjust to learning in English. The course was developed by a PhD in Linguistics and is taught by that PhD and a masters student from Linguistics. We intend to continue offering the course at least until the PhD student has had time to evaluate the results and measure student success.**

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| 7. Effective **BEGINNING** of what term and year? | **Fall 2014** |  |
| [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1314Effective.xls)**.** |  |  |

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| --- | --- |
| 8.  Long course title: | **LANGUAGE FOR BUSINESS LAW** |
| *(max 100 characters including spaces)* | |

|  |  |
| --- | --- |
| 9. Short course title: | **LANGUAGE FOR BUSINESS LAW** |
| *(max. 30 characters including spaces)* | |

10. Catalog course description *(max. 60 words, excluding requisites):*

**This is language- and content-enrichment course that is linked to ACC 205: The Legal and Ethical Environment of Business. The goal of this course is to help students better understand the language of U. S. business by reinforcing the content and concepts of ACC 205. Department consent required.**

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

                                                                                                                                    Yes  No

If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses? Yes  No

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?              Yes  No

      If yes, describe the impact. If applicable, include evidence of notification to and/or response from

each impacted academic unit.

**Please see attached letter of support from: ENG/CAL**

14. Grading option:      Letter grade Pass/Fail Both

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| 15. Co-convened with: |  | 14a. UGC approval date\*: |  |
| (For example: ESE 450 and ESE 550) [See co-convening policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).  \*Must be approved by UGC before UCC submission, and both course syllabi must be presented. | | | |

|  |  |  |  |  |  |  |  |  |
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| 16. Cross-listed with: |  | | |  | | | | |
| (For example: ES 450 and DIS 450) [See cross listing policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).        Please submit a single cross-listed syllabus that will be used for all cross-listed courses. | | | | | | | | |
| 17. May course be repeated for additional units? | | |  | | | Yes     No | | |
| 16a. If yes, maximum units allowed? | |  | | |  | | | |
| 16b. If yes, may course be repeated for additional units in the same term? | | | | | | |  | Yes     No |

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| 18. Prerequisites: |  |  |

If prerequisites, include the rationale for the prerequisites.

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| --- | --- | --- |
| 19. Co requisites: | **ACC 205** |  |

If co requisites, include the rationale for the co requisites.

**This course is meant for students who struggle with the English language. The concepts are**

**based on the content of ACC 205. The course is a paired course.**

20. Does this course include combined lecture and lab components?                   Yes  No

If yes, include the units specific to each component in the course description above.

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| 21. Names of the current faculty qualified to teach this course: | **Geoff LaFlair (PhD student in Linguistics and any MA student in English as a Second Language or Linguistics** |

**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation?             Yes  No

       If yes, include a [Liberal Studies proposal](http://www2.nau.edu/~d-ugstdy/_source/docs/LS_Proposal_form.doc) and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?Yes    No

       If yes, include a [Diversity proposal](http://www4.nau.edu/avpaa/EthDiv/Divform2010.doc) and syllabus with this proposal.

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| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland** | **2/12/2014** |
| Reviewed by Curriculum Process Associate | Date |
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| **Approvals**: |  |
|  |  |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes  No

Approved as modified: Yes  No

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| **EXTENDED CAMPUSES** |  |
|  |  |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals:** |  |
|  | |
| Academic Unit Head | Date |
|  | |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes  No

Approved as modified: Yes  No

**From:** John Gilbert Rothfork   
**Sent:** Wednesday, February 12, 2014 10:14 AM  
**To:** Eric D Yordy  
**Cc:** Jean M Boreen  
**Subject:** RE: Business Language Course support

Eric Yordy  
Assoc. Dean  
W. A. Franke College of Business

Eric,

Thanks for informing the English dept. about ACC299: Business Language. Our department is committed to expanding writing help to all areas of the university.  We especially appreciate the opportunity ACC299 will continue to offer to graduate students in Applied Linguistics (AL) and TESL.

Consequently, the English dept. enthusiastically supports the creation of ACC299 and will be happy to continue to have English dept. faculty (from AL and TESL) and graduate students involved in teaching it.

**John Rothfork**

Chair, English Dept.

Box 6032

Northern Arizona University

Flagstaff, AZ 86011-6032

928.523.0559

**From:** Eric D Yordy   
**Sent:** Wednesday, January 29, 2014 10:23 AM  
**To:** John Gilbert Rothfork  
**Cc:** Jean M Boreen; Joan M Jamieson  
**Subject:** Business Language Course support

Dr. Rothfork,

For the last three terms, I have been part of a pilot program offering an ACC 299 – Business Language course.  This course was developed by Geoff LaFlair, doctoral student in Applied Linguistics and has been taught by one of the TESL students.  The idea for the course came from a task force on International Student success on which I sit with both Joan Jamieson and Fredericka Stoller.

The course is paired with our vocabulary intense Legal Environment of Business course.  The instructor sits in on the B-Law course and then works with students on the vocabulary aspects of the course.  The course has proven successful and we would like to continue offering it with the help of the Applied Linguistics and TESL students.  Because it has been offered three times with a temporary number, we need to take it through the curriculum process and give it a permanent number.

I have attached the proposed syllabus and UCC paperwork.  My ACC area is supportive of the course and I will talk with my college curriculum committee today.  I would love to have a letter of support from the English Department before sending anything to the UCC.

I would be happy to talk to you more about the course.  I believe that Joan or Jean (who also sits on the task force) also can address any questions you may have.  Thank you for your consideration.  I look forward to hearing from you.

Eric D. Yordy, J.D.

Associate Dean

The W. A. Franke College of Business

Northern Arizona University

928-523-5633

NAU_Franke_emailSz_RGB

Approved by the \_\_\_\_\_\_\_\_\_\_\_\_\_\_area on \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Accepted by the curriculum committee on \_\_\_\_\_\_\_\_\_\_\_\_\_



MASTER SYLLABUS

**ACC 206: Language for Business Law**

1. **Catalog Description:** This is language- and content-enrichment course that is linked to ACC 205: The Legal and Ethical Environment of Business. The goal of this course is to help students better understand the language of U. S. business by reinforcing the content and concepts of ACC 205.
2. **Prerequisites:** full-time student status, be enrolled in ACC 205, and have department consent

Courses: Co-enrolled in ACC 205

Justification: This course is meant for students who struggle with the English language. The concepts are based on the content of ACC 205. The course is a paired course.

1. **Course Learning Goals:** Upon completion of the course students will be able to:

1. Demonstrate an understanding of information in lectures and readings;

2. Connect ideas between lectures and readings;

3. Read faster and with better understanding;

4. Understand and use business vocabulary.

1. **Course Materials:**

This course will require the same textbook as ACC 205 in any semester. This course will also require the ACC 206 Vocabulary Log Book available for purchase in the FCB Support Services Office.

1. **Teaching Methods:**

The course is designed with hands-on activities for all students. In-class activities include discussion and group work that target the improvement of vocabulary knowledge, reading skills and speed, and lecture comprehension. Out-of-class assignments are designed to develop reading skills, vocabulary knowledge, and students’ abilities to synthesize reading and lecture content. .

1. **Mechanisms for Feedback to Students/Interaction Between Students and Professors:**

[**required in all classes** **by AACSB**]

Students will receive immediate feedback on in-class exercises, out-of-class exercises, and all assessments. Written or verbal comments will be given on all assignments and assessments depending on the students’ areas of weakness in language.

1. **Evaluation Tools:**

Reading guides: 20 %

Lecture (listening) guides 20%

Vocabulary logs 20%

Reading and listening assessments: 15 %

Vocabulary assessments 15 %

Graded class work: 10 %

**Grading System**

|  |  |
| --- | --- |
| Grade | Scale |
| A | 90-100% |
| B | 80-89.9% |
| C | 70-79.9% |
| D | 60-69.9% |
| F | 0-59.9% |

1. **Use of Technology and Information Systems**

Bblearn will be used as a course management tool and a vocabulary study tool. For example, it may be used to give students vocabulary study in the form of assessments that students can use to gauge their vocabulary knowledge.

1. **Collaborative or Team Activities**

This class will have several in-class group activities where students will practice language skills together.

1. **Projects**

Students will keep reading guides and vocabulary guides throughout the term.

1. **Statement Regarding Academic Dishonesty**

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook <http://www4.nau.edu/stulife/handbookdishonesty.htm>**.**

XII. **Course Content**:

1. **Course Topics**: (list course topics)

The course will focus on language (reading and lecture comprehension) and vocabulary knowledge through the topics and legal principles that are covered in ACC 205. Topics to be covered include:

* 1. The Legal System from a Business Perspective (selecting an attorney, managing attorney relationships, etc.)
  2. Civil Procedure and Alternative Dispute Resolution
  3. Ethics
  4. Constitutional Law
  5. Contract Law
  6. Agency and Employment Law
  7. Torts, Business Crimes and Criminal Procedure
  8. Business Forms
  9. Intellectual Property
  10. Property Law
  11. Environmental Law
  12. International Law

B. **General Knowledge and Management Skills \***

|  |  |  |  |
| --- | --- | --- | --- |
| Note: Definitions provided on next page. | Included In This class: Y/N | Describe Required Graded Work If Applicable (Include Both Exam And Non-Exam Work) | Indicate the extent to which the knowledge or skill area is represented in the course grade \*\* |
| Oral Communication | Y | In-class projects and group work | 50 |
| Written Communication | Y | In-class work, exam work and assignments | 50 |
| Analytic Skills | Y | In-class work | 25 |
| Reflective Thinking | Y | In-class work, out-of-class work, and reading, vocabulary, and listening quizzes | 40 |
| Ethics and Social Responsibility | Y | As part of the subject area covered in ACC 205 | 10 |
| Global and Environmental Awareness | Y | As part of the subject area covered in ACC 205 | 10 |
| Multicultural and Diversity Understanding | Y | Integrated throughout the course as part of the language learning | 25 |
| Financial Theories, Analysis and Reporting | N |  |  |
| Integrated production and distribution of goods, services and information | N |  |  |
| Group and Individual dynamics in Organizations | Y | In-class group work | 25 |

\*The chart should not be included on the individual course syllabus. However, the minimum requirements as defined in this chart should be reflected in the course syllabus. The descriptions of graded work represent options for delivering the minimum requirement. However, a skill area may be included in the course, but not have a graded component (e.g. Students may work on an assignment in class as part of a team which may develop their understanding of group dynamics or analytical skills. But, they may be graded only on their understanding of the assignment topic—not on their group dynamic or analytical skills even though those skills may be developed).

\*\* Minimal 2-5%....6-10%.....11-25%.....26-50%....51+% Extensive.

Note: Some areas may have 0% and the column total does not necessarily equal 100%

**DEFINITIONS FOR GENERAL KNOWLEDGE**

**AND MANAGEMENT SKILLS AREAS \***

**Oral and Written Communication Skills**

Students learn to communicate effectively in written and oral formats for a variety of purposes, situations and audiences.

**Analytical Skills**

Students apply problem-solving processes, information technologies, systems approaches and both qualitative and quantitative data analysis to solve organizational problems.

**Reflective Thinking Skills**

Students learn/improve from their own experiences and mistakes.

**Ethics and Social Responsibility Knowledge**

Students identify ethical dilemmas and evaluate alternative courses of action.

**Global and Environmental Awareness**

Students learn to make decisions that reflect the variations in the external environment including political, legal, economic, governmental, cultural and technological issues around the world.

**Multicultural and Diversity Understanding**

Students learn to identify dimensions of cultural difference and be able to demonstrate cultural understanding and flexibility.

**Financial Theories, Reporting and Analysis**

Students learn to apply the analysis of financial information as a basis for business decisions.

**Integrated Production and Distribution of Goods, Services and Information**

Students learn to manage the production and delivery of products to market.

**Group and Individual Dynamics in Organizations**

Students learn to function effectively in organizations as productive individuals and as members of teams.

\*Adapted from the learning outcomes of Merrimack College and The Girard School of Business.