

For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the *current* on line academic catalog:

(<http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>)

Be sure you include all catalog text that pertains to this plan change

For New Plans, leave this column blank.

B.A. in Interdisciplinary Studies
B.S. in Interdisciplinary Studies

Academic Advising Services,
Gateway Student Success
Center
NAU, PO Box 5650, Flagstaff,
AZ 86011-5650
928-523-4772

**Interdisciplinary Studies
Director
Larry A. Gould**

Undergraduate Introduction

You may pursue the following academic plan in interdisciplinary studies:

- bachelor of arts in interdisciplinary studies (extended major)
- bachelor of science in interdisciplinary studies (extended major)

NAU's flexible, B.A. and B.S. in Interdisciplinary Studies offers you an opportunity to design a plan of studies, in consultation

Show the proposed changes in this column. Please **BOLD** the changes, to differentiate from what is not changing and strikethrough what is being deleted.

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

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- bachelor of arts in interdisciplinary studies (extended major)
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NAU's flexible, B.A. and B.S. in Interdisciplinary Studies offers you an opportunity to design a plan of studies, in consultation

with an advisor, to meet your individual educational needs. You may choose this degree if you plan to enter an occupation that requires a broad general education, if you are seeking career advancement or personal intellectual enrichment or if you are considering a preprofessional plan.

We also offer this degree as part of NAU's distance education program; however not all emphasis areas are available through distance education.

We designed this degree to broaden your background, but not to substitute for a degree that meets specific professional or occupational needs. If you are preparing for an occupation where entry is governed by licensure and/or professional certification, you should seek admission to the appropriate degree plan.

**Bachelor's in
Interdisciplinary Studies
(extended major)**

To earn the Bachelors
Interdisciplinary Studies degree,

with an advisor, to meet your individual educational needs. You may choose this degree if you plan to enter an occupation that requires a broad general education, if you are seeking career advancement or personal intellectual enrichment or if you are considering a preprofessional plan.

We also offer this degree as part of NAU's distance education program; however not all emphasis areas are available through distance education.

We designed this degree to broaden your background, but not to substitute for a degree that meets specific professional or occupational needs. If you are preparing for an occupation where entry is governed by licensure and/or professional certification, you should seek admission to the appropriate degree plan.

**Bachelor's in
Interdisciplinary Studies
(extended major)**

To earn the **Bachelor's**
Interdisciplinary Studies degree,

you must complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements
- at least 57-68 units of major requirements for the B.A. or at least 60-67 units of major requirements for the B.S.
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a list of the available diversity courses.

you must complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements
- at least 57-68 units of major requirements for the B.A. or at least 60-67 units of major requirements for the B.S.
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in **U.S.** ethnic diversity and one in global **Diversity** awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a list of the available diversity courses.

This degree requires that you must take at least 30 units of upper-division courses (those numbered 300 and above).

Additionally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Finally, please note that the requirements for any particular Interdisciplinary Studies plan will be more specific than the general academic description given here. See the specific academic area in this catalog, which are listed at the end of this section, for the Interdisciplinary Studies plan you are interested in.

Liberal Studies (General Education) Requirements

Click here to go to the section titled NAU's Undergraduate Academic Plans for information about the 35 units of liberal studies credit that we require. Contact the department of your

This degree requires that you must take at least 30 units of upper-division courses (those numbered 300 and above).

Additionally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Finally, please note that the requirements for any particular Interdisciplinary Studies plan will be more specific than the general academic description given here. See the specific academic area in this catalog, which are listed at the end of this section, for the Interdisciplinary Studies plan you are interested in.

Liberal Studies (General Education) Requirements

Click here to go to the section titled NAU's Undergraduate Academic Plans for information about the 35 units of liberal studies credit that we require. Contact the department of your

emphasis for information about liberal studies courses that are specific to your major.

Be aware that you may not use courses that have the same prefix or course code as the courses in your emphasis to satisfy liberal studies requirements; in addition, you may not use the specific courses in your focus to satisfy liberal studies requirements. (For the interdisciplinary emphases in arts and letters, public agency service, and women's studies, you may use the emphasis course prefixes; however, you may not use the specific courses from those emphases to satisfy both emphasis and liberal studies requirements.)

Major Requirements

You must complete 57-68 units for the B.A. major or 60-67 for the B.S. — in an emphasis, a focus area, and communication skills requirements.

Please note that you must have a grade of C or better in all courses used in the Extended Major, which includes the

emphasis for information about liberal studies courses that are specific to your major.

Be aware that **you may use courses with prefixes in your emphasis area to fulfill liberal studies, but you may not use the same course(s) to satisfy your emphasis requirements and your liberal studies**

requirements; in addition, you may not use the specific courses in your focus to satisfy liberal studies requirements.

~~(For the interdisciplinary emphases in arts and letters, public agency service, and women's studies, you may use the emphasis course prefixes; however, you may not use the specific courses from those emphases to satisfy both emphasis and liberal studies requirements.)—~~

(For the interdisciplinary emphases in arts and letters, public agency service, and women and gender studies, you may use the emphasis course prefixes to satisfy requirements in both emphasis and liberal

Emphasis,
Focus/Minor/Certificate, and
Communication Skills Area.

Emphasis

You must take 21-28 units in an emphasis approved by the Interdisciplinary Studies advisory council. See the end of this section for a list of Interdisciplinary Studies emphases, each of which has been designed with a clear and specific learning objective.

As part of NAU's general university requirements, these units include a junior writing course and senior capstone experience, which we specify within each individual emphasis.

Focus, Minor, or Certificate Requirements

Meet this 15-unit requirement by choosing one of the three options described in this section.

Focus in Interdisciplinary Studies

Take at least 15 units that include a minimum of 3 units of credit in each of the following blocks: Ethical Reasoning;

studies; however, you may not use the same course(s) ^{simultaneously} to satisfy both an emphasis and liberal studies requirement.)

Major Requirements

You must complete 57-68 units for the B.A. major or 60-67 for the B.S. — in an emphasis, a focus area, and communication skills requirements.

Please note that you must have a grade of C or better in all courses used in the Extended Major, which includes the Emphasis, Focus/Minor/Certificate, and Communication Skills Area.

Emphasis

You must take 21-28 units in an emphasis approved by the Interdisciplinary Studies advisory council. See the end of this section for a list of Interdisciplinary Studies emphases, each of which has been designed with a clear and specific learning objective.

As part of NAU's general university requirements, these units include a junior writing course and senior capstone

Creative and Humanistic Inquiry; Scientific Reasoning and Inquiry; Social and Political Foundations; and Cultural Understanding. Courses used to satisfy this requirement may not have been used to satisfy any other requirement for this degree. At least 9 units must be taken at NAU and at least 6 units of the 9 units must be upper-division (300 or 400 level). Click on the above links for listings of approved courses by block.

Minor

You may also fulfill this requirement by completing a minor outside your emphasis field, instead of either a focus

experience, which we specify within each individual emphasis.

Focus, Minor, or Certificate Requirements

Meet this 15-unit requirement by choosing one of the three options described in this section.

Focus in Interdisciplinary Studies

Take at least 15 units that include a minimum of 3 units of credit in each of the following blocks: Ethical Reasoning; ~~Creative and Humanistic Inquiry~~ **Creative Inquiry**; ~~Scientific Reasoning and Inquiry~~; **Changing Worlds**; Social and Political Foundations; and Cultural Understanding **Perspectives**. Courses used to satisfy this requirement may not have been used to satisfy any other requirement for this degree. At least 9 units must be taken at NAU and at least 6 units of the 9 units must be upper-division (300 or 400 level). Click on the above links for listings of approved courses by block.

Minor

You may also fulfill this

or certificate. The minor, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation. Refer to specific academic areas within this catalog for information about the coursework requirements for particular minors you may be interested in. (Please note that not all minors are available statewide or on line.).

Certificate

You may also fulfill this requirement by completing a certificate outside your emphasis field, instead of either a focus or a minor. The certificate, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation. Refer to specific academic areas within this catalog for information about the coursework requirements for particular certificates you may be interested in. (Please note that not all certificates are available statewide or on line.).

requirement by completing a minor outside your emphasis field, instead of either a focus or certificate. The minor, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation. Refer to specific academic areas within this catalog for information about the coursework requirements for particular minors you may be interested in. (Please note that not all minors are available statewide or on line.).

Certificate

You may also fulfill this requirement by completing a certificate outside your emphasis field, instead of either a focus or a minor. The certificate, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation. Refer to specific academic areas within this catalog for information about the coursework requirements for particular certificates you may be interested in. (Please note that not all certificates are available statewide or on line.).

Communication Skills Requirements

You must take the following 21-25 units for the B.A.; 24 units for the B.S.:

- 3 units in computer literacy for the B.A.; 6 units for the B.S. This coursework must help you to understand in general the technical components of computers and information systems, the role of computers in modern society, how to solve problems using information systems technology, word processing, spreadsheet use, data base management, and how to use the World Wide Web and common software productivity tools. This course must have been taken within 10 years of admittance to NAU.

- 6 units of oral communication courses

You choose 3 units of performance-based and 3 units of theory-based courses listed below. At least 3 units must be upper-division.

performance-based courses:

SC 111, 311, 312, 314, 315, and 318; and TH 242

Communication Skills Requirements

You must take the following 21-25 units for the B.A.; 24 units for the B.S.:

- 3 units in computer literacy for the B.A.; 6 units for the B.S. This coursework must help you to understand in general the technical components of computers and information systems, the role of computers in modern society, how to solve problems using information systems technology, word processing, spreadsheet use, data base management, and how to use the World Wide Web and common software productivity tools. This course must have been taken within 10 years of admittance to NAU.

- 6 units of oral communication courses

You choose 3 units of performance-based and 3 units of theory-based courses listed below. At least 3 units must be upper-division.

performance-based

theory-based courses:

SC 271, 321, 323, 351, 361, 365, 424, 472, 475 and 477

(Please note that you can't use CLEP or locally prepared exams to satisfy this requirement.

Transfer credit used to satisfy this requirement must be approved by the

Interdisciplinary Studies/BAS Advisory Council.)

- For the B.A., take a Language Requirement: four courses (12-16 units) in a language other than English, selected from the same language. (You can take CLEP or AP exams to fulfill all or part of this requirement; however, you cannot use "travelers" or "conversation only" language courses for this requirement.)
- For the B.S., take a Science Requirement: four courses from ANT 101, 102, or 104; BIO 301 and 302; PSY 230 or equivalent; MAT 114; STA 270 or equivalent; CJ 355; ECI 497C; ESE 380; HS 333; SOC 355W or 365; PAS 355 or 356 (12 units). At least six units must be upper division.

courses:

SC 111, 311, 312, 314, 315, and 318; and TH 242

theory-based courses:

SC 271, 321, 323, 351, 361, 365, 424, 472, 475 and 477

(Please note that you can't use CLEP or locally prepared exams to satisfy this requirement.

Transfer credit used to satisfy this requirement must be approved by the

Interdisciplinary Studies/BAS Advisory Council.)

- For the B.A., take a Language Requirement: four courses (12-16 units) in a language other than English, selected from the same language. (You can take CLEP or AP exams to fulfill all or part of this requirement; however, you cannot use "travelers" or "conversation only" language courses for this requirement.)
- For the B.S., take a Science Requirement: four courses from ANT 101, 102, or 104; BIO 301 and 302; PSY 230 or equivalent; MAT 114; STA 270 or equivalent; CJ 355; ECI 497C; ESE 380; HS 333; SOC 355W or 365; PAS 355 or 356; **POS 303** (12 units). At least six units must be

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.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. 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.)

The following Interdisciplinary Studies emphases are offered through specific academic departments at NAU. See the appropriate section of this catalog or contact the appropriate department for

upper division.

Additionally, courses taken in the Science Requirement may not be used to satisfy any other requirements in the degree plan.

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.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. 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.)

The following Interdisciplinary Studies emphases are offered through specific academic departments at NAU. See the

specific information about each emphasis.

Emphasis

Section in Catalog

administration of justice
Public Agency Service
advertising
Advertising
anthropology
Anthropology
arts and letters
Arts and Letters
biology
Biology
criminal justice
Criminal Justice
early childhood education
Teaching and Learning
enterprise in society
The W. A. Franke College of
Business
environmental communication
Journalism
environmental sciences
(NAU-Yuma only)
Environmental Sciences
ethnic studies
Ethnic Studies
fire science administration
Public Agency Service
humanities or public
management
Interdisciplinary Studies

appropriate section of this catalog or contact the appropriate department for specific information about each emphasis.

Emphasis

Section in Catalog

administration of justice
Public Agency Service
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Advertising
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environmental communication
Journalism
environmental sciences
(NAU-Yuma only)
Environmental Sciences
ethnic studies
Ethnic Studies
fire science administration
Public Agency Service

learning and pedagogy
Teaching and Learning
library science
Teaching and Learning
mathematics and statistics
Mathematics and Statistics
Navajo
Modern Languages
news editorial
Journalism
organizational communication
Speech Communication
parks and recreation
management
Geography, Planning, and
Recreation
philosophy
Philosophy
psychology
Psychology
public agency service
Public Agency Service
sociology
Sociology
speech communication
Speech Communication
speech-language sciences &
technology
Health Sciences
women's studies
Women's Studies

Academics

humanities or public
management
Interdisciplinary Studies
learning and pedagogy
Teaching and Learning
library science
Teaching and Learning
mathematics and statistics
Mathematics and Statistics
Navajo
Modern Languages
news editorial
Journalism
organizational communication
Speech Communication
parks and recreation
management
Geography, Planning, and
Recreation
philosophy
Philosophy
psychology
Psychology
public agency service
Public Agency Service
sociology
Sociology
speech communication
Speech Communication
speech-language sciences &
technology
Health Sciences
women's studies
Women's Studies

Academics

8. For undergraduate plans, will this requirement be a student individualized plan*? no xx yes

*A *Student Individualized Plan* is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor.

If **yes**, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:

- a. verify satisfactory completion of a non course requirement.
 b. indicate admission to a major.
X c. will not be used.

**A *Milestone* is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If **yes**, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage - <http://www4.nau.edu/assessment/main/degree/degree.htm>).

1. Providing specific content knowledge for students through the emphasis.
2. Enhancing the skills attendant to liberal education.
3. Strengthen our student's oral communication skills by ensuring that students are able to effectively organize and orally deliver content based on audience and purpose.
4. Providing learning opportunities that enable students to synthesize and analyze content from the disciplines.
5. Regularly update programs of study to cover relevant and timely content from each emphasis area.
6. Teaching students how to produce logically coherent pieces of written work.
7. Expanding the quality education we provide to distance learning students by improving technology, pursuing avenues of faculty development, and working closely with area coordinators.
8. Fostering the life-long learning required of successful members of communities.
9. Developing interest and skill in well-defined focus areas.
10. Nurturing a qualified and engaged faculty for our degrees.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

Change 1: This change is recommended based on one year of practice. The original language was confusing to students.

Change 2: The names of the four focus areas were being confused with Liberal Studies. These changes are being made to avoid that confusion.

Change 3: Political Science has given permission to add POS 303 to the Science Requirement in the BS/BIS. The addition of this course adds both diversity and capacity to the Science Requirement.

Larry, We have capacity in the online offering of POS 303, and fully support the use of the class in the Public Agency Service program.

David Schlosberg, Professor and Chair, Political Science

Change 4. This change clarifies the original intent of the addition of a Science to the BIS. We want students to be exposed to issues related to science and scientific inquiry in addition to other courses taken in the area. The intent is to avoid multiple use or double dipping.

Please note that these changes are to take place in all emphasis areas.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

N/A

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU? NO
If so, attach supporting documentation from the affected departments/units and college dean.

14. Will present library holdings support this academic plan/subplan?
Yes

Certifications

Department Chair/ Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For committee use only



For University Curriculum Committee Date

Action taken: _____ approved as submitted 12/4/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.


Certifications

Department Chair/ Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For committee use only



For University Curriculum Committee Date

Action taken: _____ approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Spring 2008
See effective dates schedule.
3. College SBS 4. Academic Unit SSW
5. Course subject/catalog number SW 418 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with SOC 418
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Death, Grief, and Bereavement
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Death, Grief, and Bereavement
11. Catalog course description (max. 30 words, excluding requisites).

Explores aging, death, and dying from the sociological perspective; the meaning of death, modern technology and death, grief and mourning, funerals and cemeteries, wills, and euthanasia.

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for additional units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) _____
17. Corequisites (must be completed *with* proposed course) _____
18. If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19)*:
instructor consent department consent no consent

19. Is the course needed for a plan of study (major, minor, certificate)? yes no

Name of new plan? Social Work (BSW)

Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes no
If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes no
If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes no
If yes, does it require listing in the *Course Equivalency Guide*? yes no
Please list, if known, the institution, subject/catalog number of the course. _____

23. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).

SOC 418 is routinely taken by social work majors and taught by a social work faculty member, Mary Damskey. Spring 2007, Sociology/Social Work faculty approved the cross-listing of the course as SOC/SW 418. Social work majors would enroll in the SW 418 section and, as indicated in the new plan proposal, would have the course automatically identified as meeting the requirement for one of the SW 450 topics courses.

Mary Damskey, Associate Professor; Karla Hackstaff, Associate Professor; or Rebecca Garrison, Associate Professor.

24. Names of current faculty qualified to teach this course

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? _____

26. Will present library holdings support this course? yes no

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

27. This course is a Single section Multi-section

28. List names of faculty who may teach this course: _____

29. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

30. Thematic Focus (check all that apply): *If a topics course, must apply to ALL sections.*

Environmental Consciousness Technology and Its Impact Valuing the Diversity of Human Experience

31. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

Aesthetic and Humanistic Inquiry Cultural Understanding Lab Science
Science/Applied Science Social and Political Worlds

32. Skills (check two): *If a topics course, must apply to ALL sections.*

Creative Thinking Critical Reading Effective Oral Communication Effective Writing Critical Thinking
Ethical Reasoning Quantitative/Spatial Analysis Scientific Inquiry Use of Technology

33. Is this a topics course? Yes No

If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

34. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

35. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

36. Please attach an example of a Topic Syllabus offered under this course number.

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply? _____

38. Do you intend to offer ABC 300 and ABC 300W? yes no
If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply? _____

40. Does this proposal replace or modify an existing course or experience? yes no
If yes, which course(s)? _____

41. Do you intend to offer ABC 400 and ABC 400C? yes no
If no, please submit a course delete form for the ABC 400.

42. Approvals

Waver Lucas 10-29-07
Department Chair (if appropriate) Date

[Signature] 10-30-07
Chair of college curriculum committee Date

[Signature] _____
Dean of college Date

For Committees use only

For Liberal Studies Committee Date

Action taken: _____ Approved as submitted 12/11/07 Approved as modified

[Signature] _____
For University Curriculum Committee Date

Action taken: _____ Approved as submitted 12/11/07 Approved as modified

Copy and paste syllabus here.

NORTHERN ARIZONA UNIVERSITY
SOCIOLOGY/SOCIAL WORK

- I. COURSE TITLE: SOC/SW 418:
DEATH, GRIEF, AND BEREAVEMENT
- COURSE CREDITS: 3 Semester Credits
- COURSE TIMING: Spring
- COURSE INSTRUCTOR: Mary Damskey, MSW, ACSW
OFFICE: SBS 344
PHONE: 523-6563
E-mail- Mary.Damskey @nau.edu
- COURSE READINGS: Ashenburg, K. (2002). **The mourner's dance:
What we do when people die.** North Point Press
- Albom, M. (1997). **Tuesdays with Morrie.**
Doubleday, New York
- Byock, Ira, (1997), **Dying well .** Riverhead Books,
New York.
- Kastenbaum, R. (2004), **Death, society, and the
human experience.** 8th Ed. Pearson Education:
Boston.
- INSTRUCTIONAL METHODS: Lecture, class discussion, group activities,
experiential activities, videos, guest speakers.
- COURSE DESCRIPTION: Although we are exposed to death everyday in one
form or another, we typically do not have occasion
to think reflectively about the topic in a serious or
personal way. Death is truly an experience that
unites the human family. One cannot consider
death without simultaneously considering life, and
evaluating the choices one makes regarding how it
is to be lived. I have found the exploration of these
issues to be personally enriching and I hope you
find it so as well. This course addresses the
theoretical framework of human loss and grief from
a culturally and philosophically diverse perspective.
It seeks to provide information about how and why
humans grieve and how grieving is affected by; type
of loss, socioeconomic, cultural, and spiritual
factors, as well as the individual personality and
family/group functioning. Sometimes we avoid

encounters because we do not know what to do or say to a dying or grieving person. You will learn what the needs of people are as they confront this great life crisis and be able to say and do things the things that will be helpful. This course is designed to accomplish several goals. Serious discussion of death is rare in our society, primarily because many people do not feel comfortable talking about it. Hopefully after this semester you will have much less difficulty with that. I also hope that you will engage in an active learning process in this class by sharing your own thoughts and experiences in a non-judgmental or non-threatening way. This will enhance further development of your own personal philosophy and perspective regarding death and dying. We will also explore issues related to, suicide, euthanasia, death with dignity, advanced directives/living wills, and cross-cultural philosophies and practices related to death and mourning. I look forward to taking this learning journey with you as we explore together one of life's greatest mysteries.

II. **LEARNING OBJECTIVES:** By the end of the semester the student will be able to:

1. Describe the implications for services and policy that are the result of changing patterns of death in the U.S.
2. Understand and describe the elements and functions of the American Death System
3. Acquire an increased understanding of the motivations/causes of suicide, groups at highest risk, prevention and intervention strategies, and the effect of suicide on those left behind.
4. Students will be familiar with key legal, medical, and health approaches to death and dying such as hospice, palliative care, living wills, advanced directives etc. and of ethical debates concerning death and dying such as euthanasia, physician's assisted suicide, Oregon's Death with Dignity Act, and the withholding or withdrawing of medical treatments.
5. Develop a theoretical understanding of the processes of death and dying, and the consequent grief and mourning phases
6. Students will understand the uniqueness of death, dying, and bereavement for each individual in terms of relationship, manner of death, complicating emotions, age and circumstances.
7. Students will be able to define and discuss disenfranchised grief and complicated grief experiences.
8. Understand the significant variability in the experience of death, dying, grief and healing depending on culture, economics, race, religion, gender, nation, and a number of other factors.
9. Acquire an increased awareness of their own feelings and attitudes with regard to death and dying and bereavement.

III. **CLASS POLICIES:**

1. **Attendance:** Regular attendance and participation are **expected** . Attendance will be taken on a regular basis. Absences may occur due to unforeseen circumstances, however, excessive absences (more than four unexcused absences) will result in a **10% grade reduction**. In addition, under UniveristyPolicy on Academic Dishonesty, it is a violation to "present information that is not true" This includes signing someone else in on the attendance sheet.
2. **Participation** : Class participation is also **expected** in this course For personal and intellectual growth, it is expected that students will be willing to both risk and support one another in class, and be willing to share and examine their beliefs and ideas relevant to the subject matter.
3. **Safe Working and Learning Environment Policy:** The University has instituted a policy that is designed to prevent the occurrence of discrimination, on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or Veteran's status; to prevent sexual harassment or sexual assault by anyone on this campus; to assist those affected; and to provide appropriate sanctions and consequences, up to and including termination, for those, who by their actions, intentional or otherwise, practice, promote, or condone such behavior.
4. **Special Learning Needs:** Every effort is made to be responsive to student learning needs. Students who have a learning disability or physical disability are encouraged to make arrangements for class assignments/exams so their academic performance will not suffer due to the disability. The University Counseling and Testing Center, the Learning Assistance Center, and the Writing Center all provide support services to students.
5. **Assignments:** Assignments are due on the dates indicated in the syllabus. Assignments are also **due at the start of class**. It is not acceptable to miss all or part of class in order to complete or print out your assignment. Points will be deducted for papers that are not turned in when class begins. If you are unable to meet the deadline because of a **major emergency**, you must contact me prior to the due date to negotiate any alterations. Failure to do so will result in a loss of credit for that assignment. If you are unable to complete an exam on the scheduled date you must also **notify me in advance** . Failure to do so will result in loss of credit for that exam.
6. **Cheating and Plagiarism:** Cheating and Plagiarism will not be tolerated and will result in an F , and a referral to those responsible for dealing with academic dishonesty at the University level.
7. **Submission of Course Assignments:** All written materials must be typed, double-spaced, have a cover page, and be stapled or secured in a folder. Any written materials cited must follow APA format guidelines for citations and quotes.
8. **Course Readings:** In this course the student is responsible for all the assigned readings. At this level (400) it is expected that readings will be completed prior to class so that you may fully participate in classroom activities and discussion. The study of death and dying or "thanatology" draws from a variety of disciplines: sociology, psychology, religion, philosophy, biology, history, medicine, law, social work, anthropology and literature, just to name a few. The required readings and bibliography have been selected to give you a sense of the vast spectrum of information that is available on this topic today.

III. COURSE ASSIGNMENTS, EVALUATION AND GRADING:

* The **First Assignment** is called the "**Scavenger Hunt**". In this assignment, (due on **January 26**) your mission is to obtain 10 specified death related items. You will receive 5 points for each completed item that you hand in, for a possible **50 points**. The list of items will be handed out on the first day of class. **NO LATE ITEMS WILL BE ACCEPTED**. The rules of plagiarism apply to this scavenger hunt: any intentional duplication of items will result in a zero for the assignment for all students involved in the incident. Include a **one page** write up regarding this experience. 10 Points will be deducted if summary page is not included.

The **Second Assignment** for this course is a "**Deathography**", A deathography consists of three parts: (a) a description of your attitude toward death (including your emotional, spiritual, and intellectual reactions to it); (b) a list of all of the death-related experiences throughout your life so far that have influenced your attitude toward death, e.g. deaths of family, friends, deaths of pets, deaths of celebrities, deaths in the news, war-related deaths, death scenes from a movie); (c) an analysis of how each experience influenced your attitude towards death (you may find that several experiences had a similar impact on your attitude, so you can discuss them together). If there have been other significant experiences or factors that have influenced your attitude toward death, you may also include them. This paper should be typed, double spaced, have a cover page, be proofed, and **is due in class on Feb. 9th**. This paper is worth a total of **100 points** based on the following criteria: fulfilling the assignment requirements, effort, and quality. Paper length should be 5-7 pages

The **Third Assignment** is a "**Discussion Paper**" where you respond to questions based on the book "**Dying Well**" by **Ira Byock**. Your responses will include information from the book and your own critical thinking about the topic as well. The following questions must be answered in essay form.

What does the expression "dying well" mean to you? What would be a "good death" for you when that time comes?

Dr. Byock believes that two kinds of suffering are universally present in the dying, physical suffering and emotional/psychological suffering. What does he mean by this? What are your beliefs about suffering?

Discuss your views on what gives your life dignity. How does Dr. Byock define dignity? Do you agree with his definition? Why or Why not?

Reflecting on Dr. Byock's "5 things of relationship completion". Why do you think it might be important to those left behind to be able to feel that their relationship to the person who died is completed before they died? Talk about possible ways to complete a relationship even though the person has died.

In both the story of Michael and the story of Terry, decisions were made to administer enough sedation to bring a state of unconsciousness and possibly hasten death. How do you feel about this?

Dr. Byock writes in Chapter 12: " to be terminally ill or elderly in American today is to be reminded frequently that you are a drain on the nation's resources (p. 242) In your experience do you believe this statement is true? Why or why not?

Discuss the following statement of belief by Dr. Byock: "I believe that the root cause underlying the mistreatment and needless misery of the dying is that America as a culture has no positive vision and no sense of direction with regard to life's end." (p.244)

Have your views, beliefs, and ideas regarding dying changed as a result of reading this book ? How?

Please respond to each question separately in essay form. Estimated length, 6-8 pages. **This assignment is due on March 2nd. (100 points)**

The **Fourth Assignment** requires you to write a brief reflection paper on the book "Tuesdays with Morrie". (If you have already read this book and would like to read another for this assignment please discuss with me() This reflection paper is purely based on your thoughts, and feelings following the completion of this book. You may address a single aspect that resonated with you, or many aspects of the book's message. This will be approximately 2-3 pages in length. **50 points. This is due on March 14th**

The Fifth Assignment will be based on the book "**The Mourner's Dance**" by **Katherine Ashenburg**. " From the crepe veils and confined seclusion of Victorian times to the self help books and internet healing circles of today, every society has devised ways to both support and contain the grief of those mourning. In this century our own culture has moved massively away from the rigorously scheduled and commonly understood demonstrations of grief to a mourning that is virtually invisible: the bereaved are encouraged to "get over it" as soon as possible. But more and more people seem at sea in the aftermath of a death close to themselves, uncomfortable or unfamiliar with old ways searching for the rituals that give meaning to their experience" (Carolyn Eagle publicist).

The author claims that "ritual is precious after the disequilibrium of death and that the mourner whose culture provides viable ones is fortunate but increasingly rare" Her book provides us with a unique look at how we have coped with grief in the past and what we can and are doing in the present. **After reading her book and reflecting on her work please respond to the following in your final paper.**

Discuss some of the cultural or religious customs of mourning from the book that stood out for you. If you viewed the custom or ritual as helpful or positive, what specifically did you like and why? If you viewed the custom or ritual as negative or harmful what specifically did you dislike and why? What surprised you about the many customs and practices surrounding death and grief? What resonated with you? Would any of these customs or traditions be ones you could see yourself utilizing or adapting in some way?

Compare and contrast current customs, patterns, and practices surrounding death, grief and mourning with those of the past. In what ways do we mimic the past? In what ways do we differ?

Discuss the value and importance of grief and mourning as discussed in the book and from your perspective.

Summarize the author's research on gender and mourning(Chp. 7). What are your thoughts after reading her discussion?

How did the author's use of her daughter Hannah's personal story affect your understanding of grief? Was it useful to juxtapose her present day story with those of the past? What do you think the author's purpose or intention was in doing this?

In your opinion, why did the author title her book "The Mourner's Dance"?

Any additional reflection/summations/critical analysis of the book

Due: April 11th. paper length 5-7 pages 100 points

6th Requirement: Comprehensive Exam 100 points. _

Graded Assignments

- | | | |
|----|------------------|------------|
| 1. | Scavenger Hunt | 50 points |
| 2. | Deathography | 100 points |
| 3. | Book questions | 100 points |
| 4. | Reflection Paper | 50 points] |
| 5. | Book discussion | 100 points |
| 6 | Exam | 100 points |

Grading Scale

500-450=A

449-399=B

398-348=C

347-297=D

29V. Course Outline

Week 1- January 17-19

Introductions/Overview of course syllabus

"The Horse on the Dining Room Table"

Why Talk about Death??

Exercises/Video

Review of 1st assignment

Week 2- January 24-26

The American Way of Dying

Readings: Kastenbaum: Chapters 1& 2

****Scavenger Hunt Due: January 26**

Week 3- January 31- February2

The American Way of Dying/Attitudes towards Death & Dying

When and How we Die

Readings: Begin-Dying Well

Kastenbaum: Chapters 3&4

Week 4- February 7-9

Suicide in America

******Deathography Due****February 9th**

Readings: Dying Well

Kastenbaum: Chapters: 8 & 9

Week 5- February 14-16

Dying in a Technological Age

Euthanasia

Advanced Directives

Kastenbaum: Chapters:7 & 10

Week 6- February 21-23

On Death & Dying

Readings: Kastenbaum- Chapters: 5& 6

Week 7- February 28-March 2

Coping with Dying

Hospice

Readings:

****Book Discussion Assignment Due*** Dying Well- Due March 2**

Week 8- March 7-9

Coping with Dying continued

Week 9- March 14-16

Bereavement Grief and Mourning

Readings:

Kastenbaum- Chapters 12& 13

**** Reflection Paper Due** Tuesdays with Morrie- Due March 14**

Spring Break- March 20-24

Week 10 March 28-30

Bereavement Grief and Mourning Continued

Disenfranchised/Complicated grief

Week 11- April 4-6

Cross-cultural/Diverse perspectives.

Readings: The Mourner's Dance

Week 12 April 11-13

Death & Grief in the World of Childhood and Adolescence

Readings: Kastenbaum: Chapter 11

The Mourner's Dance: Paper due: April 11th

Week 13 April 18-20

Death & Grief in the World of Childhood and Adolescence

Readings: Kastenbaum- Chapter 15-16

Week 14 April 25-27

Death and Grief in Adulthood and Late Life

Study Guide Distributed

Week 15- May2-4

Exam

SCAVENGER HUNT

In this first assignment, your mission is to obtain 10 of the following death related items as specified below. You will receive 5 points for each requirement completed. Please use a folder with pockets to hold the required items. You may choose any of the following, a few may be selected twice as specified below. Please number your items. *** **In addition to gathering the items you must include a one page write-up of your process/findings/experience in completing this assignment.**

- 1 Purchase 2 sympathy cards that are different- at least one must include a death specific word, (dead, death, dying) if at all possible. Try to choose a card(s) that you might send to someone grieving.
A comic strip (or single panel comic) dealing with death or dying (can do two for 10 points).
3. Three newspaper death notices- one for a child or adolescent (0-17), one for an adult-18-59) and one for an elderly person age 60+.
4. One magazine or newspaper article/essay from the past two years on a topic related to death, dying, grief or loss.

One advertisement that uses death or death related words/pictures/ symbols to sell it's product. (can do two for ten points)

Gravestone notations/epitaphs from two cemetery headstones. Not just date of birth and death, but headstones that have a saying, poem, or verse. Copy complete info from each headstone/note where obtained.

A poem or song lyrics about death/grief

A child's book title or video title that deals with death/grief, and a brief description of contents.

Website printout (detailed) about Funeral services, caskets, or cremation,or funeral etiquette.

Detailed information from a reputable website(i.e. American Medical Assn. or AARP) on

Advance Directives/Living Wills

Printout information from **Northland Hospice & Palliative Care Website** on: What is Hospice Care? and the Olivia White Hospice Home.

A copy of a bereavement leave policy from a place of work

A Quotation about death and it's author/source

Log -on to **HYPERLINK** <http://www.deathclock.com> www.deathclock.com and print out your date of death.

Go to **ADEC website- (Association for Death Education and Counseling)** and printout complete "Resources on the Web" from this site.

Information about mortuary science/Funeral directors

An article about Euthanasia or Physician Assisted Suicide

Information about the **Project on Death in America**

Anything death related of your choosing that is not on this list.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website <http://www4.nau.edu/diversity/swale.asp>. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website: <http://www4.nau.edu/ovp/regulatorycompliance/irb/index.htm>. If you have questions, contact Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

ACADEMIC INTEGRITY

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>.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

University Curriculum Committee Proposal for Course Change

1. Is this course a Diversity or Liberal Studies Course? Liberal Studies Diversity Both

2. Course change effective beginning of what term and year?
(ex. Spring 2008, Summer 2008) *See effective dates calendar.* Spring 2008

3. College SBS 4. Academic Unit/Department SSW

5. Current course subject/catalog number SOC 418

| | |
|---|---|
| <p>6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog <small>/www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm</small>).</p> <p>Death, Grief, and Bereavement. Explores aging, death, and dying from a sociological perspective; the meaning of death, modern technology and death, grief and mourning, funerals and cemeteries, wills, and euthanasia. 3 Units.</p> | <p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>Death, Grief, and Bereavement. Explores aging, death, and dying from a sociological perspective; the meaning of death, modern technology and death, grief and mourning, funerals and cemeteries, wills, and euthanasia. 3 Units.</p> |
|---|---|

7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes No
If yes, explain and provide supporting documentation from the affected departments.

8. Does this change affect community college articulation? Yes No
If yes, explain how in the justification and provide supporting documentation from the affected institutions.

Is the course a Common Course as defined by your Articulation Task Force? Yes No
If yes, has the change been approved by the Articulation Task Force? Yes No

If this course has been listed in the Course Equivalency Guide, should that listing be left as is or be revised

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

| | |
|--|---|
| Current course subject/catalog number | Proposed course subject/catalog number |
| Current number of units/credits | Proposed number of units/credits |
| Current Course Fee yes <input type="checkbox"/> no <input type="checkbox"/> | If subject or catalog number change Move <input type="checkbox"/> or Delete <input type="checkbox"/> |
| Current Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/> | Proposed Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/> |
| Current Repeat for additional Units | Proposed Repeat for additional Units |
| Current Max number of units | Proposed Max number of units |
| Current Prerequisite | Proposed Prerequisite |
| Current Co-requisite | Proposed Co-requisite |
| Current Co-Convene with | Proposed Co-Convene with |
| Current Cross List with | Proposed Cross List with SW 418 |
| Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies <input type="checkbox"/> Diversity <input type="checkbox"/> | |

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

SOC 418 is routinely taken by social work majors and counted as equivalent to a SW 450 topic course requirement. Sociology/Social Work faculty approved the cross-listing of the courses. Social work majors would enroll in SW 418 and, as indicated in the social work new plan proposal, would have the course automatically identified as meeting the requirement for one of the SW 450 topics courses.

10. Approvals

Wanda Lucas 11-16-07
 Department Chair/ Unit Head (if appropriate)/ Date

[Signature] 11-16/07
 Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

Ron Pitt

For University Curriculum Committee/Date

Action taken: approved as submitted 12/11/07 approved as modified

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

- 1. This course is a Single section Multi-section
- 2. List names of faculty who may teach this course: _____
- 3. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 4-6.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 10-11.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 12 - 14.

NEW LIBERAL STUDIES COURSE

4. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

- Aesthetic and Humanistic Inquiry
- Cultural Understanding
- Science
- Social and Political Worlds

5. Skills (check two): *If a topics course, must apply to ALL sections.*

- Effective Oral Communication
- Effective Writing
- Critical Thinking
- Quantitative Reasoning
- Scientific Inquiry

6. Is this a topics course? Yes No
If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

7. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number.

8. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

9. Please attach an example of a Topic Syllabus offered under this course number.

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

10. To which degree programs offered by your department/academic unit does this proposal apply? _____

11. Do you intend to offer ABC 300 and ABC 300W? yes no

If no, please submit a course delete form for the ABC 300.

NEW SENIOR CAPSTONE COURSE (refer to question 19)

12. To which degree programs offered by your department/academic unit does this proposal apply? _____

13. Does this proposal replace or modify an existing course or experience? yes no

If yes, which course(s)? _____

14. Do you intend to offer ABC 400 and ABC 400C? yes no

If no, please submit a course delete form for the ABC 400.

NORTHERN ARIZONA UNIVERSITY
SOCIOLOGY/SOCIAL WORK

- I. COURSE TITLE: SOC 418:
DEATH, GRIEF, AND BEREAVEMENT
- COURSE CREDITS: 3 Semester Credits
- COURSE TIMING: Spring
- COURSE INSTRUCTOR: Mary Damskey, MSW, ACSW
OFFICE: SBS 344
PHONE: 523-6563
E-mail- Mary.Damskey @nau.edu
- COURSE READINGS: Ashenburg, K. (2002). **The mourner's dance: What we do when people die.** North Point Press
- Albom, M. (1997). **Tuesdays with Morrie.** Doubleday, New York
- Byock, Ira, (1997), **Dying well .** Riverhead Books, New York.
- Kastenbaum, R. (2004), **Death, society, and the human experience.** 8th Ed. Pearson Education: Boston.
- INSTRUCTIONAL METHODS: Lecture, class discussion, group activities, experiential activities, videos, guest speakers.
- COURSE DESCRIPTION: Although we are exposed to death everyday in one form or another, we typically do not have occasion to think reflectively about the topic in a serious or personal way. Death is truly an experience that unites the human family. One cannot consider death without simultaneously considering life, and evaluating the choices one makes regarding how it is to be lived. I have found the exploration of these issues to be personally enriching and I hope you find it so as well. This course addresses the theoretical framework of human loss and grief from a culturally and philosophically diverse perspective. It seeks to provide information about how and why humans grieve and how grieving is affected by; type of loss, socioeconomic, cultural, and spiritual factors, as well as the individual personality and family/group functioning. Sometimes we avoid encounters because we do not know what to do or say to a dying or grieving person. You will learn what the needs of people are as they confront this great life crisis and be able to say and do things the things that will be helpful. This course is designed to accomplish several goals. Serious discussion of death is

rare in our society, primarily because many people do not feel comfortable talking about it. Hopefully after this semester you will have much less difficulty with that. I also hope that you will engage in an active learning process in this class by sharing your own thoughts and experiences in a non-judgmental or non-threatening way. This will enhance further development of your own personal philosophy and perspective regarding death and dying. We will also explore issues related to, suicide, euthanasia, death with dignity, advanced directives/living wills, and cross-cultural philosophies and practices related to death and mourning. I look forward to taking this learning journey with you as we explore together one of life's greatest mysteries.

II. LEARNING OBJECTIVES: By the end of the semester the student will be able to:

1. Describe the implications for services and policy that are the result of changing patterns of death in the U.S.
2. Understand and describe the elements and functions of the American Death System
3. Acquire an increased understanding of the motivations/causes of suicide, groups at highest risk, prevention and intervention strategies, and the effect of suicide on those left behind.
4. Students will be familiar with key legal, medical, and health approaches to death and dying such as hospice, palliative care, living wills, advanced directives etc. and of ethical debates concerning death and dying such as euthanasia, physician's assisted suicide, Oregon's Death with Dignity Act, and the withholding or withdrawing of medical treatments.
5. Develop a theoretical understanding of the processes of death and dying, and the consequent grief and mourning phases
6. Students will understand the uniqueness of death, dying, and bereavement for each individual in terms of relationship, manner of death, complicating emotions, age and circumstances.
7. Students will be able to define and discuss disenfranchised grief and complicated grief experiences.
8. Understand the significant variability in the experience of death, dying, grief and healing depending on culture, economics, race, religion, gender, nation, and a number of other factors.
9. Acquire an increased awareness of their own feelings and attitudes with regard to death and dying and bereavement.

III. CLASS POLICIES:

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3. **Safe Working and Learning Environment Policy:** The University has instituted a policy that is designed to prevent the occurrence of discrimination, on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or Veteran's status; to prevent sexual harassment or sexual assault by anyone on this campus; to assist those affected; and to provide appropriate sanctions and consequences, up to and including termination, for those, who by their actions, intentional or otherwise, practice, promote, or condone such behavior.
4. **Special Learning Needs:** Every effort is made to be responsive to student learning needs. Students who have a learning disability or physical disability are encouraged to make arrangements for class assignments/exams so their academic performance will not suffer due to the disability. The University Counseling and Testing Center, the Learning Assistance Center, and the Writing Center all provide support services to students.
5. **Assignments:** Assignments are due on the dates indicated in the syllabus. Assignments are also **due at the start of class**. It is not acceptable to miss all or part of class in order to complete or print out your assignment. Points will be deducted for papers that are not turned in when class begins. If you are unable to meet the deadline because of a **major emergency**, you must contact me prior to the due date to negotiate any alterations. Failure to do so will result in a loss of credit for that assignment. If you are unable to complete an exam on the scheduled date you must also **notify me in advance**. **Failure to do so will result in loss of credit for that exam.**
6. **Cheating and Plagiarism:** Cheating and Plagiarism will not be tolerated and will result in an F, and a referral to those responsible for dealing with academic dishonesty at the University level.
7. **Submission of Course Assignments:** All written materials must be typed, double-spaced, have a cover page, and be stapled or secured in a folder. Any written materials cited must follow APA format guidelines for citations and quotes.
8. **Course Readings:** In this course the student is responsible for all the assigned readings. At this level (400) it is expected that readings will be completed prior to class so that you may fully participate in classroom activities and discussion. The study of death and dying or "thanatology" draws from a variety of disciplines: sociology, psychology, religion, philosophy, biology, history, medicine, law, social work, anthropology and literature, just to name a few. The required readings and bibliography have been selected to give you a sense of the vast spectrum of information that is available on this topic today.

III. COURSE ASSIGNMENTS, EVALUATION AND GRADING:

* The **First Assignment** is called the **"Scavenger Hunt"**. In this assignment, (due on **January 26**) your mission is to obtain 10 specified death related items. You will receive 5 points for each completed item that you hand in, for a possible **50 points**. The list of items will be handed out on the first day of class. **NO LATE ITEMS WILL BE ACCEPTED**. The rules of plagiarism apply to this scavenger hunt: any intentional duplication of items will result in a zero for the assignment for all students involved in the incident. Include a

one page write up regarding this experience. 10 Points will be deducted if summary page is not included.

The **Second Assignment** for this course is a "**Deathography**", A deathography consists of three parts: (a) a description of your attitude toward death (including your emotional, spiritual, and intellectual reactions to it); (b) a list of all of the death-related experiences throughout your life so far that have influenced your attitude toward death, e.g deaths of family, friends, deaths of pets, deaths of celebrities, deaths in the news, war -related deaths, death scenes from a movie); (c) an analysis of how each experience influenced your attitude towards death (you may find that several experiences had a similar impact on your attitude, so you can discuss them together). If there have been other significant experiences or factors that have influenced your attitude toward death, you may also include them. This paper should be typed, double spaced, have a cover page, be proofed, and **is due in class on Feb. 9th**. This paper is worth a total of **100 points** based on the following criteria: fulfilling the assignment requirements, effort, and quality. Paper length should be 5-7 pages

The **Third Assignment** is a "**Discussion Paper**" where you respond to questions based on the book "**Dying Well**" by **Ira Byock**. Your responses will include information from the book and your own critical thinking about the topic as well. The following questions must be answered in essay form.

What does the expression "dying well" mean to you? What would be a "good death" for you when that time comes?

Dr. Byock believes that two kinds of suffering are universally present in the dying, physical suffering and emotional/psychological suffering. What does he mean by this? What are your beliefs about suffering?

Discuss your views on what gives your life dignity. How does Dr. Byock define dignity? Do you agree with his definition? Why or Why not?

Reflecting on Dr. Byock's "5 things of relationship completion". Why do you think it might be important to those left behind to be able to feel that their relationship to the person who died is completed before they died? Talk about possible ways to complete a relationship even though the person has died.

In both the story of Michael and the story of Terry, decisions were made to administer enough sedation to bring a state of unconsciousness and possibly hasten death. How do you feel about this?

Dr. Byock writes in Chapter 12: " to be terminally ill or elderly in American today is to be reminded frequently that you are a drain on the nation's resources (p. 242) In your experience do you believe this statement is true? Why or why not?

Discuss the following statement of belief by Dr. Byock: "I believe that the root cause underlying the mistreatment and needless misery of the dying is that America as a culture has no positive vision and no sense of direction with regard to life's end." (p.244)

Have your views, beliefs, and ideas regarding dying changed as a result of reading this book ? How?

Please respond to each question separately in essay form. Estimated length, 6-8 pages. **This assignment is due on March 2nd. (100 points)**

The **Fourth Assignment** requires you to write a brief reflection paper on the book "Tuesdays with Morrie". (If you have already read this book and would like to read another for this assignment please discuss with me() This reflection paper is purely based on your thoughts, and feelings following the completion of this book. You may address a single aspect that resonated with you, or many aspects of the book's message. This will be approximately 2-3 pages in length. **50 points. This is due on March 14th**

The Fifth Assignment will be based on the book "**The Mourner's Dance**" by **Katherine Ashenburg**. " From the crepe veils and confined seclusion of Victorian times to the self help books and internet healing circles of today, every society has devised ways to both support and contain the grief of those mourning. In this century our own culture has moved massively away from the rigorously scheduled and commonly understood demonstrations of grief to a mourning that is virtually invisible: the bereaved are encouraged to "get over it" as soon as possible. But more and more people seem at sea in the aftermath of a death close to themselves, uncomfortable or unfamiliar with old ways searching for the rituals that give meaning to their experience" (Carolyn Eagle publicist).

The author claims that "ritual is precious after the disequilibrium of death and that the mourner whose culture provides viable ones is fortunate but increasingly rare" Her book provides us with a unique look at how we have coped with grief in the past and what we can and are doing in the present. **After reading her book and reflecting on her work please respond to the following in your final paper.**

Discuss some of the cultural or religious customs of mourning from the book that stood out for you. If you viewed the custom or ritual as helpful or positive, what specifically did you like and why? If you viewed the custom or ritual as negative or harmful what specifically did you dislike and why? What surprised you about the many customs and practices surrounding death and grief? What resonated with you? Would any of these customs or traditions be ones you could see yourself utilizing or adapting in some way?

Compare and contrast current customs, patterns, and practices surrounding death, grief and mourning with those of the past. In what ways do we mimic the past? In what ways do we differ?

Discuss the value and importance of grief and mourning as discussed in the book and from your perspective.

Summarize the author's research on gender and mourning(Chp. 7). What are your thoughts after reading her discussion?

How did the author's use of her daughter Hannah's personal story affect your understanding of grief? Was it useful to juxtapose her present day story with those of the past? What do you think the author's purpose or intention was in doing this?

In your opinion, why did the author title her book "The Mourner's Dance?"

Any additional reflection/summations/critical analysis of the book

Due: April 11th. paper length 5-7 pages 100 points

6th Requirement: Comprehensive Exam 100 points. _

Graded Assignments

- | | | |
|----|------------------|------------|
| 1. | Scavenger Hunt | 50 points |
| 2. | Deathography | 100 points |
| 3. | Book questions | 100 points |
| 4. | Reflection Paper | 50 points] |
| 5. | Book discussion | 100 points |
| 6 | Exam | 100 points |

Grading Scale

500-450=A

449-399=B

398-348=C

347-297=D

29V. Course Outline

Week 1- January 17-19

Introductions/Overview of course syllabus

"The Horse on the Dining Room Table"

Why Talk about Death??

Exercises/Video

Review of 1st assignment

Week 2- January 24-26

The American Way of Dying

Readings: Kastenbaum: Chapters 1& 2

****Scavenger Hunt Due: January 26**

Week 3- January 31- February 2

The American Way of Dying/Attitudes towards Death & Dying

When and How we Die

Readings: Begin-Dying Well

Kastenbaum: Chapters 3&4

Week 4- February 7-9

Suicide in America

******Deathography Due****February 9th**

Readings: Dying Well

Kastenbaum: Chapters: 8 & 9

Week 5- February 14-16

Dying in a Technological Age

Euthanasia

Advanced Directives

Kastenbaum: Chapters:7 & 10

Week 6- February 21-23

On Death & Dying

Readings: Kastenbaum- Chapters: 5& 6

Week 7- February 28-March 2

Coping with Dying

Hospice

Readings:

****Book Discussion Assignment Due*** Dying Well- Due March 2**

Week 8- March 7-9

Coping with Dying continued

Week 9- March 14-16

Bereavement Grief and Mourning

Readings:

Kastenbaum- Chapters 12& 13

**** Reflection Paper Due** Tuesdays with Morrie- Due March 14**

Spring Break- March 20-24

Week 10 March 28-30

Bereavement Grief and Mourning Continued

Disenfranchised/Complicated grief

Week 11- April 4-6

Cross-cultural/Diverse perspectives.

Readings: The Mourner's Dance

Week 12 April 11-13

Death & Grief in the World of Childhood and Adolescence

Readings: Kastenbaum: Chapter 11

The Mourner's Dance: Paper due: April 11th

Week 13 April 18-20

Death & Grief in the World of Childhood and Adolescence

Readings: Kastenbaum- Chapter 15-16

Week 14 April 25-27

Death and Grief in Adulthood and Late Life

Study Guide Distributed

Week 15- May2-4

Exam

SCAVENGER HUNT

In this first assignment, your mission is to obtain 10 of the following death related items as specified below. You will receive 5 points for each requirement completed. Please use a folder with pockets to hold the required items. You may choose any of the following, a few may be selected twice as specified below. Please number your items. *** **In addition to gathering the items you must include a one page write-up of your process/findings/experience in completing this assignment.**

- 1 Purchase 2 sympathy cards that are different- at least one must include a death specific word, (dead, death, dying) if at all possible. Try to choose a card(s) that you might send to someone grieving.
A comic strip (or single panel comic) dealing with death or dying (can do two for 10 points).
3. Three newspaper death notices- one for a child or adolescent (0-17), one for an adult-18-59) and one for an elderly person age 60+.
4. One magazine or newspaper article/essay from the past two years on a topic related to death, dying, grief or loss.

One advertisement that uses death or death related words/pictures/ symbols to sell it's product. (can do two for ten points)

Gravestone notations/epitaphs from two cemetery headstones. Not just date of birth and death, but headstones that have a saying, poem, or verse. Copy complete info from each headstone/note where obtained.

A poem or song lyrics about death/grief

A child's book title or video title that deals with death/grief, and a brief description of contents.

Website printout (detailed) about Funeral services, caskets, or cremation,or funeral etiquette.

Detailed information from a reputable website(i.e. American Medical Assn. or AARP) on Advance Directives/Living Wills

Printout information from **Northland Hospice & Palliative Care Website** on: What is Hospice Care? and the Olivia White Hospice Home.

A copy of a bereavement leave policy from a place of work

A Quotation about death and it's author/source

Log -on to HYPERLINK <http://www.deathclock.com> www.deathclock.com and print out your date of death.

Go to **ADEC website- (Association for Death Education and Counseling)** and printout complete "Resources on the Web" from this site.

Information about mortuary science/Funeral directors

An article about Euthanasia or Physician Assisted Suicide

Information about the **Project on Death in America**

Anything death related of your choosing that is not on this list.

**NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS**

SAFE ENVIRONMENT POLICY

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website <http://www4.nau.edu/diversity/swale.asp>. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website:

<http://www4.nau.edu/ovp/regulatorycompliance/irb/index.htm>. If you have questions, contact Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

ACADEMIC INTEGRITY

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>.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR NEW ACADEMIC PLAN, PLAN CHANGE, OR PLAN DELETION

1. College SBS 2. Academic Unit SSW

3. Academic Plan Name Social Work (BSW) 4. Subplan (if applicable)? _____

5. Effective Date FALL 2008

6. Is this proposal for a : New Plan Plan Change Plan Deletion
(Please refer to Plan and Subplan definitions) New Subplan Subplan Change Subplan Deletion

7.

For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the *current* on line academic catalog:

(<http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>)

Be sure you include all catalog text that pertains to this plan change

Professional Core

These 60 units include:

*

introduction to social work:
SW 220 (3 units)

*

research sequence: SOC 365
or PSY 230 plus SW 355 (6-7
units)

*

policy sequence: SW 320W,
which meets the junior writing
requirement, and SW 420 (6
units)

*

human behavior and the social
environment sequence: PSY
240 plus SW 427 (6 units)

*

information technology
literacy: CIS 120 plus SW 370
(6 units)

*

generalist practice sequence:
SW 321, 422, and 423 (9
units)

*

crisis intervention: SW 401 (3
units)

*

contemporary topics in social
work: SW 450 topics (6 units)

Show the proposed changes in this column. Please **BOLD** the changes, to differentiate from what is not changing.

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

Professional Core

These 60 units include:

*

introduction to social work: SW
220 (3 units)

*

research sequence: SOC 365 or
PSY 230 plus SW 355 (6-7 units)

*

policy sequence: SW 320W,
which meets the junior writing
requirement, and SW 420 (6
units)

*

human behavior and the social
environment sequence: PSY 240
plus SW 427 (6 units)

*

information technology literacy:
CIS 120 plus SW 370 (6 units)

*

generalist practice sequence: SW
321, 422, and 423 (9 units)

*

crisis intervention: SW 401 (3
units)

*

contemporary topics in social
work: SW 450 topics (6 units)

**(SW 450 must be repeated
for at least 6 units of credit
with different content. SW**

*
field education: SW 408 (12 units)

*
senior seminar: SW 498C, which meets the senior capstone requirement (3 units)

Please note that we allow only one grade of D in the professional core courses.

Behavioral Science Cognates

For these 15 units, you take one course each in the following areas:

*
ethnicity: SOC 215 or 360(3 units)

*
gender: one of HIS 295, POS 355, SOC 204, CJ 360, PSY 491, and any WST course (3 units)

*
human biology: one of BIO 310 and 372 and HP 300 (3 units)

*
indigenous populations of the Southwest: one of SOC 315, ANT 306, and HIS 396 (3 units)

*
social and economic justice: ECO 285 or SOC 353 (3 units)

418 fulfills one of the required SW 450 topics courses.)

*
field education: SW 408 (12 units)

*
senior seminar: SW 498C, which meets the senior capstone requirement (3 units)

Please note that we allow only one grade of D in the professional core courses.

Behavioral Science Cognates

For these 15 units, you take one course each in the following areas: **(You may choose other cognate courses with social work advisor approval.)**

*
ethnicity: SOC 215 or 360(3 units)

*
gender: one of HIS 295, POS 355, SOC 204, CJ 360, PSY 491, or any **WGS** course (3 units)

*
human biology: one of BIO 310 and 372 and HP 300 (3 units)

*
indigenous populations of the Southwest: one of SOC 315, ANT 306, **ES 160**, and HIS 396 (3 units)

Please note that your advisor's approval is necessary for any courses not listed above.

To complete this minor, you must take the following 18 units:

*

SW 220 (3 units)

*

15 units from SW 320W, 321, 401, 420, and 450 (which may be repeated for up to 6 units of credit with different content)

Be aware that some of the courses required for your minor may have prerequisites that you must also take. Check the courses in the appropriate subject.

social and economic justice: ECO 285 or SOC 353 (3 units)

Please note that your social work advisor's approval is necessary for any courses not listed above.

To complete this minor, you must take the following 18 units:

*

SW 220 (3 units)

*

15 units from SW 320W, 321, 401, 420, and 450 (**SW 418 may be taken as a substitution for one SW 450 topics course.**)

Be aware that some of the courses required for your minor may have prerequisites that you must also take. Check the courses in the appropriate subject.

8. For undergraduate plans, will this requirement be a student individualized plan*? no yes

*A *Student Individualized Plan* is an academic requirement that varies by student, such as the 15-unit BAiLS focus, for which coursework requirements are established by the student in consultation with the advisor.

If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:

- a. verify satisfactory completion of a non course requirement.
- b. indicate admission to a major.
- c. will not be used.

****A Milestone** is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status. If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage - <http://www4.nau.edu/assessment/main/degree/degree.htm>).

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
• SOC 418 is routinely taken by social work majors and taught by a social work faculty member, Mary Damskey. Spring 2007, Sociology/Social Work faculty approved the cross-listing of the course as SOC/SW 418. Social work majors would enroll in the SW 418 section and, as indicated in the new plan proposal, would have the course automatically identified as meeting the requirement for one of the SW 450 topics courses.

• With the addition of ES 160 to the curriculum, social work students from both the Mountain and Yuma Campuses have found ES 160 to be a valuable course for their development of cross-cultural competency. We would like to recognize the value of the course for our students by adding it to the list of approved courses to meet the indigenous populations of the Southwest behavioral science cognate.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?

If so, attach supporting documentation from the affected departments/units and college dean.

14. Will present library holdings support this academic plan/subplan?

Yes

Certifications

Walter C. Lucas 12/11/07
Department Chair/ Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For committee use only

Don Bitt _____
For University Curriculum Committee Date

Action taken: _____ approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.

ES 160 Endorsement:

This email is permission by Sara Aleman, Director, Ethnic Studies, to list ES 160 as an option for our Southwest Populations Behavioral Science Cognate.

===== Original Message From sara.aleman@nau.edu =====

I would love to have some social workers in this class. Yes, please list it and do we need to do anything/paperwork for this? I'm still learning.

*A *Student Individualized Plan* is an academic requirement that varies by student, such as the 15-unit BAiLS focus, for which coursework requirements are established by the student in consultation with the advisor.

If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:

- a. verify satisfactory completion of a non course requirement.
- b. indicate admission to a major.
- c. will not be used.

**A *Milestone* is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage - <http://www4.nau.edu/assessment/main/degree/degree.htm>).

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

• SOC 418 is routinely taken by social work majors and taught by a social work faculty member, Mary Damskey. Spring 2007, Sociology/Social Work faculty approved the cross-listing of the course as SOC/SW 418. Social work majors would enroll in the SW 418 section and, as indicated in the new plan proposal, would have the course automatically identified as meeting the requirement for one of the SW 450 topics courses.

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12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?

If so, attach supporting documentation from the affected departments/units and college dean.

14. Will present library holdings support this academic plan/subplan?

Yes

Certifications

Walter Lucas 10-22-07
Department Chair/ Unit Head (if appropriate) Date

[Signature] 11/13/07
Chair of college curriculum committee Date

[Signature] _____
Dean of college Date

For committee use only

Ben Bill _____
For University Curriculum Committee Date

Action taken: _____ approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.

ES 160 Endorsement:

This email is permission by Sara Aleman, Director, Ethnic Studies, to list ES 160 as an option for our Southwest Populations Behavioral Science Cognate.

===== Original Message From sara.aleman@nau.edu =====

I would love to have some social workers in this class. Yes, please list it and do we need to do anything/paperwork for this? I'm still learning.

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 08
See effective dates schedule.
3. College SBS 4. Academic Unit School of Communication
5. Course subject/catalog number VC 101 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Communication Design
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Communication Design
11. Catalog course description (max. 30 words, excluding requisites).

Studio Course. Introduction to issues of design theory, principles and visual literacy. Projects designed to strengthen understanding of creative and critical thinking and demonstrate problem-solving skills.

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
Lecture w/0 unit embedded lab Lecture only Lab only Studio Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) 0
17. Corequisites (must be completed *with* proposed course) 0
18. If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19)*:
instructor consent department consent no consent

19. Is the course needed for a plan of study (major, minor, certificate)? yes no
Name of new plan? **BFA in Visual Communication,
Minor in Visual Communication**

Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes no
If yes, list any courses this course may have duplicative material with and estimate percentage of duplication: _____

Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes no
If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes No
If yes, does it require listing in the *Course Equivalency Guide*? yes no
Please list, if known, the institution, subject/catalog number of the course. _____

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

VC 101 Communication Design replaces VC 152 Type Foundations with current content as an introductory course to the program. The VC 152 skill set, calligraphy, became unnecessary for design professionals.

24. Names of current faculty qualified to teach this course **Patricia Murphey, Rodrigo de Toledo, Chris Johnson**

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? _____

26. Will present library holdings support this course? yes no

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

27. This course is a Single section Multi-section

28. List names of faculty who may teach this course: _____

29. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete

questions 39-41.

NEW LIBERAL STUDIES COURSE

30. Thematic Focus (check all that apply): *If a topics course, must apply to ALL sections.*

Environmental Consciousness Technology and Its Impact Valuing the Diversity of Human Experience

31. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

Aesthetic and Humanistic Inquiry Cultural Understanding Lab Science
Science/Applied Science Social and Political Worlds

32. Skills (check two): *If a topics course, must apply to ALL sections.*

Creative Thinking Critical Reading Effective Oral Communication Effective Writing
Critical Thinking Ethical Reasoning Quantitative/Spatial Analysis Scientific Inquiry
Use of Technology

33. Is this a topics course? Yes No

If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

34. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

35. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

36. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 42

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply? _____

38. Do you intend to offer ABC 300 and ABC 300W? yes no

If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply? _____

40. Does this proposal replace or modify an existing course or experience? yes no

If yes, which course(s)? _____

41. Do you intend to offer ABC 400 and ABC 400C? yes no

If no, please submit a course delete form for the ABC 400.

42. Approvals

Mark N... 11-5-07
Department Chair (if appropriate) Date
[Signature] 11/13/07
Chair of college curriculum committee Date
[Signature] _____
Dean of college Date

For Committees use only

For Liberal Studies Committee

Date

Action taken: _____ Approved as submitted 12/11/07 Approved as modified

Ren B... _____
For University Curriculum Committee Date

Action taken: _____ Approved as submitted 12/11/07 Approved as modified

COURSE SYLLABUS VC 101 Communication Design

General Information

- *School of Communication Visual Communication program*
- *VC 101 Communication Design*
- *Offered Fall and Spring semesters*
- *3 credit hours*
- *Professor Patricia Murphey*
- *Office 317*
- *Office hours posted*

Course Prerequisites

No prerequisites

Course Description

The purpose of this beginning level course is to provide an introduction to issues of design theory, principles and visual literacy for communication students. It will provide basic information and exploration of design applications. Projects will be designed to strengthen the understanding of creative and critical thinking and allow students to apply and demonstrate this understanding in their problem solving. The objective is to gain experience with applied projects that encourage exploration of knowledge gained through mastery of on-line exams and in-class visual problem solving.

Student Learning Expectations

- Explore design concepts (creative thinking, critical thinking and quantitative/spatial analysis), define and describe the meaning and the proper use of design terminology
- To develop perceptual, interpretive, analytical and representation skills, develop and demonstrate craftsmanship & professionalism, develop a written, oral and visual vocabulary which can be used to solve design problems carefully and effectively.

Outcomes for this Course

- Basic understanding of visual literacy and visual communication
- Understanding of the universal principles of design
- Understanding of color theory.
- Understanding of visual organization
- Basic ability to critically analyze visual material and to verbally discuss visual compositions using the language of design.

Course Structure/Approach

The course will be divided into 3 learning sections of 5 weeks each. The first 5 weeks will be web based and consist of 1 self-directed test module each week. There are 10 questions per module, (5 points per question x 10 = 50 points). 50 points total per week x 5 weeks = 250 points. The second 5 weeks will be in-class, design team problem solving, (500 points possible). *Failure to successfully pass the ME at the start of the 2nd 5 week section will result in the loss of 100 points.*

The third 5 weeks will consist of independent problem solving under minimal instructor supervision, (500 points possible). For the course 1250 total points are possible. The relationship of points to grades falls within but is not limited to the following range:

| | |
|-------------|---------------------|
| 1250 – 1000 | points = A |
| 999 – 751 | points = B |
| 750 – 501 | points = C |
| 500 – 400 | points = D |
| 400 | or fewer points = F |

Required Textbooks:

“Universal Principles of Design” Lidwell, Holden, Butler; Rockport, 2003
“Visible Signs: An Introduction to Semiotics” Crow, David; AVA Publishing, 2003

Required Materials:

The following materials are required and should be brought to every class, unless otherwise stated. The materials can be found at: Michaels, NAU’s Bookstore, Visible Difference or ordered online.

Supplies:

19” by 24” pad of layout bond (16 or 24lb Strathmore)
11” by 14” pad of smooth white Bristol board
11” by 17” tracing paper (transparent for cover sheets)
Illustration board – good quality, light weight - #201 Crescent hot press
Rubber cement
Roll of 1” white artists tape (to adhere cover sheets)

Tools:

T-Square, 30”
30 / 60° Triangle, 10 or 12 inches with a beveled edge
24” steel ruler with cork backing (for measuring and cutting illustration board)
X-Acto knife with #11 blades only (for trimming illustration board)
White Staedtler plastic eraser or Magic Rub white eraser and 1 pencil Magic Rub eraser
Assorted Design color markers as needed
Black fine point marker such as Pilot or Itoya finepoint (non-permanent is best)
Assorted Pencils
A box to carry tools and materials, such as an Art Bin or tackle box (Walmart)
Scissors.

Recommended Materials/References

“Graphic Design Basics” Arntson; Thomson / Wadsworth, 2003
“Digital Design Basics” Arntson; Thomson / Wadsworth, 2006
“The Non-Designer’s Type Book” Williams; Peachpit Press, 2006
Selected Readings:
Introduction to Visual Literacy
Grid Systems
Stephen Heller books
AIGA Bibliography

COURSE OUTLINE**FIRST 5 WEEKS – ON-LINE SECTION - 250 POINTS**

1 self-directed test module each week based on 10 questions. 5 points per question x 10 = 50 points per week x 5 modules = 250 points total per 5 weeks.

Week One

- Design and Perception – 50 points

Week Two

- Learning from Design – 50 points

Week Three

- Design Usability – 50 points

Week Four

- Design Aesthetics – 50 points

Week Five

- Design Decisions – 50 points

Textbooks

“Universal Principles of Design” Lidwell, Holden, Butler; Rockport, 2003

“Visible Signs: An Introduction to Semiotics” Crow, David; AVA Publishing, 2003

SECOND 5 WEEKS – IN CLASS SECTION - 500 POINTS

Week Six

- Master Exam based on previous 5 weeks. 25 questions worth 4 points each–100 points
- Introduction to Visual Communication Lesson 1 – 100 points

Week Seven

- Signs and Myths in Advertising Lesson – 100 points

Week Eight

- Visual Analysis Lesson 3 – 100 points

Week Nine

- Non-Verbal Communication Lesson 4– 100 points

Week Ten

- Graphic Design Lesson 5 – 100 points

THIRD 5 WEEKS – INDEPENDENT PROBLEM SECTION – 500 POINTS

Week Eleven

- Monday **Course problem defined** and design briefs – 200 points
- Wednesday

Week Twelve

- Monday Class presentations
- Wednesday

Week Thirteen

- Monday Progress reports – 100 points
- Wednesday

Week Fourteen

- Monday Work Week
- Wednesday

Week Fifteen

- Monday Final Exam and final presentations – 200 points
- Wednesday final presentations

ASSESSMENT OF STUDENT LEARNING OUTCOMES

Methods of Assessment:

- A random sample of responses from the Master final exam
- Knowledge of the principles of design, and visual literacy will be demonstrated through a minimum of 3 pieces professionally displayed
- The process of visual composition will be evaluated through a minimum of 3 visual problems in 2 of the 3 modules
- Concept development and application will be determined through a random evaluation of the final independent problem assigned

Timeline of Assessment:

- *Students will be assessed yearly*

GRADING SYSTEM

Attendance and Grading Scale

Each student is expected to participate in the educational experience through an exchange of ideas and information with the instructor and peers. Therefore, students are expected to work productively in class for all scheduled work sessions. Leaving early without excuse may be recorded as an absence. More than 3 unexcused absences during the semester will lower the final grade by one full letter. More than 5 unexcused absences will result in a failing grade regardless of work completed. Students are also expected to be in class on time, bringing appropriate tools and materials no later than 10 minutes from the start of class. Late, unprepared arrivals to class may be counted as absences. Grades are assigned on a point system with projects receiving one or more grades according to the scale as follows:

9-10 points = A range (Excellent, professional quality, and error free)

8-8.9 points = B range (Good, Above Average with some minor errors)

7-7.9 points = C range (Average, Competent with some majors errors)

6-6.9 points = D range (Below Average, several major errors and poor execution)

0-5.9 points = F (Fail does not meet minimum standards)

General Course Policies

The instructor reserves the right to modify any part of the course for academic purposes at any point in the semester and to make changes to any part of the course for unspecified reasons. The instructor will provide fair notice to all enrolled students should such changes be necessary.

- *Retests/makeup tests:*

No exams may be retaken to earn a better grade. If supplemental credit is available, it will be available at the instructor's discretion and will be announced to the class.

Ethics

The School of Communication endorses the highest standards of professional conduct and ethics in all participants. Therefore, any form of dishonesty, cheating, deception or plagiarism, (claiming the ideas of another person as one's own) are not acceptable. Failing grades will be the result of such choices.

Classroom Management

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. It is the responsibility of each student to behave in a manner that does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with university regulations and the course syllabus. At a minimum, students will be warned **if their behavior is determined by the faculty member to be disruptive**. Serious disruptions, as decided by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion from the university.

Other Policies

- *Email policy*

Students and faculty communicate by the use of email. Students in the School of Communication are sometimes contacted through email list serves on important scheduling changes or information, notices of importance, or other issues.

Routine emails to the instructor are answered during normal work week hours, not on weekends. Do not expect email responses after 5 p.m. on Friday and through and up to 9 a.m. the following Monday or any evening hours throughout the week.

University Policy Statements

<http://jan.ucc.nau.edu/academicadmin/plcystmt.html>

IMPORTANT UNIVERSITY POLICIES

Special Needs: Students with physical handicaps or learning disabilities who need to make special arrangements for class assignments and examinations should consult the instructors within the first two weeks of the semester. At any time, we encourage students to come to us for help in understanding the readings, lecture-discussions, writing assignments, or for other course-related assistance. All that we ask is that you respect office hours. Unless we announce a change in class, we will be in our offices during Office Hours. If you can not make our scheduled office hours, we can make an appointment to see you at another time (for example, you could make an appointment by calling or speaking to us after or before class). Remember, that our telephones have Voice Mail, so you can always leave a message. We will respond!

Lecture Attendance: Students are expected to assume full responsibility for class attendance and are responsible for all work missed due to absences. The instructors are under no obligation to make special arrangements for students who have been absent unless such absences have been explained by a formal written medical or institutional excuse. If you need to be absent on an examination day, you must notify the instructor at least one day prior to the exam. If you do not notify and receive permission from the

instructor prior to the exam and you miss the exam, you will receive '0' points for that test.

Laboratory Class Attendance: Because the laboratory is such an important part of your environmental sciences experience, attendance at your assigned laboratory section is mandatory. Attendance will be taken at each laboratory meeting. Only formal institutional or medical excuses, submitted in writing to your lab graduate assistant, are acceptable excuses for missing lab classes. A student is expected to complete as much of each laboratory exercise as possible during the class period.

Institutional Excuses: Institutional excuses permit students to be absent from classes in order to represent the university at athletic, extracurricular, or academic activities. These excuses must be approved and signed by the appropriate university staff. Institutional excuses must be presented to the instructor or graduate assistant before the absence takes place.

Challenges to Assigned Grades: Challenges to assigned grades are welcomed, because they demonstrate that you are seriously thinking about the material in the course. However, we will only consider challenges in writing. Our hope is that written challenges will accomplish two goals: (a) a written format provides you with the opportunity to present an articulate and well-considered argument (and therefore more likely that we will favor your challenge with an improved grade); and (b) a written request provides a record of the grade transaction in case there are questions at a later time. Challenges must be submitted within one week of the return of a graded assignment

Plagiarism and Cheating: Any form of misconduct including cheating, fabrication, fraud, facilitating academic dishonesty, and plagiarism will not be tolerated. Violators will be subject to a failing grade in this course. We do encourage students to collaborate in studying and to review each other's written assignments, but all work turned in for a grade must be completed only by the student submitting the work. Please see the Student Code of Conduct and the section on Academic Dishonesty in the Northern Arizona University Student Handbook.

Incompletes: Our policy is not to assign an Incomplete except in extreme circumstances beyond a student's control. We never give an Incomplete because a student is dissatisfied with a final grade and hopes to complete additional post-course work to improve the grade.

Withdrawals: The last day for Withdrawal (last day to drop with a W) is September 25. The last day for Drop/Delete is September 22. For other deadlines, please refer to the University Calendar in the Directory of Classes.

Safe Working and Learning Environment: The Center for Environmental Sciences and Education is committed to a safe working and learning environment for students, faculty and staff. Any form of discrimination and/or sexual harassment will not be tolerated. Procedures for the resolution of complaints appear in the Student Handbook. We have a copy in the CESE Office (PS 119). You may also contact the Dean of Students at 523-5181.

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of

that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus. At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2008
See effective dates schedule.
3. College Social and Behavioral Sciences 4. Academic Unit School of Communication
5. Course subject/catalog number VC 161 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title History of Visual Communication
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) History of Visual Comm
11. Catalog course description (max. 30 words, excluding requisites).

Introductory survey of major themes and historical phases of visual communication, development of visual communication, key people who nurtured its progress, events that linked contributions to civilization.

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
- | | | | | |
|--|--|--|-----------------------------------|--------------------------------------|
| Lecture w/0 unit embedded lab <input type="checkbox"/> | Lecture only <input checked="" type="checkbox"/> | Lab only <input type="checkbox"/> | Clinical <input type="checkbox"/> | Research <input type="checkbox"/> |
| Seminar <input type="checkbox"/> | Field Studies <input type="checkbox"/> | Independent Study <input type="checkbox"/> | Activity <input type="checkbox"/> | Supervision <input type="checkbox"/> |
16. Prerequisites (must be completed *before* proposed course) N/A
17. Corequisites (must be completed *with* proposed course) N/A
18. If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19)*:
- instructor consent department consent no consent

19. Is the course needed for a plan of study (major, minor, certificate)? yes no
Name of new plan? B.F.A. Visual Communication and Minor in Visual Communication

Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes no
If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes no
If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes no
If yes, does it require listing in the *Course Equivalency Guide*? yes no
Please list, if known, the institution, subject/catalog number of the course. _____

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

This class is proposed as an additional theoretical component for Visual Communication majors. The course surveys the history of visual communication from the very first signs of primitive communication to the most recent developments in computer generated imagery. It offers insight into how visual communication developed, the key people who nurtured its progress and the events that linked its contributions to civilization. In following with NASAD guidelines Visual Communication majors will now take this class - 3 credits - early in their academic careers. We have found that our lower division students are lacking the vocabulary and historical components needed to be successful in the field. We hope that this course will help students to:

- Differentiate between visual communication and other forms of information development and delivery methods.
- Describe characteristics of design as an aesthetic and communicative process and as a discipline.
- Analyze the ways in which the medium itself influences, and is influenced by, the form and content of the message.
- Create well-conceived and visually appealing still and interactive graphics.
- Assess multimedia forms, content, applications and influences on audience.
- Discuss arts, industry, policy, ethical, and impact issues related to Visual Communication as a whole.
- Demonstrate with tangible portfolio evidence, advanced conceptual and design skills.

24. Names of current faculty qualified to teach this course Johnson, De Toledo, Murphey

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? **NO**

26. Will present library holdings support this course? yes no

If the course being submitted for approval is **NOT a LIBERAL STUDIES** course, please go to step 42.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

27. This course is a Single section Multi-section

28. List names of faculty who may teach this course: _____

29. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

30. Thematic Focus (check all that apply): *If a topics course, must apply to ALL sections.*

Environmental Consciousness Technology and Its Impact Valuing the Diversity of Human Experience

31. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

Aesthetic and Humanistic Inquiry Cultural Understanding Lab Science
Science/Applied Science Social and Political Worlds

32. Skills (check two): *If a topics course, must apply to ALL sections.*

Creative Thinking Critical Reading Effective Oral Communication Effective Writing Critical Thinking
Ethical Reasoning Quantitative/Spatial Analysis Scientific Inquiry Use of Technology

33. Is this a topics course? Yes No

If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

34. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

35. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

36. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 42

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply? _____

38. Do you intend to offer ABC 300 and ABC 300W? yes no
If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply? _____

40. Does this proposal replace or modify an existing course or experience? yes no
If yes, which course(s)? _____

41. Do you intend to offer ABC 400 and ABC 400C? yes no
If no, please submit a course delete form for the ABC 400.

42. Approvals

| | |
|---------------------------------------|----------|
| _____ | 11-5-07 |
| Department Chair (if appropriate) | Date |
| _____ | 11/13/07 |
| Chair of college curriculum committee | Date |
| _____ | _____ |
| Dean of college | Date |

For Committees use only

For Liberal Studies Committee

Date

Action taken: _____ Approved as submitted 12/11/07 Approved as modified

| | |
|-------------------------------------|-------|
| _____ | _____ |
| For University Curriculum Committee | Date |

Action taken: _____ Approved as submitted 12/11/07 Approved as modified

COURSE SYLLABUS

General Information

- *School of Communication Visual Communication program*
- *VC 161 History of Visual Communication*
- *Offered Fall and Spring semesters*
- *3 credit hours*
- *Associate Professor, Chris S. Johnson*
- *Office 357*
- *Office hours posted*

Course Prerequisites

N/A

General Course Outline

This course surveys the history of visual communication from the very first signs of primitive communication to the most recent developments in computer-generated imagery. It offers insight into how visual communication developed, the key people who nurtured its progress and the events that linked its contributions to civilization.

Purpose/Objectives

The purpose of this lower division level course is to provide an introduction to issues of design history and visual literacy for communication students. It will identify and survey major historical developments in the history of visual communication. To demonstrate an understanding of the impact of writing, printing technologies, typography, photography and graphic design on visual culture, students will also learn to research and submit information about these topics. This will nurture an understanding of how this cultural heritage influences contemporary visual communication strategies and literacy. The objective is to gain historical awareness and to encourage further exploration of knowledge gained through mastery of on-line exams and research papers.

Student Learning Expectations

Students will:

- Explore design concepts (creative thinking, critical thinking and quantitative/spatial analysis to historically relevant images), apply the meaning and proper use of design terminology
- Develop perceptual, interpretive, analytical and representation skills
- Develop an appreciation for the heritage and contributions of a broad range of visual communications venues
- Develop a written, oral and visual vocabulary that demonstrates high levels of visual literacy

Outcomes

An understanding of basic visual literacy and historic visual communication

An understanding of some universal principles of design

An understanding of some color theory

An understanding of visual organization and composition

A basic ability to critically analyze visual material and to verbally discuss visual compositions using the language of design.

COURSE STRUCTURE/OUTLINE

The course format will be information accompanied by visual examples delivered on-line.

Week One

The Prologue to Graphic Design: the visual message from Prehistory through the medieval era

- The invention of writing
- Graphic Communication in Ancient Egypt
- The Asian contribution

Week Two

- Alphabets and Type

Week Three

A Graphic Design Renaissance: the origins of European typography and design for printing

- Illuminated Manuscripts
- Printing comes to Europe

Week Four

- The German illustrated book
- Renaissance graphic design

Week Five

An era of typographic genius

- The Industrial Revolution: the impact of industrial technology upon visual communications
- Typography for an industrial age

Week Six

- Photography, the new communications tool

Week Seven

- Popular graphics of the Victorian era
- The Arts and Crafts movement

Week Eight

- Art Nouveau and Ukiyo-e
- The Modernist Era: graphic design in the first half of the twentieth century

Week Nine

- The genesis of Twentieth century design
- The influence of Modern Art

Week Ten

- Pictorial Modernism
- A new language of Form

Week Eleven

- The Bauhaus and the New Typography
- The Modern Movement in America

Week Twelve

- The Information Age: Graphic Design in the Global Village
- The international typographic style

Week Thirteen

- The New York School
- Corporate Identity and Visual Systems

Week Fourteen

- The Conceptual Image
- A global Dialog

Week Fifteen

- Postmodern Design
- The Digital Revolution and Modernist Revival Design
- The Art of Dissent
- Sexual Images in Advertising and other Visual Communications
- Advertising and new media

Textbook

"A History of Graphic Design" (most recent edition) Philip B. Meggs and Alston W. Purvis (John Wiley & Sons, 1998)

Recommended Selected Readings

- Introduction to Visual Literacy
- Grid Systems
- Stephen Heller books
- AIGA Bibliography

Additional Resources

(to be determined)

Assessment of Student Learning Outcomes

Methods of Assessment

- A random sample of responses from the Master final exam
- Knowledge of historic images, and issues of visual literacy will be demonstrated through successful passing of a final exam
- Results of the outcomes measures will be reviewed by 3 full time faculty in the visual communication program to evaluate the effectiveness of student learning
- Results and recommendations will be provided to the School Assessment Committee and Director for approval

Timeline for Assessment

- *Students will be assessed yearly*

GRADING SYSTEM

Attendance and Grading Scale

Each student is encouraged to participate in the educational experience through an exchange of ideas and information with the instructor and peers on-line or in person.

Grades are assigned on a point system as follows:

- 12 points = A+ (Superior, professional quality, and error free)*
- 11-10 points = A range (Excellent, very few minor errors)*
- 9 -7 points = B range (Good, clearly above average with some minor errors)*
- 6-4 points = C range (Competent and average with some majors errors)*
- 3-2 points = D range (Below Average, several major errors and poor skills)*
- 1-0 points = F (Fail, does not meet minimum standards)*

Grading Criteria

Projects such as papers or exams are evaluated by highly trained and educated individuals and who are exceptionally visually literate and sensitive to visual information. Meeting less than optimum visual standards on projects are the result of errors, ignorance or both.

Errors are identified from but not limited to the following:

- *Type alignment, tracking, spacing, fonts, styles, spelling, widows, orphans, weights, etc.*
- *Color selection, hues, values, saturation, clarity, etc.*
- *Imagery selection, metaphors, clarity, value separation, sizing, alignment, distortion, etc.*
- *Illustration appropriateness, line weights, distortion, sizing, alignment, etc.*
- *Composition and creativity, use of cliches, metaphors, symbols, semantic levels, etc.*
- *Craftsmanship issues, cleanliness, precision, computer ability, etc.*
- *Professionalism issues, e.g., following guidelines or instructions, presentation skills, deadlines, etc.*

At the end of the semester all grades will be converted to points, totaled for the semester and averaged to arrive at a mean score which is converted back to a letter grade including pluses and minuses.

Participation and professionalism, in attitude and practice are considered important factors contributing to the awarding of a final grade.

General Course Policies

The instructor reserves the right to modify any part of the course for academic purposes at any point in the semester and to make changes to any part of the course for unspecified reasons. The instructor will provide fair notice to all enrolled students should such changes be necessary.

- *Retests/supplemental credit*

No exams may be retaken to earn a better grade. In the event of a serious emergency which has been validated with a documented excuse such as bereavement or severe illness(notes from Fronske are not sufficient), the student may set up an appointment with the professor to make up the exam off-line. If supplemental credit is available, it will be available at the instructor's discretion and will be announced to the class.

Ethics

The School of Communication endorses the highest standards of professional conduct and ethics in all participants. Therefore, any form of dishonesty, cheating, deception or plagiarism, (claiming the ideas of another person as one's own) are not acceptable. Failing grades will be the result of such choices.

University Policy Statements

<http://jan.ucc.nau.edu/academicadmin/plcystmt.html>

Classroom Management

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. It is the responsibility of each student to behave in a manner that does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with university regulations and the course syllabus. At a minimum, students will be warned **if their behavior is determined by the faculty member to be disruptive**. Serious disruptions, as decided by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion from the university.

Other Policies

- *Email policy*

Students and faculty communicate by the use of email. Students in the School of Communication are sometimes contacted through email list serves on important scheduling changes or information, notices of importance, or other issues. Routine emails to the instructor are answered during normal work week hours, not on weekends. Do not expect email responses after 5 p.m. on Friday and through and up to 9 a.m. the following Monday or any evening hours throughout the week.

- *Grade appeals*

Grade appeals are rarely successful. The burden of proof that a grade was unfairly assigned rests with the student. Students who wish to pursue a grade appeal should follow the university procedures as found in the university Student Handbook or go on-line to review the steps necessary for such a procedure.

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2008
See effective dates schedule.
3. College SBS 4. Academic Unit School of Communication
5. Course subject/catalog number VC 370 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Visual Communication Studios
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Visual Communication Studios
11. Catalog course description (max. 30 words, excluding requisites).

Professional or experimental studio practice, examines trends and media applications in visual communication expertise areas. Topics encompass studio practices used in motion graphics, animation, digital media and print design.

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? 12 **Only the first 6 units will count towards the major**
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no

15. Please check **ONE** of the following that most appropriately describes the course:
- | | | | | |
|--|--|--|-----------------------------------|--------------------------------------|
| Lecture w/0 unit embedded lab <input type="checkbox"/> | Lecture only <input type="checkbox"/> | Lab only <input checked="" type="checkbox"/> | Clinical <input type="checkbox"/> | Research <input type="checkbox"/> |
| Seminar <input type="checkbox"/> | Field Studies <input type="checkbox"/> | Independent Study <input type="checkbox"/> | Activity <input type="checkbox"/> | Supervision <input type="checkbox"/> |
| | | Studio | | |

16. Prerequisites (must be completed *before* proposed course) VC 161, 351, 331, 329, ART 136, COM 101, 200, w/ grade greater than or equal to C.
17. Corequisites (must be completed *with* proposed course) n/a

18. If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19):*

instructor consent department consent no consent

19. Is the course needed for a plan of study (major, minor, certificate)? yes no

Name of new plan? BFA in Visual Communication

Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes no
If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes no
If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes no
If yes, does it require listing in the *Course Equivalency Guide*? yes no
Please list, if known, the institution, subject/catalog number of the course. _____

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

This course will be offered as a topics course, with topics that replace other courses that are currently being offered in the program: VC354 Computer Animation, VC353 Interactive Multimedia, VC352 Adv. Imaging and Layout, and VC434 Design Studio. This will allow us to adapt more easily to the trends in the job market and to the shifts in the faculty's knowledge base.

24. Names of current faculty qualified to teach this course Patricia Murphey, Rodrigo de Toledo, Chris Johnson

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? No

26. Will present library holdings support this course? yes no

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

27. This course is a Single section Multi-section

28. List names of faculty who may teach this course: _____

29. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

30. Thematic Focus (check all that apply): *If a topics course, must apply to ALL sections.*

Environmental Consciousness Technology and Its Impact Valuing the Diversity of Human Experience

31. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

Aesthetic and Humanistic Inquiry Cultural Understanding Lab Science
Science/Applied Science Social and Political Worlds

32. Skills (check two): *If a topics course, must apply to ALL sections.*

Creative Thinking Critical Reading Effective Oral Communication Effective Writing Critical Thinking

Ethical Reasoning Quantitative/Spatial Analysis Scientific Inquiry Use of Technology

33. Is this a topics course? Yes No

If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

34. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

Knowledge: Concept development and application. Behavioral: Experience of creative and professional processes. Affective: Consideration of personal and professional ethics; Development of time and project management skills.

35. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

The student learning outcomes will be assessed based on the quality of the projects create during the course, the thoroughness of the design process, and the professionalism of the interaction with group members and clients.

36. Please attach an example of a Topic Syllabus offered under this course number.

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply? _____

38. Do you intend to offer ABC 300 and ABC 300W? yes no
If no, please submit a course delete form for the ABC 300.

GO TO question 42

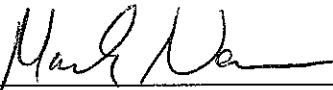
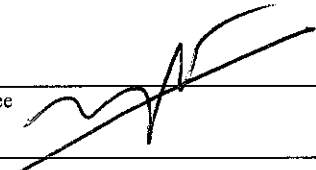
NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply? _____

40. Does this proposal replace or modify an existing course or experience? yes no
If yes, which course(s)? _____

41. Do you intend to offer ABC 400 and ABC 400C? yes no
If no, please submit a course delete form for the ABC 400.

42. Approvals


| | |
|--|---------------------|
|  | 11-5-07 |
| Department Chair (if appropriate) | Date |
|  | 11/13/07 |
| Chair of college curriculum committee | Date |
| Dean of college | Date |

For Committees use only

For Liberal Studies Committee

Date

Action taken: _____ Approved as submitted 12/11/07 Approved as modified

| | |
|---|------|
|  | |
| For University Curriculum Committee | Date |

Action taken: _____ Approved as submitted 12/11/07 Approved as modified

COURSE SYLLABUS

General Information

- *School of Communication Visual Communication program*
- *VC 370 Visual Communication Studios*
Topic: Design Studio
- *Offered Fall and Spring semesters*
- *3 credit hours*
- *Assistant Professor, Rodrigo De Toledo*
- *Office 355*
- *Office hours posted*

Course prerequisites

VC 161, 351, 331, 329, ART 136, COM 101, 200, w/ C or better. Departmental Consent.

Course description

Studio topics course examining recent trends, media applications and investigations in the field of Visual Communication. Focuses on professional or experimental design practices and techniques. Letter grade.

Student Learning Expectations/Outcomes for this Course

Knowledge: Concept development and application. Behavioral: Experience of creative and professional processes. Affective: Consideration of personal and professional ethics; Development of time and project management skills.

Course structure/approach and Course outline

This is a Design studio, a place for team work, experimentation and experiential learning. We will develop projects for clients from research and concept development to production and implementation. Students must be willing to work independently and demonstrate flexibility, collaboration and commitment to each project. In addition to scheduled class meeting times, students will be required to meet and do work outside of class to complete projects and meet deadlines.

Textbook and required materials

Graphic Design Processes; Kenneth Heibert, Thomson Learning.

Recommended optional materials/references (attach reading list)

How to Design Logos, Symbols and Icons; Gregory Thomas
Graphic Design Solutions; Robin Landa
Corporate Identity Design; Veronica Napoles
Corporate ID Systems; Rose DeNeve
Fresh Ideas in Letterhead & Business Card Design; Martin & Cropper
Prints Best Logos and Symbols
Prints Best Business Packages

Adbusters Magazine
CA Magazine
Critique Magazine
ID Magazine
Print Magazine
How Magazine
Adbusters Magazine
CMYK Magazine
Metropolis Magazine
Juxtapoz Magazine

Assessment of Student Learning Outcomes

Methods of Assessment:

- The student learning outcomes will be assessed based on the quality of the projects create during the course, the thoroughness of the design process, and the professionalism of the interaction with group members, instructor and clients.

Timeline of Assessment:

- Students will be assessed every semester.

Grading System

Grades are assigned on a point system with projects receiving one or more grades according to the scale as follows:

9-10 points = A range (Excellent, professional quality, and error free)
8-8.9 points = B range (Good, Above Average with some minor errors)
7-7.9 points = C range (Average, Competent with some majors errors)
6-6.9 points = D range (Below Average, several major errors and poor execution)
0-5.9 points = F (Fail does not meet minimum standards)

Course policy

- ***Retests/makeup tests***
No exams may be retaken, or projects redone to earn a better grade. If supplemental credit is available, it will be available at the instructor's discretion and will be announced to the class.
- ***Attendance***
Each student is expected to participate in the educational experience through an exchange of ideas and information with the instructor and peers. Therefore, students are expected to work productively in class for all scheduled work sessions. Leaving early without excuse may be recorded as an absence. More than 3 unexcused absences during the semester will lower the final grade by one full letter. More than 5 unexcused absences will result in a failing grade regardless of work completed. Students are also expected to be in class on time, bringing appropriate tools and materials no later than 10 minutes from the start of class. Late, unprepared arrivals to class may be counted as absences.
- ***Statement on plagiarism and cheating***
The School of Communication endorses the highest standards of professional conduct and ethics in all participants. Therefore, any form of dishonesty, cheating, deception or plagiarism, (claiming the ideas of another person as one's own) are not acceptable. Failing grades will be the result of such choices.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website <http://www4.nau.edu/diversity/swale.asp>. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website: <http://www4.nau.edu/ovp/regulatorycompliance/irb/index.htm>. If you have questions, contact Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

ACADEMIC INTEGRITY

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>.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR NEW ACADEMIC PLAN, PLAN CHANGE, OR PLAN DELETION

1. College Social and Behavioral Sciences
2. Academic Unit School of Communication
3. Academic Plan Name B.F.A in Visual Communication
4. Subplan (if applicable)? Computer Imaging and Graphic Design Emphases
5. Effective Date FALL 2008
6. Is this proposal for a :
- (Please refer to Plan and Subplan definitions)*
- New Plan
- Plan Change
- Plan Deletion
- New Subplan
- Subplan Change
- Subplan Deletion

7.

For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the *current* on line academic catalog:

(<http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>)

Be sure you include all catalog text that pertains to this plan change

Major Requirements

All majors must earn the grade of "C" or better in COM 101, COM 200, their freshman composition required course and their foundation mathematics course.

You must complete the following 66 units. Please note that you must earn a grade of C or better in all courses and maintain a grade point average of 2.5 or greater in this major.

- 9 units of art history courses: ARH 141 and 142 plus one ARH course at the 300 or 400 level approved by your advisor
- 15 units of foundations courses: COM 101 and 200 plus ART 135, 136, and 150
- ENG 302W or MER 300W, either of which meets NAU's junior writing requirement (3 units)

39 units of emphasis coursework in either graphic design or computer imaging, which we describe in the following paragraphs

Computer Imaging Emphasis

For this emphasis, you take the following 39 units:

- VC 152, 251, 329, 331, 332, 351, 451, and 452 (24 units)
- two courses from VC 352, 353, and 354 (6 units)
- EMF 226 (3 units)
- PHO 181 or 281 (3 units)
- VC 490C, which meets NAU's senior capstone requirement (3 units)

You must complete the ART foundation courses before enrolling in VC 351 and VC 332. You must also complete VC 251 and VC 152 in your first two years of study, or your graduation may be delayed. Please note that you must complete the last five of your emphasis courses at NAU.

Graphic Design Emphasis

For this emphasis, take the following 39 units:

- VC 152, 251, 329, 330, 331, 332, 333, 351 or 352,

Show the proposed changes in this column. Please **BOLD** the changes, to differentiate from what is not changing.

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

Major Requirements

All majors must earn the grade of "C" or better in COM 101, COM 200, their freshman composition required course and their foundation mathematics course.

You must complete the following 66 units. Please note that you must earn a grade of C or better in all courses and maintain a grade point average of 2.5 or greater in this major.

- 9 units of art history courses: ARH 142 (**3 units**), **3 units from ARH 141, 143 or 145**, and one ARH course at the ~~200 300 or 400 level~~ **or higher (3 units)** approved by your advisor
- 15 units of foundations courses: COM 101 and 200 plus ART 135, 136, and 150
- ENG 302W, **ENG 305W**, **SC 300W**, **PR 372W** or MER 300W, either of which meets NAU's junior writing requirement (3 units)

39 units of emphasis coursework in either graphic design or computer imaging, which we describe in the following paragraphs

Computer Imaging Emphasis

For this emphasis, you take the following 39 units:

- ~~VC 152 101, 161~~, 251, 329, **330**, 331, 332, 351, 451, and 452 (~~24~~ **30** units)
- ~~two courses from VC 352, 353, and 354 (6 units)~~
- ~~EMF 226 (3 units)~~
- ~~PHO 181 or 281 (3 units)~~
- **VC 370 (6 units). You can take up to 12 credits of VC 370, but only the first 6 credits count towards the major.**
- VC 490C, which meets NAU's senior capstone requirement (3 units)

~~You must complete the ART foundation courses before enrolling in VC 351 and VC 332.~~ You must complete **ART 135**, ~~VC 152~~ **101** and VC 251 in your first two years of study, or your graduation may be delayed. **You must complete VC 161, 329, 331, 351, ART 136, COM 101, 200 before enrolling in VC 330, 332, and 370.** Please note that you must complete the last five of your emphasis courses at NAU.

Graphic Design Emphasis

For this emphasis, take the following 39 units:

- 433, and 434 (30 units)
- PHO 181 or 281 (3 units)
 - PHO 382 (3 units)
 - VC 490C, which meets NAU's senior capstone requirement (3 units)

You must complete the ART foundation courses before enrolling in VC 332. You must complete VC 152 and VC 251 in your first two years of study, or your graduation may be delayed. Please note that you must complete the last five of your emphasis courses at NAU.

- ~~VC 152 101, 161, 251, 329, 330, 331, 332, 333, 351 or 352, 433, and 434~~ (30 units)
- ~~PHO 181 or 281~~ (3 units)
- ~~PHO 382~~ (3 units)
- **VC 370 (6 units). You can take up to 12 credits of VC 370, but only the first 6 credits count towards the major.**
- VC 490C, which meets NAU's senior capstone requirement (3 units)

~~You must complete the ART foundation courses before enrolling in VC 351 and VC 332.~~ You must complete **ART 135, VC 152 101 and VC 251** in your first two years of study, or your graduation may be delayed. **You must complete VC 161, 329, 331, 351, ART 136, COM 101, 200 before enrolling in VC 330, 332, and 370.** Please note that you must complete the last five of your emphasis courses at NAU.

8. For undergraduate plans, will this requirement be a student individualized plan*? no yes

*A *Student Individualized Plan* is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor.

If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:

- a. verify satisfactory completion of a non course requirement.
- b. indicate admission to a major.
- c. will not be used.

**A *Milestone* is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage - <http://www4.nau.edu/assessment/main/degree/degree.htm>).

Knowledge

- The history of art and visual communication
- The principles of design, art, and visual literacy
- The process of design and visual composition
- Concept development and application
- Typographic literacy
- Computer application techniques and structure

Behavioral

- Development of traditional eye / hand skills (drawing and lettering)
- Experience of creative and professional processes
- Articulation of visual solutions through verbal, visual, and written communication

Affective

- Consideration of personal and professional ethics
- Development of time and project management skills
- Nurturing of leadership skills within team-based structures

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

The proposed changes intend to:

- Add JLW course options and flexibility to how the students fulfill their Junior Level Writing requirement. We have learned that students are having difficulty enrolling in the allowed JLW classes of the visual communication program.
- Add flexibility to how the students fulfill their Art History requirements. We have learned that some of the ARH 300 level classes are too advanced for some Visual Communication majors, therefore we would like to add the ARH 200 level as an option.

- Add 3 credits of art history and theory to the curriculum (VC 161 History of Visual Communication), which will take the total number of art history and theory credits to 12. NASAD, the accreditation organization in the Visual Communication discipline, states in its guideline that 12 should be the minimum number of art history and theory credits in a visual communication program. (see VC 161 New Course form for details.)
- VC 101 Communication Design replaces VC 152 Type Foundations with current content as an introductory course to the program. The VC 152 skill set, calligraphy, became unnecessary for design professionals.
- Correct the foundation courses statements to clarify the prerequisite structure and to reflect the proposed changes.

Computer Imaging Emphasis:

- Remove PHO 181 and EMF 226, and replace with other courses that provide the students with a set of skills that are currently more essential for their profession, i.e. VC 161 History of Visual Communication, and VC 330 Typographics II.
- Remove the requirement *two courses from VC 352, 353, and 354 (6 units)*, which will continue to be offered as VC 370 Visual Communication Studios topics (6 units).

Graphic Design Emphasis:

- Remove PHO 382 and 181, and replaced with other courses that provide the students with a set of skills that are currently more essential for their profession, i.e. VC 161 History of Visual Communication, and 3 credits of VC 370 Visual Communication Studios.
- Remove VC 434 Design Studio, which will continue to be offered as a VC 370 topic (3 credits).

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

These changes do not require additional resources.

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?


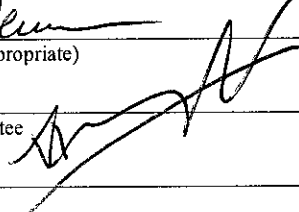
If so, attach supporting documentation from the affected departments/units and college dean.

Yes, English and Art History.


14. Will present library holdings support this academic plan/subplan?

Yes

Certifications

| | |
|---|----------|
|  | 11-5-07 |
| Department Chair/ Unit Head (if appropriate) | Date |
|  | 11/13/07 |
| Chair of college curriculum committee | Date |
| | |
| Dean of college | Date |

For committee use only

| | |
|---|------|
|  | |
| For University Curriculum Committee | Date |

Action taken: _____ approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.

From: Chris Johnson <c.s.johnson@nau.edu>
Subject: Support Letter from Humanities - major changes that will affect ARH
Date: September 28, 2007 9:32:45 AM MST
To: Rodrigo De Toledo <Rodrigo.DeToledo@NAU.EDU>
Cc: Chris Johnson <c.s.johnson@nau.edu>, Patricia Murphey <patricia.murphey@nau.edu>

Begin forwarded message:

From: curtis hinsley <curtis.hinsley@nau.edu>
Date: September 27, 2007 1:56:35 PM MST
To: Chris Johnson <c.s.johnson@nau.edu>
Subject: Re: major changes that will affect ARH
Reply-To: curtis.hinsley@nau.edu

Chris:
Humanities, Arts and Religion supports the change in requirements for the VC major that includes nine credits of art history courses, viz: ART 142; plus three credits from 141, 143, or 145; plus three credits from ARH 200 or a higher course.

Curtis M. Hinsley
Chair

Chris S. Johnson
Associate Professor, Visual Communication

Northern Arizona University
School of Communication
Box 5619
Flagstaff AZ, 86011-5619

My Phone # (928) 523-8114
SOC Front Desk # (928) 523-2232
Fax # (928)523-1505

"We must become the change we want to see." - Gandhi

NAU URL - <http://ian.ucc.nau.edu/~csi2>
Personal URL - <http://www.csj2.com>

From: aw <Allen.Woodman@nau.edu>
Subject: FWD: RE: VC curricular changes affect English
Date: October 2, 2007 12:19:34 PM MST
To: rodrigo.detoledo@nau.edu

Rodrigo, I've checked with our LTPW area coordinator, and the Department of English is happy for your program to add ENG 305W to your list of approved W courses. Best, Allen

Allen Woodman, Chair
English Department

| ===== Original Message From "Laura G-R" <Laura.Gray-Rosendale@nau.edu> =====
This sounds fine to me. Best to you both, Laura

-----Original Message-----
From: aw [mailto:Allen.Woodman@nau.edu]
Sent: Thursday, September 27, 2007 4:19 PM
To: Rodrigo De Toledo
Subject: RE: VC curricular changes affect English

Thanks, R. I don't see a problem with adding the ENG 305W course, since you already list our ENG 302W course, but I'll check with the area coordinator.
I hope to have a note back to you by Monday.
Best,
Allen

| ===== Original Message From Rodrigo De Toledo <rodrigo.detoledo@NAU.EDU>
=====

Dear Allen,

The visual communication program is making some changes to its curriculum this year, and we would like your ok on the change below:

Current catalog reads:

- ENG 302W or MER 300W, either of which meets NAU's junior writing requirement (3 units)

Catalog will read:

- ENG 302W or MER 300W or ENG 305W, either of which meets NAU's junior writing requirement (3 units)

An email reply will be sufficient for our purpose of taking this to UCC

Please let me know asap if there are any concerns.

Thank you,
Rodrigo De Toledo



Degree Progression Plan

| Freshman Year | | | | | |
|----------------------|------------------------------|--------------------|----------------------|---------------------------------|--------------------|
| 1 st term | | | 2 nd term | | |
| COM 101 | Communication Analysis | 3 | COM 200 | Basic Communication Theory | 3 |
| VC 101 | Communication Design | 3 | VC 251 | Computer Imaging I | 3 |
| ART 135 | Drawing Fundamentals I | 3 | ART 136 | Drawing Fundamentals II | 3 |
| ENG 105 | Critical Reading and Writing | 4 | ART 150 | Two-D Design Fundamentals (AHI) | 3 |
| <i>FY Seminar</i> | Liberal Studies | 3 | MAT 114 | Quantitative Reasoning | 3 |
| | | Total units | | | Total units |
| | | 16 | | | 15 |

| Sophomore Year | | | | | |
|----------------------|---------------------------------|--------------------|----------------------------|--|--------------------|
| 3 rd term | | | 4 th term | | |
| VC 331 | Graphic Design I | 3 | VC 329 | Typographics I | 3 |
| VC 161 | History of Visual Communication | 3 | <i>LS</i> | Liberal Studies | 3 |
| ARH 142 | Western Art since 1400 (CU) | 3 | ARH 141 or Or ARH other | Western Art to 1400 (CU) See Catalog or Advisor (Major) | 3 |
| <i>LS</i> | Liberal Studies (SCI: LAB) | 4 | <i>LS</i> | Liberal Studies | 3 |
| GE | General Elective | 3 | GE | General Elective | 2 |
| | | Total units | | | Total units |
| | | 16 | | | 14 |

| Junior Year | | | | | |
|----------------------|----------------------------|--------------------|-------------------------|---|--------------------|
| 5 th term | | | 6 th term | | |
| VC 351 | Computer Imaging II | 3 | VC 330 | Typographics II | 3 |
| ARH 200 or higher | See Catalog or Advisor | 3 | JLW course See notes | Major Requirement See notes on reverse OR see catalog or advisor | 3 |
| <i>LS</i> | Liberal Studies (SCI: SAS) | 3 | VC 370 | Visual Design Studios | 3 |
| <i>LS</i> | Liberal Studies | 3 | VC 332 | Graphic Design II | 3 |
| GE | General Elective | 3 | GE | General Elective | 2 |
| | | Total units | | | Total units |
| | | 15 | | | 14 |

| Senior Year | | | | | |
|----------------------|-----------------------|--------------------|----------------------|---------------------|--------------------|
| 7 th term | | | 8 th term | | |
| VC 370 | Visual Design Studios | 3 | VC 452 | Computer Imaging IV | 3 |
| VC 451 | Computer Imaging III | 3 | VC 490C | Senior Project | 3 |
| GE | General Elective | 3 | GE | General Elective | 3 |
| GE | General Elective | 3 | GE | General Elective | 3 |
| GE | General Elective | 3 | GE | General Elective | 3 |
| | | Total units | | | Total units |
| | | 15 | | | 15 |

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.

Liberal Studies Distribution blocks

| AHI (6 units) | SPW (6 units) | CU (6 units) | Science (7 units) | Additional 3 units to reach 35 total |
|---------------|---------------|--------------|-------------------|---|
| | | | | |

PROGRAM INFORMATION

This Bachelor of Fine Arts in Visual Communication is designed to allow you to develop skills in the creative processes that use art and technology to communicate ideas. Through this training and education, you learn to use color, type, symbols, computer images, and photography to produce messages that clearly inform and persuade viewers. You learn aesthetic judgment with project management skills to develop overall communication strategies for clients; collaboration skills with marketing researchers, public relations specialists, and advertisers to assist in developing design alternatives. You learn to work with illustrators, computer artists, photographers, and printers to complete compelling designs that effectively communicate client messages.

Be aware that some courses in your major may have prerequisites that **you must complete** before taking those courses. Courses for your major are offered in specific sequence and you must complete the communication core and required prerequisite courses in sequence. If you do not complete the necessary pre-requisites you will not be able to enroll in required courses and this may delay your graduation. You **must complete** ART 135 and VC 101 and VC 251 in your first two years of study, or your graduation may be delayed. You must complete VC 161, 329, 331, 351, ART 136, COM 101 and COM 200 Before enrolling in VC 330, 332 and VC 370. The Junior Level Writing Requirement (JLW) may be chosen from the following courses; ENG 302W, ENG 305W, SC 300W, PR 372W or MER 300W. Discuss your choice with your faculty advisor. Please note that you must complete the last five of your emphasis courses (see your online degree progress report) at NAU.

You must earn a grade of C or better in all courses required for this Visual Communication major and maintain a 2.5 GPA in your major.

You must earn a grade of "C" or better in the School of Communication Core (COM 101 and COM 200), Freshman Composition (ENG 105 or equivalent transfer ENG coursework) and Liberal Studies Mathematics Foundation Course.

BE AWARE THAT THE FINAL RESPONSIBILITY OF SELECTING COURSES RESTS WITH YOU. IT IS YOUR FULL RESPONSIBILITY TO MEET THE REQUIREMENTS OF YOUR COURSE OF STUDY, IN THEIR PROPER ORDER, SO YOU DON'T FIND YOURSELF IN YOUR SENIOR YEAR INELIGIBLE FOR GRADUATION.

GENERAL INFORMATION

- This 8-term plan is to be used in conjunction with the academic catalog and degree progress report.
- Honors students complete different requirements to meet NAU's Liberal Studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- All students are required to complete at least 120 total units which includes:
 - 35 units of liberal studies courses: <http://www4.nau.edu/aio/Articulation/LScourselist.htm>
 - 6 units of diversity courses: <http://www4.nau.edu/aio/Articulation/DiversityCourseList/htm>
 - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: <http://www.nau.edu/comp/placement.html>
- Math placement: <http://www.math.nau.edu/master.html?http://www.math.nau.edu/odin.html>

CONTACT INFORMATION

Academic Services and Advising Center
School of Communication Building #16, Room 370
PHONE: 928-523-8055
EMAIL: sbs.advisor@nau.edu



Degree Progression Plan

| Freshman Year | | | | | |
|----------------------|------------------------------|--------------------|----------------------|---------------------------------|--------------------|
| 1 st term | | | 2 nd term | | |
| COM 101 | Communication Analysis | 3 | COM 200 | Basic Communication Theory | 3 |
| VC 101 | Communication Design | 3 | VC 251 | Computer Imaging I | 3 |
| ART 135 | Drawing Fundamentals I | 3 | ART 136 | Drawing Fundamentals II | 3 |
| ENG 105 | Critical Reading and Writing | 4 | ART 150 | Two-D Design Fundamentals (AHI) | 3 |
| <i>FY Seminar</i> | Liberal Studies | 3 | MAT 114 | Quantitative Reasoning | 3 |
| | | Total units | | | Total units |
| | | 16 | | | 15 |

| Sophomore Year | | | | | |
|----------------------|---------------------------------|--------------------|----------------------------|--|--------------------|
| 3 rd term | | | 4 th term | | |
| VC 331 | Graphic Design I | 3 | VC 329 | Typographics I | 3 |
| VC 161 | History of Visual Communication | 3 | <i>LS</i> | Liberal Studies | 3 |
| ARH 142 | Western Art since 1400 (CU) | 3 | ARH 141 or Or ARH other | Western Art to 1400 (CU) See Catalog or Advisor (Major) | 3 |
| <i>LS</i> | Liberal Studies (SCI: LAB) | 4 | <i>LS</i> | Liberal Studies | 3 |
| GE | General Elective | 3 | GE | General Elective | 2 |
| | | Total units | | | Total units |
| | | 16 | | | 14 |

| Junior Year | | | | | |
|----------------------|----------------------------|--------------------|-------------------------|---|--------------------|
| 5 th term | | | 6 th term | | |
| VC 351 | Computer Imaging II | 3 | VC 330 | Typographics II | 3 |
| ARH 200 or higher | See Catalog or Advisor | 3 | JLW course See notes | Major Requirement See notes on reverse OR see catalog or advisor | 3 |
| <i>LS</i> | Liberal Studies (SCI: SAS) | 3 | VC 370 | Visual Design Studios | 3 |
| <i>LS</i> | Liberal Studies | 3 | VC 332 | Graphic Design II | 3 |
| GE | General Elective | 3 | GE | General Elective | 2 |
| | | Total units | | | Total units |
| | | 15 | | | 14 |

| Senior Year | | | | | |
|----------------------|-----------------------|--------------------|----------------------|---------------------|--------------------|
| 7 th term | | | 8 th term | | |
| VC 370 | Visual Design Studios | 3 | VC 452 | Computer Imaging IV | 3 |
| VC 451 | Computer Imaging III | 3 | VC 490C | Senior Project | 3 |
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| GE | General Elective | 3 | GE | General Elective | 3 |
| | | Total units | | | Total units |
| | | 15 | | | 15 |

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Liberal Studies Distribution blocks

| | | | | |
|---------------|---------------|--------------|-------------------|---|
| AHI (6 units) | SPW (6 units) | CU (6 units) | Science (7 units) | Additional 3 units to reach 35 total |
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- Students should see an academic advisor regularly to confirm their academic progress.
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- All students are required to complete at least 120 total units which includes:
 - 35 units of liberal studies courses: <http://www4.nau.edu/aio/Articulation/LScourselist.htm>
 - 6 units of diversity courses: <http://www4.nau.edu/aio/Articulation/DiversityCourseList/ntm>
 - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: <http://www.nau.edu/comp/placement.html>
- Math placement: <http://www.math.nau.edu/master.html?http://www.math.nau.edu/odin.html>

CONTACT INFORMATION

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| Freshman Year | | | | | |
|----------------------|------------------------------|-------------|----------------------|---------------------------------|----------------|
| 1 st term | | | 2 nd term | | |
| COM 101 | Communication Analysis | 3 | COM 200 | Basic Communication Theory | 3 |
| VC 101 | Communication Design | 3 | VC 251 | Computer Imaging I | 3 |
| ART 135 | Drawing Fundamentals I | 3 | ART 136 | Drawing Fundamentals II | 3 |
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| | | | | | |
| | | Total units | 16 | | |
| | | | | | Total units 15 |

| Sophomore Year | | | | | |
|----------------------|---------------------------------|-------------|----------------------------|--|----------------|
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| | | Total units | 16 | | |
| | | | | | Total units 14 |

| Junior Year | | | | | |
|----------------------|----------------------------|-------------|-------------------------|---|----------------|
| 5 th term | | | 6 th term | | |
| VC 333 | Graphic Design III | 3 | VC 330 | Typographics II | 3 |
| ARH 200 or higher | See Catalog or Advisor | 3 | JLW course See notes | Major Requirement See notes on reverse OR see catalog or advisor | 3 |
| VC 351 | Computer Imaging II | 3 | VC 370 | Visual Design Studios | 3 |
| LS | Liberal Studies (SCI: SAS) | 3 | VC 332 | Graphic Design II | 3 |
| GE | General Elective | 3 | GE | General Elective | 2 |
| | | Total units | 15 | | |
| | | | | | Total units 14 |

| Senior Year | | | | | |
|----------------------|-----------------------|-------------|----------------------|----------------------|----------------|
| 7 th term | | | 8 th term | | |
| VC 370 | Visual Design Studios | 3 | VC 433 | Information Graphics | 3 |
| LS | Liberal Studies | 3 | VC 490C | Senior Project | 3 |
| GE | Liberal Studies | 3 | GE | General Elective | 3 |
| GE | General Elective | 3 | GE | General Elective | 3 |
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- English placement: <http://www.nau.edu/comp/placement.html>
- Math placement: <http://www.math.nau.edu/master.html?http://www.math.nau.edu/odin.html>

CONTACT INFORMATION

Academic Services and Advising Center

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PHONE: 928-523-8055, EMAIL: sbs.advisor@nau.edu

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage - <http://www4.nau.edu/assessment/main/degree/degree.htm>).

Knowledge

- The history of art and visual communication
- The principles of design, art, and visual literacy
- The process of design and visual composition
- Concept development and application
- Typographic literacy
- Computer application techniques and structure

Behavioral

- Development of traditional eye / hand skills (drawing and lettering)
- Experience of creative and professional processes
- Articulation of visual solutions through verbal, visual, and written communication

Affective

- Consideration of personal and professional ethics
- Development of time and project management skills
- Nurturing of leadership skills within team-based structures

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

The proposed changes intend to make the minor in visual communication more current and reflect changes in the job market.

- VC 101 Communication Design replaces VC 152 Type Foundations with current content as an introductory course to the program. The VC 152 skill set, calligraphy, became unnecessary for design professionals.
- VC 161 History of Visual Communication replaces the ARH 300+ requirement, VC 161 is a design history and theory class that provides a content that is more appropriate to visual communication professionals.
- VC 351 Computer Imaging II provides digital design and web design skills to the students. Those skills are essential in the current job market.
- Removing ART 150 and replacing it with ART 136 will make it easier for minors to become majors if they will, without having to wait any period to fulfill additional prerequisites.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

N/A

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?

If so, attach supporting documentation from the affected departments/units and college dean.

Yes, ART department.

14. Will present library holdings support this academic plan/subplan?

Yes

Certifications

Mark Wa 11-5-07
Department Chair/ Unit Head (if appropriate) Date

[Signature] 11/13/07
Chair of college curriculum committee Date

[Signature] _____
Dean of college Date

For committee use only

Ron B _____
For University Curriculum Committee Date

Action taken: _____ approved as submitted 12/11/07 approved as modified

From: Chris Johnson <C.S.Johnson@nau.edu>
Subject: Fwd: Changes to VC minor
Date: October 17, 2007 8:49:35 AM MST
To: Rodrigo De Toledo <Rodrigo.DeToledo@NAU.EDU>

Begin forwarded message:

From: Tom Patin <tom.patin@nau.edu>
Date: September 27, 2007 10:48:16 AM MST
To: C.S.Johnson@nau.edu
Cc: Helaine.McLain@nau.edu
Subject: Re: Changes to VC minor

Chris

Helaine has informed me of your intention to make some curricular changes. As far as we can tell, the change from requiring Art 150 to requiring Art 136 has little impact on us beyond scheduling, since you are simply swapping one for the other.

We are already concerned, however, with our own lack of space needed to teach these courses. Since so many of your students take School of Art courses like 150 and 136, could you make suggestions for how we could hold these meetings in your building?

Thanks and good luck with your curricular development.

Tom

Hi Chris,

Tom Patin is the Director of the School of Art. I'm meeting with him in just a few minutes and will discuss this with him. I appreciate you letting me know as well as it will affect my scheduling and staffing of those courses. Do you have any idea, per semester, how many students will delete 150 and add 136? Will this take place as soon as Spring '08?

Best, Helaine

Chris Johnson wrote:
Helaine,

We are making changes to the VC Major and Minor. We need to get an email from the Art Department chair that they know we will be making changes. Is this you or someone else?

In the VC minor we are removing ART 150 and ADDING ART 136. This will shift their enrollment away from art 150 > 136

We are making this change to make it easier for minors to become majors.

Thanks

CJ

Chris S. Johnson
Associate Professor, Visual Communication

Northern Arizona University
School of Communication
Box 5619
Flagstaff AZ, 86011-5619

My Phone # (928) 523-8114
SOC Front Desk # (928) 523-2232
Fax # (928)523-1505

"We must become the change we want to see." - Gandhi

NAU URL - <http://jan.ucc.nau.edu/~csi2>

Personal URL - <http://www.csi2.com>

--

Tom Patin
Director, School of Art
Professor, Art History
Northern Arizona University
928-523-4612
<http://www.cal.nau.edu/art/>

Chris S. Johnson
Associate Professor, Visual Communication

Northern Arizona University
School of Communication
Box 5619
Flagstaff AZ, 86011-5619

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UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR NEW ACADEMIC PLAN, PLAN CHANGE, OR PLAN DELETION

1. College Social and Behavioral Sciences
2. Academic Unit School of Communication
3. Academic Plan Name B.A. Speech Communication
B.S. Speech Communication
4. Subplan (if applicable)? Pre-Law Emphasis
5. Effective Date FALL 2008
6. Is this proposal for a : New Plan Plan Change Plan Deletion
(Please refer to Plan and Subplan definitions) New Subplan Subplan Change Subplan Deletion

7.

For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the **current** on line academic catalog:

(<http://www4.nau.edu/sjo/AcademicCatalog/academiccatalogs.htm>)

Be sure you include all catalog text that pertains to this plan change

Pre-Law Emphasis

This emphasis prepares you for the postgraduate study of law. For this emphasis, you complete the following 30 units:

- the 12-unit speech communication core: SC 111, 201, 271, and 311
- SC 318, 321, and 361 (9 units)
- 9 units from SC 323, 351, 365, 408 (up to 3 units), 424, 460, 465, 475, and 477 and COM 400

In addition, for this emphasis, you replace the required minor with the following 18 units of pre-law coursework:

- CIS 120 (3 units)
- COM 301 (3 units)
- ENG 302W (pre-law section) (3 units)
- PHI 223 (3 units)
- POS 110 (3 units)
- POS 445 or 446 (3 units)

Show the proposed changes in this column. Please **BOLD** the changes, to differentiate from what is not changing.

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

Pre-Law Emphasis

This emphasis prepares you for the postgraduate study of law. For this emphasis, you complete the following 30 units:

- the 12-unit speech communication core: SC 111, 201, **217**, and 271, ~~and 311~~
- SC 318, 321, and 361 (9 units)
- 9 units from SC 323, 351, 365, 408 (up to 3 units), 424, 460, 465, 475, and 477 and COM 400

In addition, for this emphasis, you replace the required minor with the following 18 units of pre-law coursework:

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- ENG 302W (pre-law section) (3 units)
- PHI 223 (3 units)
- POS 110 (3 units)
- POS 445 or 446 (3 units)

8. For undergraduate plans, will this requirement be a student individualized plan*? no yes

*A *Student Individualized Plan* is an academic requirement that varies by student, such as the 15-unit BAiLS focus, for which coursework requirements are established by the student in consultation with the advisor.

If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:

- a. verify satisfactory completion of a non course requirement.
- b. indicate admission to a major.
- c. will not be used.

**A *Milestone* is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage - <http://www4.nau.edu/assessment/main/degree/degree.htm>).

The SC Academic Program has the following Learning Outcomes as listed on our SC Assessment Report:

- Students will demonstrate skills in effective *oral communication*.
- Students will demonstrate skills in effective *written communication*.
- Students will be able to apply relevant and appropriate research and theories to specific cases to produce *critical insight* about communication dynamics in diverse contexts.
- Students will be able to *articulate the role of communication in a diverse and democratic society*.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

The pre-law emphasis would be enhanced if students had a required course in argumentation and debate. This change would enhance student skills in effective oral communication (Skill #1). It will also enhance their skills to apply relevant research and theories to specific cases (Skill #3).

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

No additional faculty, space, or equipment will be needed to implement this change in the B.A. and B.S. Speech Communication Pre-Law emphasis (sub-plan).

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?

If so, attach supporting documentation from the affected departments/units and college dean.

This academic plan change will not affect other majors, liberal studies course offerings, other plans/subplans, general curricula or enrollment at NAU.

14. Will present library holdings support this academic plan/subplan?

Yes, present library holdings will support this academic sub-plan change.

Certifications

Mark [Signature] _____ Date 11-5-07
Department Chair/ Unit Head (if appropriate)

[Signature] _____ Date 11/13/07
Chair of college curriculum committee

Dean of college Date

For committee use only
[Signature] _____ Date
For University Curriculum Committee

Action taken: _____ approved as submitted 11/11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.



Degree Progression Plan

| Freshman Year | | | | | |
|----------------------|---------------------------------|---|----------------------|----------------------------|---|
| 1 st term | | | 2 nd term | | |
| COM 101 | Communication Analysis | 3 | COM 200 | Basic Communication Theory | 3 |
| SC 111 | Fundamentals of Public Speaking | 3 | MAT 114 | Quantitative Reasoning | 3 |
| ENG 105 | Critical Reading and Writing | 4 | CIS 120 | Liberal Studies (SAS: SCI) | 3 |
| LS | Liberal Studies | 3 | LS | Liberal Studies | 3 |
| FY Seminar | Liberal Studies | 3 | GE | General Elective | 1 |
| Total units | | | 16 | Total units | |
| | | | | 14 | |

| Sophomore Year | | | | | |
|----------------------|----------------------------------|---|----------------------|---------------------------|---|
| 3 rd term | | | 4 th term | | |
| SC 201 | Research in Speech Communication | 3 | SC 271 | Group Communication | 3 |
| POS 110 | American Politics (SPW) | 3 | SC 217 | Argumentation and Debate | 3 |
| PHI 223 | Argument Analysis (AHI) | 3 | LS | Liberal Studies (SAS:LAB) | 4 |
| LS | Language 101 (CU) | 4 | LS | Language 102 (CU) | 4 |
| GE | General Elective | 2 | GE | General Elective | 1 |
| Total units | | | 15 | Total units | |
| | | | | 15 | |

| Junior Year | | | | | |
|----------------------|--------------------------|---|----------------------|---------------------------|---|
| 5 th term | | | 6 th term | | |
| SC 321 | Non-Verbal Communication | 3 | ENG 302W | Technical Writing | 3 |
| SC 300W | Rhetorical Criticism | 3 | SC Elective | See Catalog or Advisor | 3 |
| SC 361 | Persuasion | 3 | SC 318 | Oral Argumentation in Law | 3 |
| GE | Language 201 | 4 | GE | Language 202 | 4 |
| GE | General Elective | 2 | GE | General Elective | 2 |
| Total units | | | 15 | Total units | |
| | | | | 15 | |

| Senior Year | | | | | |
|----------------------|-------------------------------------|---|----------------------|-------------------------------------|---|
| 7 th term | | | 8 th term | | |
| SC Elective | See Catalog or Advisor | 3 | SC 498C | Senior Seminar Speech Communication | 3 |
| POS 445 OR | Separation of Powers and Federalism | 3 | SC Elective | See Catalog or Advisor | 3 |
| POS 446 | Civil Liberties and Rights | | | | |
| Com 301 | Race, Gender and Media | 3 | GE | See Catalog or Advisor | 3 |
| GE | General Elective | 3 | GE | See Catalog or Advisor | 3 |
| GE | General Elective | 3 | GE | General Elective | 3 |
| Total units | | | 15 | Total units | |
| | | | | 15 | |

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.

Liberal Studies Distribution blocks

| AHI (6 units) | SPW (6 units) | CU (6 units) | Science (7 units) | Additional 3 units to reach 35 total |
|---------------|---------------|--------------|-------------------|--------------------------------------|
| | | | | |

PROGRAM INFORMATION

This emphasis prepares you for the postgraduate study of law. Be aware that some courses in your major may have prerequisites that **you must complete** before taking those courses. Courses for your major are offered in specific sequence and you must complete the communication core and required prerequisite courses in sequence. You must earn a grade of C or better in all courses required for this Speech Communication major. At least 21 of the 42 units of major requirements must be at the 300 level or higher. At least 21 of the 42 units must be taken at NAU. See a Speech Communication faculty advisor for questions.

For this emphasis you may replace the required minor with 18 units of pre-law are coursework. The recommended courses are reflected in this plan. For exceptions please see a Speech Communication faculty advisor.

You must earn a grade of "C" or better in all major courses. You are also required to earn a grade of "C" or better in the Communication core (COM 101 and COM 200), Freshman Composition (ENG 105 or equivalent transfer ENG coursework) and Liberal Studies Mathematics Foundation Course.

BE AWARE THAT THE FINAL RESPONSIBILITY OF SELECTING COURSES RESTS WITH YOU. IT IS YOUR FULL RESPONSIBILITY TO MEET THE REQUIREMENTS OF YOUR COURSE OF STUDY, IN THEIR PROPER ORDER, SO YOU DON'T FIND YOURSELF IN YOUR SENIOR YEAR INELIGIBLE FOR GRADUATION.

GENERAL INFORMATION

- This 8-term plan is to be used in conjunction with the academic catalog and degree progress report.
- Honors students complete different requirements to meet NAU's Liberal Studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- All students are required to complete at least 120 total units which includes:
 - 35 units of liberal studies courses: <http://www4.nau.edu/aio/Articulation/LScourselist.htm>
 - 6 units of diversity courses: <http://www4.nau.edu/aio/Articulation/DiversityCourseList/htm>
 - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: <http://www.nau.edu/comp/placement.html>
- Math placement: <http://www.math.nau.edu/master.html?http://www.math.nau.edu/odin.html>

CONTACT INFORMATION

Academic Services and Advising Center

School of Communication Building #16, Room 370

PHONE: 928-523-8055

EMAIL: sbs.advisor@nau.edu

Bachelor of Science
SPEECH COMMUNICATION: PRE-LAW
 School of Communication
 2008-2009 Undergraduate Catalog

| Degree Progression Plan Freshman Year | | | | | |
|---------------------------------------|---------------------------------|---|----------------------|----------------------------|---|
| 1 st term | | | 2 nd term | | |
| COM 101 | Communication Analysis | 3 | COM 200 | Basic Communication Theory | 3 |
| SC 111 | Fundamentals of Public Speaking | 3 | MAT 114 | Quantitative Reasoning | 3 |
| ENG 105 | Critical Reading and Writing | 4 | CIS 120 | Liberal Studies (SAS: SCI) | 3 |
| LS | Liberal Studies | 3 | LS | Liberal Studies | 3 |
| FY Seminar | Liberal Studies | 3 | GE | General Elective | 1 |
| Total units | | | Total units | | |
| 16 | | | 14 | | |

| Sophomore Year | | | | | |
|----------------------|----------------------------------|---|----------------------|---------------------------|---|
| 3 rd term | | | 4 th term | | |
| SC 201 | Research in Speech Communication | 3 | SC 271 | Group Communication | 3 |
| POS 110 | American Politics (SPW) | 3 | SC 217 | Argumentation and Debate | 3 |
| PHI 223 | Argument Analysis (AHI) | 3 | LS | Liberal Studies (SAS:LAB) | 4 |
| LS | Liberal Studies | 3 | LS | Liberal Studies | 3 |
| GE | General Elective | 3 | GE | General Elective | 3 |
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| Junior Year | | | | | |
|----------------------|--------------------------|---|----------------------|---------------------------|---|
| 5 th term | | | 6 th term | | |
| SC 321 | Non-Verbal Communication | 3 | ENG 302W | Technical Writing | 3 |
| SC 300W | Rhetorical Criticism | 3 | SC Elective | See Catalog or Advisor | 3 |
| SC 361 | Persuasion | 3 | SC 318 | Oral Argumentation in Law | 3 |
| GE | General Elective | 3 | GE | Liberal Studies | 3 |
| GE | General Elective | 3 | GE | General Elective | 3 |
| Total units | | | Total units | | |
| 15 | | | 15 | | |

| Senior Year | | | | | |
|-----------------------|---|---|----------------------|-------------------------------------|---|
| 7 th term | | | 8 th term | | |
| SC Elective | See Catalog or Advisor | 3 | SC 498C | Senior Seminar Speech Communication | 3 |
| POS 445 OR POS 446 | Separation of Powers and Federalism Civil Liberties and Rights | 3 | SC Elective | See Catalog or Advisor | 3 |
| Com 301 | Race, Gender and Media | 3 | GE | See Catalog or Advisor | 3 |
| GE | General Elective | 3 | GE | See Catalog or Advisor | 3 |
| GE | General Elective | 3 | GE | General Elective | 3 |
| Total units | | | Total units | | |
| 15 | | | 15 | | |

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- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
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Liberal Studies Distribution blocks

| | | | | |
|---------------|---------------|--------------|-------------------|--------------------------------------|
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| | | | | |

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GENERAL INFORMATION

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 - 6 units of diversity courses: <http://www4.nau.edu/aio/Articulation/DiversityCourseList/htm>
 - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: <http://www.nau.edu/comp/placement.htm>
- Math placement: <http://www.math.nau.edu/master.html>?<http://www.math.nau.edu/odin.html>

CONTACT INFORMATION

Academic Services and Advising Center
School of Communication Building #16, Room 370

PHONE: 928-523-8055

EMAIL: sbs.advisor@nau.edu

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2008
See effective dates schedule.
3. College SBS 4. Academic Unit School of Communication
5. Course subject/catalog number PR 377 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with N/A 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with N/A
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Strategic Analysis Methods
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Strategic Analysis
11. Catalog course description (max. 30 words, excluding requisites).

Overview and hands-on learning of applied research methods used in Public Relations and Advertising. Students learn secondary and primary research; develop and conduct focus groups, long interviews, and surveys.

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? N/A
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
- | | | | | |
|--|--|--|-----------------------------------|--|
| Lecture w/0 unit embedded lab <input type="checkbox"/> | Lecture only <input type="checkbox"/> | Lab only <input type="checkbox"/> | Clinical <input type="checkbox"/> | Research <input checked="" type="checkbox"/> |
| Seminar <input type="checkbox"/> | Field Studies <input type="checkbox"/> | Independent Study <input type="checkbox"/> | Activity <input type="checkbox"/> | Supervision <input type="checkbox"/> |

16. Prerequisites (must be completed *before* proposed course) PR 272 or ADV 207

17. Corequisites (must be completed *with* proposed course) N/A

18. If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19):*

instructor consent department consent no consent

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

1. This course is a Single section Multi-section

2. List names of faculty who may teach this course: _____

3. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 4-7.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 10-11.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 11 - 14.

NEW LIBERAL STUDIES COURSE

4. Thematic Focus (check all that apply): *If a topics course, must apply to ALL sections.*

Environmental Consciousness Technology and Its Impact Valuing the Diversity of Human Experience

5. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

Aesthetic and Humanistic Inquiry Cultural Understanding Lab Science
Science/Applied Science Social and Political Worlds

6. Skills (check two): *If a topics course, must apply to ALL sections.*

Creative Thinking Critical Reading Effective Oral Communication Effective Writing Critical Thinking

Ethical Reasoning Quantitative/Spatial Analysis Scientific Inquiry Use of Technology

7. Is this a topics course? Yes No

If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

8. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

9. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

Revised 8/06

36. Please attach an example of a Topic Syllabus offered under this course number.

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

10. To which degree programs offered by your department/academic unit does this proposal apply? _____

11. Do you intend to offer ABC 300 and ABC 300W? yes no

If no, please submit a course delete form for the ABC 300.

NEW SENIOR CAPSTONE COURSE (refer to question 19)

12. To which degree programs offered by your department/academic unit does this proposal apply? _____

13. Does this proposal replace or modify an existing course or experience? yes no

If yes, which course(s)? _____

14. Do you intend to offer ABC 400 and ABC 400C? yes no

If no, please submit a course delete form for the ABC 400.

42. Approvals

Mark Van

11-5-07

Department Chair (if appropriate)

Date

Chair of college curriculum committee

[Signature]

~~11/13/07~~

Date

Dean of college

Date

For Committees use only

For Liberal Studies Committee

Date

Action taken:

_____ Approved as submitted

12/11/07 Approved as modified

[Signature]

For University Curriculum Committee

Date

Action taken:

_____ Approved as submitted

12/11/07 Approved as modified

Copy and paste syllabus here.

PR 377: STRATEGIC ANALYSIS

Tuesday/Thursdays 4:00 – 5:15 p.m.

Instructor: Dr. Astrid Sheil
Office: Comm Building, Rm 337
Office Hours: Wednesdays & Fridays 2 – 5 p.m.
and by appointment
EMAIL: astrid.sheil@nau.edu
Phone: 928-523-2399

Required Text: Roger Wimmer and Joseph Dominick (2006). *Mass Media Research*, 8TH edition. U.S: Thomson-Wadsworth.

Recommended Text: *Communication Research Measures: A Sourcebook*, (1994). Edited by Rebecca Rubin, Philip Palmgreen and Howard E. Sypher. New York: The Guilford Press.

Resource Texts and Chapters available on Vista:

1. *AdWeek* and *PRWeek* articles related to new media.
2. Erica W. Austin & Bruce Pinkleton (2006). *Strategic Public Relations Management: Planning and Managing Effective Communication Programs*, 2nd edition. NJ: Lawrence Erlbaum.
3. Laurie Wilson & Joseph Ogden (2004). *Strategic Communications Planning: Effective Public Relations and Marketing*, 4th edition. NY: Kendall-Hunt Publishers.
4. Don Stacks (2006). *Primer of Public Relations Research*. New York: The Guilford Press.
5. Richard Laermer and Mark Simmons (2007). *Punk Marketing*. New York: Collins.

COURSE DESCRIPTION

The purpose of advertising and public relations is to produce desired communication-driven outcomes for clients. To effectively produce results requires practitioners to determine 6 things:

- 1) The problem to be solved, the issue to be addressed, or the goal to be achieved
- 2) Publics Involved
- 3) Research
- 4) Strategy
- 5) Tactics
- 6) Measurement and Evaluation

This class focuses on the first three steps – problem analysis, determination of target audiences, and the research necessary to determine the course of action. Students are introduced to traditional PR/ADV research methodologies and work with a client to solve a communication issue. Additional emphasis is given to new media techniques in viral marketing and social networking.

COURSE OUTCOMES

| What you will be able to do by the end of class |
|--|
| Deliver strategic analysis on public relations and advertising issues |
| Use research techniques most applicable to public relations & advertising |
| Understand the differences between qualitative and quantitative research methods and when to use each method |
| Recognize the differences between legitimate and leading questions; Know how to structure questions that will measure what you intend to measure |
| Conduct a focus group; construct a survey instrument and analyze data |
| Know the ethical concerns of research and the necessary steps prior to conducting research |
| Input and analyze data through SPSS |
| Determine the effectiveness of new media marketing techniques to your project |

CLASS POLICIES

(1) **Attendance Policy:** Students are expected to attend ALL classes (with the exception of students who are on official NAU business); the grade assignment will be affected by absences. *Roll is taken every class.* Please note that I put high emphasis on attendance and punctuality.

Attendance Grading Policy:

- Perfect Attendance: 110 points
- One absence: 100 points
- Two Absences: 95 points
- Three Absences: 90 points
- Four Absences: 55 points
- Five Absences: 50 points
- Six Absences: 0 points

(2) **Academic Honesty and Integrity:** Standards of academic honesty and integrity will be honored and upheld. Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated. Refer to the student handbook for discussion of university policies related to violation of academic honesty and integrity.

(3) **Disabilities Center info:** If you have a disability or handicap, please identify yourself at the BEGINNING of the semester. Accommodations will be made for students needing additional time or help. For more information, contact Disability Services. Confidentiality is maintained.

(4) Class Rules:

- (1) Out of courtesy, please remove your hat upon entering the classroom—male or female.
- (2) Phones and laptops must be turned off in class.
- (3) Stay with the class discussion. Sidebar conversations are not permitted.
- (4) In the event of an emergency, everyone must leave the building by the nearest exit. Please help those who may need assistance in exiting.
- (5) No reading of newspapers once class starts.

GRADING RUBRIC

| | |
|---------------------------|--|
| Attendance: | 100 pts. (110 pts for perfect attendance) |
| Outlines: | 100 pts. |
| In Class Group Activity 1 | 0 pts. |
| In Class Group Activity 2 | 100 pts. |
| In Class Group Activity 3 | 100 pts. |
| Quizzes | 100 pts. |
| Final Group Paper | 200 pts. |
| Points Possible: | 700 points (710 points with perfect attendance) |
| 630 – 710 | = A |
| 570 – 629 | = B |
| 525 – 569 | = C |
| 475 – 524 | = D |
| 474 or below | = F (A reason to drop the class) |

ASSIGNMENTS

| | |
|---|------------|
| Outline of Chapters 1 & 2 | 20 points |
| Outline of Chapter 3 & 16 | 20 points |
| Online Quiz #1 (Chapt 1 & 2) | 25 points |
| Outline of Chapter 5 | 20 points |
| In class group activity #1: Intensive Interviews | |
| In class Group Activity #2: Designing Focus Groups | 100 points |
| Outline of Chapter 7 | 20 points |

| | |
|---|------------|
| Online Quiz #2 (Chapter 7) | 25 points |
| In class Group Activity #3: Create survey instrument | 100 points |
| Outline Chapters 10 & 11 | 20 points |
| Online Quiz #4 (Ch. 10 & 11) | 50 points |
| Final Group Paper | 200 points |

If you have a problem with the online quizzes, please contact the Help Desk at 523-5554

TENTATIVE SCHEDULE (The schedule is subject to change on short notice.)

SECTION 1: Definitions of Research: What is Applied Communication Research?

Week 1

- Introductions
- Syllabus
- Expectations
- Bloom's Taxonomy & Weimer's 5 Principles

Week 2

- Wimmer-Dominick: Chapter 1 & 2: Science and Research; Elements of Research
- Stacks: Difference between formal and informal research
- Homework: Outline of Wimmer-Dominick, Chapters 1 & 2, = 20 point

Week 3

- Homework: Outline of Wimmer-Dominick, Chapters 3 & 16 = 20 points
- Guest Speaker –Tim Ryan, Office of Research, IRB, NAU
- Client meeting

Week 4

- Chapter 4: Sampling
- Discussion of Project – IRB application
- Analyzing the client's opportunity
- Online quiz #1 due

Section 2: Research Approaches

Week 5

- Chapter 5: Qualitative Research Methods
- Homework: Outline Wimmer-Dominick, Chapter 5: Qualitative Research Methods = 20 points
- In class group activity #1: Intensive Interviews = 25 points

Week 6

- Chapter 5 continued: In class activity # 2: Designing Focus Groups = 100 points
- What is New Media?
- Proposal for work to client

Week 7

- Chapter 7: Survey Research
- Homework: Outline Wimmer-Dominick, Chapter 7 = 20 points
- Online Quiz, Chapter 7 = 25 points

Week 8

- Stacks, Chapter 8: Measurement in Public Relations
- Wimmer & Dominick, Chapter 15: Research in Advertising

Week 9

- Create survey instrument in class activity # 3 = 100 points
- Develop blog and messages for social networks

Week 10

- Conduct focus groups
- The Importance of Triangulation in research

| |
|---|
| Section 3: What is SPSS and how can you use it in your quantitative research projects? How do you interpret research data? |
|---|

Week 11

- Wimmer-Dominick, Chapter 10 & 11: Statistical application with SPSS; Hypothesis Testing
- Homework: Outline of Chapters 10 & 11 = 20

Week 12

- Disseminate and collect data from survey instrument
- Track hits to blog

Week 13

- Enter data into SPSS
- Online quiz #4: Chapters 10 & 11

Week 14

- Complete strategic analysis and triangulation
- Evaluate research findings; write executive summary

Week 15

- Track new media outreach
- Finish writing executive summary

May 16

- Final submission and presentation
- Exit survey

University Policies: (to be attached to syllabus)

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website <http://www4.nau.edu/diversity/swale.asp>. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website:

<http://www4.nau.edu/ovp/regulatorycompliance/irb/index.htm>. If you have questions, contact Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

ACADEMIC INTEGRITY

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>.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

University Curriculum Committee
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.

2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) *See effective dates schedule.* Fall 2008

3. College Social and Behavioral Sciences 4. Academic Unit /Department Public Agency Service

5. Course subject/catalog number PAS 328 6. Units/Credit Hours 3

7. Long course title Human Resource Management in the Public Sector
(max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Human Resource Management

9. Catalog course description (max. 30 words, excluding requisites).

~~for~~ ^{to} **This course introduces the technical and legal aspects of human resource management for individuals planning to work in government or other public sector positions.**

10. Grading option:
Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)

11. Co-convened with N/A 11a. Date approved by UGC N/A
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)

12. Cross-listed with None
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

13. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? yes no
(ex. PES 100)

14. Prerequisites (must be completed *before* proposed course) Junior Status

15. Corequisites (must be completed *with* proposed course) N/A

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes no

Name of plan? _____
Note: If required, a new plan or plan change form must be submitted with this request.

17. Is a potential equivalent course offered at a community college (lower division only) yes no X
 If yes, does it require listing in the Course Equivalency Guide? yes no
 Please list, if known, the institution and subject/catalog number of the course _____

18. Names of current faculty qualified to teach this course: Beverly Spitler, Marcie Delmotte, Cindy Scott (NAU full-time lecturers)

19. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).

The Public Agency Service program prepares students for either entry into or advancement within public sector employment. The ultimate goal is to prepare students for supervisory, management and/or administrative advancement. A working knowledge of the Human Resource Management area, according to members of our advisory team, is an essential skill often lacking in current management ranks. This course fills a gap in the course inventory of the program.

| |
|--|
| For Official AIO Use Only: Component Type Consent Topics Course |
|--|

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

20. This course is a Single section Multi-section

21. List names of faculty who may teach this course: _____

22. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

23. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

24. Skills (check two): *If a topics course, must apply to ALL sections.*

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

25. Is this a topics course? Yes No
If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

26. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. By the end of this course, the student will:

27. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

28. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 35

29. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. **ASSESSMENT OF STUDENT LEARNING OUTCOMES:**

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

30. To which degree programs offered by your department/academic unit does this proposal apply? _____

31. Do you intend to offer ABC 300 and ABC 300W? yes no
If no, please submit a course delete form for the ABC 300.

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

32. To which degree programs offered by your department/academic unit does this proposal apply? _____

33. Does this proposal replace or modify an existing course or experience? yes no
If yes, which course(s)? _____

34. Do you intend to offer ABC 400 and ABC 400C? yes no
If no, please submit a course delete form for the ABC 400.

35. Approvals

Department Chair (if appropriate) _____ Date 11/13/07
Chair of college curriculum committee _____ Date _____
Dean of college _____ Date _____

For Committees use only

For Liberal Studies Committee _____ Date _____

Action taken: _____ Approved as submitted _____ Approved as modified _____
Date 12/11/07

For University Curriculum Committee _____ Date _____
Action taken: _____ Approved as submitted _____ Approved as modified _____
Date 12/11/07

NORTHERN ARIZONA UNIVERSITY
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
PUBLIC AGENCY SERVICE

PAS 328: HUMAN RESOURCE MANAGEMENT IN THE PUBLIC SECTOR
SEMESTER OFFERED: SPRING/FALL 2007/2008
CREDIT HOURS: THREE (3) CREDIT HOURS

INSTRUCTOR: DR. BEVERLEY SPITLER
LOCATION: MCC DOWNTOWN CAMPUS/GLENDALE COMMUNITY
OFFICE HOURS: TWO (2) HOURS BEFORE CLASS AND AFTER, OR STUDENT CAN
REACH INSTRUCTOR BY PHONE

COURSE PREREQUISITES: Junior status or instructor's approval

COURSE DESCRIPTION:

This course introduces the technical and legal aspects of human resource management from a strategic perspective. The course examines how to manage human resources effectively in the dynamic legal, social, and economic environment currently constraining public sector employment. Among the topics included are: formulation and implementation of human resource strategy, job analysis, methods of recruitment and selection, techniques for training and development, performance appraisal, compensation and benefits, and the evaluation of the effectiveness of Human Resource Management systems.

STUDENT LEARNING EXPECTATIONS/OUTCOMES FOR THIS COURSE:

Any student aspiring to a supervisory, managerial or administrative position the public sector should have a working knowledge of the administrative and managerial functions of Resource Management in the public sector. It is important that the student is aware of the current issues and modern approaches that pertain to the various relationships that exist in Human Resource Management.

By the end of this course, the student will:

- Be able to articulate of how Human Resource has evolved over time and the emerging strategic role of Human Resource plays in modern organizations.
- Be able to integrate an understanding of how the primary functions of Human Resource Management relate to each other and to the broader issues in the public sector.
- Demonstrate through discussion important terminology, facts, concepts, principles, and theories used in the field of Human Resources.
- Be able to analyze Human Resource situations.
- Be able to design interventions for relatively simple Human Resource problems.
- Be able to illustrate how Human Resource programs influence multiple stakeholder groups.
- Recognize needs in an organization
- Be able to propose Human Resource programs and solutions for relatively simple organizational problems.
- Apply simple criteria to assess the effectiveness of Human Resource programs in their own organizations.
- Be able to compare textbook descriptions of Human Resource programs and processes to their own experiences in work organizations.

- Be able to validate the relevance and adequacy of their own organization's Human Resource programs.
- Be able to interpret the significance of Human Resource in organizations.

COURSE STRUCTURE/APPROACH:

A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture face-to-face, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

TEXTBOOK AND REQUIRED MATERIALS:

Yorks, L., (2004). Strategic Human Resource Development, South-Western College.

Supplemental Texts:

- Mathis, R. L., & Jackson, J.H. (2006) Human resource management (11th ed.). Thomson/Southwestern.
- Nkomo, S. M., Fottler, M.D., & McAfee, R. B. (2005). Applications in human resource management: Cases, exercises, and skill builders (5th ed.). Thomson/Southwestern.
- Gilley, A. *Critical Issues in HRD: A new agenda for the twenty-first century.*
- Swanson, R. *Foundations of Human Resource Development*
- Gilley, J. *Principles of Human Resource Development*

Related Websites

Academy of Human Resource Development
<http://www.ahrd.org>

American Society for Training and Development
www.astd.org

Association for multimedia Communication
<http://www.amcomm.org/scripts/content.cgi?page=home>

International Society for Performance and Instruction
<http://www.ispi.org>

Institute for International Human Resources
<http://www.shrm.org/international>

COURSE OUTLINE:

FIRST CLASS:

Introduction of syllabus, introduction of students, class expectations.
 Chapter 1, The Nature of Strategic Human Resource Management
 Chapter 2, Human Resource Planning

SECOND CLASS:

Chapter 3, Equal Employment Opportunity

Chapter 4, The Nature of Jobs

Chapter 5, Staffing the Organization I

Obtain the organizational chart from one of the Police Departments in Maricopa County, from the Court system in Maricopa County and the Department of Corrections. Be prepared to discuss these in class.

Decide on which organization that you want to focus on for your main project. It must be, police, courts, or corrections (jail)

THIRD CLASS:

Chapter 6, Staffing the Organization II

Chapter 7, HR Training Development

Case Study Analysis

Bring to class a training program for police and correctional officers. (What do other states implement in training?) Be prepared to discuss in class.

FOURTH CLASS:

Chapter 8, Performance Management

Chapter 9, Compensation Management

Case Study Analysis

Training Video with questions and answers to follow

Take Home Mid-Term Exam

FIFTH CLASS:

Guest Speakers from Police, Courts, and Corrections concerning Human Resource Management
Be prepared to ask questions.

SIXTH CLASS:

Chapter 10, Benefits

Chapter 11, Individual/Organization Relationship

Chapter 12, Health and Safety

Write an essay on an article dealing with sexual harassment in the workplace and one on health and safety (OSHA). Attach the article and be prepared to discuss in class.

SEVENTH CLASS:

Chapter 13, Global Human Resource Management

Chapter 14, The HR Value Proposition

Case Analysis on global management in the public sector

How do you view your Human Resource Department where you work? Write bullets to show the pros and cons of your department in light of what you have studied these eight weeks.

EIGHTH CLASS:

Class Presentations

ASSESSMENT OF STUDENT LEARNING OUTCOMES:

Each student will be evaluated on his/her attainments of the following course learning outcomes:

A. Demonstrated mastery of concepts and perspectives as related to Police and Community.

Demonstrated through oral and written expression utilizing the appropriate analytical tools and applied to practical problems.

B. Demonstrated ability to analyze readings, provide insightful recommendations, critical analysis and thinking by incorporating materials in a conceptual way.

Demonstrated through written analysis of required reading and discussions.

C. Ability to demonstrate through competence in problem solving, critical thinking, group discussions and writing experiences.

Demonstrated through written and verbal communication. (group presentations using multi-media, short essays, exams)

D. Demonstrated ability to conduct research, develop new strategies for Police and Community

Demonstrated through group project.

E. Demonstrated ability to utilize technology.

Demonstrated through the use of Internet, Power-point presentations and APA format.

TIMELINE FOR ASSESSMENT:

Each student is given a copy of the syllabus with what is required each week the class meets. Student mark your calendar to know what is expected and when critical assignments (major papers) are due. It is important that each student prepares for class due to the fact that the course is only eight weeks in duration. If questions arise about your papers, please make those questions known at the first class or phone the instructor during the first week of class.

CLASS REQUIREMENTS AND ASSIGNMENTS:

Students are required to read assigned chapters prior to class.

Questions and discussions will come from these readings.

Students are also required to search the Internet sites given in this syllabus for written essays.

Essays:

There are several written projects during the eight weeks. Make sure that all are written out and ready to hand in after discussions.

Major Project:

Portfolio: Students will prepare a portfolio to be submitted at the end of the course. The portfolio must include work in one of the following areas.

- Human Resource Planning and Human Resource Strategy
- Human Resource (Recruitment & Selection)
- Compensation & Benefits

- Equal Employment Opportunity/Diversity
- Performance Management
- Training and Development
- Other (with prior consent of instructor)

You should select **one** area from the above list that reflects a program or practice in the public sector. Work in the selected area should include the following:

1. A narrative describing the background, major issues, practices, and problems/challenges based on personal knowledge/experiences, observations, and /or interviews. The narrative or “problem statement” should be in essay form and be no more than two single-spaced pages.
2. Provide a copy of any materials in reference to the program or practice. For example, a list of the steps in selection; a copy of the interview guide; the performance appraisal form or a copy of the policy etc. Note: Materials will be kept confidential by the instructor and will not be shared with others.
3. Locate at least three published (peer reviewed) articles (in addition to those assigned in class) related to the selected topic area and program or practice selected. You should look for material that provides strategic direction concerning how to address the problem or challenge you have identified in #1 above. Attach a copy of the articles.
4. Provide an evaluation of the program or practice in light of your knowledge of the topic gained in the course, readings, in the selected articles. Discuss how this program or practice supports the organization’s strategic objectives. Based on your evaluation, provide recommendations for the improvement of the effectiveness of the program or practice (no more than seven-eight single-spaced pages).

PARTICIPATION IN CLASS:

Participation will involve responding to assignments and engaging in the open exchange of ideas in class. Students will be required to have questions to ask when guest speakers are brought to class or on a field trip. Participation will be evaluated on the basis of participation rubric.

Assignment points:

Participation-----150
 Essays-----250
 Mid-term-----100
 Major Project-----300
 Total points-----800

Grading

Student success in the course will be determined by the following:

2 position papers 30 %
 Mid-term Examination 20%
 Final Examination 30%
 Participation in Mock Negotiation 20%

GRADING SYSTEM:

90-100 % = A
 80- 89 % = B
 70- 79 % = C
 60- 69 % = D
 Below 60% = F

COURSE POLICY:

Exams

Since the class only meets eight (8) times, there will be no makeup exams and no retesting.

Attendance

Since the class only meets eight (8) times, attendance is mandatory. Due to the fact that some of your grade is based on participation, you will need to be in class every time the class meets. If for some reason you will miss class, you need to call the professor or E-mail the professor in a timely manner in order not to lose your points for that night. If you miss more than one class, your grade will lower one complete grade.

STATEMENT ON PLAGIARISM AND CHEATING:

Please refer to the NAU Student Handbook policy statement on Academic Integrity. Academic honesty does not allow "plagiarism--knowingly representing the words or ideas of another as one's own" (2005, Undergraduate General Academic and Graduation Policies).

NORTHERN ARIZONA UNIVERSITY POLICY STATEMENTS SAFE ENVIRONMENT POLICY

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the University. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault, or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), the academic ombudsperson (928-523-9368), or NAU's Office of Affirmative Action (928-523-3312).

STUDENT WITH DISABILITIES

If you have a learning and/or physical disability, you are encouraged to make arrangements for class assignments/exams so your academic performance will not suffer because of the disability or handicap. If you have questions about special provisions for students with disabilities, contact the Counseling and Testing Center (928-523-2261).

It is your responsibility to register with the Counseling and Testing Center. Application for services should be made at least eight weeks before the start of the semester.

If the Counseling and Testing Center verifies your eligibility for special services, you should consult with your instructor during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center.

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU- including a course project, report, or research paper- must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the *IRB Policy and Procedures Manual* is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 928-523-4889.

ACADEMIC INTEGRITY

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 educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning.

It is the responsibility of individual faculty members to identify instances of academic dishonesty and recommend penalties to the department chair or college dean in keeping with the severity of the violation. Penalties may range from verbal chastisement to a failing grade in the course. The complete policy on academic integrity is in Appendix F of the *NAU Student Handbook*.

CLASSROOM CIVILITY STATEMENT

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to the freedom to teach and to learn. Part of the obligation implies the responsibility of each member of the NAU community to maintain a positive learning environment in which the behavior of any individual does not disrupt the classes of teachers or learners.

It is the responsibility of the individual faculty member to determine, maintain, and enforce the standards of behavior acceptable to preserving an atmosphere appropriate for teaching and learning. Students will be warned if their behavior is evaluated by faculty member as disruptive. Sanctions may include a range of responses from immediate removal from class to referral to the appropriate academic unit and/or the Office of Student Life to review pertinent alleged university violations of ethical and behavioral standards. Significant and/or continued violations may result in administrative withdrawal from the class.

University Curriculum Committee
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) *See effective dates schedule.* Fall 2008
3. College Social and Behavioral Sciences 4. Academic Unit /Department Public Agency Service
5. Course subject/catalog number PAS 329 6. Units/Credit Hours 3
7. Long course title Labor Management Relations
(max 100 characters including spaces)
8. Short course title (max. 30 characters including spaces) Labor Management Relations
9. Catalog course description (max. 30 words, excluding requisites).

This course provides the opportunity, using review of historical, legal and structural environments, to explore and understand the fundamental principles and concepts of labor/management relations in the public sector.

10. Grading option:
Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
11. Co-convened with N/A 11a. Date approved by UGC N/A
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)
12. Cross-listed with None
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
13. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? yes no
(ex. PES 100)
14. Prerequisites (must be completed *before* proposed course) Junior Status
15. Corequisites (must be completed *with* proposed course) N/A
16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes no
Name of plan? _____
Note: If required, a new plan or plan change form must be submitted with this request.

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

20. This course is a Single section Multi-section

21. List names of faculty who may teach this course: _____

22. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

23. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

24. Skills (check two): *If a topics course, must apply to ALL sections.*

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

25. Is this a topics course? Yes No
If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

26. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. By the end of this course, the student will:

27. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

28. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 35

29. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. ASSESSMENT OF STUDENT LEARNING OUTCOMES:

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

30. To which degree programs offered by your department/academic unit does this proposal apply? _____

31. Do you intend to offer ABC 300 and ABC 300W? yes no
If no, please submit a course delete form for the ABC 300.

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

32. To which degree programs offered by your department/academic unit does this proposal apply? _____

33. Does this proposal replace or modify an existing course or experience? yes no
If yes, which course(s)? _____

34. Do you intend to offer ABC 400 and ABC 400C? yes no
If no, please submit a course delete form for the ABC 400.

35. Approvals

Department Chair (if appropriate) _____ Date 11/13/07
Chair of college curriculum committee _____ Date _____
Dean of college _____ Date _____

For Committees use only

For Liberal Studies Committee _____ Date _____
Action taken: _____ Approved as submitted _____ Date 12/11/07
modified _____ Approved as modified _____
For University Curriculum Committee _____ Date _____

Action taken: _____ Approved as submitted _____ Date 12/11/07 Approved as modified _____

College/School: Social and Behavioral Sciences
Department: Public Agency Service
PAS 329 – Labor Management Relations

Spring/Summer/Fall
Three (3) Credit Hours
Larry Thacker, PhD
Mesa Community College – Downtown Campus
Prerequisites: Junior Standing

Overview:

This course is highly recommended of all students seeking a BIS or BAS Fire Service Administration. The course is recommended for other students interested in labor/management relations.

Course description:

This course provides the opportunity to explore, and understand the fundamental principles and concepts of labor/management relations in the public sector. The course provides grounding in the historical, legal and structural environments that influence contractual issues and labor relations behavior. An understanding of negotiation, administration and major contents of the labor agreement is core to the learning outcomes. In addition to developing an understanding of labor/managements relations, students will participate in a mock negotiation of a labor/management at the end of which a contractual agreement is prepared.

Course goals:

Maximize the effectiveness of negotiation teams and committees by clearly outlining relationships and procedures. Increase awareness of the relationship between labor and management; establish guidelines for unit teams and improve communications within and between all levels of the organization. The labor/management process assists in planning policy and procedures as well as resolving a variety of problems/issues that may arise.

Learning Outcomes

- Understand the historical role of labor management in the public sector.
- Learn an effective problem solving techniques
- Initiate a fire service labor management committee operating agreement
- Learn to conduct a local worksite needs assessment
- Evaluate the workplace impact and benefits of training initiatives
- Explain the role and purpose of grievance investigation in the larger grievance process
- Learn to conduct an effective grievance investigation.
- Explain the factors considered in determining penalties and identify appropriate settlement situations.
- Understand the expected outcome of effective counseling and discipline and the role of both management and labor in this process.
- Identify the most common fire service problems and the different option available for resolution.
- Explain the differing authority and roles of labor and management in preventing and resolving grievances
- Explain contract structure and content and its role in resolving workplace issues.

Delivery format:

So that students working different shifts can attend this course the face-to-face portion of the course is delivered on Monday and Tuesday night, with content being the same on both nights. Students must attend either Monday or Tuesday night each week, but not both. Hybrid delivery (½ face-to-face, ½ Web Delivery);

Required Text:

Walton, Richard E., Joel E. Cutcher-Gershenfeld, and Robert B. McKersie (2001). Strategic Negotiations: A Theory of Change in Labor-Management Relations. Cornell Press: Ithaca, New York.

Kearney, Richard C. (2001). Labor Relations in the Public Sector, 3rd Edition. New York, NY: Marcel Dekker, Inc.

Recommended optional references:

Bazerman, Roger and Margaret Neale (1992) Negotiating Rationally. New York: The Free Press.

Course Schedule:

Week 1 Begin reading Chapters One, Two and Three, pp.1-22, 23-44, and 45-80 as introduction to public sector unionism, its development, and the unique legal rights and restrictions established by legislation. We will also discuss individual students' current exposure, experiences and knowledge of public sector unions in today's public society.

Week 2 Chapters One, Two and Three 1-80. Continuance of above discussion.

Week 3 Chapter Four, pp. 81-112. Fundamentals of the collective bargaining process.

Week 4 Chapter Five, pp. 113-138. The Process and Politics of Public Sector Bargaining.

Week 5 Chapter Six, pp. 139-176. Financial Impact of Unions and Collective Bargaining. The statutory obligation and duty to bargain, the concept of "good faith bargaining", and mandatory, permissive, and prohibited subjects of collective bargaining will be discussed with reference to statutory language. Also discussed will be public policy considerations.

Week 6 Chapter Seven, pp. 177-540. Union Impacts: Personnel Process and Policies. The effects of unionized environments on civil service governance, regulations, and rules.

Week 7 Chapters One through Seven, pp. 1-219. Full class review and discussion of the public sector unionism, the collective bargaining process and its impact on local and state governments.

Week 8 Mid-term examination. Remember to bring a blue book to class for the examination. Assignments and materials will be distributed in preparation for simulated collective bargaining.

Week 9 Simulated collective bargaining. Development of bargaining proposals and preliminary discussion and exchange.

Week 10 Continuation and conclusion of simulated collective bargaining. Do we have a contract? Do we need mediator assistance?

Week 11 Chapter Eight, pp. 221-258. Strikes, picketing, work stoppages, and other collective actions.

Week 12 Chapter Nine, pp. 259-292. Resolving Impasses: Alternatives to the Strike. Tentative Guest Speaker(s) and discussion of dispute resolution models.

Week 13 Chapter Ten, pp. 293-323. Living with the Contract. Contract administration and contract policing. Grievances and the grievance arbitration process. Supplemental materials handout and discussion of effective advocacy in grievance arbitration hearings.

Week 14 Grievance Arbitration. Guest and Instructor discussion of preparation and presentation of union and employer arbitration cases. Supplemental handout materials.

Week 15 General Review of entire course in preparation for final examination.

Week 16 Final Examination

Assessment of Student Learning Outcomes:

A pre- and post-test method of assessment will be used to determine the knowledge base of students at the beginning of the course and again at the end of the course. A non-graded, but evaluated test will be given on the first day of the course to determine the level of student knowledge concerning labor/management relations, contract development, negotiations, the jargon of labor/management relations and mutually expected outcomes from both labor and management points of view. A similar instrument will be used two weeks prior to the end of the semester to again test the student's level of knowledge. Measurements will be used to help the instructor determine where additional information and instruction might help students to better understand labor/management negotiations.

A second level of assessment will be used during the mock negotiations to determine the ability of teams to work together to achieve common goals while using the best practices of the negotiation process.

Grading

Student success in the course will be determined by the following:

- 2 position papers 30 %
- Mid-term Examination 20%
- Final Examination 30%
- Participation in Mock Negotiation 20%

GRADING SYSTEM:

- 90-100 % = A
- 80- 89 % = B
- 70- 79 % = C
- 60- 69 % = D
- Below 60 = F

***Position Papers* [assign points for each Paper]**

Students are encouraged to develop their own thoughts and views on the issues central to the two papers using well researched, documented and cited resources. APA format is required for all citations. Paper should be between 12 and 17 pages, double spaced, 12 point font, with one inch margins.

Paper 1: Each student will prepare a position paper that described the role and function of collective bargaining in both right to work and non-right to work environments. A history of the fundamentals of collective bargaining, an overview of the collective bargaining process and an overview of the roles of labor and management in the process are essential to the development of this paper

Paper 2: Each student will prepare a position paper concerning the use of strikes, slow downs and sickouts as a bargaining tool in emergency services. Essential to this paper is the role of emergency service and the ethics of work stoppages that could impact the health and safety of a community. Other alternatives to strikes are to be included.

Mid-term Examination:

The mid-term exam will consist of short answers and multiple-choice questions. The exam will cover all material addressed to that point in the semester.

Final exam:

The final exam will be short and essay. The exam will be comprehensive.

Mock negotiations:

Students will be randomly assigned to teams of either labor or management. Based on an exiting contract, which will be provided, the teams will prepare points of negotiation for a new contract. The teams will exchange documents and then prepare a set of reaction points. The teams will then meet, with a two hour time limit, to discuss and debate the points of disagreement. A final paper will be prepared by each time, in which they will exam errors that they feel they made in the negotiations. Points are awarded based on the instructor's review of the effectiveness and comprehensiveness of each teams work.

Course Policies:

This course is offered two nights per week with the same subject matter being offered on each night. Students are expected to attend one of the two sessions. Three unexcused absences will result in a failing grade.

Makeup work:

The structure of the delivery of the course allows sufficient opportunity for the student to participate in all tests and reviews. No makeup work is allowed.

University policies

[The standard University Policies go here]

University Curriculum Committee
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) *See effective dates schedule.* Fall 2008
3. College SBS 4. Academic Unit /Department SBS
5. Course subject/catalog number SBS 101 6. Units/Credit Hours 3
7. Long course title The Global Village
(max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) The Global Village
9. Catalog course description (max. 30 words, excluding requisites).

This interdisciplinary course is designed to foster global understanding and global citizenship, and to introduce students to many disciplinary perspectives on the Global Village.

10. Grading option:
Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
11. Co-convened with _____ 11a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)

12. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

13. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? yes no
(ex. PES 100)

14. Prerequisites (must be completed *before* proposed course) _____

15. Corequisites (must be completed *with* proposed course) _____

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes no

Name of plan? _____
Note: If required, a new plan or plan change form must be submitted with this request.

17. Is a potential equivalent course offered at a community college (lower division only) yes no
 If yes, does it require listing in the Course Equivalency Guide? yes no
 Please list, if known, the institution and subject/catalog number of the course _____

18. Names of current faculty qualified to teach this course: Luis Fernandez, Raymond Michalowski, Nancy Wonders, Kooros Mahmoudi, Kathleen Ferraro, Miguel Vasquez, Veronica Perez, Alan Lew, Tina Kennedy, Sheila Nair, Lori Polani-Staudinger, Geeta Chowdry, Mark Beeman, Steve Wright, Joh Torn, Rich Rogers, Meliksah Demir, Derrick Wirtz, and others.
 [Names provided by SBS Dept. Chairs]

19. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).

This course is designed to: 1) foster interdisciplinarity, 2) foster global awareness, global citizenship, and cultural understanding; 3) provide an introduction to the social science disciplines for students early in their academic career.

Some of the students enrolled will be part of the Global Village Learning Community which is supported by the departments, programs, and institutes of SBS. The GVLC is designed to heighten recruitment and retention of first year students.

| |
|--|
| For Official AIO Use Only: Component Type Consent Topics Course |
|--|

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: Nancy Wonders

Contact email: nancy.wonders@nau.edu

Dept. Chair name: Nancy Wonders

Dept. Chair email: nancy.wonders@nau.edu

College Contact name : Nancy Wonders or Dean Michael Stevenson College Contact email: nancy.wonders.nau.edu

20. This course is a Single section Multi-section

21. List names of faculty who may teach this course:

Luis Fernandez, Raymond Michalowski, Nancy Wonders, Kooros Mahmoudi, Kathleen Ferraro, Miguel Vasquez, Veronica Perez, Alan Lew, Tina Kennedy, Sheila Nair, Lori Polani-Staudinger, Geeta Chowdry, Mark Beeman, Steve Wright, Joh Torn, Rich Rogers, Meliksah Demir, Derrick Wirtz, and others.

22. Section enrollment cap: 90

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

23. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

24. Skills (check two): *If a topics course, must apply to ALL sections.*

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

25. Is this a topics course? Yes No
If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

26. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. By the end of this course, the student will:

27. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

28. Please attach an example of a Topic Syllabus offered under this course number.

29. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

ASSESSMENT OF STUDENT LEARNING OUTCOMES:

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

30. To which degree programs offered by your department/academic unit does this proposal apply? _____

31. Do you intend to offer ABC 300 and ABC 300W? yes no
If no, please submit a course delete form for the ABC 300.

GO TO question 35

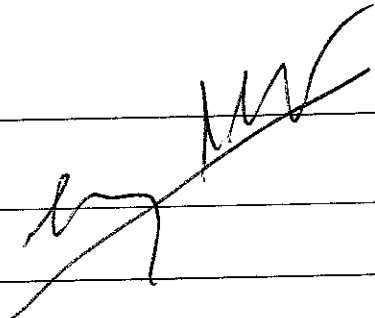
NEW SENIOR CAPSTONE COURSE (refer to question 19)

32. To which degree programs offered by your department/academic unit does this proposal apply? _____

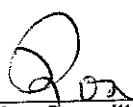

33. Does this proposal replace or modify an existing course or experience? yes no
If yes, which course(s)? _____

34. Do you intend to offer ABC 400 and ABC 400C? yes no
If no, please submit a course delete form for the ABC 400.

35. Approvals

| | | |
|---------------------------------------|--|----------|
| Department Chair (if appropriate) |  | Date |
| Chair of college curriculum committee | | 11/13/07 |
| Dean of college | | Date |

For Committees use only

| | | |
|---|----------|-------------|
| For Liberal Studies Committee | Date | |
| Action taken: _____ Approved as submitted | 12/11/07 | Approved as |
| modified _____ | | |
|   | Date | |
| For University Curriculum Committee | Date | |

| | | |
|---|----------|-------------|
| Action taken: _____ Approved as submitted | 12/11/07 | Approved as |
| modified _____ | | modified |

Northern Arizona University
College of Social and Behavioral Sciences
SBS 101: The Global Village
Fall 2008

Dr. Luis Fernandez
Office: SBS 358
Phone: 523-xxxx

Email: Luis.Fernandez@nau.edu
Office Hours: TTH 2-3:30
and by appt.

Catalog Description: This interdisciplinary course is designed to foster global understanding and global citizenship, and to introduce students to many of the disciplines in the College of Social and Behavioral Sciences.

Credit hours: 3

Prerequisites: none

Course Description

Globalization is rapidly changing the social, political, economic and cultural landscape in ways that are likely to be enduring. The idea of the “global village” highlights the way that globalization is changing communities around the world, but also connecting all of humanity together. In this class, analysis of *the* global village is designed to deepen students’ cultural understanding, since globalization’s impact affects cultures and peoples around the world very differently – at times in ways that may even call into question the idea that globalization is a unifying force. For each of the topics covered, the impact of globalization on diverse cultures and peoples will be explored. The social sciences offer a variety of tools and perspectives that are useful for understanding the sweeping changes associated with globalization and the exciting and sometimes challenging futures that these changes portend. This course introduces students to many of the social sciences by exploring how they help us to understand globalization and its impact on communities, diverse cultures around the globe, and the future. The primary instructor will teach this class from an interdisciplinary and global perspective, while also introducing students to the perspective offered by his/her primary discipline. In addition, the instructor will invite faculty members from other social science disciplines to discuss key themes addressed in the course. Faculty lectures will be provided from across the social sciences, including from such disciplines as Anthropology, Applied Indigenous Studies, Criminology and Criminal Justice, Ethnic Studies, Geography, Planning and Recreation, Political Science, Sociology and Social Work, Women’s and Gender Studies and the School of Communication. Below each topic, some of the Department’s/Programs that might offer lectures are indicated. All Departments in the College of Social and Behavioral Sciences have agreed to provide support for this course. This course provides students with an opportunity to see what diverse social science perspectives and disciplines bring to our understanding of the links between the global and the local, global human and cultural diversity, sustainable global communities, global justice, politics and human rights, global communication and connection, and other contemporary themes.

[SBS seeks approval for this course to fulfill Liberal Studies requirements for Cultural Understanding.] This course is a linked course for students in the Global Village Learning Community.

Student Learning Expectations/Course Objectives

At the conclusion of this course, students will:

- 1) Be more knowledgeable about the ways that globalization is affecting communities.
- 2) Have an understanding of the information and skills needed for global citizenship and cultural understanding in a rapidly changing world.
- 3) Understand the differing perspectives offered by the various disciplines within the social sciences, particularly the unique conceptual and theoretical tools employed by various disciplines to understand globalization and its impact on communities, diverse cultures, and social, economic, political, and cultural change.
- 4) Understand how global changes link to human diversity and differently affect various cultures, individuals and groups based on such factors as gender, race, social class, and national origin.
- 5) Develop stronger critical thinking skills, oral communication skills, and writing skills.

Required Text

The text for the course can be purchased from the NAU Bookstore, UTT, or the College Store.

1. Robin Cohen and Paul Kennedy. 2000. *Global Sociology*. NY: New York University Press. [Text may vary depending upon the home discipline of the instructor]
2. Other required readings: to be assigned in consultation with guest lecturers

Recommended Reading

1. A major national newspaper.

Course Structure and Assigned Readings

- I. THE GLOBAL VILLAGE: AN INTRODUCTION (Week 1)**
 1. C&K, Ch. 2, "Thinking Globally"
- II. GLOBALIZATION'S HISTORY (Week 2)**
 1. C&K, Ch.3 "Modernity and the Evolution of World Society"
Ch. 4 "The Changing World of Work"
- III. THE CHANGING ROLE OF THE NATION-STATE (Week 3)**
 1. C&K, Ch. 5 "Nationhood and the State"
Guest Speaker: Political Science or Criminology and Criminal Justice
- IV. TRANSNATIONAL CORPORATIONS AND CONSUMER CULTURE (Week 4)**
 1. C&K, Ch. 7 "Corporate Power and Social Responsibility"
Ch. 13 "Consuming Culture"
Guest Speaker: Sociology and Social Work
- V. GLOBAL INEQUALITY (Week 5)**
 1. C&K, Ch. 6 "Global Inequalities: Gender, Race and Class"
Ch. 8 "Uneven Development: The Victims"
Guest Speaker: Applied Indigenous Studies, Ethnic Studies, Women's and Gender Studies
- VI. HUMAN RIGHTS AND JUSTICE ISSUES AROUND THE GLOBE (Week 6)**
 1. C&K, Ch. 9 "Crime, Drugs and Terrorism: Failures of Global Control"
 2. United Nations. "Universal Declaration of Human Rights"
<http://www.un.org/rights/50/decla.htm>
Guest Speaker: Criminology and Criminal Justice, Political Science, Sociology and Social Work

VII. PEOPLE ON THE MOVE: MIGRATION AND TOURISM (Week 7)

1. C&K, Ch. 10 "Population Pressures and Migration"
Ch. 12, "Tourism: Social and Cultural Effects"

Guest Speaker: Anthropology, Criminology and Criminal Justice, Geography, Planning and Recreation

VIII. HEALTH IN THE GLOBAL VILLAGE: (Week 8)

1. C&K, Ch. 11, Health, Lifestyle and the Body
Guest Speaker: Psychology, Sociology and Social Work

IX. GLOBAL MEDIA AND COMMUNICATION (Week 9)

1. C&K, Ch. 14, "Media and Communications"
Guest Speaker: School of Communication

X. GLOBAL RELIGION (Week 10)

1. C&K, Ch. 16, "Global Religion"
Guest Speaker: Anthropology, Ethnic Studies, Sociology and Social Work

XI. THE CHANGING NATURE OF COMMUNITY (Week 11)

1. C&K, Ch. 17, "Urban Life"

Guest Speaker: Anthropology, Sociology and Social Work

XII. CHALLENGING A GENDERED WORLD (Week 12)

1. C&K, Ch. 19 "Challenging a Gendered World"
Guest Speaker: Women's and Gender Studies

XIII. SUSTAINABLE FUTURES (Week 13)

1. C&K, Ch. 18 "Towards a Sustainable Future: The Green Movement"
Guest Speaker: (many disciplines)

XIV. MAINTAINING LOCAL IDENTITIES (Week 14)

1. C&K, Ch. 21 "Identities and Belonging"
Guest Speaker: Anthropology, Ethnic Studies, Political Science, Sociology and Social Work

XV. SOCIAL CHANGE AND THE FUTURE OF THE GLOBAL VILLAGE (Week 15)

1. C&K, Ch. 18, "Global Civil Society"
Ch. 22, "Contested Futures"

Course Requirements:

The major requirements for the course are to attend class regularly, to participate in class discussions and to keep up with the assigned readings. Please have the readings for a section completed by the time we start that section. Since discussion is an important part of the learning process, I want to encourage you to come to class prepared to ask questions and participate. Lecture material and readings will not necessarily correspond; therefore, regular class attendance is important.

A critical part of learning is remaining open to different points of view and new information that may challenge accepted ways of thinking about the world. I welcome you to express your point of view in this classroom; in addition, I expect you to be prepared to back your point of view up with information and knowledge, just as you should expect me to do. Learning can only be accomplished by a free exchange of information in which we create a context to share, correct, and improve the knowledge we have about the world. Creating an open and supportive environment for discussion is partly my responsibility - but it's partly yours too.

Assessment of Student Learning Outcomes and Grading System

The course objectives for the course will be assessed with the following assignments:

| | |
|---|------------|
| Attendance | 25 points |
| 3 Exams @ 100 points | 300 |
| Global Village Project and Presentation | <u>100</u> |
| TOTAL | 425 |

Grade Scale: A=90% or more; B=89%-80%; C=79%-70%; D=69%-60%; F=59% or less

Examinations: exams may include multiple choice, matching, fill-in-the-blank and short-answer/essay questions. No make-up exams will be given unless arrangements are made prior to the exam or you can document that an unavoidable, very serious emergency has occurred that prevented your attendance. Make-up exams will be entirely short-answer/essay and only one make-up exam may be taken during the semester. The final exam is not comprehensive.

Global Village Project: The Global Village Project will provide you with an opportunity to work with other students on an issue of common interest. The project will involve both an oral presentation and a paper. You will receive a handout for the project and for all writing assignments. All papers for the course are to be typewritten (double-spaced). Due dates for papers may vary depending upon the assignment and topic. In all cases, it is your responsibility to know when your work is due and to turn it in on time.

Class Policies:

Please show respect toward others. Because the best way to learn is through class discussion, it is essential that we establish a safe atmosphere where all are able to express their ideas freely. I encourage students to ask questions freely and liberally.

Attendance is required. Attendance is required because building a community necessitates participation by its members. Consistent participation will ensure that we, as a group, grow together in our understanding of the subject matter. More than one unexcused absence will result in a drop of at least one letter grade. Unexcused absences are those absences that are not backed up by a doctor's note or any other appropriate document.

Come to class prepared. Building a strong intellectual community requires that we all come to class prepared and ready to engage in class discussion. Students are required to complete all the readings prior to the class for which they are listed. Because the material is complex, it may be necessary for students to read some chapters more than once. Students are accountable for all readings through in-class discussion, assignments, and examinations. Keep in mind that we may not get a chance to discuss all the material in class. However, students are still responsible for the assigned readings. *Although the syllabus contains a preliminary outline of the reading list, the actual pace of the readings may vary to meet the needs of this class.*

Come to class on time, please. When people arrive late or leave early it disrupts the flow of the class. For that reason, late arrival or early departures should be an exception and only with prior consultation.

No late assignments. Fairness is an important aspect in building a community. For that reason, all students will be held to the same standards. Assignments should be turned in promptly on the date when they are due or they will be subject to a penalty. No make-up exams will be conducted without a documented excuse.

Academic Honesty: I expect all students in this class to act in an ethical manner. Academic dishonesty in any form will not be tolerated, and will result in a grade of zero on that assignment or exam. Dishonesty includes plagiarism. Plagiarism is passing, as your own work, the work of others without proper acknowledgment. This includes the work of other students as well as previously published material, including web sites, journals, magazines, newspapers, books, or pamphlets.

Keep all graded materials until you receive your final grade. To ensure your privacy, all communication regarding grades must occur in person or via your NAU email account.

[University policies will also be attached]

Northern Arizona University
College of Social and Behavioral Sciences
SBS 101: The Global Village
Fall 2008

Dr. Luis Fernandez
Office: SBS 358
Phone: 523-xxxx

Email: Luis.Fernandez@nau.edu
Office Hours: TTH 2-3:30
and by appt.

Catalog Description: This interdisciplinary course is designed to foster global understanding and global citizenship, and to introduce students to many of the disciplines in the College of Social and Behavioral Sciences.

Credit hours: 3

Prerequisites: none

Course Description

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Keep all graded materials until you receive your final grade. To ensure your privacy, all communication regarding grades must occur in person or via your NAU email account.

[University policies will also be attached]

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR NEW ACADEMIC PLAN, PLAN CHANGE, OR PLAN DELETION

1. College Social and Behavioral Sciences 2. Academic Unit School of Communication

3. Academic Plan Name B.S. Journalism 4. Subplan (if applicable)? News/Editorial Emphasis

5. Effective Date Fall 2008

6. Is this proposal for a : New Plan Plan Change Plan Deletion
(Please refer to Plan and Subplan definitions) New Subplan Subplan Change Subplan Deletion

7. For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the *current* on line academic catalog: (<http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>)
Be sure you include all catalog text that pertains to this plan change

News Editorial Emphasis

Take the following 39 units:

- COM 101, 200, and 400 (9 units)
- JLS 130, 131, 231, 232, and 330 (15 units)
- JLS 331W, which meets NAU's junior writing requirement (3 units)
- PHO 281 (3 units)
- JLS 431C, which meets NAU's senior capstone requirement (3 units)

6 additional units from School of Communication courses chosen in consultation with your advisor

Show the proposed changes in this column. Please **BOLD** the changes, to differentiate from what is not changing.
(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

News Editorial Emphasis

Take the following 39 units:

- COM 101, 200, and 400 (9 units)
- JLS 130, 131, 231, 232, ~~and 330~~ **(12 units)**
- JLS 330 or 332 (3 units)**
- JLS 331W which meets NAU's junior writing requirement (3 units)
- PHO 281 (3 units)
- JLS 431C, which meets NAU's senior capstone requirement (3 units)

6 additional units from School of Communication courses chosen in consultation with your advisor

8. For undergraduate plans, will this requirement be a student individualized plan*? no yes

*A *Student Individualized Plan* is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor.

If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:

- a. verify satisfactory completion of a non course requirement.
- b. indicate admission to a major.
- c. will not be used.

**A *Milestone* is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage - <http://www4.nau.edu/assessment/main/degree/degree.htm>).

Students will be assessed on how well they master advanced editing techniques and styles. They will learn to better judge news value and assess the overall effectiveness of communication strategies in periodicals. In addition, by practicing good editorial judgment regarding others' writing, they will hone their own reporting and writing techniques.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

Currently, there is a high demand among Journalism majors for more education in the area of publication editing, and there are two highly qualified members of the Journalism faculty available to teach an advanced editing class. While the Journalism program offers five classes in writing and reporting, there is only one editing class (JLS 232, Basic Editing) offered to students. Most jobs in the journalism field today are in the area of editing rather than purely reporting, and even journalists who work as reporters benefit from training in story structure, voice, and the overall management of periodicals, all of which will be taught in JLS 332.

Under the new plan, students will be able to choose between JLS 330 (Feature Writing) and JLS 332 (Advanced Editing). They will be able to decide whether to place more emphasis on researching and writing their own stories, or guiding other journalists in writing theirs. Both are important skills that are given equal weight in the most recent assessment plan/report for the NAU Journalism Program, and that should be given equal emphasis in the Journalism curriculum.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

N/A

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?


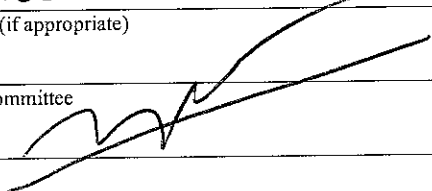
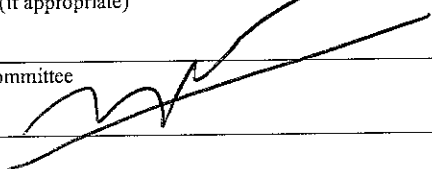
If so, attach supporting documentation from the affected departments/units and college dean.

NO


14. Will present library holdings support this academic plan/subplan?

YES

Certifications

| | |
|---|----------|
|  | 11-5-07 |
| Department Chair/ Unit Head (if appropriate) | Date |
|  | 11-13-07 |
| Chair of college curriculum committee | Date |
|  | |
| Dean of college | Date |

For committee use only

| | |
|---|------|
|  | |
| For University Curriculum Committee | Date |

Action taken: _____ approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.



| Freshman Year | | | | | |
|----------------------|------------------------------------|---|----------------------|----------------------------|---|
| 1 st term | | | 2 nd term | | |
| COM 101 | Communication Analysis | 3 | JLS 131 | Writing for Mass Media | 3 |
| JLS 130 | Writing for Communication Channels | 3 | COM 200 | Basic Communication Theory | 3 |
| ENG 105 | Critical Reading and Writing | 4 | MAT xxx | Mathematics requirement | 3 |
| LS | Liberal Studies | 3 | LS | Liberal Studies | 3 |
| FY Seminar | Liberal Studies | 3 | GE | General Elective | 2 |
| Total units | | | Total units | | |
| 16 | | | 14 | | |

| Sophomore Year | | | | | |
|----------------------|-----------------------------|---|----------------------|------------------------|---|
| 3 rd term | | | 4 th term | | |
| JLS 231 | Advanced Reporting | 3 | JLS 232 | Basic Editing | 3 |
| PHO 281 | Black and White Photography | 3 | Minor Course | See Catalog or Advisor | 3 |
| Minor Course | See Catalog or Advisor | 3 | LS | Liberal Studies | 3 |
| LS | SCI:LAB | 4 | LS | Liberal Studies | 3 |
| GE | General Elective | 2 | GE | General Elective | 3 |
| Total units | | | Total units | | |
| 15 | | | 15 | | |

| Junior Year | | | | | |
|----------------------|---------------------------------------|---|----------------------|--------------------------------|---|
| 5 th term | | | 6 th term | | |
| JLS 330 or JLS 332 | Feature Writing Publication Design | 3 | JLS 331W | Public Affairs Reporting | 3 |
| ME | School of Communication course | 3 | ME | School of Communication course | 3 |
| Minor Course | See Catalog or Advisor | 3 | Minor Course | See Catalog or Advisor | 3 |
| LS | Liberal Studies | 3 | LS | Liberal Studies | 3 |
| LS | Liberal Studies | 3 | GE | General Elective | 3 |
| Total units | | | Total units | | |
| 15 | | | 15 | | |

| Senior Year | | | | | |
|----------------------|--|---|----------------------|-----------------------------------|---|
| 7 th term | | | 8 th term | | |
| COM 400 | Mass Communication Regulation & Responsibility | 3 | JLS 431C | Critical and Analytical Reporting | 3 |
| Minor Course | See Catalog or Advisor | 3 | Minor or GE | See Catalog or Advisor | 3 |
| Minor Course | See Catalog or Advisor | 3 | Minor or GE | See Catalog or Advisor | 3 |
| GE | General Elective | 3 | GE | General Elective | 3 |
| GE | General Elective | 3 | GE | General Elective | 3 |
| Total units | | | Total units | | |
| 15 | | | 15 | | |

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
 - Students should see an academic advisor regularly to confirm their academic progress.
 - Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
 - Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
 - Submit graduation application during 7th term.
- Liberal Studies Distribution blocks

| | | | | |
|---------------|---------------|--------------|-------------------|--------------------------------------|
| AHI (6 units) | SPW (6 units) | CU (6 units) | Science (7 units) | Additional 3 units to reach 35 total |
| | | | | |

PROGRAM INFORMATION

This journalism plan is designed to prepare you for a professional career in news and editorial journalism and to provide you with an understanding of society and its institutions, arts, sciences, literature, history, and technology through a focus on the liberal arts.

As a journalism major, you benefit from an integrated approach to communication that develops your professional skills and focuses on ethics and freedom of expression. Our academic plan reflects the latest developments in the profession, and you have the opportunity to attain valuable hands-on experience with university media and through professional internships.

Be aware that courses in your major may have prerequisites that **you must complete** before taking those courses. Courses for your major are offered in specific sequence and you must complete the communication core and required prerequisite courses in sequence and when they are offered to avoid being unable to enroll in a required course for which you have not completed the prerequisites. Failure to take courses in sequence may delay completion of your plan.

Our Journalism plan is affiliated with the Southwest Education Council for Journalism and Mass Communication. Your professors are associated with such organizations as the Society of Professional Journalists, the Society of News Design, the Arizona Newspaper Association, the National Newspaper Association, the First Amendment Congress, and the International Association of Weekly Newspaper Editors.

All majors must earn the grade of "C" or better in COM 101, COM 200, their freshman composition required course and their foundation mathematics course.

You must earn a grade of "C" or better in all courses required for the Bachelor of Science in Journalism major to complete this degree.

BE AWARE THAT THE FINAL RESPONSIBILITY OF SELECTING COURSES RESTS WITH YOU. IT IS YOUR FULL RESPONSIBILITY TO MEET THE REQUIREMENTS OF YOUR COURSE OF STUDY, IN THEIR PROPER ORDER, SO YOU DON'T FIND YOURSELF IN YOUR SENIOR YEAR INELIGIBLE FOR GRADUATION.

GENERAL INFORMATION

- This 8-term plan is to be used in conjunction with the academic catalog and degree progress report.
- Honors students complete different requirements to meet NAU's Liberal Studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- All students are required to complete at least 120 total units which includes:
 - 35 units of liberal studies courses: <http://www4.nau.edu/aio/Articulation/LScourselist.htm>
 - 6 units of diversity courses: <http://www4.nau.edu/aio/Articulation/DiversityCourseList/nm>
 - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: <http://www.nau.edu/comp/placement.html>
- Math placement: <http://www.math.nau.edu/master.html?http://www.math.nau.edu/odin.html>

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage - <http://www4.nau.edu/assessment/main/degree/degree.htm>).

The plan change will ensure that students in the B.S. Journalism/Environmental Communication emphasis area have a solid grounding in researching and writing about scientific topics. Students will be assessed on how well they research a variety of scientific topics, using sources such as in-person interviews, scientific literature, and online resources. Since JLS 340W meets the junior-level writing requirement, they will also be assessed on how effectively they are able to research, structure, and polish at least 20 pages of completed writing assignments. Improved writing skills will be a valuable asset to students graduating with this degree.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

JLS 340W, Science Writing, is a newly developed course that provides students with an overview of popular scientific writing formats and venues. It does not focus solely on the environmental sciences or on environmental issues, but it does give students a first-hand means of researching, structuring, and writing their own popular science articles. Students in the class practice writing a variety of articles that emphasize accuracy, clarity of expression, and readability, all of which are critical components of writings in the environmental communication field. JLS 340W is currently scheduled to be taught one semester each academic year.

The only related effect on the curriculum is the removal of three Journalism or Communication elective credits; students in this major emphasis area will still be able to take general electives either inside or outside the School of Communication.

Journalism faculty members have unanimously agreed that JLS 340W will be a tremendous addition to the required curriculum for the B.S. Journalism/Environmental Communication emphasis.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

n/a

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?

NO

14. Will present library holdings support this academic plan/subplan?

YES

Certifications

Mark [Signature] 11-5-07
 Department Chair/ Unit Head (if appropriate) Date

[Signature] 11-13-07
 Chair of college curriculum committee Date

[Signature] _____
 Dean of college Date

For committee use only

[Signature] _____
 For University Curriculum Committee Date

Action taken: _____ approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.

Bachelor of Science
JOURNALISM: ENVIRONMENTAL COMMUNICATION
 School of Communication
 2008-2009 Undergraduate Catalog

| Freshman Year | | | | | |
|----------------------|------------------------------------|---|----------------------|-----------------------------|---|
| 1 st term | | | 2 nd term | | |
| COM 101 | Communication Analysis | 3 | JLS 131 | Writing for Mass Media | 3 |
| JLS 130 | Writing for Communication Channels | 3 | COM 150 | Environmental Communication | 3 |
| ENG 105 | Critical Reading and Writing | 4 | COM 200 | Basic Communication Theory | 3 |
| LS | SCI:LAB | 4 | MAT xxx | Mathematics Requirement | 3 |
| FYE 101 | Freshman Year Experience | 1 | LS | Liberal Studies | 3 |
| Total units | | | Total units | | |
| 15 | | | 15 | | |

| Sophomore Year | | | | | |
|----------------------|--|---|----------------------|------------------------|---|
| 3 rd term | | | 4 th term | | |
| JLS 231 | Advanced Reporting | 3 | JLS 232 | Basic Editing | 3 |
| PHO 281 | Black and White Photography | 3 | <i>Minor Course</i> | See Catalog or Advisor | 3 |
| COM 250 | Environmental Perspectives on Communication Arts | 3 | LS | Liberal Studies | 3 |
| <i>Minor Course</i> | See Catalog or Advisor | 3 | LS | Liberal Studies | 3 |
| LS | SCI:SAS | 3 | GE | General Elective | 3 |
| Total units | | | Total units | | |
| 15 | | | 15 | | |

| Junior Year | | | | | |
|----------------------|------------------------|---|----------------------|--------------------------|---|
| 5 th term | | | 6 th term | | |
| <i>Minor Course</i> | See Catalog or Advisor | 3 | JLS 331W | Public Affairs Reporting | 3 |
| LS | Liberal Studies | 3 | <i>Minor Course</i> | See Catalog or Advisor | 3 |
| LS | Liberal Studies | 3 | JLS 340W | Science Writing | 3 |
| LS | Liberal Studies | 3 | GE | General Elective | 3 |
| LS | Liberal Studies | 3 | GE | General Elective | 3 |
| Total units | | | Total units | | |
| 15 | | | 15 | | |

| Senior Year | | | | | |
|----------------------|--|---|----------------------|--------------------------------------|---|
| 7 th term | | | 8 th term | | |
| COM 400 | Mass Communication Regulation & Responsibility | 3 | JLS 440C | Environmental Research and Reporting | 3 |
| <i>Minor Course</i> | See Catalog or Advisor | 3 | <i>Minor or GE</i> | See Catalog or Advisor | 3 |
| <i>Minor Course</i> | See Catalog or Advisor | 3 | <i>Minor or GE</i> | See Catalog or Advisor | 3 |
| GE | General Elective | 3 | GE | General Elective | 3 |
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| | | | | |
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- Math placement: <http://www.math.nau.edu/master.html?http://www.math.nau.edu/odin.html>

CONTACT INFORMATION

Academic Services and Advising Center
School of Communication Building #16, Room 370
PHONE: 928-523-8055
EMAIL: sbs.advisor@nau.edu