

UNIVERSITY CURRICULUM COMMITTEE

March 13, 2007

3:00 p.m. – University Union, Havasupai A/B

Agenda

OLD BUSINESS

I. MINUTES OF THE February 13, 2007 MEETING

NEW BUSINESS

I. CONSENT ITEMS

A. HONORS

1. FYE 101H – First Year Experience Honors      Course Deletion

B. CONSORTIUM OF PROFESSIONAL SCHOOLS

- |   |   |
|---|---|
| 1. DH 208 – Dental Anatomy, oral embryology and Histology         | Course Change - description                       |
| 2. DH 300 – Pharmacology  | Course Change – description, requisites           |
| 3. DH 319 – Clinical Dental Hygiene II                            | Course Change – description                       |
| 4. DH 320 – Clinical Dental Hygiene III                           | Course Change- description                        |
| 5. DH 326 – Oral Medicine   | Course Change – description                       |
| 6. DH 370 – Cyber Seminar II                                      | Course Change – title, grading basis, description |
| 7. DH 408 – Internship  | Course Change – description, repeat rules         |
| 8. DH 419 – Periodontics II                                       | Course Change – requisites                        |
| 9. DH 425 – Clinical Dental Hygiene IV                            | Course Change – description                       |
| 10. DH 426 – Clinical Dental Hygiene V                            | Course Change – description                       |
| 11. DH 460 – Educational Methodology for Dental Hygiene Educators | Course Change – course description                |
| 12. DH 470 – Cyber Seminar III                                    | Course Change – title, grading basis, description |

C. COLLEGE OF ENGINEERING AND NATURAL SCIENCES

- |   |                            |
|---|----------------------------|
| 1. ENV 101 – Intro to Environmental Science           | Course Change - requisites |
| 2. ENV 101H – Intro to Environmental Science – Honors | Course Change – requisites |
| 3. ENV 101L - Intro to Environmental Science Lab      | Course Change – requisites |

D. Diversity Approval      HIS 396- US Ethnic, Summer 2007

E. Liberal Studies      REL 300W, PSY 405C, PSY408C, PSY 486C, PSY 490C

II. ACTION ITEMS

A. HONORS

1. HON 100– Introduction to Honors      New Course

B. CONSORTIUM OF PROFESSIONAL SCHOOLS

1. DH 496 – Beyond Cultural Diversity      New Course – co-convened

### C. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

1. DIS 418 – Law of Disability Discrimination	New Course- co-convene DIS 518 (tabled 2/13/07)
2. PRM 221 – Intro to Orienteering	New Course (tabled 2/13/07)
3. PRM 222 – Search and Rescue Technician II & III	New Course (tabled 2/13/07)
4. PRM 223 – Intro to Technical Rescue	New Course (tabled 2/13/07)
5. PRM 224 – Intro to Tracking	New Course (tabled 2/13/07)
6. PRM 225 – Avalanche Safety Level I	New Course (tabled 2/13/07)
7. PSY 405 – Clinical Psychology	Course Change – capstone (tabled 2/13/07)
8. PSY 408 – Fieldwork Experience	Course Change – capstone (tabled 2/13/07)
9. PSY 486C – Senior Capstone: Advanced Research Experience	New Course (tabled 2/13/07)
10. PSY 490C – Senior Capstone	Course Change – units, title, grading, description, requisites (tabled 2/13/07)
11. BA Psychology	Plan Change (tabled 2/13/07)
12. BS Psychology	Plan Change (tabled 2/13/07)
13. BAILS Psychology	Plan Change (tabled 2/13/07)

### D. COLLEGE OF ARTS AND LETTERS

1. REL 300W – Method and Theory in the Study of Religion	New Course (tabled 2/13/07)
2. BA Religious Studies	Plan Change (tabled 2/13/07)
3. Asian Studies Minor	Plan Change (tabled 2/13/07)
4. ARB 201 – Second Year Arabic	New Course
5. ARB 202 – Second Year Arabic	New Course

### E. COLLEGE OF ENGINEERING AND NATURAL SCIENCES

1. GLG 306 – Marine Geology and the Evolution of Ocean Basins	New Course (tabled 2/13/07)
2. GLG 307 – Oceanography	Course Change – number to 107, requisites (tabled 2/13/07)
3. BSED Earth Science Education	Plan Change (tabled 2/13/07)
4. Minor in Chemistry	Plan Change (tabled 2/13/07)
5. BS Biology, Botany Emphasis	Plan Change
6. ENV 332 - Solid and Hazardous Waste Mgt.	New Course – cross-listing
7. CENE 332 – Solid and Hazardous Waste Mgt.	Course Change – cross-listing

### III. DISCUSSION

#### A. Curriculum Review of University Course Lines

UNIVERSITY CURRICULUM COMMITTEE

February 13, 2007

Minutes

OLD BUSINESS

I. MINUTES OF THE January 30, 2007 MEETING – approved as presented.

Members Present: J.Allen, M. Glass, J. Hagood, C. Hammersley, D. Hardy-Short, E. Hill , D. Koerner, K. Kozak, D. Li., C. Medina, P. Pollak, D. Raymond, L. Robyn, D. Ruwe , G. Tallman, B. Urdang , B. Willis

Members Absent: C. Lee, B. Maris, E. Norgard

NEW BUSINESS

I. CONSENT ITEMS – item C.5 pulled by department. All others items approved as presented.

A. COLLEGE OF ARTS AND LETTERS

1. ART 150 –Two-Dimensional Design Fundamentals	Course Change – requisite
2. ART 300 – Contemporary Art Trends	Course Change - description
3. ART 462C- Ceramics Exhibition	Course Change – repeat rules
4. FRE 430 – Language Teaching Methods	Course Deletion
5. SPA 430 – Language Teaching Methods	Course Deletion
6. GER 430 – Language Teaching Methods	Course Deletion
7. LAN 430 – Language Teaching Methods	Course Change – description, consent
8. BSED French Secondary Education	Plan Change
9. Minor French Secondary Education	Plan Change
10. BSED Spanish Secondary Education	Plan Change
11. BSED Spanish Secondary Ed. (Extended)	Plan Change
12. Minor Spanish Secondary Education	Plan Change
13. BSED German Secondary Education	Plan Change
14. Minor German Secondary Education	Plan Change
15. MUS 162 – Diction for Singers II	Course Change – description, requisites
16. PHI 110 – Global Philosophy: Origins	Course Change – number, title, description
17. TH 315 – Intro to Creative Dramatics	Course Change – title, description, requisites
18. TH 345 – Intro to Children’s Theatre	Course Change – title, repeat rules, consent, components
19. MUP 1/2/3/430 – Baritone Horn Private Lessons	Course Change – title, components
20. HIS 430 – Applied Teaching Methods for History and Social Science	Course Change – co-convene, title, description

B. COLLEGE OF BUSINESS ADMINISTRATION

1. CIS 220– Programming Principles	Course Change – requisites, components
2. CIS 310 – Database Analysis, Modeling, and Design	Course Change – requisites
3. CIS 320 – Hardware and Operating Systems	Course Change – requisites, components
4. CIS 370 – Networks and Telecommunications	Course Change – requisites, components
5. CIS 410 – Advanced Database Concepts	Course Change – title, description, requisites, components
6. CIS 440 – Web Technology and Development	Course Change – requisites, components
7. CIS 460 – Advanced Topics in Information Technology	Course Change – requisites, components
8. CIS 480 – Systems Analysis and Design	Course Change – requisites, components
9. CIS 490 – Development and Implementation	Course Change – title, description, component, requisites

### C. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

- |   |  |
|---|--|
| 1. ANT 390 – Cultural Simulation: The Mars Mission      | Course Change – title, descrip, units, repeat rules, component |
| 2. ANT 390H- Cultural Simulation: The Mars Mission      | Course Change – title, descrip, units, repeat rules, component |
| 3. ANT 390L - Cultural Simulation: The Mars Mission Lab | Course Deletion  |
| 4. PRM 498 – Senior Seminar                             | Course Deletion  |
| 5. PRM 498C – Senior Seminar                            | Course Deletion  |
| 6. PL 407 – Planning of Public Lands                    | Course Change – units, requisites                              |

### D. CONSORTIUM OF PROFESSIONAL SCHOOLS AND COLLEGES

- |  |                               |
|--|-------------------------------|
| 1. FOR 370 – Indigenous Knowledge: Ecological Implications | Course Change – requisites    |
| 2. FOR 382 – Ecological Restoration Applications           | Course Change – requisites    |
| 3. FOR 498 – Senior Seminar                                | Course Change – grading basis |

### E. COLLEGE OF ENGINEERING AND NATURAL SCIENCES

- |   |   |
|---|---|
| 1. CS 126 – Intro to Computer Science             | Course Change – requisites              |
| 2. CS 126R – Intro to Computer Science Recitation | Course Change – description             |
| 3. CENE 480 – Environmental Transport Processes   | Course Change – description, co-convene |

### F. COLLEGE OF BUSINESS ADMINISTRATION

- |  |               |
|--|---------------|
| 1. Certificate in Database Systems         | Plan Deletion |
| 2. Certificate in Web Development          | Plan Deletion |
| 3. Certificate in Business Systems Analyst | Plan Deletion |

## II. ACTION ITEMS

A. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES – item 2 was tabled for questions regarding the title, and duplication, items 3-7 were tabled requesting a clear evidence of hours for the course, items 9 and 10 were pulled by the department, items 11-17 were tabled due to no representation. Items 1, 8, and 18-21 were approved. Item 22 approved with 1 negative vote.

- |  |                                |
|--|--------------------------------|
| 1. JLS 340W –Science Writing                                 | New Course                     |
| 2. DIS 418 – Law of Disability Discrimination                | New Course- co-convene DIS 518 |
| 3. PRM 221 – Intro to Orienteering                           | New Course                     |
| 4. PRM 222 – Search and Rescue Technician II & III           | New Course                     |
| 5. PRM 223 – Intro to Technical Rescue                       | New Course                     |
| 6. PRM 224 – Intro to Tracking                               | New Course                     |
| 7. PRM 225 – Avalanche Safety Level I                        | New Course                     |
| 8. PRM 432 – Intro to Multi-Day River Expedition Leadership  | New Course                     |
| 9. PRM 450C – PRM Senior Seminar                             | New Course                     |
| 10. PRMBSX   | Plan Change                    |
| 11. PSY 405 – Clinical Psychology                            | Course Change – capstone       |
| 12. PSY 408 – Fieldwork Experience                           | Course Change – capstone       |
| 13. PSY 486C – Senior Capstone: Advanced Research Experience | New Course                     |

14. PSY 490C – Senior Capstone	Course Change – units, title, grading, description, requisites
15. BA Psychology	Plan Change
16. BS Psychology	Plan Change
17. BAILS Psychology	Plan Change
18. PAS 330 – Adjudication Administration and Management	New Course
19. PAS 360 – Police and Crisis Management	New Course
20. B.A.S. Public Agency Service	Plan Change, Subplan Change
21. Bachelor of Interdisciplinary Studies, Emphasis in Administration of Justice	Plan Change, Subplan Change
22. ANT 340 – Music In Culture	New Course

**B. COLLEGE OF ARTS AND LETTERS** - items 9-10 were pulled because Liberal Studies has not yet approved the W course, item 16 was tabled due to no representation. Items 1-7, 11-15, 17, 18 were approved as presented. Item 8 was approved with 1 abstention. Items

1. MUS 161 – Diction for Singers I	Course Change – description, requisites
2. ARH 300W – Writing About Art	New Course
3. BA Art History	Plan Change
4. ART 373 – Jewelry/Metalsmithing Art Topics	New Course
5. ART 472 and 472C – Jewelry and Metalsmithing Exhibition	Course Change – repeat rules
6. BA Sculpture	Plan Change
7. BFA Ceramics	Plan Change
8. Retroactive Credit	
9. REL 300W – Method and Theory in the Study of Religion	New Course
10. BA Religious	Plan Change
11. TH 308- Theatre Education Practicum	New Course
12. TH 325 – Script Reading for Educational Settings	New Course
13. TH 425	New Course
14. BS Theatre Education	Plan Change
15. Theatre Education Minor	Plan Change
16. Asian Studies Minor	Plan Change
17. BS Interior Design	Plan Change
18. BMUS Vocal Performance	Plan Change

**C. COLLEGE OF BUSINESS ADMINISTRATION** – all items approved as presented.

1. Certificate in Enterprise Systems	New Plan
2. Certificate in System and Administration and Security	New Plan
3. BSBA Computer Information Systems (Extended Major)	Plan Change
4. Minor in Economics	Plan Change
5. BAILS Enterprise and Society	Plan Change

**D. CONSORTIUM OF PROFESSIONAL SCHOOLS** – All items approved with the following changes- item 3 effective date will be fall 2007, items 8 and 9 passed with 1 abstention.

1. FOR 251 – Intro to Wildland Fire	New Course
2. FOR 351 – Fire Monitoring and Modeling	New Course
3. FOR 442 – Principles of Wood Science and Technology	New Course – co-convene FOR 540

4. FOR 443 – Ecology and Management of Introduced Species in Forests and Rangelands	New Course
5. FOR 451 – Fire Ecology and Management	New Course- co-convene FOR 551
6. BSF Forestry Extended Major	Subplan Change
7. BSF Forestry Extended Major	New Subplan
8. HA 494 – European Hospitality and Tourism	Course Change - requisites
9. HA 495 – European Food Service Mgt	Course Change – grading basis
10. BS HRM	Plan Change
11. BS International Hospitality Management	Plan Change

**E. COLLEGE OF ENGINEERING AND NATURAL SCIENCES** – items 1 – 16 approved with the following change: items 15 and 16 will co-convene with BIO 578, not 517. Items 17-20 tabled due to no representation.

1. EE 386 – Engineering Design: The Methods	Course Change- JLW, description, requisites
2. BSE Electrical Engineering	Plan Change
3. CM 302 – Professional Writing for Project Managers	Course Change – JLW
4. BS Construction Management	Plan Change
5. CENE 460 – Classical Open Channel Flow	New Course - co-convene CENE 560
6. CENE 462 – Water Quality Modeling	New Course – co-convene CENE 562
7. BSE Civil Engineering (Extended Major)	Plan Change
8. Minor in Civil Engineering	Plan Change
9. BSE Environmental Engineering Ext. Major	Plan Change
10. CS 345 – Principles of Database Systems	New Course
11. CS 413 – Virtual Worlds	New Course
12. CS 430 – Computer Graphics	New Course
13. CS 445 – Data Mining	New Course
14. BS Computer Science	Plan Change
15. BIO 471 – Microbial Ecology	Course Change- description
16. ENV 471 – Microbial Ecology	Course Change – description
17. GLG 306 – Marine Geology and the Evolution of Ocean Basins	New Course
18. GLG 307 – Oceanography	Course Change – number to 107, requisites
19. BSED Earth Science Education	Plan Change
20. Minor in Chemistry	Plan Change

**F. GATEWAY STUDENT SUCCESS CENTER** – item approved as presented, 1 abstention.

1. USC 108 – Intro to the Biomedical Professions	New Course
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**G. LIBERAL STUDIES PROGRAM** – items approved as presented. As specific syllabi are created, they will be brought through the UCC.

1. FS 111 – Science First Year Seminar	New Course
2. FS 121 - Aesthetic and Humanistic Inquiry First Year Seminar	New Course
3. FS 131 – Cultural Understanding First Year Seminar	New Course
4. FS 141 – Social and Political Worlds First Year Seminar	New Course

**H. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES** – approved with 1 no vote.

1. BIS Emphasis in Humanities and Emphasis in Public Agency Service	New Subplan
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**I. Liberal Studies Approvals – all items approved.**

**CM 302W, ARH 300W, JLS 340W, STA 473C,  
NUR 450C**

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**III. DISCUSSION**

**A. Curriculum Review of University Course  
Lines**

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# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE DELETION

1. Course deletion effective at the **END** of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule.

Fall 2007

2. College VPAA

3. Academic Unit HON

4. Current course subject and catalog number FYE 101H

5. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog.*)

**FYE 101H FIRST YEAR EXP-HONORS (1)**

### Prerequisite: Honors Student Group

6. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both

7. Is course currently cross-listed or co-convened? yes  no   
If yes, list course \_\_\_\_\_

8. Is course an elective?  or required for an academic plan/subplan?   
If required, for what academic plan/subplan? \_\_\_\_\_

**If required, also submit *Proposal for Plan Change*.**

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.)  
yes  no

If yes, explain in the justification and provide supporting documentation from the affected departments.

**FYE 101H will be replaced by HON 101. HON 101 will provide a course more directly tailored to the needs of Honors students**

10. 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

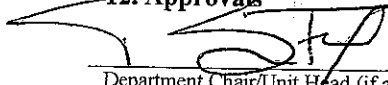
If this course is listed in the *Course Equivalency Guide*, should the listing be changed to departmental elective credit  **OR** changed to elective credit



11. Justification for course deletion.

Honors students form a particular population of students on campus. Although new first time, full time Honors students face many of the same transitional issues faced by all students, they have particular needs, address issues differently, and respond to different learning approaches differently than students do overall. Experience over the past 6-7 years of having honors sections of FYE 101 (FYE 101H) has convinced all of us—the leadership in FYE 101 and the Honors Program—that the differences in student populations necessitate different courses. With HON 101, we will be able to better focus on the needs of Honors students. This will allow sections of FYE 101 to better address the needs of non-Honors students. Given the approval of HON 101, the need for FYE 101H no longer exists.

12. Approvals

  
Department Chair/Unit Head (if appropriate) \_\_\_\_\_ Date 2/21/07

n/a  
Chair of college curriculum committee \_\_\_\_\_ Date \_\_\_\_\_

  
Dean of college \_\_\_\_\_ Date 2/21/07

**For Committee use only**  
  
For University Curriculum Committee \_\_\_\_\_ Date 3.13.07

Action taken:  approved as submitted  approved as modified

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

## AGENDA: VISUAL DISPLAY PREPARATION PRESENTATION

February 22, 2007

CHE 498C

Bruce Fox, Ph.D.

Director, Honors Program. Professor of Forest Management

Northern Arizona University

Adapted from earlier versions with Virginia Blankenship and C.J. Smith

Any and all errors attributable to B. Fox

- Introductions
  - Presenter
  - Students
  
- Level of Expertise Survey
  - Professional oral presentation?
  - Written journal article?
  - Professional poster presentation?
  
- Audience characteristics
  
- General characteristics of an effective visual display presentation
  
- Questions
  
- Examples

Table 1. Audience characteristics by professional presentation type

<b>Oral Presentation</b>	<b>Journal article</b>	<b>Visual Display</b>
Self-selected	Self-selected	"Browsers" (walkbys)
Some knowledge/interest	Generally high degree of knowledge about subject	May have little knowledge/interest in topic
"Captive" (+/-)	Easy "escape"	Hurried; many distractions
Focused	Focused with high motivation	Tired
Visual and aural keys present	Visual keys only	Visual keys only
Time limited	Flexible timing/pace	Time limited
Fit to speaker's pace/flow/organization	Can create own organization	Own pace/flow
Little/no chance for "rewinding"	"Rewind" capability	"Rewind" potential
Some opportunity for real interaction with author	No opportunity for real interaction with author	High opportunity for real interaction with author
Fairly low distractions	Opportunity for low distraction	High distraction potential

Table 2. Elements of a good professional presentation based on presentation format

<b>Oral Presentation</b>	<b>Journal article</b>	<b>Visual display</b>
Good path structure	Great detail possible	Visually appealing
Simple messages	Great complexity possible	Strong path structure
High visual and aural appeal	Can assume +/- specifically knowledgeable audience	Stand alone elements
Repetition of path		Widely appealing content
		Simple messages without great detail
		"Verticality"

# National Collegiate Honors Council 2006 Annual Conference Poster Guidelines

1. There is no limit on poster size, however you must bring adequate backing for the poster to rest well on an easel if necessary. Suggested size is approximately 30 x 40 inches
2. If you are traveling by plane, you may wish to produce the poster parts before you come and assemble the poster at the conference. Standard poster board, adhesives, and markers will be available
3. Tentative plans are that your poster will be on display for a 2-hour time period. You will need to have your poster set up before the start of the session. Allow yourself plenty of time for the setup so that you can relax and enjoy the presentation. Your poster should be constructed so that it presents the desired information in a self-explanatory manner. You are expected to be present at the end of the session to remove your poster.
4. Your poster represents you, your school, and the NCHC. Take great care to plan and organize it well. Make sure it communicates the intended information in an interesting, visual manner. Ask your honors director or research advisor to proof your work
5. Keep it simple and brief. A poster is not a place for you to tack up your entire paper for people to read. Instead, think of a poster as a series of highly efficient, organized "panels" upon which appear synopses of the relevant information you want to convey — just enough to get your point across
6. Organize your poster materials using headings, such as "Introduction," "The Research Question," "The Methodology," and "Findings." These headings will help establish a logical flow to your poster.
7. Use large enough fonts so people will not have to squint to read the material. For headings,

use at least a **48** point font. For text, use nothing less than **18**-point.

8. Make your poster visually appealing. Have fun. Be creative. Incorporate color. Use photographs, graphs, charts, maps, and the like. Simplify charts and figures to include only relevant information. Be attentive to the layout and placement of your materials
9. Place the title of your work in a prominent position on your poster. Include your name and your school. You may wish to attach a pad of paper to your poster for visitors who have questions or would like more information about your research.
10. Provide a concise handout that summarizes your work so that interested observers may have something to take away from the event.

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) *See effective dates schedule.* Fall 2007

3. College SHP/Consortium of Professional Schools 4. Academic Unit Dental Hygiene

5. Current course subject/catalog number DH-208

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).

DH 208 – DENTAL ANATOMY, ORAL EMBRYOLOGY, AND HISTOLOGY (3)

Development and structure of teeth and oral structures. 2 hrs. lecture, 3 hrs. lab. Letter grade only.

7. Is course currently cross-listed or co-convened? yes  no

If yes, list course \_\_\_\_\_

Will this continue? \_\_\_\_\_

8. Is course an elective?  or required for an academic plan/subplan?

If required, for what academic plan/subplan? \_\_\_\_\_

**If required, also submit *Proposal for New Plan or Plan Change*.**

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no

If yes, explain in the justification and provide supporting documentation from the affected departments.

10. 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? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_  
c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

Only fill in what is changing.

If information is remaining the same, leave the section blank.

d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title \_\_\_\_\_  
(max 100 characters including spaces)

g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

Development of teeth and oral structures including embryology and histology. 2 hrs. lecture, 3 hrs. lab. Letter grade only.

i. Proposed grading option: Letter grade  Pass/Fail  or Both   
(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes  no

j.1. If yes, maximum units allowed? \_\_\_\_\_

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)

yes  no

k. Please check **ONE** of the following that most appropriately describes the proposed course change(s):

Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research

Seminar  Field Studies  Independent Study  Activity  Supervision

l. Proposed prerequisites (must be completed before) \_\_\_\_\_

m. Proposed corequisites (must be completed with) \_\_\_\_\_

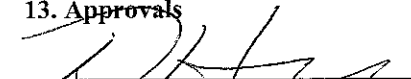
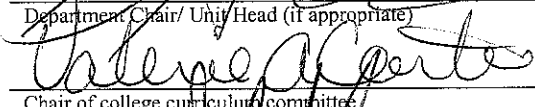
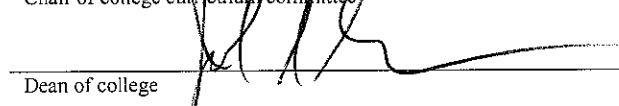

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)

Instructor consent  Department consent  No consent

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

The new description reflects the fact that embryology and histology of teeth oral structures are taught in this class.

**13. Approvals**

	11-16-06
Department Chair/ Unit Head (if appropriate)	Date
	2/08/07
Chair of college curriculum committee	Date
	2-8-07
Dean of college	Date
<b>For Committee use only</b>	
	3-13-07
For University Curriculum Committee	Date

Action taken:  approved as submitted  approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course?      Liberal Studies       Diversity       Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule.      Fall 2007
3. College SHP/Consortium of Professional Schools      4. Academic Unit Dental Hygiene
5. Current course subject/catalog number      DH-300
6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).
- DH 300 - PHARMACOLOGY (2)
- Theory and practice of pharmacology as it relates to the dental hygiene sciences. Letter grade only.
7. Is course currently cross-listed or co-convened?      yes       no  X  
If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_
8. Is course an elective?            or required for an academic plan/subplan?       X  
If required, for what academic plan/subplan? \_\_\_\_\_  
**If required, also submit *Proposal for New Plan or Plan Change*.**
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.)      yes       no  X  
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. Does this change affect community college articulation?      yes       no  X  
**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? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

If information is remaining the same, leave the section blank.



11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_
- c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
- d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
- e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
- f. Proposed long course title \_\_\_\_\_  
(max 100 characters including spaces)
- g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)
- h. Proposed catalog course description (max. 30 words, excluding requisites)

An overview of the theory of pharmacology with an emphasis on the application to dental hygiene care.  
Letter grade only. Prerequisite: Dental Hygiene Milestone

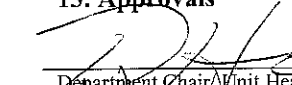
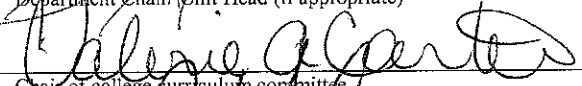
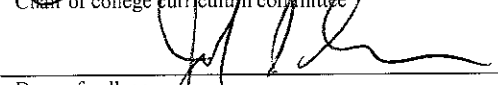

- i. Proposed grading option: Letter grade  Pass/Fail  or Both   
(If both, the course may only be offered one way for each respective section.)
- j. May course be repeated for additional units? yes  no   
j.1. If yes, maximum units allowed? \_\_\_\_\_  
j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
yes  no
- k. Please check ONE of the following that most appropriately describes the proposed course change(s):  
Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision
- l. Proposed prerequisites (must be completed before) \_\_\_\_\_
- m. Proposed corequisites (must be completed with) \_\_\_\_\_
- n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)  
Instructor consent  Department consent  No consent



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

The new course description properly describes this course as it is currently taught.

**13. Approvals**

	11-16-06
Department Chair/Unit Head (if appropriate)	Date
	2/08/07
Chair of college curriculum committee	Date
	2-8-07
Dean of college	Date
<b>For Committee use only</b>	
	3.13.07
For University Curriculum Committee	Date

Action taken:  approved as submitted  approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007

3. College SHP/Consortium of Professional Schools 4. Academic Unit Dental Hygiene

5. Current course subject/catalog number DH-319

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).

DH 319 - CLINICAL DENTAL HYGIENE II (2)

Integrates dental hygiene sciences with experiences in clinical procedure. 2 hrs. lecture, 9 hrs. clinic.

7. Is course currently cross-listed or co-convened? yes  no
- If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_

8. Is course an elective?  or required for an academic plan/subplan?
- If required, for what academic plan/subplan? \_\_\_\_\_  
**If required, also submit *Proposal for New Plan or Plan Change*.**

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no
- If yes, explain in the justification and provide supporting documentation from the affected departments.

10. 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? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_  
c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

Only fill in what is changing.  
  
If information is remaining the same, leave the section blank.

d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title \_\_\_\_\_  
(max 100 characters including spaces)

g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

Applies theory and techniques of oral hygiene therapy in a clinical environment. 2 hrs. lecture, 9 hrs. clinic.

i. Proposed grading option: Letter grade  Pass/Fail  or Both   
(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes  no

j.1. If yes, maximum units allowed? \_\_\_\_\_

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
yes  no

k. Please check **ONE** of the following that most appropriately describes the proposed course change(s):

Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision

l. Proposed prerequisites (must be completed before) \_\_\_\_\_

m. Proposed corequisites (must be completed with) \_\_\_\_\_

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)  
Instructor consent  Department consent  No consent

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

The new course description describes this course as it is currently taught.

**13. Approvals**

Department Chair/ Unit Head (if appropriate)

Date

11-16-06

Chair of college curriculum committee

Date

2/08/07

Dean of college

Date

2-08-07

**For Committee use only**

For University Curriculum Committee

Date

3.13.07

Action taken:  approved as submitted  approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007

3. College SHP/Consortium of Professional Schools 4. Academic Unit Dental Hygiene

5. Current course subject/catalog number DH-320

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).

DH 320 - CLINICAL DENTAL HYGIENE III (2)

Applies theory and techniques of oral hygiene therapy in a clinical environment. 2 hrs. lecture, 9 hrs. clinic.

7. Is course currently cross-listed or co-convened? yes  no
- If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_

8. Is course an elective?  or required for an academic plan/subplan?
- If required, for what academic plan/subplan? \_\_\_\_\_  
**If required, also submit *Proposal for New Plan or Plan Change*.**

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no
- If yes, explain in the justification and provide supporting documentation from the affected departments.

10. 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? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_  
c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

Only fill in what is changing.  
  
If information is remaining the same, leave the section blank.

d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title \_\_\_\_\_  
(max 100 characters including spaces)

g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

A continuation of DH-319. Applies theory and techniques of oral hygiene therapy in a clinical environment. 2 hrs. lecture, 9 hrs. clinic

i. Proposed grading option: Letter grade  Pass/Fail  or Both   
(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes  no

j.1. If yes, maximum units allowed? \_\_\_\_\_

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
yes  no

k. Please check ONE of the following that most appropriately describes the proposed course change(s):

Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision

l. Proposed prerequisites (must be completed before) \_\_\_\_\_

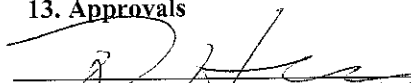


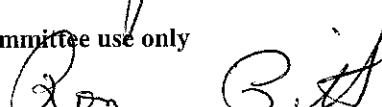
m. Proposed corequisites (must be completed with) \_\_\_\_\_

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)  
Instructor consent  Department consent  No consent

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

The new description reflects the fact that DH-320 is a continuation of DH-319.

**13. Approvals**

	11-16-06
Department Chair/ Unit Head (if appropriate)	Date
	02/08/07
Chair of college curriculum committee	Date
	2-08-07
Dean of college	Date
<b>For Committee use only</b>	
	3.13.07
For University Curriculum Committee	Date

Action taken:  approved as submitted  approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007

3. College SHP/Consortium of Professional Schools 4. Academic Unit Dental Hygiene

5. Current course subject/catalog number DH-326

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).

DH 326 - ORAL MEDICINE (2)

Surveys systemic disease states that may affect the treatment planning for a dental hygiene patient. Includes treatment of systemic emergencies in the dental office. Letter grade only.

7. Is course currently cross-listed or co-convened? yes  no

If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_

8. Is course an elective?  or required for an academic plan/subplan?

If required, for what academic plan/subplan? \_\_\_\_\_  
**If required, also submit *Proposal for New Plan or Plan Change*.**

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no

If yes, explain in the justification and provide supporting documentation from the affected departments.

10. 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? \_\_\_\_\_



**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_  
c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

If information is remaining the same, leave the section blank.

d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title \_\_\_\_\_  
(max 100 characters including spaces)

g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

Surveys systemic disease states with application of pharmacological agents that may affect the treatment planning for a dental hygiene patient. Letter grade only. Prerequisite: Dental Hygiene Milestone

i. Proposed grading option: Letter grade  Pass/Fail  or Both   
(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes  no

j.1. If yes, maximum units allowed? \_\_\_\_\_

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
yes  no

k. Please check **ONE** of the following that most appropriately describes the proposed course change(s):

Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision

l. Proposed prerequisites (must be completed before) \_\_\_\_\_

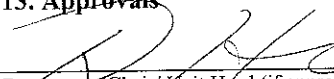
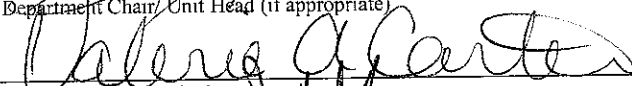
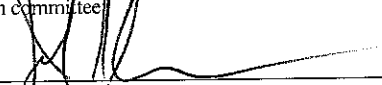
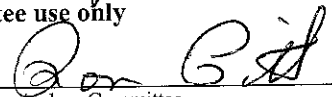
m. Proposed corequisites (must be completed with) \_\_\_\_\_

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)  
Instructor consent  Department consent  No consent

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

The new course description properly describes this course as it is currently taught.

**13. Approvals**

	_____	11-16-06
Department Chair/ Unit Head (if appropriate)		Date
	_____	2/08/07
Chair of college curriculum committee		Date
	_____	2-8-07
Dean of college		Date
<b>For Committee use only</b>		
	_____	3-13-07
For University Curriculum Committee		Date

Action taken:  approved as submitted  approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

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

2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007

3. College SHP/Consortium of Professional Schools 4. Academic Unit Dental Hygiene

5. Current course subject/catalog number DH-370

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).

DH 370 - CYBER SEMINAR II (1)

Develops skills in communication, leadership, and team building. Emphasizes community service project development and implementation. Pass-fail only.

7. Is course currently cross-listed or co-convened? yes  no

If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_

8. Is course an elective?  or required for an academic plan/subplan?

If required, for what academic plan/subplan? \_\_\_\_\_  
**If required, also submit *Proposal for New Plan or Plan Change*.**

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no

If yes, explain in the justification and provide supporting documentation from the affected departments.

10. 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? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_  
c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

Only fill in what is changing.  
  
If information is remaining the same, leave the section blank.

d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title DH-370 Professional Seminar II  
(max 100 characters including spaces)

g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

Development of skills in communication, leadership, and team building.

i. Proposed grading option: Letter grade  Pass/Fail  or Both   
(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes  no

j.1. If yes, maximum units allowed? \_\_\_\_\_

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
yes  no

k. Please check ONE of the following that most appropriately describes the proposed course change(s):

Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision

l. Proposed prerequisites (must be completed before) \_\_\_\_\_


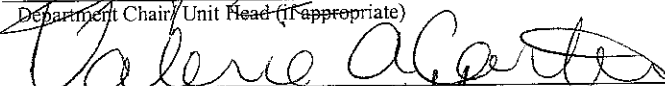

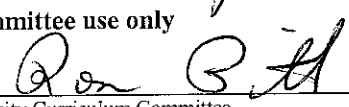
m. Proposed corequisites (must be completed with) \_\_\_\_\_

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)  
Instructor consent  Department consent  No consent

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

The grading method has been changed to a letter grade. The new long course title and the new course description properly describe this course as it is now taught.

**13. Approvals**

	11-16-06
Department Chair/Unit Head (if appropriate)	Date
	02/08/07
Chair of college curriculum committee	Date
	2-08-07
Dean of college	Date
<b>For Committee use only</b>	
	3.13.07
For University Curriculum Committee	Date

Action taken:  approved as submitted  approved as modified

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

# TENTATIVE SYLLABUS FOR DH 370

Northern Arizona University  
Department of Dental Hygiene  
DH 370 Fall 2006  
Instructor: Tricia Moore  
Tutors: Tricia Moore, Diana Wilkinson, Ryan Wilson, Priscilla Rost  
(928) 523-4012 (Tricia)

Rooms: 370 meets from 1:00-3:00pm on Wednesday in room 318\* (rm 119, 319, 321 for breakout)

## COURSE DESCRIPTION

Encourages development of skills in communication, leadership, self-directed learning and team building through problem based learning involving health, legal and ethical problems. Pass-fail.

## OBJECTIVES

1. The student will apply self-directed learning skills.

- Assume responsibility for what he/she needs to know
- Create learning goals
- Identify and locate good resources for information.
- Ask questions to solicit information from others so that you learn important information effectively, efficiently and accurately.
- Critically evaluate and interpret the information you find.
- Learn the knowledge, including the difficult parts
- Integrate new knowledge with past knowledge and experience
- Use knowledge to solve a problem or address a need

2. The student will solve problems using the INFORMED process. When given a problem, the student will:

- Apply the INFORMED steps when solving problems.
- Ask questions and explore issues successfully.
- Identify knowledge needed to solve the problem request. (agreement of facilitator)
- Set explicit learning objectives. (acceptable to the facilitator)
- Identify, locate and utilize reasonable sources of information.
- Make connections between findings and hypotheses. (how does the data relate to the problem / strengthen or weaken the hypotheses under consideration?)
- Express your knowledge in a way that others learn the important information effectively, efficiently and accurately.
- Create examination questions or other outcome measures consistent with the objectives. (acceptable by peers and facilitator)
- Demonstrate the ability to support statements with specific examples and evidence.
- Demonstrate creativity through brainstorming ideas and issues.
- Generate possible solutions/hypotheses that best solve/explain the problem and are stated in terms of altered underlying issues/mechanisms.
- Analyze alternative solutions/ arguments.

- Select solution/hypothesis most likely to solve/explain the problem.
- Present a valid conclusion, decision or management plan based on evidence and/or justification.
- Produce a professional presentation of well supported solutions to problems that demonstrate understanding and critical reflection, that are supported by research and that address the how's and whys in addition to the what's
- Critically reflect on their learning and debrief with a facilitator.

### 3. The student will demonstrate interpersonal and team skills.

- Share information about yourself with your group.
- Learn about values, styles and preferences of others in your group.
- Respect group members and guidelines for group process.
- Practice effective group decision making (consensus).
- Accept and successfully perform various group roles, including chairperson.
- List different types of causes of conflict, implications and effective strategies for managing conflict.
- Practice effective conflict management.
- Provide appropriate feedback including feedback to your peers about their "teaching".
- Assess the performance of your group and group members (so that your assessment agrees with an outside evaluator) and provide appropriate feedback to others.

### 4. The student will demonstrate self awareness and improvement throughout the PBL process.

- Learn about yourself, including your values, styles and preferences.
- Identify personal goals for self-improvement and growth, observable objectives with measurable criteria.
- Track your progress at meeting your goals.
- Keep a reflective journal.
- Assess personal contribution to the task and process components of the group.
- Provide suggestions on how a group can improve its task and process components.
- Respond appropriately to feedback from others.
- Make consistent, objective, valid self assessment based on evidence, criteria, objectives & goals
- Present forms of evidence to show accomplishment of objectives and goals.

## EVALUATION METHODS/ GRADING

The course is graded according to the following scale.

93-100%	A
85-92%	B
77-84%	C
72-76	D
<72	Fail

It is the student's responsibility to provide evidence for meeting personal goals and to demonstrate completion of course objectives.

Evaluation will be based on:

<p><b>REFLECTIVE JOURNAL &amp; SELF-ASSESSMENT</b></p> <p>to be submitted weekly, by the day before the next class meeting, to the instructor as an email attachment.</p> <p>100 pts</p>	<p>Students are expected to keep a reflective journal and learning log that includes weekly entries addressing learning that has occurred during the week including:</p> <ul style="list-style-type: none"> <li>• Process (e.g., PBL, working in groups, INFORMED process, worksheets, learning issues, teaching notes, test questions)</li> <li>• General ongoing learning that occurs throughout the course including content</li> <li>• How you are doing in your group roles.</li> <li>• Making connections to other classes or to everyday experiences</li> <li>• Identify your strengths and weaknesses as well as your teams, determine what needs to be improved, set goals, develop an improvement plan, implement it and assess its effectiveness. (e.g. provide evidence to support your claim of meeting the goals).</li> <li>• Compare your self-assessment with that of your peers and faculty to see how congruent your assessment is with others.</li> </ul>
<p><b>LEARNING LOG</b></p> <p>to be submitted periodically, a week after the conclusion of each problem or when requested</p> <p>100 pts</p>	<ul style="list-style-type: none"> <li>• The journal will be graded on the regularity and seriousness of entries. This means the work should show that you have put forth effort. The journal is not a "diary" and is not a place to complain with statements such as "I don't understand" without first demonstrating how you have attempted to learn.</li> <li>• It should serve as documentation of participation and contribution to the team and evidence of meeting course objectives.</li> <li>• Include copies of work, discussion postings, presentations etc.</li> <li>• The focus of the journal is on learning.</li> </ul>
<p><b>PEER EVALUATION</b></p> <p>50 pts</p>	<ul style="list-style-type: none"> <li>• Assess others in your group and/or in other groups.</li> <li>• Provide helpful feedback regarding others strengths and areas to work on.</li> <li>• Compare your assessment to that of others.</li> <li>• Points will be based on the quality of your assessment of others as well as their assessment of you.</li> </ul>
<p><b>TUTOR EVALUATION</b></p> <p>50 pts</p>	<ul style="list-style-type: none"> <li>• Use self evaluation and peer and tutor feedback to evaluate their progress toward goals. The student's self and peer evaluations will be compared to that of the tutor/faculty. Differences in assessment will be discussed as needed.</li> <li>• Tutor will observe the interaction in your groups</li> </ul>



	and evaluate your participation including effort, roles, progress over time etc.
<b>GROUP WORK PRESENTATIONS</b> 50 pts	<ul style="list-style-type: none"> <li>• Group postings and online work area</li> <li>• Group projects/presentations may be graded by other groups and by the tutor/faculty.</li> </ul>
<b>TESTS</b> 100 pts	<ul style="list-style-type: none"> <li>• Periodically tests over specific intended content and the PBL process will be required.</li> <li>• Miscellaneous quizzes and/or assignments may be offered at the discretion of the instructor.</li> <li>• The final exam will be a PBL problem where the student is asked to complete the INFOMRED steps independently.</li> </ul>
<b>PARTICIPATION/ ATTENDANCE/</b> 50 pts	<ul style="list-style-type: none"> <li>• Points will be deducted for each absence.</li> </ul>

### COMPETENCIES

This course is designed to determine if students are ready to graduate as competent oral health care providers. Students should demonstrate competency in the following:

#### Core Competencies (C)

- Demonstrate professional, ethical and legal behavior.
- Use critical thinking and problem solving in the provision of evidenced-based practice.
- Provide dental hygiene care based on accepted scientific theories, research and the current standard of care that is humane, empathetic, and caring.
- Perform self-assessment for life-long learning and professional growth.
- Act as a change agent to improve the oral health and/or advance the profession.
- Communicate effectively with individuals and groups from diverse populations.

For course policies see the following link.  
[NORTHERN ARIZONA UNIVERSITY POLICY STATEMENTS](#)

11/08/06 tsm

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007

3. College SHP/Consortium of Professional Schools 4. Academic Unit Dental Hygiene

5. Current course subject/catalog number DH-408

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).

DH 408 - INTERNSHIP (3)

Clinical fieldwork experience (3 weeks, 40 hours per week). Pass-fail only. May be repeated for a maximum of 12 units.

7. Is course currently cross-listed or co-convened? yes  no
- If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_

8. Is course an elective?  or required for an academic plan/subplan?
- If required, for what academic plan/subplan? \_\_\_\_\_  
**If required, also submit *Proposal for New Plan or Plan Change*.**

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no
- If yes, explain in the justification and provide supporting documentation from the affected departments.

10. 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? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_  
c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

Only fill in what is changing.  
  
If information is remaining the same, leave the section blank.

d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title \_\_\_\_\_  
(max 100 characters including spaces)

g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

Clinical fieldwork experience and implementation and evaluation of public health projects (3 weeks, 40 hours per week). Pass-fail only. May be repeated for a maximum of 12 units. Prerequisite: DH 320 and DH 320L with grades greater than or equal to C

i. Proposed grading option: Letter grade  Pass/Fail  or Both   
(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes  no

j.1. If yes, maximum units allowed? \_\_\_\_\_

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)

yes  no

k. Please check **ONE** of the following that most appropriately describes the proposed course change(s):

Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision

l. Proposed prerequisites (must be completed before) \_\_\_\_\_

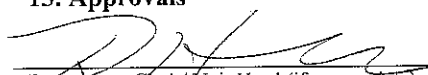
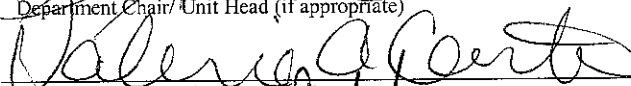


m. Proposed corequisites (must be completed with) \_\_\_\_\_

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)  
Instructor consent  Department consent  No consent

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

The new course description properly describes this course as it is currently taught.

**13. Approvals**

	11-16-06
Department Chair/ Unit Head (if appropriate)	Date
	2/08/07
Chair of college curriculum committee	Date
	2-8-07
Dean of college	Date
<b>For Committee use only</b>	
	3-13-07
For University Curriculum Committee	Date

Action taken:  approved as submitted  approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

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

2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007

3. College SHP/Consortium of Professional Schools 4. Academic Unit Dental Hygiene

5. Current course subject/catalog number DH-419

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).

DH 419 - PERIODONTICS II (3)

Periodontal treatment and outcomes. Letter grade only.

7. Is course currently cross-listed or co-convened? yes  no

If yes, list course \_\_\_\_\_

Will this continue? \_\_\_\_\_

8. Is course an elective?  or required for an academic plan/subplan?

If required, for what academic plan/subplan? \_\_\_\_\_

**If required, also submit *Proposal for New Plan or Plan Change*.**

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no

If yes, explain in the justification and provide supporting documentation from the affected departments.

10. 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? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

If information is remaining the same, leave the section blank.

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_

c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No

If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title \_\_\_\_\_  
(max 100 characters including spaces)

g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

i. Proposed grading option: Letter grade  Pass/Fail  or Both

(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes  no

j.1. If yes, maximum units allowed? \_\_\_\_\_

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)

yes  no

k. Please check ONE of the following that most appropriately describes the proposed course change(s):

Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research

Seminar  Field Studies  Independent Study  Activity  Supervision

l. Proposed prerequisites (must be completed before) \_\_\_\_\_  
Dental Hygiene Milestone and DH-418 or Admission to  
Dental Hygiene Degree Completion Program

m. Proposed corequisites (must be completed with) \_\_\_\_\_

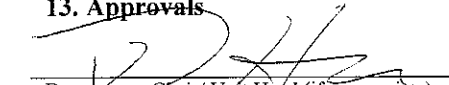
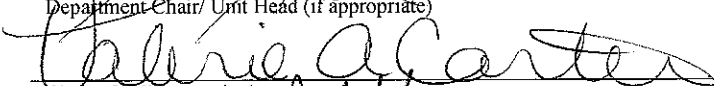
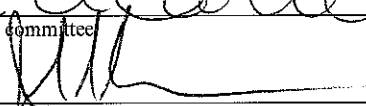

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)

Instructor consent  Department consent  No consent

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

The new prerequisite addresses the needs for both the on-campus program and the degree completion program.

**13. Approvals**

	11-27-06
Department Chair/ Unit Head (if appropriate)	Date
	02/08/07
Chair of college curriculum committee	Date
	2-8-07
Dean of college	Date
<b>For Committee use only</b>	
	3.13.07
For University Curriculum Committee	Date

Action taken:  approved as submitted  approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007

3. College SHP/Consortium of Professional Schools 4. Academic Unit Dental Hygiene

5. Current course subject/catalog number DH-425

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).

DH 425 CLINICAL DENTAL HYGIENE IV (2)

Integrates dental hygiene sciences, dental materials, and advanced clinical procedures. 2 hrs. lecture, 2 hrs. lab, 12 hrs. clinic. Prerequisite: DH 320 and DH 320L grade greater than or equal to C and Corequisite: DH 425L

7. Is course currently cross-listed or co-convened? yes  no

If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_

8. Is course an elective?  or required for an academic plan/subplan?

If required, for what academic plan/subplan? \_\_\_\_\_  
**If required, also submit *Proposal for New Plan or Plan Change*.**

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no

If yes, explain in the justification and provide supporting documentation from the affected departments.

10. 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? \_\_\_\_\_



**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_  
c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

Only fill in what is changing.  
  
If information is remaining the same, leave the section blank.

d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title \_\_\_\_\_  
(max 100 characters including spaces)

g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

Integrates dental hygiene sciences and advanced clinical procedures. 2 hrs. lecture, 2 hrs. lab, 12 hrs. clinic. Prerequisite: DH 320 and DH 320L grade greater than or equal to C and Corequisite: DH 425L

i. Proposed grading option: Letter grade  Pass/Fail  or Both   
(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes  no

j.1. If yes, maximum units allowed? \_\_\_\_\_

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
yes  no

k. Please check ONE of the following that most appropriately describes the proposed course change(s):

Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision

l. Proposed prerequisites (must be completed before) \_\_\_\_\_

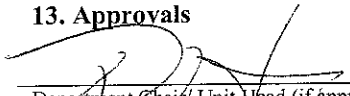
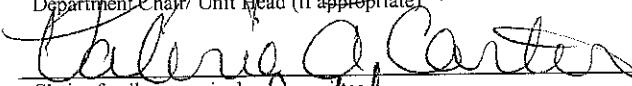
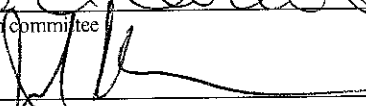

m. Proposed corequisites (must be completed with) \_\_\_\_\_

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)  
Instructor consent  Department consent  No consent

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

The new description reflects the fact that dental materials are no longer taught in this course.

**13. Approvals**

	11-16-06
Department Chair/ Unit Head (if appropriate)	Date
	02/08/07
Chair of college curriculum committee	Date
	2-8-07
Dean of college	Date
<b>For Committee use only</b>	
	3-13-07
For University Curriculum Committee	Date

Action taken:  approved as submitted  approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course?      Liberal Studies       Diversity       Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) *See effective dates schedule.*      Fall 2007

3. College SHP/Consortium of Professional Schools      4. Academic Unit Dental Hygiene

5. Current course subject/catalog number DH-426

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).

DH 426 - CLINICAL DENTAL HYGIENE V      (1)

Continuation of DH 425. Integrates dental hygiene sciences, dental materials, and advanced clinical procedures. 2 hr. lecture, 12 hrs. clinic.

7. Is course currently cross-listed or co-convened?      yes       no

If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_

8. Is course an elective?  or required for an academic plan/subplan?

If required, for what academic plan/subplan? \_\_\_\_\_  
**If required, also submit *Proposal for New Plan or Plan Change*.**

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.)      yes       no

If yes, explain in the justification and provide supporting documentation from the affected departments.

10. 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? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_  
c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

Only fill in what is changing.

If information is remaining the same, leave the section blank.

d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title \_\_\_\_\_  
(max 100 characters including spaces)

g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

Continuation of DH 425. Integrates dental hygiene sciences and advanced clinical procedures. 2 hr. lecture, 12 hrs. clinic.

i. Proposed grading option: Letter grade  Pass/Fail  or Both   
(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes  no

j.1. If yes, maximum units allowed? \_\_\_\_\_

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
yes  no

k. Please check ONE of the following that most appropriately describes the proposed course change(s):

Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision

l. Proposed prerequisites (must be completed before) \_\_\_\_\_

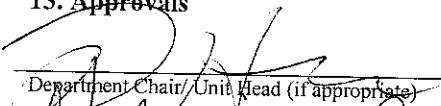
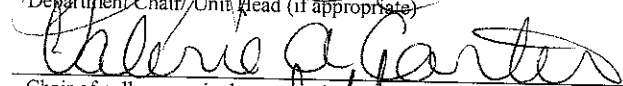
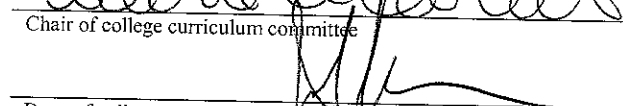

m. Proposed corequisites (must be completed with) \_\_\_\_\_

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)  
Instructor consent  Department consent  No consent

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

The new description reflects the fact that dental materials are no longer taught in this course.

**13. Approvals**

	Date
Department Chair/Unit Head (if appropriate)	11-16-06
	Date
Chair of college curriculum committee	02/08/07
	Date
Dean of college	2-8-07
<b>For Committee use only</b>	
	Date
For University Curriculum Committee	3-13-07

Action taken:  approved as submitted  approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course?      Liberal Studies       Diversity       Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule.      Fall 2007

3. College SHP/Consortium of Professional Schools      4. Academic Unit Dental Hygiene

5. Current course subject/catalog number      DH-460

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).

DH 460 - EDUCATIONAL METHODOLOGY FOR DENTAL HYGIENE EDUCATORS (3)

Provides a background in educational methodology for the dental hygiene educator. The concepts presented will be targeted and adapted specifically to dental hygiene education.

7. Is course currently cross-listed or co-convened?      yes       no   
If yes, list course      DH-560  
Will this continue?      \_\_\_\_\_

8. Is course an elective?            or required for an academic plan/subplan?        
If required, for what academic plan/subplan?      \_\_\_\_\_  
**If required, also submit *Proposal for New Plan or Plan Change*.**

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.)      yes       no   
If yes, explain in the justification and provide supporting documentation from the affected departments.

10. 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?      \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

If information is remaining the same, leave the section blank.

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_

c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No

If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title \_\_\_\_\_  
(max 100 characters including spaces)

g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

Provides a background in multicontextuality and best practices for teaching all students. The concepts presented are targeted toward and specifically adapted to Allied Health and Nursing education.

i. Proposed grading option: Letter grade  Pass/Fail  or Both

(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes  no

j.1. If yes, maximum units allowed? \_\_\_\_\_

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)

yes  no

k. Please check ONE of the following that most appropriately describes the proposed course change(s):

Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research

Seminar  Field Studies  Independent Study  Activity  Supervision

l. Proposed prerequisites (must be completed before) \_\_\_\_\_

m. Proposed corequisites (must be completed with) \_\_\_\_\_

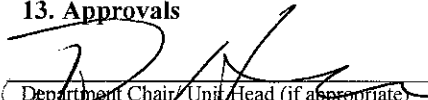
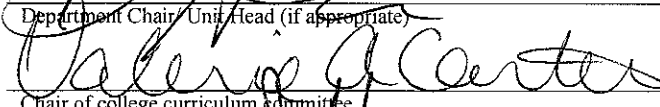
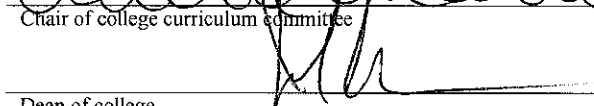

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)

Instructor consent  Department consent  No consent

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

Expanded to include Nursing and Allied Health educators.

**13. Approvals**

 Department Chair/Unit Head (if appropriate)	11-16-06 Date
 Chair of college curriculum committee	02/08/07 Date
 Dean of college	2-8-07 Date
<b>For Committee use only</b>	
 For University Curriculum Committee	3.13.07 Date

Action taken:  approved as submitted       approved as modified

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



# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

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

2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007

3. College SHP/Consortium of Professional Schools 4. Academic Unit Dental Hygiene

5. Current course subject/catalog number DH-470

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).

DH 470 - CYBER SEMINAR III (1)

Dental specialties; legal and ethical issues in dentistry. Evaluation and dissemination of community health projects. Pass-fail only.

7. Is course currently cross-listed or co-convened? yes  no

If yes, list course

Will this continue? \_\_\_\_\_

8. Is course an elective?  or required for an academic plan/subplan?

If required, for what academic plan/subplan? \_\_\_\_\_

**If required, also submit *Proposal for New Plan or Plan Change*.**

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no

If yes, explain in the justification and provide supporting documentation from the affected departments.

10. 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? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

If information is remaining the same, leave the section blank.

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_
- c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
- d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
- e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
- f. Proposed long course title DH-470 Professional Seminar III  
(max 100 characters including spaces)
- g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)
- h. Proposed catalog course description (max. 30 words, excluding requisites)

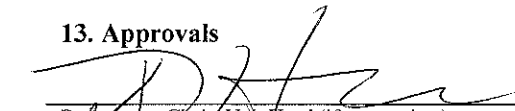
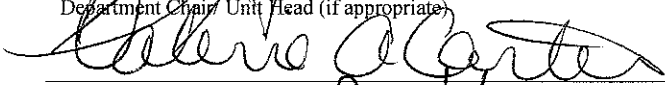

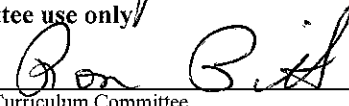
Continuation of DH-370. Development of skills in communication, leadership, and team building.

- i. Proposed grading option: Letter grade X Pass/Fail  or Both   
(If both, the course may only be offered one way for each respective section.)
- j. May course be repeated for additional units? yes  no   
j.1. If yes, maximum units allowed? \_\_\_\_\_  
j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
yes  no
- k. Please check **ONE** of the following that most appropriately describes the proposed course change(s):  
Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision
- l. Proposed prerequisites (must be completed before) \_\_\_\_\_
- m. Proposed corequisites (must be completed with) \_\_\_\_\_
- n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)  
Instructor consent  Department consent  No consent

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

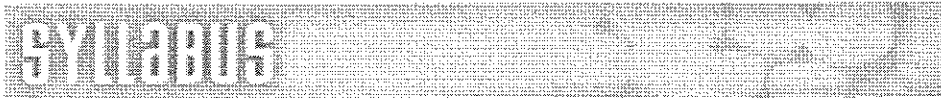
The grading method has been changed to a letter grade. The new long course title and the new course description properly describe this course as it is now taught.

**13. Approvals**

	_____	11-16-06
Department Chair/Unit Head (if appropriate)		Date
	_____	02/08/07
Chair of college curriculum committee		Date
	_____	2-8-07
Dean of college		Date
<b>For Committee use only</b>		
	_____	3-13-07
For University Curriculum Committee		Date

Action taken:  approved as submitted  approved as modified

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



## SYLLABUS FOR DH 470

Northern Arizona University  
Department of Dental Hygiene  
DH 470  
Instructor: Tricia Moore  
(928) 523-4012

### COURSE DESCRIPTION

Develops skills in communication, leadership, self-directed learning and team building through problem based learning involving health, legal and ethical problems.

### OBJECTIVES

1. The student will apply self-directed learning skills.
  - Assume responsibility for what he/she needs to know
  - Create learning goals and criteria
  - Identify pertinent and accessible resources
  - Critique and interpret as well as cite literature
  - Learn the knowledge, especially the difficult parts
  - Integrate new knowledge with past knowledge and experience
  - Use knowledge to solve a problem or address a need and assess the degree of comprehension
2. The student will solve problems using the INFORMED process. When given a problem, the student will:
  - Ask questions and explore issues successfully. (identify major learning objectives identified by the facilitator)
  - Identify knowledge needed to solve the problem request. (agreement of facilitator)
  - Set explicit learning objectives with measurable criteria. (acceptable to the facilitator)

- Identify and utilize reasonable sources of information.
- Make connections between findings and hypotheses. (how does the data strengthen or weaken the hypotheses under consideration?)
- Demonstrate effective teaching skills (as judged by their peers and the facilitator), taking into consideration the learning styles of their peers.
- Create examination questions or other outcome measures consistent with the objectives. (acceptable by peers and facilitator)
- Demonstrate the ability to support statements with specific examples and evidence.
- Generate possible solutions/hypotheses that best solve/explain the problem and are stated in terms of altered underlying issues/mechanisms.
- Analyze alternative solutions/ arguments.
- Select hypothesis most likely to explain the problem.
- Present a valid conclusion, decision or management plan based on evidence and/or justification.
- Critically reflect on their learning and debrief with a facilitator.

3. The student will demonstrate interpersonal and team skills necessary for completing the PBL process.

- Respect fundamental rights of group members and guidelines for group process.
- Accept and successfully perform various group roles, including chairperson.
- Make decisions by consensus.
- List different types of causes of conflict, implications and effective strategies for managing conflict.
- Assess the performance of your team (so that your assessment agrees with an outside evaluator) and provide appropriate feedback to others.

4. The student will demonstrate self improvement throughout the PBL process.

- Identify personal goals for growth, observable objectives with measurable criteria.
- Present forms of evidence to show accomplishment of objectives and goals.
- Respond appropriately to feedback from others.
- Make consistent, objective, valid self assessment based on evidence, criteria, objectives& goals (that would agree with judgment made by an outside evaluator)

## LEARNING ACTIVITIES

Select from the following activities:

- Co-facilitate a PBL sophomore PBL group
- Indirectly guide student learning by encouraging the INFORMED process

<b>BE A PEER TUTOR</b>	<ul style="list-style-type: none"> <li>• Provide feedback to students and to your co-facilitator</li> <li>• Facilitate effective group decision making.</li> <li>• Facilitate effective conflict management.</li> <li>• Use questioning strategies to explore issues, and to encourage learning the PBL process (and content) effectively, efficiently and accurately.</li> </ul>
<b>WRITE A PBL PROBLEM</b>	<ul style="list-style-type: none"> <li>• Determine important learning issues</li> <li>• Design a problem, including photos, and supporting documentation</li> <li>• Try the problem on a group of peers, ask for specific feedback to help you improve the problem</li> <li>• Modify the problem</li> </ul>
<b>ANALYZE TAPES OF PBL GROUPS or OBSERVE ACTUAL PBL GROUPS</b>	<ul style="list-style-type: none"> <li>• Listen to or watch actual PBL groups or tapes from PBL groups.</li> <li>• Complete evaluation form or critique the process in another acceptable way (consult the teacher)</li> <li>• Pay attention to the INFORMED process, the roles, the quality of the learning/teaching</li> <li>• Provide feedback specific to the participants</li> </ul>
<b>SOLVE PROBLEMS IN A TUTORED OR TUTORLESS GROUP</b>	<ul style="list-style-type: none"> <li>• Work in groups either with or without a tutor</li> <li>• Demonstrate the ability to apply the INFORMED process</li> <li>• Create learning goals and criteria</li> <li>• Identify pertinent and accessible resources</li> <li>• Critique and interpret as well as cite literature</li> <li>• Learn the knowledge, especially the difficult parts</li> <li>• Integrate new knowledge with past knowledge and experience</li> <li>• Use knowledge to solve a problem or address a need and assess the degree of comprehension</li> <li>• Ask questions and explore issues successfully.</li> <li>• Demonstrate effective teaching skills (as judged by their peers and the facilitator), taking into consideration the learning styles of peers.</li> <li>• Create examination questions or other outcome measures consistent with the objectives.</li> <li>• Demonstrate the ability to support statements</li> </ul>

	<p>with specific examples and evidence.</p> <ul style="list-style-type: none"> <li>• Generate possible solutions/hypotheses that best solve/explain the problem and are stated in terms of altered underlying issues/mechanisms.</li> <li>• Analyze alternative solutions/ arguments.</li> <li>• Select hypothesis most likely to explain the problem.</li> <li>• Present a valid conclusion, decision or management plan based on evidence and/or justification.</li> <li>• Critically reflect on your learning through reflective journal writing.</li> </ul>
<b>SELF-DIRECTED LEARNING</b>	<ul style="list-style-type: none"> <li>• Assume responsibility for what you need to know related to mentoring, communication, leadership, self-directed learning or team building.</li> <li>• Create observable learning objectives / goals with measurable criteria that explain the degree to which the goals have been achieved. Have them approved by the instructor by the 3rd week of class.</li> <li>• Identify and locate good resources for information.</li> <li>• Critically evaluate the information you find.</li> <li>• Express your knowledge in a way that demonstrates your achievement and is helpful to others.</li> </ul>

## EVALUATION METHODS/ GRADING

Evaluation for this course will include your self-evaluation, the feedback and perspective of your faculty and peers and on the quality of the evidence you provide. It is your responsibility to provide evidence for meeting your goals and to demonstrate that you have met the course objectives. The following points will be considered.

93-100%	A
85-92%	B
77-84%	C
72-76%	D
<72%	Fail

Students are expected to keep a reflective journal and learning log that includes weekly entries addressing learning that has occurred during the week including:

### REFLECTIVE JOURNAL/ LEARNING LOG / SELF-ASSESSMENT

- 200 pts
- points will be deducted for nonparticipation
- journal - reflection of the days activities is to be submitted weekly, by Thursday
- learning log to be submitted periodically, when requested or a week after the conclusion of each problem

- Process (e.g., PBL, working in groups, INFORMED process)
- General ongoing learning that occurs throughout the course including content
- Making connections to other classes or to everyday experiences
- Identify your strengths and weaknesses as well as your teams, determine what needs to be improved, set goals, develop an improvement plan, implement it and assess its effectiveness. (e.g. provide evidence to support your claim of meeting the goals).
- Compare your self-assessment with that of your peers and faculty to see how congruent your assessment is with others.
- The journal will be graded on the regularity and seriousness of entries. This means the work should show that you have put forth effort. The journal is not a "diary" and is not a place to complain with statements such as "I don't understand" without first demonstrating how you have attempted to learn.
- It should serve as documentation of participation and contribution to the team and evidence of meeting course objectives.
- Include copies of work, discussion postings, presentations etc.
- The focus of the journal is on learning.

### PEER EVALUATION

- 50 pts

- Assess others in your group and/or in other groups.
- Provide helpful feedback regarding others strengths and areas to work on.
- Compare your assessment to that of others.
- Points will be based on the quality of your assessment of others as well as their assessment of you.

### INSTRUCTOR / TUTOR EVALUATION

- 50 pts

- Students will use self evaluation and peer and tutor feedback to evaluate their progress toward goals. The student's self and peer evaluations will be compared to that of the tutor/faculty. Differences in assessment will be discussed as needed.
- Tutor or instructor will observe the interaction in



	your groups or listen to audiotapes of the interaction and evaluate your participation including effort, roles, progress over time etc.
<b>GROUP WORK AND PRESENTATIONS</b> <ul style="list-style-type: none"> <li>• 50 pts</li> </ul>	<ul style="list-style-type: none"> <li>• Group postings, projects, presentations, products may be graded by other groups and by the tutor/faculty.</li> </ul>
<b>PARTICIPATION/ ATTENDANCE/ ASSIGNMENTS / QUIZZES</b> <ul style="list-style-type: none"> <li>• 100 pts</li> </ul>	<ul style="list-style-type: none"> <li>• Miscellaneous quizzes and/or assignments may be offered at the discretion of the instructor.</li> <li>• Up to 50 pts will be deducted for each absence</li> </ul>

## COMPETENCIES

This course is designed to determine if students are ready to graduate as competent oral health care providers. Students should demonstrate competency in the following:

### Core Competencies (C)

- Demonstrate professional, ethical and legal behavior.
- Use critical thinking and problem solving in the provision of evidenced-based practice.
- Provide dental hygiene care based on accepted scientific theories, research and the current standard of care that is humane, empathetic, and caring.
- Perform self-assessment for life-long learning and professional growth.
- Act as a change agent to improve the oral health and/or advance the profession.
- Communicate effectively with individuals and groups from diverse populations.

For course policies see the following link.

[NORTHERN ARIZONA UNIVERSITY POLICY STATEMENTS](#)

12/07/06 tsm

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007
3. College CENS 4. Academic Unit CESE
5. Current course subject/catalog number ENV 101
6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).  
**ENV 101 INTRODUCTION TO ENVIRONMENTAL SCIENCE (3)**  
Studies human impacts on the biosphere, atmosphere, hydrosphere, and lithosphere from a natural sciences perspective. (Note: This liberal studies course does not meet any requirements for a major or minor in environmental sciences.) SAS
7. Is course currently cross-listed or co-convened? yes  no   
If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_
8. Is course an elective?  or required for an academic plan/subplan?   
If required, for what academic plan/subplan? \_\_\_\_\_  
If required, also submit *Proposal for New Plan or Plan Change*.
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no   
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. 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? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

If information is remaining the same, leave the section blank.

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_

c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No

If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title \_\_\_\_\_  
(max 100 characters including spaces)

g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

**ENV 101 INTRODUCTION TO ENVIRONMENTAL SCIENCE (3)**

Studies human impacts on the biosphere, atmosphere, hydrosphere, and lithosphere from a natural sciences perspective. (Note: This liberal studies course does not meet any requirements for a major or minor in environmental sciences.) SAS Corequisite: ENV101L

i. Proposed grading option: Letter grade  Pass/Fail  or Both

(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes  no

j.1. If yes, maximum units allowed? \_\_\_\_\_

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)

yes  no

k. Please check ONE of the following that most appropriately describes the proposed course change(s):

Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research

Seminar  Field Studies  Independent Study  Activity  Supervision

l. Proposed prerequisites (must be completed before) \_\_\_\_\_

m. Proposed corequisites (must be completed with) \_\_\_\_\_

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)

Instructor consent

Department consent

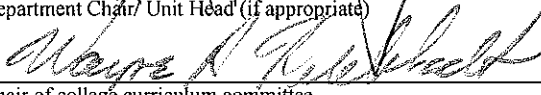
No consent

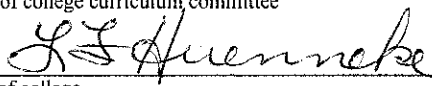
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

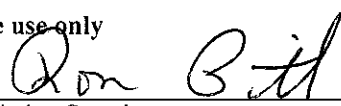
**Previously the lecture and laboratory were connected in this course. A few years ago we separated them to increase flexibility for the students, but we discovered that this change compromised the course content and we want to reunite the two components so that more integration can occur between lecture and lab.**

13. Approvals

  
\_\_\_\_\_  
Department Chair/ Unit Head (if appropriate) 1/29/07  
Date

  
\_\_\_\_\_  
Chair of college curriculum committee 2/14/07  
Date

  
\_\_\_\_\_  
Dean of college 14 Feb 07  
Date

**For Committee use only**  
  
\_\_\_\_\_  
For University Curriculum Committee 3.13.07  
Date

Action taken:  approved as submitted  approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course?      Liberal Studies       Diversity       Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) *See effective dates schedule.*      Fall 2007
3. College CENS      4. Academic Unit CESE
5. Current course subject/catalog number      ENV 101H
6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog.*)  
**ENV 101H INTRODUCTION TO ENVIRONMENTAL SCIENCE - HONORS (3)**  
Studies human impacts on the biosphere, atmosphere, hydrosphere, and lithosphere from a natural sciences perspective. (Note: This liberal studies course does not meet any requirements for a major or minor in environmental sciences.) Prerequisite: Honors Student Group SAS
7. Is course currently cross-listed or co-convened?      yes       no    
If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_
8. Is course an elective?            or required for an academic plan/subplan?        
If required, for what academic plan/subplan? \_\_\_\_\_  
**If required, also submit *Proposal for New Plan or Plan Change.***
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.)      yes       no   
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. 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? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

If information is remaining the same, leave the section blank.

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_

c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No

If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title \_\_\_\_\_  
(max 100 characters including spaces)

g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

**ENV 101 INTRODUCTION TO ENVIRONMENTAL SCIENCE (3)**

Studies human impacts on the biosphere, atmosphere, hydrosphere, and lithosphere from a natural sciences perspective. (Note: This liberal studies course does not meet any requirements for a major or minor in environmental sciences.) Prerequisite: Honors Student Group SAS  
Corequisite: ENV101L

i. Proposed grading option: Letter grade  Pass/Fail  or Both

(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes  no

j.1. If yes, maximum units allowed? \_\_\_\_\_

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
yes  no

k. Please check ONE of the following that most appropriately describes the proposed course change(s):

Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research

Seminar  Field Studies  Independent Study  Activity  Supervision

l. Proposed prerequisites (must be completed before) \_\_\_\_\_

m. Proposed corequisites (must be completed with) \_\_\_\_\_

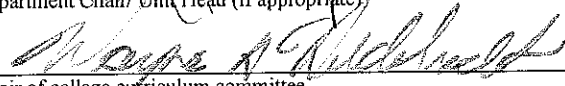
n. If course has no prerequisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)  
Instructor consent  Department consent  No consent

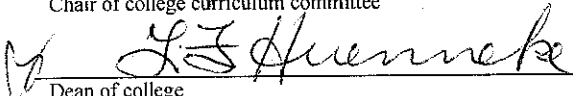
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

**Previously the lecture and laboratory were connected in this course. A few years ago we separated them to increase flexibility for the students, but we discovered that this change compromised the course content and we want to reunite the two components so that more integration can occur between lecture and lab.**


13. Approvals

  
Department Chair/ Unit Head (if appropriate) \_\_\_\_\_ Date 1/29/07

  
Chair of college curriculum committee \_\_\_\_\_ Date 2/14/07

  
Dean of college \_\_\_\_\_ Date 14 Feb 07

For Committee use only

  
For University Curriculum Committee \_\_\_\_\_ Date 3.13.07

Action taken:  approved as submitted  approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007
3. College CENS 4. Academic Unit CESE
5. Current course subject/catalog number ENV 101L
6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).  
**ENV 101L INTRODUCTION TO ENVIRONMENTAL SCIENCE LAB (1)**  
Investigates the impacts of humans on the natural world while developing an appreciation of the value of scientific inquiry and the tools for scientific research. 3 hrs. lab. LAB
7. Is course currently cross-listed or co-convened? yes  no   
If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_
8. Is course an elective?  or required for an academic plan/subplan?   
If required, for what academic plan/subplan? \_\_\_\_\_  
If required, also submit *Proposal for New Plan or Plan Change*.
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no   
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. 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? \_\_\_\_\_



**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

If information is remaining the same, leave the section blank.

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_  
c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title \_\_\_\_\_  
(max 100 characters including spaces)

g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

**ENV 101L INTRODUCTION TO ENVIRONMENTAL SCIENCE LAB (1)**  
Investigates the impacts of humans on the natural world while developing an appreciation of the value of scientific inquiry and the tools for scientific research. 3 hrs. lab. LAB  
Corequisite: ENV101

i. Proposed grading option: Letter grade  Pass/Fail  or Both   
(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes  no   
j.1. If yes, maximum units allowed? \_\_\_\_\_

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
yes  no

k. Please check ONE of the following that most appropriately describes the proposed course change(s):

Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision

l. Proposed prerequisites (must be completed before) \_\_\_\_\_

m. Proposed corequisites (must be completed with) \_\_\_\_\_

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)

Instructor consent

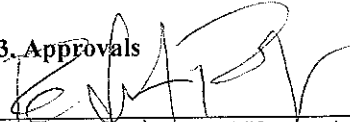
Department consent

No consent

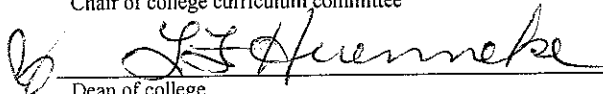
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

**Previously the lecture and laboratory were connected in this course. A few years ago we separated them to increase flexibility for the students, but we discovered that this change compromised the course content and we want to reunite the two components so that more integration can occur between lecture and lab.**

13. Approvals

  
Department Chair/Unit Head (if appropriate) \_\_\_\_\_ Date 1/27/07

  
Chair of college curriculum committee \_\_\_\_\_ Date 2/14/07

  
Dean of college \_\_\_\_\_ Date 14 Feb 07

For Committee use only

  
For University Curriculum Committee \_\_\_\_\_ Date 3.13.07

Action taken:  approved as submitted  approved as modified

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

Here are the PSY capstones (405C, 408C, 486C, 490C) that the LSC approved after revisions were made.

REL 300W

Don G. H.  
UCC approval

3.13.07

Diversity Approval

The Diversity Committee met and reviewed HIS 396.  
Approved for US Ethnic Diversity effective Summer 2007.

Ron B. H. 3-13-07  
UCC 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) Fall 2007  
*See effective dates schedule.*
3. College VPUS 4. Academic Unit HON
5. Course subject/catalog number HON 100 6. Units 1  
*(Please add syllabus to the end of this form.)*
7. Co-convened with NA 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 NA  
*(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)*
9. Long course title Introduction to Honors  
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Introduction to Honors
11. Catalog course description (max. 30 words, excluding requisites).

Through an intentional active learning process, first time Honor students will critically explore an Honors education, and their understanding of themselves and the world around them. Prerequisites: admission to Honors program. Fewer than 12 earned units at NAU.

12. Grading option: Letter grade  X 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  X  
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) Admission to Honors Program
17. Corequisites (must be completed *with* proposed course) NA
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? \_\_\_\_\_

*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:

FYE 101H  
\_\_\_\_\_  
\_\_\_\_\_

*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).

Honors students form a particular population of students on campus. Although new first time, full time Honors students face many of the same transitional issues faced by all students, they have particular needs, address issues differently, and respond to different learning approaches differently than students do overall. Experience over the past 6-7 years of having honors sections of FYE 101 has convinced all of us—the leadership in FYE 101 and the Honors Program--that the differences in student populations necessitate different courses. With HON 101, we will be able to better focus on the needs of Honors students. This will allow sections of FYE 101 to better address the needs of non-Honors students. This course will replace the Honors sections of FYE 101.

Although student-led, faculty capable of directing this course include Ellen Riek, Anne Scott, Lynn Gardner, and Bruce Fox. Bruce Fox has been listed as the instructor of record on the course syllabus.

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? No  
All sections will be housed in Cowden Hall

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? \_\_\_\_\_

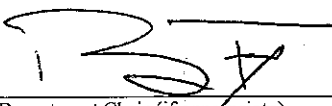
40. Does this proposal replace or modify an existing course or experience? yes  no

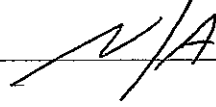
If yes, which course(s)? \_\_\_\_\_

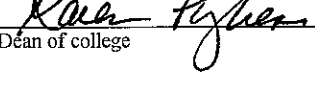
41. Do you intend to offer ABC 400 and ABC 400C? yes  no

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

**42. Approvals**

  
\_\_\_\_\_  
Department Chair (if appropriate) 2/21/07  
Date

  
\_\_\_\_\_  
Chair of college curriculum committee Date

  
\_\_\_\_\_  
Dean of college 2/21/07  
Date

**For Committees use only**

**For Liberal Studies Committee** **Date**

Action taken: \_\_\_\_\_ Approved as submitted ✓ Approved as modified

  
\_\_\_\_\_  
For University Curriculum Committee 3.13.07  
Date

Action taken: \_\_\_\_\_ Approved as submitted ✓ Approved as modified



### Honors 101 Introduction to Honors

**Instructor (of record):** Bruce Fox, Ph.D.  
**Office Hours:** M-F 11:10 am to 12 noon (open door) and by appointment  
Room 107 Cowden Hall  
**Phone:** 523.6636  
**e-mail:** [Bruce.Fox@nau.edu](mailto:Bruce.Fox@nau.edu)  
**Class Meeting Time:** tba (multiple sections)  
**Classroom Location:** Room 106 or 109 Cowden Hall  
**URL:** Course VISTA site

#### Course Prerequisites:

Admission to the Honors Program.

#### Course Description:

This course is designed to engage first time Honor students with their various new home communities and with one another. Students will explore Honors education first-hand through intentional active learning activities such as Flagstaff-as-Text, critically exploring their own understanding of themselves and the world around them. By attending to time management and study skills, as well as connections with faculty and peers, this course will further address what it takes to be a successful Honors student, and ultimately NAU student. Finally, HON 101 lays the foundation for future Honors opportunities such as study abroad and community service partnerships through the Honors Seminar Speaker Series, and presentations by local community members and by continuing Honors students.

#### Student Learning Expectations/Outcomes for the Course:

##### **Student Learning Expectations:**

In this introductory course, students will increase their:

1. experience with active learning and better recognize its role and value in an Honors education
2. development of the academic & personal skills necessary to succeed as an NAU Honors student
3. understanding of the goals and functions of study abroad and service partnership opportunities

##### **Student Learning Outcomes:**

At the end of the course, through oral and/or written communications, students will be able to:

1. Demonstrate their understanding of the active learning process and its particular value in an Honors education;
2. Identify the academic and personal skills necessary to succeed as an NAU student in general and as an Honors student in particular;
3. Analyze their own academic and personal skills in relation to those necessary for success as a student at NAU; and
4. Identify the goals and functions of study abroad and service learning

#### Course Structure and Approach

In this course we will use some combination of discussions, readings, video presentations, and field exercises, along with supplemental to explore the issues and topics raised in the course. You can

maximize your return on your educational investment by carefully reading the assignments prior to class, completing assignments on time, attending class on a regular basis, and fully participating in discussions. A fundamental principle of the course is respectful communication. This does not mean that you cannot disagree with a point made by another person or brought up in the text. It does mean that you must listen carefully and completely to others in the class and respond directly, carefully, and professionally. Excessive sarcasm, "put-downs", and ridicule will not be tolerated. You must frame your comments in terms of the points of the discussion, and raise your concerns and issues based on your readings and careful thought. Such phrases as "I don't like this" or "I disagree" serve as the place to START a conversation, not to end one. During group projects you are expected to fully contribute to the process and any required product. We will not tolerate "Free-riding".

Junior and senior Honors students will lead the various sections of the course, with Honors faculty and other campus staff assistance as resources.

### **Textbook and Required Materials**

Braid, Bernice and Ada Long (eds). 2000. *Places as text: Approaches to active learning*. Monographs in Honors Education. National Collegiate Honors Council.

Field notebook

### **Recommended Optional Materials**

### **Course Outline**

Note: due to goals of the course, meeting times for the course do not fit a usual schedule. We have "front loaded" the course in that classes will meet twice a week for the first six weeks and the once a week for the next four weeks. The course will end at week 10. Each class meeting will be 50 minutes in length.

<b>Week</b>	<b>Topic</b>	<b>Faculty/Staff Contact</b>
1	<b>Meeting 1:</b> syllabus information, ice-breakers (discuss college narrative exercise) <b>Meeting 2:</b> Flagstaff-as-Text fieldwork	Ellen Riek, Lynn Gardner, Anne Scott, Glenn Hansen, Bruce Fox
2	<b>Meeting 3:</b> Fieldwork regroup <b>Meeting 4:</b> Living Situations: Roommates, Family, and Homesickness	Lynn Gardner & Chris Gunn
3	<b>Meeting 5:</b> Health and Sexuality <b>Meeting 6:</b> Introduction to Library Research	Chris Gunn, Anne Scott, John Doherty, Kevin Ketchner
4	<b>Meeting 7:</b> Flagstaff as Text Poster Presentation/community mapping <b>Meeting 8:</b> Time Management Skills and Study Skills	Glenn Hansen, Student Life  Bruce Fox, Student Life
5	<b>Meeting 9:</b> Financial Management and Skills <b>Meeting 10:</b> Work, Jobs, and Employment	Student Services, Bruce Fox Bruce Fox, Career Services
6	<b>Meeting 11:</b> Community Service <b>Meeting 12:</b> Internships, Study Abroad, Undergrad Research, Symposium	Glenn Hansen, Bruce Fox, Center for International Education
7	<b>Meeting 13:</b> Honors Advisement	Katie Sheridan, Glenn Hansen
8	<b>Meeting 14:</b> Presentations	Various Honors faculty
9	<b>Meeting 15:</b> Presentations	Various Honors faculty
10	<b>Meeting 16:</b> Presentations/Wrap up	Ellen Riek, Katie Sheridan

### **Assessment of Student Learning Outcomes**

**The college narrative.** A written account describing the student's

1. goals while in college and beyond;

2. analysis of current academic and personal skills; and
3. role of active learning in achieving personal goals
4. Specifications
  - a. 6-8 pages of text, plus references
  - b. Must include 4 peer-reviewed references beyond any classroom materials
  - c. Due: at the beginning of the last day of class
5. Value: 50 points

**Community connection exercise.** A group presentation that demonstrates the role of citizenship within a larger community context. The presentation must include a

1. context-specific definition of citizenship;
2. context-specific definition of community;
3. description of role of NAU students may potentially play as citizens in the identified community;
4. description of opportunities NAU students have to be effective citizens.
5. Specifications
  - a. Multiple media required
  - b. Media include (but are not limited to) video, audio, still photographs, drawing, slide presentations
  - c. Due: continuing throughout semester. Students will receive on-going assessments of their work
6. Value: 50 points

### **Grading System**

Pass/fail. Students must earn at least 70 points to earn a passing grade in the course. Grades will be assigned by faculty.

### **Course Policies**

No retests or make up tests

Attending class is crucial for your success in the course. If you miss two classes, you will need to meet with your instructor to discuss your situation before you may continue in the course.

Tardiness both puts you at a disadvantage and interrupts the class flow for everyone else. Excessive tardiness may result in a reduction of your participation component of your overall course grade.

As a professional and personal courtesy, please turn off your cell phones, PDA etc. If you send or receive a call, or text message, please step out side to conduct these activities. If such electronic messaging occurs, do not expect to return to class that day.

### **University 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 or from the NAU's Affirmative Action website <http://www4.nau.edu/diversity/swale.htm>. 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 the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS

with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at <http://www2.nau.edu/dss/>.

#### **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 Birk, 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.

#### **STUDENT CODE OF CONDUCT**

Please reference the Student Handbook, Section 5-308 APPENDIX C at:

<http://www4.nau.edu/stulife/handbook.htm>.

# 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 2007  
*See effective dates schedule.*
3. College Social and Behavioral Sciences 4. Academic Unit Institute for Human Development
5. Course subject/catalog number DIS 418 6. Units 3
7. Co-convened with DIS 518 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 DIS 418: Law of Disability Discrimination  
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Disability Law
11. Catalog course description (max. 30 words, excluding requisites).

This course presents key legislation pertaining to individuals with disabilities including the Americans with Disabilities Act, Section 504 and other related laws and their impact on employment, housing, transportation, and independent living. No prerequisites.

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      **X**

Name of new plan? \_\_\_\_\_

*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      **X**  
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      **X**  
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      **X**  
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).

This class is a unique course which will give undergraduate students an opportunity to familiarize themselves with an area that sorely missing at NAU. Most students who major in any of the professions are not exposed to the legal underpinnings of disability discrimination law yet it will impact their careers almost on a daily basis. This course grants them the opportunity to understand why such laws exist and also why as future business and health care professionals it is necessary to understand disability law.

This course is designed to aid anyone who is in business, health care or education profession or other related fields. Students in the business and professional fields will learn about the requirements of the Americans with Disabilities Act as it relates to employment and providing access to businesses and professions.

Students expected to take this course will be those who are in the business field, health care professional or want to know more about disability law in general to advocate for themselves or persons with disabilities.

The course offers a unique perspective on the Americans with Disabilities Act and related disability laws. Students will be expected to read U.S. Supreme Court cases as well as federal and state statutes and regulations. They will learn the American System of Jurisprudence and court structure. The course covers historical perspectives of disability issues and law and how the development of civil rights laws impacted the disability movement. The course examines the federal definition of disability under Section 504/ADA and the courts' application of those definitions in the real world. The course then covers Title I of the Americans with Disabilities Act which deals with employment related issues. We then focus on Title II of the Americans with Disabilities Act which covers discrimination in state and local government services. While discussing Title II of the ADA, we will also discuss the requirements of Section 504 and how state and local governments who receive federal funding must make their programs accessible to persons with disabilities. The class will then deal with Title III of the Americans with Disabilities Act with focuses on access to public entities and the accommodations they must make to existing and new construction. The last third of the class will deal with other disability laws that cover voting rights, telecommunication, post secondary education, housing, and transportation that deal with similar legal principles of reasonable accommodation. Finally the class will cover health care related programs and the newer programs designed to promote independent living and employment.

DIS 418 students will be expected to complete weekly posted discussions, an ADA survey following specific United States Access Board standards and take and cumulative final quiz that will be a combination of multiple choice and true false.

24. Names of current faculty qualified to teach this course Edward L. Myers, III, JD, Tony DeReinsi and Diane Lenz

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 X 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**


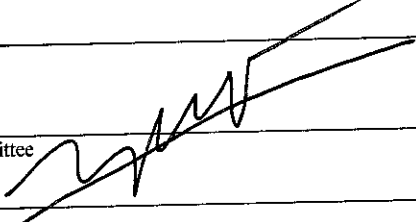
**NEW SENIOR CAPSTONE COURSE (refer to question 19)**

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**


 Department Chair (if appropriate)	_____	11-27-06 Date
Chair of college curriculum committee		<del>1-30-06</del> Date
Dean of college	_____	_____ Date


**For Committees use only**

\_\_\_\_\_

For Liberal Studies Committee \_\_\_\_\_ Date

Action taken: \_\_\_\_\_ Approved as submitted \_\_\_\_\_ Approved as modified

  
For University Curriculum Committee \_\_\_\_\_ Date 3.13.07

Action taken: \_\_\_\_\_  Approved as submitted \_\_\_\_\_ Approved as modified



# NORTHERN ARIZONA UNIVERSITY

## *Institute for Human Development Arizona University Center on Disabilities*

---

*The Institute for Human Development at Northern Arizona University conducts research, training, and service in support of disability policy and practice.*

**DIS: 418**  
**Law of Disability Discrimination**  
Semester and Year

Instructor:  
Credit Hours: 3  
Prerequisites: None  
Phone:  
E-Mail:  
Office:  
Office Hours:

### **Course Description**

*This course will cover civil rights of persons with disabilities with the prime focus being on Titles I II and III of the Americans with Disabilities Act. The course will cover legal issues for persons with disabilities that impact employment, education, community integration, voting, and health services.*

Course prerequisites-None

### **Student Learning Expectations/Outcomes for this Course**

- 1. Develop an understanding relating to historical prejudices relating to persons with disabilities and learn appropriate disability sensitive terminology.*
- 2. Formulate critical thinking skills regarding the positives and negatives of Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act and other disability civil rights laws and their growing impact on society.*
- 3. Understand the concept of "reasonable accommodation" as it relates to employment, housing, voting, access to government services, as well as private entities.*
- 4. Learn how to use the ADAAG guidelines on physical access.*
- 5. Learn how the law is being used to shift from a dependency model to an independent living model.*
- 6. Graduate Students are expected to take the lead in class discussion, legal analysis and*

Textbook and required materials

*Most of the course reading is done online through United States Supreme Court and lower federal court cases, federal and state statutes and regulations as well as memoranda from the United States Department of Justice Office of Civil Rights and the United States Access Board. These resources are all available on the internet.*

Recommended optional materials/references (attach reading list)

None as all reading is located in the syllabus and content section of Vista/WebCT.

Course outline:

DIS 418 Legal Rights of the Disabled-

1. Societal Treatment of the Disabled
2. Constitutional Rights of the Disabled
  - a. Equal Protection Clause of the 14<sup>th</sup> Amendment
    - i. Equal protection analysis
  - b. Due Process Clause of the 14<sup>th</sup> Amendment
    - i. Substantive Due Process
    - ii. Procedural Due Process
3. Definition of a "Disability"
  - a. Section 504 of the Rehabilitation Act
  - b. Americans with Disabilities Act
    - i. General Definition
      1. Physical Impairment
      2. Mental Impairment
      3. Major Life Activity
      4. Substantial Limitation
      5. Mitigating Measures
    - ii. Specifically Excluded Criteria
    - iii. Alcoholics and Drug Abusers
    - iv. Having a Record of Impairment
    - v. Regarded as Having A Disability
4. Employment: Title I of the Americans with Disabilities Act
  - a. Covered Entities
  - b. What is an Employee?
  - c. Former Employees
  - d. Qualified Individual with a Disability
  - e. Essential Functions of the Job
  - f. Reasonable Accommodation
    - i. Interactive Process
    - ii. Undue Hardship
    - iii. Fundamental Alterations
  - g. Collective Bargaining Agreements
  - h. Seniority Systems
  - i. Safety Defense
  - j. Employment Tests and Criteria
  - k. Medical Examinations and Inquiries
    - i. Pre-employment
    - ii. Post-Offer
    - iii. Post-Employment
    - iv. Specific Issues Related to Testing
  - l. Enforcement and Remedies of Title I
  - m. Arizona Equivalent Statute
5. State and Local Governments: Title II of the Americans with Disabilities Act
  - a. Equal Access to Programs and Services
    - i. Qualified Individual with a Disability

- ii. Reasonable Accommodation/Modifications
    - iii. Integrated Setting
  - b. Defenses
    - i. Undue Burden
    - ii. Fundamental Alteration of Programs and Services
    - iii. Threat to Self
    - iv. Risk to Others
  - c. Disparate Impact
  - d. Discrimination vis-à-vis other persons with disabilities
  - e. Provision of Auxiliary Aids and Services
  - f. Facility Access
    - i. New Construction or Alterations
    - ii. Existing Facilities and Programs
  - g. Communications
  - h. Enforcement
  - i. Differences between Section 504 and Title II
- 6. Public Entities: Title III of the Americans with Disabilities Act
  - a. Definition of a Public Accommodation
    - i. Commercial Facilities
    - ii. Private Clubs
    - iii. Religious Entities
    - iv. Franchisors and Franchisees
    - v. Landlords/Leases
  - b. Qualified Person with a disability
  - c. Eligibility Criteria
  - d. Reasonable Accommodations/Modifications
  - e. Integrated Setting
  - f. Defenses
    - i. Undue Burden
    - ii. Fundamental Alterations
    - iii. Threat to Self
    - iv. Risk to others
  - g. Courses and Examinations
  - h. Enforcement of Title III
  - i. Arizona Equivalent Statute
- 7. Access Board Guidelines for Titles II and III
  - a. Newly Constructed Buildings
  - b. Alterations to Existing Facilities
  - c. Historic Buildings
  - d. Miscellaneous: Recreation, Parks and Trails etc.
- 8. Housing: Fair Housing Act Amendments of 1988
  - a. Discrimination in rental or sale of housing
    - i. Sale/Rental of Dwellings
    - ii. Multi-Family Dwellings
    - iii. Representation and Advertisements
  - b. Discrimination in Residential Real Estate-Related Transactions
  - c. Discrimination of Brokerage Services
  - d. Interference or Coercion
  - e. Disparate Impact Discrimination Prohibited
  - f. Zoning
  - g. Reasonable Accommodation
  - h. Direct Threat Defense
  - i. Enforcement/Remedies
- 9. Post Secondary Educational Responsibilities
  - a. Admissions
    - i. Pre-Admission Inquiries
    - ii. Admission Tests
    - iii. Eligibility Criteria
    - iv. Disclosure and Discrimination of Disability
  - b. Reasonable Accommodations
    - i. Suggested Accommodations

- ii. Scope of Reasonable Accommodations
    - iii. Interactive Process
    - iv. Payment for Reasonable Accommodations
  - c. Safety
  - d. Academic Defense
  - e. Non-Academic Programs and Services
  - f. Notice and Documentation of Disability
  - g. Retaliation
  - h. Hostile Learning Environment
  - i. Individuals with Learning Disabilities
    - i. Admissions
    - ii. Accommodations
  - j. Enforcement
- 10. Transportation
  - a. Airline Transportation
    - i. Section 504 of the Rehabilitation Act and ADA
    - ii. The Air Carrier Access Act of 1986
  - b. Over the Road Mass Transportation
    - i. Title II of the ADA
    - ii. Enforcement
  - c. Title III of the ADA: Private Entities
    - i. Provision of Public Transportation by Private Entities Primarily Engaged in the Business of Transporting People
    - ii. Provision of Public Transportation by Private Entities Not Primarily Engaged in the Business of Transporting People
    - iii. Accessibility Provisions
    - iv. Enforcement
- 11. ADA Miscellaneous Provisions
  - a. Telecommunications Relay Services
  - b. Public Service Announcements
  - c. Eleventh Amendment Immunity
  - d. Attorney's Fees and Costs
  - e. Insurance and Benefits Plans
    - i. Employment Settings
    - ii. Title III-Public Accommodations
  - f. Retaliation and Coercion
  - g. Rights Under other Laws
  - h. Relationship to Section 504 of the Rehabilitation Act
  - i. Smoking
  - j. Alternative Dispute Resolution
  - k. Applicability to Congress/President etc.
  - l. Emergency Preparedness
- 12. Voting Rights of the Disabled
  - a. Elderly and Handicap Voting Rights Act of 1986
    - i. Accommodations in the voting place
    - ii. Accommodations in the voting process
  - b. Help America Vote Act of 2002
    - i. Accommodations in the voting place
    - ii. Accommodations in the voting process
- 13. Technology Laws Impacting the Disabled
  - a. Section 508 of the Rehabilitation Act
  - b. Telecommunications Act of 1996
    - i. Hearing Aid Compatibility Act
    - ii. Television Decoder Circuitry Act of 1990 and Section 305 of the Telecommunications Act of 1996
  - c. Individuals with Disabilities Education Act
    - i. Assistive Technology
    - ii. Universal Design
    - iii. NIMAS
  - d. Assistive Technology Act of 2004
- 14. Systems of Support and Independence for the Disabled
  - a. Medicaid

- b. Medicare
- c. Social Security
- d. Vocational Rehabilitation
  - i. Rehabilitation Engineering
  - ii. Comparable Benefits
- e. Developmental Disability Act of 1986
  - i. Arizona Definition
- f. Independent Living Services

### **Week 1: Historical Treatment of the Disabled**

The class will cover the historical perceptions and treatment of the disabled dating from ancient times to the modern era. The class will also cover the constitutional protections of minorities in general and persons with disabilities.

### **Week 2: Definition of a Disability**

This class will cover the legal definitions of a disability under the ADA and Section 504 of the Rehabilitation Act. The class will also cover conditions that are specifically excluded under the ADA and Section 504.

### **Weeks 3 and 4: Title I of the Americans with Disabilities Act: Employment**

This two week class covers the employment aspects of the ADA ranging from employers that are covered under the ADA, the interview process, the interactive process, what constitutes a reasonable accommodation under the ADA as well as legal defenses. The classes will also cover equality of employee benefits.

### **Weeks 4 and 5: Title II of the Americans with Disabilities Act: State and Local Governments**

These classes will cover the non-discrimination of services and programs provided by state and local government. It will also cover reasonable accommodations/modifications, defenses, discrimination between disabilities and facility access requirements.

### **Weeks 6 and 7: Title III of the Americans with Disabilities Act: Public Entities**

These classes will cover the definition of a public accommodation. In addition the class will examine legal defenses as well as review how courses and examinations for professions must be made accessible. The classes will discuss enforcement mechanisms and Arizona's equivalent statute

### **Week 8: Access Board's Guidelines for Titles II and III**

This week's course will cover the Access Board's Guidelines for accessibility for state and local governments as well as private entities

### **Week 9: Fair Housing Act of 1986**

This class will cover disability issues related to fair housing under the Fair Housing Act of 1986. The class will cover landlord/tenant issues, multi-family housing issues and interference and coercion.

### **Week 10: Post Secondary Responsibilities under Title II of the ADA and Section 504**

This week's course will cover admissions, reasonable accommodations, non academic programs, safety issues and retaliation and hostile learning environment issues.

### **Week 11: Transportation**

This week's course will cover the Air Carrier Access Act for airlines, over the road buses and mass transit regulations.

### **Week 12: Miscellaneous Provisions of the ADA, Voting Rights and Technology**

This course will cover the remaining provisions of the ADA and will also discuss the disability provisions of the Help America Vote Act and Section 508 of the Rehabilitation Act.

### **Week 13: Systems of Support and Independence for the Disabled**

This class will cover the safety net that is provided to the disabled through Medicaid/Medicare and Social Security and it will cover those programs recently enacted that promote employment and independent living.

#### Assessment of Student Learning Outcomes

- Methods of Assessment

DIS 599 students will be expected to complete weekly posted discussions, students will select to do one ADA survey following the United States Access Board guidelines for buildings, recreation areas, travel etc. DIS 418 Students will take a cumulative final quiz that will be a combination of multiple choice and true false. DIS 418 students will participate in the chat sessions.

Total Points Possible are 500 points

- Weekly Posted Discussions-100 points = 20%
- ADA survey-150 points = 30%
- Cumulative Final Exam-200 points=40%
- Attendance in Chat Sessions-50 points=10%
- Timeline for Assessment  
All assignment due dates will be posted on WebCT/VISTA calendar.

#### Grading System

*Grading percentages are:*

90-100% or 450-500 points = A  
80-89% or 400-449 points = B  
70-79% or 350-399 points = C  
60-69% or 300-349 points = D  
> 60 = or less than 299 points =F

#### Course policy

- *Retests/makeup tests*  
*Tests are allowed to be taken for one week on VISTA as a result any requests for retests or makeup tests will be denied absent extraordinary circumstances (i.e. grave sickness, death of close family member, unanticipated shutdown of VISTA).*

- *Attendance*  
*Attendance in chat discussion will be required to receive 10 percent of grade.*

- *Statement on plagiarism and cheating*

*The NAU Student Code of Conduct on plagiarism (representing the words or ideas of another as one's own) and cheating treat these infractions as a serious offense. The instructor will enforce NAU policies on plagiarism and cheating.*

## 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 the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at <http://www2.nau.edu/dss/>.

### 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.*



# NORTHERN ARIZONA UNIVERSITY

## *Institute for Human Development Arizona University Center on Disabilities*

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*The Institute for Human Development at Northern Arizona University conducts research, training, and service in support of disability policy and practice.*

### **DIS: 518**

#### **Advanced Disability Law and Discrimination SEMESTER AND YEAR**

Instructor:

Credit Hours: 3

Prerequisites: None

Phone:

E-Mail:

Office:

Office Hours:

### **Course Description**

*This course will cover civil rights of persons with disabilities with the prime focus being on Titles I II and III of the Americans with Disabilities Act. The course will cover legal issues for persons with disabilities that impact employment, education, community integration, voting, and health services.*

Course prerequisites-None

### **Student Learning Expectations/Outcomes for this Course**

- 1. Develop an understanding relating to historical prejudices relating to persons with disabilities and learn appropriate disability sensitive terminology.*
- 2. Formulate critical thinking skills regarding the positives and negatives of Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act and other disability civil rights laws and their growing impact on society.*
- 3. Understand the concept of "reasonable accommodation" as it relates to employment, housing, voting, access to government services, as well as private entities.*
- 4. Learn how to use the ADAAG guidelines on physical access.*
- 5. Learn how the law is being used to shift from a dependency model to an independent living model.*
- 6. Graduate Students are expected to take the lead in class discussion, legal analysis and*

Textbook and required materials

*Most of the course reading is done online through United States Supreme Court and lower federal court cases, federal and state statutes and regulations as well as memoranda from the United States Department of Justice Office of Civil Rights and the United States Access Board. These resources are all available on the internet.*

### Recommended optional materials/references (attach reading list)

None as all reading is located in the syllabus and content section of Vista/WebCT.

### Course outline:

#### DIS 518 Legal Rights of the Disabled-

1. Societal Treatment of the Disabled
2. Constitutional Rights of the Disabled
  - a. Equal Protection Clause of the 14<sup>th</sup> Amendment
    - i. Equal protection analysis
  - b. Due Process Clause of the 14<sup>th</sup> Amendment
    - i. Substantive Due Process
    - ii. Procedural Due Process
3. Definition of a "Disability"
  - a. Section 504 of the Rehabilitation Act
  - b. Americans with Disabilities Act
    - i. General Definition
      1. Physical Impairment
      2. Mental Impairment
      3. Major Life Activity
      4. Substantial Limitation
      5. Mitigating Measures
    - ii. Specifically Excluded Criteria
    - iii. Alcoholics and Drug Abusers
    - iv. Having a Record of Impairment
    - v. Regarded as Having A Disability
4. Employment: Title I of the Americans with Disabilities Act
  - a. Covered Entities
  - b. What is an Employee?
  - c. Former Employees
  - d. Qualified Individual with a Disability
  - e. Essential Functions of the Job
  - f. Reasonable Accommodation
    - i. Interactive Process
    - ii. Undue Hardship
    - iii. Fundamental Alterations
  - g. Collective Bargaining Agreements
  - h. Seniority Systems
  - i. Safety Defense
  - j. Employment Tests and Criteria
  - k. Medical Examinations and Inquiries
    - i. Pre-employment
    - ii. Post-Offer
    - iii. Post-Employment
    - iv. Specific Issues Related to Testing
  - l. Enforcement and Remedies of Title I
  - m. Arizona Equivalent Statute
5. State and Local Governments: Title II of the Americans with Disabilities Act
  - a. Equal Access to Programs and Services
    - i. Qualified Individual with a Disability
    - ii. Reasonable Accommodation/Modifications
    - iii. Integrated Setting
  - b. Defenses

- i. Undue Burden
    - ii. Fundamental Alteration of Programs and Services
    - iii. Threat to Self
    - iv. Risk to Others
  - c. Disparate Impact
  - d. Discrimination vis-à-vis other persons with disabilities
  - e. Provision of Auxiliary Aids and Services
  - f. Facility Access
    - i. New Construction or Alterations
    - ii. Existing Facilities and Programs
  - g. Communications
  - h. Enforcement
  - i. Differences between Section 504 and Title II
- 6. Public Entities: Title III of the Americans with Disabilities Act
  - a. Definition of a Public Accommodation
    - i. Commercial Facilities
    - ii. Private Clubs
    - iii. Religious Entities
    - iv. Franchisors and Franchisees
    - v. Landlords/Leases
  - b. Qualified Person with a disability
  - c. Eligibility Criteria
  - d. Reasonable Accommodations/Modifications
  - e. Integrated Setting
  - f. Defenses
    - i. Undue Burden
    - ii. Fundamental Alterations
    - iii. Threat to Self
    - iv. Risk to others
  - g. Courses and Examinations
  - h. Enforcement of Title III
  - i. Arizona Equivalent Statute
- 7. Access Board Guidelines for Titles II and III
  - a. Newly Constructed Buildings
  - b. Alterations to Existing Facilities
  - c. Historic Buildings
  - d. Miscellaneous: Recreation, Parks and Trails etc.
- 8. Housing: Fair Housing Act Amendments of 1988
  - a. Discrimination in rental or sale of housing
    - i. Sale/Rental of Dwellings
    - ii. Multi-Family Dwellings
    - iii. Representation and Advertisements
  - b. Discrimination in Residential Real Estate-Related Transactions
  - c. Discrimination of Brokerage Services
  - d. Interference or Coercion
  - e. Disparate Impact Discrimination Prohibited
  - f. Zoning
  - g. Reasonable Accommodation
  - h. Direct Threat Defense
  - i. Enforcement/Remedies
- 9. Post Secondary Educational Responsibilities
  - a. Admissions
    - i. Pre-Admission Inquiries
    - ii. Admission Tests
    - iii. Eligibility Criteria
    - iv. Disclosure and Discrimination of Disability
  - b. Reasonable Accommodations
    - i. Suggested Accommodations
    - ii. Scope of Reasonable Accommodations
    - iii. Interactive Process
    - iv. Payment for Reasonable Accommodations

- c. Safety
  - d. Academic Defense
  - e. Non-Academic Programs and Services
  - f. Notice and Documentation of Disability
  - g. Retaliation
  - h. Hostile Learning Environment
  - i. Individuals with Learning Disabilities
    - i. Admissions
    - ii. Accommodations
  - j. Enforcement
10. Transportation
- a. Airline Transportation
    - i. Section 504 of the Rehabilitation Act and ADA
    - ii. The Air Carrier Access Act of 1986
  - b. Over the Road Mass Transportation
    - i. Title II of the ADA
    - ii. Enforcement
  - c. Title III of the ADA: Private Entities
    - i. Provision of Public Transportation by Private Entities Primarily Engaged in the Business of Transporting People
    - ii. Provision of Public Transportation by Private Entities Not Primarily Engaged in the Business of Transporting People
    - iii. Accessibility Provisions
    - iv. Enforcement
11. ADA Miscellaneous Provisions
- a. Telecommunications Relay Services
  - b. Public Service Announcements
  - c. Eleventh Amendment Immunity
  - d. Attorney's Fees and Costs
  - e. Insurance and Benefits Plans
    - i. Employment Settings
    - ii. Title III-Public Accommodations
  - f. Retaliation and Coercion
  - g. Rights Under other Laws
  - h. Relationship to Section 504 of the Rehabilitation Act
  - i. Smoking
  - j. Alternative Dispute Resolution
  - k. Applicability to Congress/President etc.
  - l. Emergency Preparedness
12. Voting Rights of the Disabled
- a. Elderly and Handicap Voting Rights Act of 1986
    - i. Accommodations in the voting place
    - ii. Accommodations in the voting process
  - b. Help America Vote Act of 2002
    - i. Accommodations in the voting place
    - ii. Accommodations in the voting process
13. Technology Laws Impacting the Disabled
- a. Section 508 of the Rehabilitation Act
  - b. Telecommunications Act of 1996
    - i. Hearing Aid Compatibility Act
    - ii. Television Decoder Circuitry Act of 1990 and Section 305 of the Telecommunications Act of 1996
  - c. Individuals with Disabilities Education Act
    - i. Assistive Technology
    - ii. Universal Design
    - iii. NIMAS
  - d. Assistive Technology Act of 2004
14. Systems of Support and Independence for the Disabled
- a. Medicaid
  - b. Medicare
  - c. Social Security
  - d. Vocational Rehabilitation

- i. Rehabilitation Engineering
- ii. Comparable Benefits
- e. Developmental Disability Act of 1986
  - i. Arizona Definition
- f. Independent Living Services

### **Week 1: Historical Treatment of the Disabled**

The class will cover the historical perceptions and treatment of the disabled dating from ancient times to the modern era. The class will also cover the constitutional protections of minorities in general and persons with disabilities.

### **Week 2: Definition of a Disability**

This class will cover the legal definitions of a disability under the ADA and Section 504 of the Rehabilitation Act. The class will also cover conditions that are specifically excluded under the ADA and Section 504.

### **Weeks 3 and 4: Title I of the Americans with Disabilities Act: Employment**

This two week class covers the employment aspects of the ADA ranging from employers that are covered under the ADA, the interview process, the interactive process, what constitutes a reasonable accommodation under the ADA as well as legal defenses. The classes will also cover equality of employee benefits.

### **Weeks 4 and 5: Title II of the Americans with Disabilities Act: State and Local Governments**

These classes will cover the non-discrimination of services and programs provided by state and local government. It will also cover reasonable accommodations/modifications, defenses, discrimination between disabilities and facility access requirements.

### **Weeks 6 and 7: Title III of the Americans with Disabilities Act: Public Entities**

These classes will cover the definition of a public accommodation. In addition the class will examine legal defenses as well as review how courses and examinations for professions must be made accessible. The classes will discuss enforcement mechanisms and Arizona's equivalent statute

### **Week 8: Access Board's Guidelines for Titles II and III**

This week's course will cover the Access Board's Guidelines for accessibility for state and local governments as well as private entities

### **Week 9: Fair Housing Act of 1986**

This class will cover disability issues related to fair housing under the Fair Housing Act of 1986. The class will cover landlord/tenant issues, multi-family housing issues and interference and coercion.

### **Week 10: Post Secondary Responsibilities under Title II of the ADA and Section 504**

This week's course will cover admissions, reasonable accommodations, non academic programs, safety issues and retaliation and hostile learning environment issues.

### **Week 11: Transportation**

This week's course will cover the Air Carrier Access Act for airlines, over the road buses and mass transit regulations.

### **Week 12: Miscellaneous Provisions of the ADA, Voting Rights and Technology**

This course will cover the remaining provisions of the ADA and will also discuss the disability provisions of the Help America Vote Act and Section 508 of the Rehabilitation Act.

### **Week 13: Systems of Support and Independence for the Disabled**

This class will cover the safety net that is provided to the disabled through Medicaid/Medicare and Social Security and it will cover those programs recently enacted that promote employment and independent living.

#### Assessment of Student Learning Outcomes

- Methods of Assessment

DIS 518 students will be expected to complete weekly posted discussions. Students will prepare a final paper of 15-20 pages on issues affecting disability law. DIS 518 Students will take a cumulative final quiz that will be a combination of multiple choice and true false. DIS 518 students are required to attend chat sessions.

Total Points Possible are 500 points

1. Weekly Discussion Points-100 points = 20%
2. Research Paper on disability law-200 points = 40%
3. Cumulative Exam-150 points = 30%
4. Chat attendance -50 points =10%

- Timeline for Assessment

All assignment due dates will be posted on WebCT/VISTA calendar.

#### Grading System

*Grading percentages are:*

- 90-100% or 450-500 points = A
- 80-89% or 400-449 points = B
- 70-79% or 350-399 points = C
- 60-69% or 300-349 points = D
- > 60 = or less than 299 points =F

#### Course policy

- *Retests/makeup tests*

*Tests are allowed to be taken for one week on VISTA as a result any requests for retests or makeup tests will be denied absent extraordinary circumstances (i.e. grave sickness, death of close family member, unanticipated shutdown of VISTA).*

- *Attendance*

*Attendance in chat discussion will be required to receive 10 percent of grade.*

- *Statement on plagiarism and cheating*

*The NAU Student Code of Conduct on plagiarism (representing the words or ideas of another as one's own) and cheating treat these infractions as a serious offense. The instructor will enforce NAU policies on plagiarism and cheating.*

**NORTHERN ARIZONA UNIVERSITY  
POLICY STATEMENTS**

**SAFE ENVIRONMENT POLICY**

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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 the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at <http://www2.nau.edu/dss/>.

**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) Summer 2007  
*See effective dates schedule.*
3. College Social & Behavioral Sciences 4. Academic Unit Geography, Planning & Recreation
5. Course subject/catalog number PRM 221 6. Units 1
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 Introduction to Orienteering  
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Introduction to Orienteering
11. Catalog course description (max. 30 words, excluding requisites).

PRM 221 will teach map reading, map and compass skills, and practices in land navigation.

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) NA

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      X

Name of new plan? \_\_\_\_\_

*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    X  
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    X  
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    X  
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).

It is critical that the outdoor professional understands and become proficient with map and compass work and land navigation in order to not only be successful in the field but also to find their way back from a trip.

24. Names of current faculty qualified to teach this course      NAU Outdoor Staff

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? NAU Outdoors will provide outdoor equipment.

26. Will present library holdings support this course?    yes    X      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**


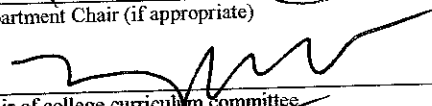
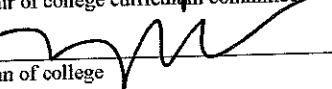
**NEW SENIOR CAPSTONE COURSE (refer to question 19)**

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**

	<u>1/04/07</u>
Department Chair (if appropriate)	Date
	<u>1/8/07</u>
Chair of college curriculum committee	Date
	<u>1/8/07</u>
Dean of college	Date

**For Committees use only**

\_\_\_\_\_

**For Liberal Studies Committee** Date

Action taken: \_\_\_\_\_ Approved as submitted \_\_\_\_\_ Approved as modified

	<u>3.13.07</u>
For University Curriculum Committee	Date

Action taken: \_\_\_\_\_  Approved as submitted \_\_\_\_\_ Approved as modified

PRM 221  
Introduction to Orienteering

**COURSE SYLLABUS**

**General Information**

- Name of college and department  
College of Social and Behavioral Sciences, Dept. of Geography, Planning & Recreation
- Course Prefix, number, and title  
PRM 221: Introduction to Orienteering
- Semester in which course will be offered  
Once each Fall and Spring Semester
- Credit hours  
One credit hour (15+ hours of instruction and field work over one weekend)
- Instructor's Name  
Varying depending on course
  - Qualifications for teaching course:
    - Minimum Wilderness First Responder medical certification (WEMT preferred)
    - Certified NAU Van Driver
    - Minimum certified Leave No trace Trainer (Master certification preferred)
    - Expertise pertaining to the planning and safe implementation of orienteering, including map and compass knowledge, triangulation, shooting bearings and adjusting for declination.

**Course Prerequisites**

None.

**Course Description**

Map and compass skills, appropriate curricula, and practices in land navigation.

**Course Objectives**

The major goals of the course are to provide the student with:

- An understanding of the basic parts of a compass
- An understanding of the basic parts of a topographical map
- Practice triangulation and other land navigation skills

**Course Structure/Approach**

Introduction to Orienteering is intended as a hands-on course focusing on the basic skills necessary to navigate through the backcountry. Using lecture and hands on practice students will gain firsthand experience and knowledge of how to read and use a compass, read a topographical map, triangulate their position, and measure distance traveled. The first day of the course is held on campus. The second day is spent in the field practicing the skills learned the day before.

**Textbook and Required Materials**

Be Expert with Map and Compass by Bjorn Hjellstrom

Compass capable of shooting a bearing (Silva Ranger CL recommended)

### **Course Outline:**

#### **Saturday**

9:00

- Meet at NAU Outdoors located at the NAU Rec. Center.

9:00- 10:00

- Breakfast Introductions

10:00-12:00

- Cardinal Directions
- Part of Compass
- Magnetic north

12:00-1:00

- Lunch

1:00-4:00

- Orient a compass to magnetic north
- Take a field bearing
- Travel on a field bearing

4:00-5:00

- Go over parts of a map/features of a map

#### **Sunday**

9:00-10:00

- Meet at NAU
- Breakfast
- Travel

10:00-10:30

- Review compass parts, use, and bearings, and maps

10:30-12:00

- Orient a map using only natural features
- Orient a map to magnetic north
- Take field to map bearings, and map to field bearings.

12:00-1:00

- Lunch

1:00-2:30

- Declination
- Triangulation

2:30-5:00

- Orienteering Course
- Test

### **Summary**

#### **Justification**

It is critical that the outdoor professional understands and become proficient with map and compass work and land navigation in order to not only be successful in the field but also to find their way back from a trip.

### Evaluation methods and deadlines

1. **Instruction, Demonstration, and Practice** – These three components will comprise the majority of the course. Full participation in activity and discussion and active listening during lecture will determine the majority of the grade.
2. **Proficiency** – Students will be required to demonstrate proficiency in basic orienteering skills
3. **Self-Assessment** – Students will be required to evaluate their own performance.
  
4. **Grading procedures:**

	<b>Points</b>
1. Activity, Discussion, and Lecture	50% (25% per day)
2. Proficiency	20%
3. Self-Assessment	30%

**Grading Basis:** Grades will be assigned as:

90 – 100 = A; 80 – 89 = B; 70 – 79 = C; 60 – 69 = D; less than 59 = F

### Course Policy:

1. Students must attend class, participate to as full an extent as possible in discussion and activity and listen actively during lecture. Due to the experiential nature and brief duration of this course, being in class, on-time, and prepared for scheduled activities will have extra emphasis.
2. Written assignments need not be typed, but must be submitted on-time. Late work will not be accepted without pre-approval from the course instructor.
3. Absence will severely affect the student's grade. Absence will be excused only in the event of extreme emergency and will require that the student make up lost time during another scheduled course section.
4. No activities, lectures, discussions, or assignments can be made up outside of class due to the experiential nature and brief duration of this course.
5. Students who commit academic dishonesty will not receive credit for the assignment and possibly for the class. Other actions may also be taken according to NAU Policy.



## NORTHERN ARIZONA UNIVERSITY

### **POLICY STATEMENTS**

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# 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) Summer 2007  
*See effective dates schedule.*
3. College Social & Behavioral Sciences 4. Academic Unit Geography, Planning & Recreation
5. Course subject/catalog number PRM 222 6. Units 2
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 Search and Rescue Technician II & III  
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Search and Rescue Technician II & III
11. Catalog course description (max. 30 words, excluding requisites).

PRM 222 Provides knowledge to challenge SARTECH II Certification and receive national certification. Course includes general responsibilities, skills, abilities, and equipment needed to participate in search and rescue mission.

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 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 checked="" type="checkbox"/> | Supervision <input type="checkbox"/> |
16. Prerequisites (must be completed *before* proposed course) NA
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      X

Name of new plan? \_\_\_\_\_

*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      X  
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      X  
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      X  
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).

It is critical that the outdoor professional understands and become proficient with search and rescue tactics in order for students to become involved with SAR organizations or look for lost hikers when leading trips.

24. Names of current faculty qualified to teach this course      NAU Outdoor Staff

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? NAU Outdoors will provide outdoor equipment.

26. Will present library holdings support this course?      yes      X      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**

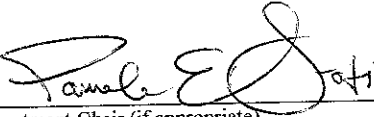
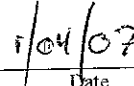
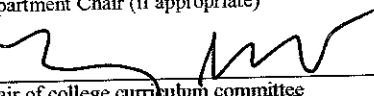
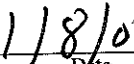
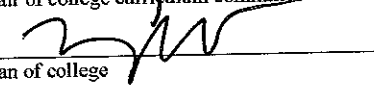
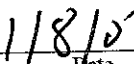
**NEW SENIOR CAPSTONE COURSE (refer to question 19)**

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**

	
Department Chair (if appropriate)	Date
	
Chair of college curriculum committee	Date
	
Dean of college	Date

**For Committees use only**

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**For Liberal Studies Committee** \_\_\_\_\_ **Date**

Action taken: \_\_\_\_\_ Approved as submitted \_\_\_\_\_ Approved as modified

	
For University Curriculum Committee	Date

Action taken:  Approved as submitted \_\_\_\_\_ Approved as modified

PRM 222  
Search and Rescue (SAR) Technician II & III

**COURSE SYLLABUS**

**General Information**

- Name of college and department  
College of Social and Behavioral Sciences, Dept. of Geography, Planning and Recreation
- Course Prefix, number, and title  
PRM 222: Search and Rescue Technician III and II
- Semester in which course will be offered  
Once each Fall and Spring Semester
- Credit hours  
Two credit hours (48+ hours of instruction and field work over two weekends)
- Instructor's Name  
Varying depending on course  
Qualifications for teaching course:
  - Minimum Wilderness First Responder medical certification (WEMT preferred)
  - Certified NAU Van Driver
  - Minimum certified Leave No trace Trainer (Master certification preferred)
  - NASAR certified FUNSAR and TECH II instructor

**Course Prerequisites**

None.

**Course Description**

This class combines the Introduction to Search and Rescue and the Fundamentals of Search and Rescue Course to provide the student with the knowledge to challenge the SARTECH II Certification, according to the knowledge objectives defined in the NASAR Standards for SARTECH II and receive a national certification. Information covered includes: general responsibilities, skills, abilities, and the equipment needed by persons who would be participating in a search and rescue mission.

**Course Objectives**

The major goals of the course are to provide the student with:

- An understanding of the requirements of SAR personnel
- An understanding of how a SAR operation runs and the roles played by the different people involved
- An understanding of the psychology of a lost person and practices in finding them
- Practice searching techniques

### **Course Structure/Approach**

Search & Rescue Level III & II is intended as a hands-on course focusing on the basic skills necessary to safely conduct a search and rescue operation to find a missing person or persons. Using lecture and hands on practice students will gain firsthand experience and knowledge about search philosophy, tactics and operations. The first weekend of the class is held on campus. The second weekend is spent in the field practicing the skills learned the weekend before.

### **Textbook and Required Materials**

Introduction to Search and Rescue: Edited by Steve Foster:  
Published by NASAR

### **Course Outline:**

#### **First Weekend**

#### **Friday**

9:00

- Meet at NAU Outdoors located at the NAU Rec. Center.

9:00- 10:00

- Breakfast Introductions
- Registration/Administration/Introduction

10:00-11:30

- Introduction to SAR
- Getting Involved In SAR

11:30-12:30

- Incident Management

12:30-1:30

- Lunch

1:30-3:00

- Incident Management, Continued
- Fitness

4:00- 6:00

- Survival and Body Management
- Clothing And Personal Protection Systems

#### **Saturday**

9:00-9:30

- Meet at NAU
- Breakfast

9:30-11:00

- SAR Ready Pack
- Nomenclature And Knowledge of Outdoor Equipment

11:00-12:30

- Emergency Survival Skills - Improvising
- Slides - Emergency Survival Skills – Improvising

12:30-1:30



- Lunch
- 1:30-3:30
- Travel Skills
  - Communications
  - Problems Associated With Specific SAR Environments & Some Survival First Aid Considerations
- 3:30-6:00
- SAR Resources
  - Handling Evidence
  - Clue Orientation
  - Search Tactics

### **Sunday**

- 9:00- 9:30
- Meet @ NAU Outdoors
  - Breakfast
- 9:30- 11:00
- Anatomy of a SAR Mission
- 11:00-12:30
- Lost Person Behavior
  - Search Probability Theory
- 12:30-1:30
- Lunch
- 1:30- 2:30
- Tracking
- 2:30- 4:30
- SAR Pack Check
  - SAR mission briefing – practical exercise
  - Air operations observer
  - Helicopter orientation
- 4:30-6:00
- Rescue Gear
  - Preventative SAR

### **Second Weekend**

#### **Friday**

- 9:00- 9:30
- Meet @ NAU Outdoors
  - Breakfast
- 9:30-12:30
- Rope Related Skills - Practical Exercise
  - Evacuation - Practical Exercise
  - Land Navigation - Compass
- 12:30-1:30

- Lunch
- 1:30- 6:00
- Land Navigation – Exercise
  - Land Navigation – Map

### **Saturday**

9:00- 9:30

- Meet @ NAU Outdoors
- Breakfast

9:30- 1:30

- SAR Mission Practical Exercise

1:30-2:30

- Lunch

2:30- 5:30

- SAR Mission Practical Exercise (con't)
- SAR Mission Practical Exercise Critique

### **Sunday**

9:00-12:00 Practical Exam Stations

- **Station #1:** Land Navigation: Use of topographic maps and compass. Candidates complete a course over terrain commonly encountered in the operations area in a specified time frame, not to exceed 600 meters.
- **Station #2:** Tracking: Candidates identify and mark a footprint track left by the evaluator and follow the track to its end.
- **Station #3:** 24-hour Pack: Candidates demonstrate the ability to possess and pack the required SAR equipment and supplies efficiently.
- **Station #4:** Rope Skills: Candidates demonstrate the ability to tie four basic knots and a harness with supplied rope and webbing.
- **Station #5:** Route Search: This station entails locating and labeling clues in a given area demonstrating the ability to detect 50% of the clues using a route search tactic.
- **Station #6:** Area Search: This station entails locating and labeling clues in a given area demonstrating the ability to detect 50% of the clues using an area search tactic.

12:00-1:00

- Lunch

1:00-5:00

- Final written exam

Summary

### **Justification**

It is critical that the outdoor professional understands and become proficient with search and rescue tactics in order for students to become involved with SAR organizations or look for lost hikers when leading trips.

### Evaluation methods and deadlines

1. **Instruction, Demonstration, and Practice** – These three components will comprise the majority of the course. Full participation in activity and discussion and active listening during lecture will determine the majority of the grade.
2. **Proficiency** – Students will be required to demonstrate proficiency in basic SAR skills
3. **Self-Assessment** – Students will be required to evaluate their own performance.

4. <b>Grading procedures:</b>	<b>Points</b>
1. Activity, Discussion, and Lecture	50%
2. Proficiency	20%
3. Self-Assessment	30%

**Grading Basis:** Grades will be assigned as:

90 – 100 = A; 80 – 89 = B; 70 – 79 = C; 60 – 69 = D; less than 59 = F

### Course Policy:

1. Students must attend class, participate to as full an extent as possible in discussion and activity and listen actively during lecture. Due to the experiential nature and brief duration of this course, being in class, on-time, and prepared for scheduled activities will have extra emphasis.
2. Written assignments need not be typed, but must be submitted on-time. Late work will not be accepted without pre-approval from the course instructor.
3. Absence will severely affect the student's grade. Absence will be excused only in the event of extreme emergency and will require that the student make up lost time during another scheduled course section.
4. No activities, lectures, discussions, or assignments can be made up outside of class due to the experiential nature and brief duration of this course.
5. Students who commit academic dishonesty will not receive credit for the assignment and possibly for the class. Other actions may also be taken according to NAU Policy.

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 the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at <http://www2.nau.edu/dss/>.

***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) Summer 2007  
*See effective dates schedule.*
3. College Social & Behavioral Sciences 4. Academic Unit Geography, Planning & Recreation
5. Course subject/catalog number PRM 223 6. Units 1
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 Introduction to Technical Rescue  
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Introduction to Technical Rescue
11. Catalog course description (max. 30 words, excluding requisites).

PRM 223 Provides basic introduction to technical rope rescue in low to high angle environment. Students are instructed in rescue operations, incident management, safety factors and forces, rescue grammar and physics, systems analysis, and use of rescue equipment.

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 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 checked="" type="checkbox"/> | Supervision <input type="checkbox"/> |
16. Prerequisites (must be completed *before* proposed course) NA
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? \_\_\_\_\_

*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).

It is critical that the outdoor professional, especially one specializing in rock climbing or other vertical activities understand and become proficient with rescue techniques and procedures.

24. Names of current faculty qualified to teach this course      NAU Outdoor Staff

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? NAU Outdoors will provide outdoor equipment.

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**

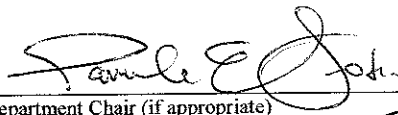
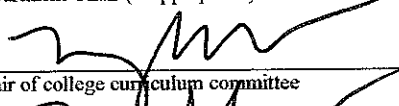
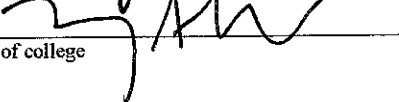
**NEW SENIOR CAPSTONE COURSE (refer to question 19)**

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**

	1/4/07
Department Chair (if appropriate)	Date
	1/8/07
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

	3-13-07
<b>For University Curriculum Committee</b>	<b>Date</b>

Action taken:  Approved as submitted \_\_\_\_\_ Approved as modified

PRM 223  
Technical Rescue

**COURSE SYLLABUS**

**General Information**

- Name of college and department  
College of Social and Behavioral Sciences, Dept. of Geography, Planning and Recreation
- Course Prefix, number, and title  
PRM 223: Technical Rescue
- Semester in which course will be offered  
Once each Fall and Spring Semester
- Credit hours  
One credit hour (15+ hours of instruction and field work over one weekend)
- Instructor's Name  
Varying depending on course  
Qualifications for teaching course:
  - Minimum Wilderness First Responder medical certification (WEMT preferred)
  - Certified NAU Van Driver
  - Minimum certified Leave No trace Trainer (Master certification preferred)
  - Expertise pertaining to the planning and safe implementation of technical rescue, including rope and knot skills, anchor building, rescue theory and knowledge of rescue equipment.

**Course Prerequisites**

None.

**Course Description**

The Technical Rescue course will provide the student with basic introduction to technical rope rescue in a low to high angle environment. Students will be instructed in rescue operations, incident management, safety factors & forces, rescue grammar & physics, systems analysis, and the use of rescue equipment, i.e. static ropes, webbing, carabineers, pulleys, rappel racks, ascenders, helmets and harnesses.

**Course Objectives**

The major goals of the course are to provide the student with:

- An understanding basic knots and rope management
- An understanding of how anchors are built and how to check them
- Practice ascending and descending fixed lines
- Practice building and using hauling systems

**Course Structure/Approach**

Technical Rescue is intended as a hands-on course focusing on the basic skills necessary to implement a rescue in the vertical world. Using lecture and hands on practice students will gain firsthand experience and knowledge of how to tie

knots, build anchors, and ascend and descend a line. The first day of the course is held on campus and spent discussing theory. The second and third days are spent in the field practicing hard skills.

### **Textbook and Required Materials**

Basic Technical Rescue 10ed by Ken Phillips (included with course)  
Leather gloves for rappelling

### **Course Outline:**

#### **Friday**

6:00-9:00pm

- Introductions
- Basic overview of class
- Knots
- Rope and webbing theory

#### **Saturday**

8:00

- Meet at NAU Outdoors located at the NAU Rec. Center.

8:00- 9:00

- Drive out to Oak Creek Overlook
- Organize gear and people

9:00-10:30

- Discuss anchor building theory
- Practice building anchors

10:30-12:00

- Discuss rappelling theory and equipment
- Practice rappelling on horizontal field

12:00-1:00

- Lunch

1:00-2:00

- Move to vertical area and build live anchors
- Discuss rigging jobs

2:00-6:00

- Practice rappelling off different areas

#### **Sunday**

8:00

- Meet at NAU Outdoors located at the NAU Rec. Center.

8:00- 9:00

- Drive out to Oak Creek Overlook
- Organize gear and people

9:00-10:30

- Build anchors
- Discuss ascension techniques
- Practice ascending on horizontal field

10:30-12:00

- Practice rappelling and then ascending fixed lines

12:00-11:00

- Lunch

1:00-2:00

- Practice rappelling and then switching to ascending mid rope

2:00-3:00

- Discuss hauling systems
- Practice building 3:1, and 5:1

3:00-6:00

- Practice raising and lower “patients” (switch over)
- Discuss litter work
- Litter rigging

Summary

### Justification

It is critical that the outdoor professional, especially one specializing in rock climbing or other vertical activities understand and become proficient with rescue techniques and procedures.

### Evaluation methods and deadlines

1. **Instruction, Demonstration, and Practice** – These three components will comprise the majority of the course. Full participation in activity and discussion and active listening during lecture will determine the majority of the grade.
2. **Proficiency** – Students will be required to demonstrate proficiency in basic Technical Rescue skills
3. **Self-Assessment** – Students will be required to evaluate their own performance.

#### 4. Grading procedures:

	<b>Points</b>
1. Activity, Discussion, and Lecture	50% (25% per day)
2. Proficiency	20%
3. Self-Assessment	30%

**Grading Basis:** Grades will be assigned as:

90 – 100 = A; 80 – 89 = B; 70 – 79 = C; 60 – 69 = D; less than 59 = F

### Course Policy:

1. Students must attend class, participate to as full an extent as possible in discussion and activity and listen actively during lecture. Due to the experiential nature and brief duration of this course, being in class, on-time, and prepared for scheduled activities will have extra emphasis.
2. Written assignments need not be typed, but must be submitted on-time. Late work will not be accepted without pre-approval from the course instructor.
3. Absence will severely affect the student’s grade. Absence will be excused only in the event of extreme emergency and will require that the student make up lost time during another scheduled course section.
4. No activities, lectures, discussions, or assignments can be made up outside of class due to the experiential nature and brief duration of this course.
5. Students who commit academic dishonesty will not receive credit for the assignment and possibly for the class. Other actions may also be taken according to NAU Policy.

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).*

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If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

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*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) Summer 2007  
*See effective dates schedule.*
3. College Social & Behavioral Sciences 4. Academic Unit Geography, Planning & Recreation
5. Course subject/catalog number PRM 224 6. Units 1
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 Introduction to Tracking  
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Introduction to Tracking
11. Catalog course description (max. 30 words, excluding requisites).  
  
PRM 224 Hands-on field course focused on both animal and people tracking for holistic understanding of the ancient art of tracking. Combines lecture, fieldwork, and group activities. Includes track identification, reading stories in tracks, aging and measuring methods, scat and field signs.
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) NA
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? \_\_\_\_\_

*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).

It is critical that the outdoor professional understand and become proficient with tracking in order to provide historical information as a guide, assist with a Search and Rescue mission, or locate a lost client on a trip.

24. Names of current faculty qualified to teach this course      NAU Outdoor Staff

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? NAU Outdoors will provide outdoor equipment.

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

Revised 8/06

**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**

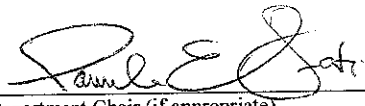
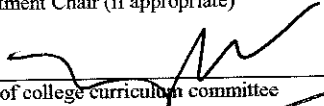
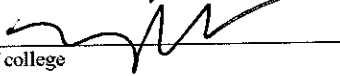
**NEW SENIOR CAPSTONE COURSE (refer to question 19)**

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**

	1/04/07
Department Chair (if appropriate)	Date
	1-8-07
Chair of college curriculum committee	Date
	
Dean of college	Date

**For Committees use only**

_____	Date
<b>For Liberal Studies Committee</b>	

Action taken: \_\_\_\_\_ Approved as submitted \_\_\_\_\_ Approved as modified

	3.13.07
For University Curriculum Committee	Date

Action taken:  Approved as submitted \_\_\_\_\_ Approved as modified

PRM 224  
Introduction to Tracking

**COURSE SYLLABUS**

**General Information**

- Name of college and department  
College of Social and Behavioral Sciences, Dept. of Geography, Planning and Recreation
- Course Prefix, number, and title  
PRM 224: Introduction to Tracking
- Semester in which course will be offered  
Once each Fall and Spring Semester
- Credit hours  
One credit hour (15+ hours of instruction and field work over one weekend)
- Instructor's Name  
Varying depending on course
  - Qualifications for teaching course:
    - Minimum Wilderness First Responder medical certification (WEMT preferred)
    - Certified NAU Van Driver
    - Minimum certified Leave No trace Trainer (Master certification preferred)
    - Expertise pertaining to the planning and safe implementation of tracking, including track identification, aging and measuring methods, scat and field signs and stalking and awareness activities.

**Course Prerequisites**

None.

**Course Description**

This hands-on field course focuses on both animal and people tracking for students wishing to gain a holistic understanding of the ancient art of tracking. Combining lecture, fieldwork, and group activities, students will learn track identification, reading the stories in tracks, aging and measuring methods, scat and field signs, along with stalking and awareness activities. Everyone will also walk away with plaster casts of various animal tracks.

**Course Objectives**

The major goals of the course are to provide the student with:

- Solid foundation for both mammal and man tracking
- Awareness of signs and details of the signs
- Provide a foundation for SAR tracking and understanding of natural history

**Course Structure/Approach**

Introduction to Tracking is intended as a hands-on course focusing on the basic skills necessary to track both mammals and people through various terrains. Using lecture and hands on practice students will gain firsthand experience and

knowledge of how to identify and read signs, age and measure tracks and learn stalking and personal awareness techniques. The first day of the course is held on campus. The second and third days are spent in the field practicing the skills learned the day before.

### **Textbook and Required Materials**

A notebook, pencil, and (inexpensive) measuring tape are essential.

### **Course Outline:**

#### **Friday**

6-9pm

- Introductions
- Uses of animal tracking for SAR, natural history, interpretive work, and wildlife biology
- 3 areas of tracking- Clear print identification, Track interpretation (“reading the stories in tracks”), and Trailing.
- Clear Print Identification- learning the principles behind track ID based on animal species.
- Slide show- covering a variety of mammal tracks and signs found throughout North America and the Southwest in particular.
- Plaster cast review of mammal tracks and morphology
- Discussion of Saturday-Sunday overnight field component, logistics, meals, gear, meeting time, etc

#### **Saturday**

8:00

- Meet at NAU Outdoors located at the NAU Rec. Center. Leave by 9:00

9:00- 10:00

- Drive to location

10:00-5:00

- Track ID
- Track interpretation and reading animal gaits (ie. was the animal running, walking, etc...)
- Determining the age of a track
- Distinguishing cougar from dog tracks
- Scat ID and interpreting signs such as scrapes, gnaw marks, etc....
- Plaster casts
- Developing awareness and intuition
- Field notes and measuring methods
- Stalking and how to photograph wildlife

6:00-8:00

- Conditions permitting, there will be an evening campfire and brief coverage of tracking at night; also setting up baited tracking boxes for the next morning's activities.

#### **Sunday**

8:00-9:00

- Wake up and eat breakfast

10:00-11:00

- Check baited track boxes for field signs. Review Saturdays skills

11:00-4:00

- Introduction to the art of tracking people
- Different uses for people tracking- SAR, Law Enforcement, etc...
- The psychology of lost people and how it can aid the tracker.
- The importance of a tracking stick for determining stride
- Detecting tracks on difficult surfaces such as pine needles, grass, slickrock, etc

4:00-5:00

- Return to NAU

## Summary

### Justification

It is critical that the outdoor professional understand and become proficient with tracking in order to provide historical information as a guide, assist with a Search and Rescue mission, or locate a lost client on a trip.

### Evaluation methods and deadlines

1. **Instruction, Demonstration, and Practice** – These three components will comprise the majority of the course. Full participation in activity and discussion and active listening during lecture will determine the majority of the grade.
2. **Proficiency** – Students will be required to demonstrate proficiency in basic tracking skills
3. **Self-Assessment** – Students will be required to evaluate their own performance.

4. Grading procedures:	Points
1. Activity, Discussion, and Lecture	50% (25% per day)
2. Proficiency	20%
3. Self-Assessment	30%

**Grading Basis:** Grades will be assigned as:

90 – 100 = A; 80 – 89 = B; 70 – 79 = C; 60 – 69 = D; less than 59 = F

### Course Policy:

1. Students must attend class, participate to as full an extent as possible in discussion and activity and listen actively during lecture. Due to the experiential nature and brief duration of this course, being in class, on-time, and prepared for scheduled activities will have extra emphasis.
2. Written assignments need not be typed, but must be submitted on-time. Late work will not be accepted without pre-approval from the course instructor.
3. Absence will severely affect the student's grade. Absence will be excused only in the event of extreme emergency and will require that the student make up lost time during another scheduled course section.
4. No activities, lectures, discussions, or assignments can be made up outside of class due to the experiential nature and brief duration of this course.
5. Students who commit academic dishonesty will not receive credit for the assignment and possibly for the class. Other actions may also be taken according to NAU Policy.

## NORTHERN ARIZONA UNIVERSITY

### **POLICY STATEMENTS**

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# 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) Summer 2007  
*See effective dates schedule.*

3. College Social & Behavioral Sciences 4. Academic Unit Geography, Planning & Recreation

5. Course subject/catalog number PRM 225 6. Units 2

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 Avalanche Safety Level I  
(max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Avalanche Safety Level I

11. Catalog course description (max. 30 words, excluding requisites).

Focuses on developing ability to identify avalanche terrain, perform field tests to determine snow pack stability/instability, recognize weather and terrain factors contributing to instability, perform rescue through fast and efficient transceiver use, and apply safe-travel techniques.

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) NA

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)?  
Name of new plan? \_\_\_\_\_ yes  no

*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).

It is critical that the outdoor professional understand and become proficient with the study and practice of snow science, especially those whose specialty is snow based. Traveling over avalanche terrain is nearly impossible to avoid when guiding ski or mountaineering trips and the knowledge of how to travel safely is required by any guiding company of their guides.

24. Names of current faculty qualified to teach this course NAU Outdoor Staff

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? NAU Outdoors will provide outdoor equipment.

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**  
revised 8/06

**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**

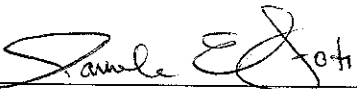
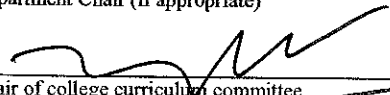
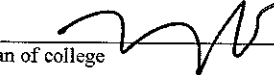
**NEW SENIOR CAPSTONE COURSE (refer to question 19)**

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**

	1/04/07
Department Chair (if appropriate)	Date
	1-8/07
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

	3.13.07
For University Curriculum Committee	Date

Action taken:  Approved as submitted \_\_\_\_\_ Approved as modified

PRM 225  
Avalanche Safety Level I

COURSE SYLLABUS

**General Information**

- Name of college and department  
College of Social and Behavioral Sciences, Dept. of PRM
  - Course Prefix, number, and title  
PRM 225: Avalanche Level I
  - Semester in which course will be offered  
Once each Spring Semester
  - Credit hours  
Two credit hours (48+ hours of instruction and field work over a three day period)
  - Instructor's Name  
Varying depending on course
- Qualifications for teaching course:
- Minimum Wilderness First Responder medical certification (WEMT preferred)
  - Certified NAU Van Driver
  - Minimum certified Leave No trace Trainer (Master certification preferred)
  - Expertise pertaining to the planning and safe implementation of an Avalanche Level 1 class, including snow science knowledge, field experience, avalanche navigation and beacon and other rescue skills.

**Course Prerequisites: None**

**Course Recommendations:**

Students should have previous snowshoe or cross country skiing experience in variable terrain and changing snow conditions.

**Course Description**

A student that successfully completes this course should be able to: identify avalanche terrain; identify basic grain types, weak layers and strong layers; perform field tests to determine snow pack stability/instability; recognize weather and terrain factors contributing to instability; perform rescue through fast and efficient transceiver use; and apply safe-travel techniques.

**Course Objectives**

The major goals of the course are for students to be able to:

- Identify avalanche terrain
- Identify basic grain types, weak layers and strong layers
- Perform field tests to determine snowpack stability/instability
- Recognize weather and terrain factors contributing to instability
- Perform rescue through fast and efficient transceiver use
- Apply safe travel techniques

## **Course Structure/Approach**

Avalanche Level I is intended as a hands-on course focusing on the identification of avalanche hazards before it's too late. Using lecture and hands-on practice, students will gain firsthand experience and knowledge of how to search for buried victims, identify avalanche hazard, identify weather factors that play a role in avalanche development, and detailed study of snow layers and their properties. The first day of the course will be spent as a lecture and held at MSI. The second and third days will be spent in the field practicing the skills learned the day before.

## **Textbook and Required Materials**

Snow Sense: a guide to evaluating snow avalanche hazard.

Staying Alive in Avalanche Terrain

Snow travel transportation: touring skis, snow shoes, etc

Avalanche beacon

Shovel and probe

## **Course Outline:**

### **Day 1**

8:00-9:00

- Introduction to class
- Accident statistics
- What you will learn in this class
- What you won't learn in this class

9:00- 12:00

- Weather
  - Precipitation
  - Wind
  - Temperature
- Snowpack: Basic definitions
  - Depth
  - Density
  - Temperature gradient
  - Bonds
  - Initial metamorphism
  - Change of atmospheric forms on the Earth's surface
  - Equilibrium processes
  - Rounds
  - Bonding
  - Kinetic processes
  - Critical temperature gradient ( $1^{\circ}\text{C}/10\text{ cm}$ )
  - Squares/facets
  - Persistence in the snowpack
  - Lack of bonding
  - Melt/Freeze
  - Isothermal snowpack
  - Melting bonds

- Mountain snowpack characteristics
- Layering
- Slab development
- Surface hoar
- Changes in time and space - local scale
- Snow climates - regional scale
- Examples: typical scenarios

12:00-1:00

- Lunch

1:00-5:00

- Avalanche Phenomenon
- Basic definitions
  - Loose snow avalanches
  - Slab - soft and hard avalanches
  - Wet snow avalanches
- Release mechanisms
  - Point releases
  - Slab development
    - Four ingredients - slab, weak layer, slope, trigger
    - Strength versus stress
    - Deficit zones
- Terrain Analysis
  - Basic topography
    - Slope angle and aspect
    - Starting zone, track, run-out zone
    - Vegetation indicators
  - Identifying avalanche terrain
  - Identifying safe terrain
- Stability Evaluation
  - Snowpack
    - Field observations
  - Weather
    - Effect of recent and current weather on the snowpack precipitation, wind, temperature, etc.)
  - Terrain
    - Is the terrain steep enough to slide?
  - Avalanche hazard ratings
- Human factors and Risk Assessment
  - Definitions of risk, hazard and perception
  - Individual behavior
    - Effects of experience, equipment and training
  - Group behavior
    - Small groups - 2 to 4 members
    - Large groups - 5+ members
  - Attitudes and behavior that affects risk perception and risk-taking
  - Managing risk

- Typical scenarios that can lead to problems
- Decision Making
  - Applying stability evaluation
  - Effective use of terrain
  - Avoiding dangerous areas
  - Minimizing exposure
  - Applying effective decision methodology (e.g. red, yellow, green light days or 3x3 method)
  - Dynamic process - need for continual updating
- Rescue
  - Self-rescue
  - What to do if you are caught
  - Companion rescue
  - What to do if someone else is caught

## Day 2

8:00-9:00

- Breakfast
- Travel

9:00-10:00

- Beacons
  - Recovery *versus* rescue
  - How they work conventional and digital display
  - Basic search techniques
    - Initial search
    - Tangent and/or grid
    - Pinpoint

11:00-2:00

- Beacon Practice and HASTY
  - Representative location for evaluations
  - Basic stratigraphy
  - Identification of weak layer
  - Strength/stability tests (incorporate some of these in field session)
    - Hand hardness
    - Shovel shear
    - Rutschblock
    - Stuffblock
    - Tap (compression) test
    - Limitations of tests
  - Terrain Analysis

Backcountry Travel Awareness - tests on the move

3:00-5:00

- Safe Travel Techniques
- Continual Reevaluation of Situation/Hazard
- Practice Companion Rescue



## Summary

### Justification

It is critical that the outdoor professional understand and become proficient with the study and practice of snow science, especially those whose specialty is snow based. Traveling over avalanche terrain is nearly impossible to avoid when guiding ski or mountaineering trips and the knowledge of how to travel safely is required by any guiding company of their guides.

### Evaluation methods and deadlines

1. **Instruction, Demonstration, and Practice** – These three components will comprise the majority of the course. Full participation in activity and discussion and active listening during lecture will determine the majority of the grade.
2. **Proficiency** – Students will be required to demonstrate proficiency in basic Avalanche awareness skills
3. **Self-Assessment** – Students will be required to evaluate their own performance.

4. Grading procedures:	Points
1. Activity, Discussion, and Lecture	50% (25% per day)
2. Proficiency	20%
3. Self-Assessment	30%

**Grading Basis:** Grades will be assigned as:

90 – 100 = A; 80 – 89 = B; 70 – 79 = C; 60 – 69 = D; less than 59 = F

### Course Policy:

1. Students must attend class, participate to as full an extent as possible in discussion and activity and listen actively during lecture. Due to the experiential nature and brief duration of this course, being in class, on-time, and prepared for scheduled activities will have extra emphasis.
2. Written assignments need not be typed, but must be submitted on-time. Late work will not be accepted without pre-approval from the course instructor.
3. Absence will severely affect the student's grade. Absence will be excused only in the event of extreme emergency and will require that the student make up lost time during another scheduled course section.
4. No activities, lectures, discussions, or assignments can be made up outside of class due to the experiential nature and brief duration of this course.
5. Students who commit academic dishonesty will not receive credit for the assignment and possibly for the class. Other actions may also be taken according to NAU Policy.

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 the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at <http://www2.nau.edu/dss/>.

**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.

# NO UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007
3. College SBS 4. Academic Unit Psychology
5. Current course subject/catalog number PSY 405
6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).  
**PSY 405 CLINICAL PSYCHOLOGY (3)**  
Introduces the principles and processes of applying psychology to the clinical setting. Includes professional issues, assessment, diagnosis, and psychotherapy. Prerequisite: (PSY 101 and PSY 227) or International Student Group
7. Is course currently cross-listed or co-convened? yes  no   
If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_
8. Is course an elective?  or required for an academic plan/subplan?   
If required, for what academic plan/subplan? \_\_\_\_\_  
**If required, also submit *Proposal for New Plan or Plan Change*.**
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no   
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. 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? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

11. a. Proposed course subject /catalog number 405c b. Proposed units \_\_\_\_\_

Only fill in what is changing.

c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No

If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

If information is remaining the same, leave the section blank.

d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title \_\_\_\_\_  
(max 100 characters including spaces)

g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

i. Proposed grading option: Letter grade  Pass/Fail  or Both

(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes  no

j.1. If yes, maximum units allowed? \_\_\_\_\_

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)

yes  no

k. Please check **ONE** of the following that most appropriately describes the proposed course change(s):

Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research

Seminar  Field Studies  Independent Study  Activity  Supervision

l. Proposed prerequisites (must be completed before) \_\_\_\_\_

m. Proposed corequisites (must be completed with) \_\_\_\_\_

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)

Instructor consent  Department consent  No consent

12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. This capstone course provides a more in-depth look into the subspecialty of clinical psychology. The course discuss the history of clinical psychology, psychological assessment and various clinical techniques. This class will allow students to refine their critical thinking skills while encouraging the development of verbal and written skills. In addition, students are asked to draw upon core concepts from other subspecialties in the major, especially as they related to clinical theories and constructs. Students will also spend a significant amount of time discussing issues of professional development, such as applying to graduate school and opportunities for further education in psychology. The course requires, and will facilitate the development of several specific skills: critical reading, critical thinking, effective oral communication, effective writing, and scientific inquiry. 30% of the grade in this class comes from a culminating paper project and oral presentation. The topic of these papers and presentations will draw on one or more of the core concepts from other subspecialties within the major such as: Community Psychology; Health Psychology; Neuropsychology and Rehabilitation Psychology; Forensic Psychology; Child Psychology; and Pediatric Psychology. Each presentations will include: History of the area; issues associated with training in this area; types of clients/patients treated; assessments commonly used; interventions commonly used; and research on interventions used in your area. As such, students are required to draw on core concepts learned in statistics and research methods courses. The final presentation is an exercise in an important professional skill and must be conducted in PowerPoint or equivalent format.

**13. Approvals**

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
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Action taken: \_\_\_\_\_ approved as submitted      \_\_\_\_\_ approved as modified

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

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

This course meets what the university defines as a "capstone experience." Thus, we would like this reflected in the course number by adding a "c" to the course number.

**13. Approvals**

*Heidi Wymant* 11-15-06  
Department Chair/ Unit Head (if appropriate) Date

*[Signature]* 11-30-06  
Chair of college curriculum committee Date

*[Signature]* \_\_\_\_\_  
Dean of college Date

**For Committee use only**

*Don Bill* 3.13.07  
For University Curriculum Committee Date

Action taken:  approved as submitted  approved as modified

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

**Northern Arizona University**  
**College of Social and Behavioral Sciences - Department of Psychology**  
**Clinical Psychology**  
**Fall 2006**

**Time, Room, and Credit Hours:** SBS 337.  
3 credit hours

**Instructor:** Sumner Sydeman  
**Office/Phone/E-mail:** SBS 315, 523-9472, sumner.sideman@nau.edu  
**Office Hours:** T/Th 2:15-3:00 p.m. or by appointment

**Course Prerequisites:** PSY 101, PSY 230, PSY 302w

**Course Description:**

This course provides a more in-depth look into the subspecialty of clinical psychology. We will discuss the history of clinical psychology, psychological assessment and various clinical techniques. This class will allow students to refine their critical thinking skills while encouraging the development of verbal and written skills. In addition, we will be drawing on core concepts from other subspecialties in the major, especially as they related to clinical theories and constructs. We will also spend a significant amount of time discussing issues of professional development, such as applying to graduate school and opportunities for further education in psychology. For these reasons, this course may be taken as a **capstone experience** course for Psychology majors. The course requires, and will facilitate the development of several specific skills: critical reading, critical thinking, effective oral communication, effective writing, and scientific inquiry.

**Required Text:** Trull, T. (2005). Clinical Psychology (7<sup>th</sup> edition)

**Student Learning**

**Expectations/Outcomes:**

After completing this course you will have a better understanding of the profession of clinical psychology, the different settings in which clinical psychologists work, as well as the various interventions used to treat different psychological disorders.

**Assessment of Student Learning Outcomes:**

A) There will be four exams (three exams plus the final exam) during the course of the semester. You can drop *one* of the first three exams scores. All students must take the final exam. Test questions will be generated from the reading as well as material presented in class (i.e. lectures, videotapes, in class discussions, etc...). The exams are not cumulative. Each of these three exams will count 20% toward your final grade (total 60% of your final grade). Study guides will be provided.



B) All students will be required to participate in a group presentation (worth 15% of your final grade). You will conduct your presentations in the last quarter of the class. Students will be assigned to groups and I will try to accommodate students' areas of interest. Each student will present a specific section within their topic, and will draw on one or more of the core concepts from other subspecialties within the major such as: Community Psychology; Health Psychology; Neuropsychology and Rehabilitation Psychology; Forensic Psychology; Child Psychology; and Pediatric Psychology. Each presentations will include: History of the area; issues associated with training in this area; types of clients/patients treated; assessments commonly used; interventions commonly used; and research on interventions used in your area. As such, you will be required to draw on core concepts learned in your statistics and research methods courses. Format: The presentation must be conducted in PowerPoint or equivalent format. Adjunctive material may include: use of videos, tapes, a guest presenter, or leading small group work. Each group member must present for at least 10 minutes. As part of your professional development and training as an undergraduate psychology major, this culminating experience is expected presentation to be polished and practiced.

C) Students will complete a 10-page paper research-based treatment paper due the second to last week of classes. Thus, your paper should be 10 pages of text PLUS references. This paper will count for 15% of your final grade. In this paper you will review either a specific and narrow treatment or assessment issue within your designated area of interest. As with the presentation, you will draw upon core concepts from other subspecialties within the major, including statistics and research methods.

Finally, on 5 occasions we will have in-class exercises and activities that will count toward your final grade. Think of these assignments as unscheduled "pop" in-class assignments. To receive credit for these assignments, you will need to be in attendance the day of the assignment and turn in the required work. Each In-Class Assignment will be graded Pass/Fail and will count 2 points toward your final grade (totaling 10% of your final grade). Assignments might require the use of your textbook, so you should bring your Trull to each class meeting. Sound easy? It is—as long as you are in class on the days we do these assignments.

<b>Grading:</b> A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 and below
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Changes to the Syllabus: From time to time, I may make changes to the course plan, topics, or other aspects of the course. However, I will do my best to NOT change **dates of exams**. These changes will be announced in class. You are responsible for keeping up with announcements of changes and other course business.

Studying for Exams and Getting Help: *To do well in this class you will need to read the textbook, any assigned supplementary materials, attend all lectures, and study all of the material covered. If you are having difficulty mastering the material in this course, or if you would like to discuss anything about Psychology, you are encouraged to attend OFFICE HOURS. If you make a D or F on any exam, I strongly urge you to see me*

*during office hours within one week of taking the exam. If you would like help with strategies for studying, taking tests, test anxiety, or if you are experiencing personal problems that could be helped with therapeutic counseling, you are encouraged to contact the NAU Counseling and Testing Center (523-2261).*

**MAKE UP POLICY:** There will be **no** make-up exams for exams 1, 2, or 3 for unexcused absences. Missed exams will count as the dropped exam. Otherwise, missing the final exam and/or deadlines for the paper (outline/rough draft) is **strongly discouraged**. You will only be allowed to make up a missed final exam or assignment if I excuse your absence. Grades on late assignments will be graded down up to one letter grade per day unless there is a legitimate reason for being turned in late. Legitimate reasons for excused absences/late papers/missing exams will normally be limited to the following: illness (verified by a physician's letter); serious illness or death of a family member; official release from the university such as athletic or academic commitment; personal emergencies/situations; religious holidays/ceremonies; career or graduate school interviews for graduating seniors. Students anticipating missing an exam or assignment should contact me **AS SOON AS possible** PRIOR to an exam or deadline. Be prepared to document all excused absences. In certain cases, a make-up final exam may consist of essay questions.

**REBUTTALS, & GRADE APPEALS:** No matter how well tests are written, problematic items sometimes appear on occasion. You will have the opportunity to write a rebuttal to any test item within a specified time after exams are returned (24 hours). If you are convinced that an exam item is ambiguous, misleading or erroneous, you must utilize the following written documentation rebuttal procedure. Document in writing your rationale and arguments as to why you believe this item is problematic. Be as thorough as possible and reference back to readings/lectures if possible. Make sure your written documentation includes your name, student ID #, your signature, and deliver your rebuttal to my office within 24 hours following the exam. If I agree with your reasoning, I will make one of the following choices; 1) I may give you credit for your response to that item; 2) I may give everyone in the class credit who gave a similar answer to that item; 3) I may throw out the test item and give everyone credit for it.

**Religious Observances:** *Students who anticipate being absent from class due to the observation of a religious observance should provide notice of the date(s) to the instructor, in writing, in advance of their absence from class.*

Related University Policies

Please see Policy Statements attached to this syllabus.

**All emails to me should include PSY 405c in the Subject line!**

<b>WEEK # Tuesday Date</b>	<b>Tuesday</b>	<b>Thursday</b>
<b>1 8/29/06</b>	Intro to Clinical Psych <i>Chapter 1</i>	<b>Intro to Clinical Psych; History</b> <i>Chapter 1, Chapter 2</i>
<b>2 9/5/06</b>	<b>History</b> <i>Chapter 2</i>	Finish History; Current Issues <i>Chapter 2, Chapter 3</i>
<b>3 9/12/06</b>	Current Issues <i>Chapter 3</i>	Getting into Graduate Programs in Clinical Psychology
<b>4 9/19/06</b>	Research Methods <i>Chapter 4</i>	Diagnosis <i>Chapter 5</i>
<b>5 9/26/06</b>	Diagnosis <i>Chapter 5</i>	<b>Exam 1</b> (Ch. 1, 2, 3, 4, 5)
<b>6 10/3/06</b>	Assessment interview <i>Chapter 6</i>	Assessment interview <i>Chapter 6</i>
<b>7 10/10/06</b>	Intelligence <i>Chapter 7</i>	Personality  Chapter 8
<b>8 10/17/06</b>	Behavioral <i>Chapter 9</i>	<i>Clinical Judgment</i> <i>Chapter 10</i>
<b>9 10/24/06</b>	<b>Exam 2</b>  (Ch. 6, 7, 8, 9, 10)	Interventions  Chapter 11
<b>10 10/31/06</b>	<b>Psychodynamic</b>  <b>Chapter 12</b>	Humanistic Chapter 13
<b>11 11/7/06</b>	CBT  <b>Chapter 14</b>	Group and Family <i>Chapter 15</i>
<b>12 11/14/06</b>	<b>Exam 3</b> (Ch. 11, 12, 13,14,15)	Community Psych; <b>Presentation 1</b> <i>Chapter 16</i>
<b>13 11/21/06</b>	Health Psych; <b>Presentation 2</b> <i>Chapter 17</i>	<i>THANKSGIVING</i>
<b>14 11/28/06</b>	Neuro and Rehab Psych; <b>Presentation 3</b> Chapter 18	<b>Forensic</b> ; Presentation 4 Chapter 19 <b>Final Paper Due 11/30</b>
<b>15 12/5/06</b>	Child; <b>Presentation 5</b>  <b>Chapter 20</b>	Pediatric; <b>Presentation 6</b> <i>Chapter 20</i> Course wrap-up

<b>16</b> <b>12/12/06</b>	<b>Final Exam: 12/12 7:30-9:30 a.m.</b> (Ch. 16, 17, 18, 19, 20)	<b>HAVE A GOOD BREAK!</b>
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\*Order of presentations may be scrambled

## PSY 405C Group Presentations

Students in PSY 405C are responsible for presenting the last quarter of the class. This will give you the opportunity to master your topic through the process of presenting it to the class. Topics include: Community Psychology; Health Psychology; Neuropsychology and Rehab Psychology; Forensic Psychology; Child Psychology; and Pediatric Psychology. This assignment will also give students the chance to teach and present on their topic of choice. The group presentation is worth 15% of your final grade.

Students will be assigned to groups and I will try to accommodate students' areas of interest. There will be approximately six students per group. After you are assigned to groups, you will have several brief opportunities to meet with your group in class on several occasions. However, it is expected that students will schedule the majority of their group meetings to prepare for their presentation outside of class.

Each student will present a specific section within their topic. Each presentation will include: 1) History of the area; 2) issues associated with training in this area (obtaining your Ph.D. in that area); 3) types of clients/patients/presenting problems assessed or treated; 4) assessments commonly used; 5) examples of interventions (applications) commonly used (One or two examples); and 6) research on assessment or interventions used in your area (One or two studies). Format: The presentation must be conducted in PowerPoint or equivalent format.

The Trull textbook is your STARTING place in your presentation—but only a starting place. You are expected to seek out other resources, including: Information from specific divisions of the APA (See their websites); textbooks on your topic; and research articles. Each student must present for *at least* 10 minutes. You will need to be careful with your timing—if you have a group of 6 students, your lecture will account for 60 of the 75 minute class. In addition to lecture, your group must include some additional brief activity in class. For example, you could: show a brief video, conduct a demonstration, lead a small group exercise, or invite in a guest presenter.

I expect your presentation should be polished and practiced (i.e., your slides look good, you don't stumble over your words, you aren't simply reading the slides, etc....)! Your grade will be determined by an average of Dr. Sydeman's rating of YOU, of your group's overall performance, and of ratings of you provided by your team members. You must turn in presentations (hard- and email soft-copy) to Dr. Sydeman by the day you present your topic. It is a requirement that you provide handouts (e.g., MS PowerPoint handouts) for your classmates. If you provide a hardcopy to Dr. Sydeman at least 24 hours prior to class, I can make these copies for the class. Otherwise, you will need to make your own copies.

Finally, each group member is responsible for turning in 10-15 short answer/short essay questions (hard and softcopies to Dr. Sydeman) for the final exam. This should ALSO include answers to the questions! Questions must be turned in by end of the day of your presentation. The group presenting on 12/7 must turn in questions on 12/5. Failure to turn in thoughtful questions may result in points off on your presentation grade.

Over the semester I will provides tutorials on the presentation, so you need to attend all classes.

## PSY 405C Clinical Psychology

### Research Paper Guidelines—Fall 2006

This class requires a 10-page research-based paper due the second to last week of classes (11/30). This paper will count 15% of your final grade. In the paper you should review either a treatment or an assessment issue within your designated area of interest. For example, if you are in the health psychology group, your paper needs to be on a health psychology topic.

In terms of style, you should adhere to APA style (e.g., the *Publication Manual of the American Psychological Association, 5th Edition*). Papers less than 10 pages **will** lose credit (e.g., paper must be 10 pages of text PLUS your references). Papers should be typewritten in 12-point font, double-spacing, with one-inch margins all around. Papers that are poorly written (grammatical errors, poor sentence construction, punctuation or spelling errors, etc...) will receive lower grades than papers that are well written. The paper should reflect only your own work, and not the work of others. Also, please make sure not to commit plagiarism on this paper. If you are unclear what constitutes plagiarism (the MOST serious "offenses" in academia), see Dr. Sydeman for a brief tutorial. I reserve the right to give you a failing grade *for this class* for outright cases of plagiarism, including copying material off the internet.

You will be gathering journal articles based on well-designed and important studies in psychology that are published in important journals (some in biomedical journals such as the *Journal of the American Medical Association, New England Journal of Medicine, The Lancet, Circulation*, etc...; some in psychology journals, such as *Journal of Consulting and Clinical Psychology, Journal of Abnormal Psychology*, etc...). NAU may have some, but NOT all, of these journals available online. **Thus, you MUST plan on going to Cline Library to photocopy articles, and in some cases on collecting articles via Inter Library Loan (ILL)**. Some students confuse electronic copies of journal articles (legitimate) with website that contain reviews or descriptions of articles (NOT legitimate). If you are confused about which is which, see Dr. Sydeman.

### GUIDELINES FOR RESEARCH PAPERS

The topic should be of clear relevance to your area of interest in this course (e.g., your group topic), and should be defined well enough so that its scope will be clear. The most common error students make in such research papers is trying to cover too much. For example, a paper on "Treatments of Schizophrenia" would not be appropriate because it

covers FAR too much ground for a research paper for this class. Your literature search would result in THOUSANDS of articles.

There is a vast literature on biological and genetic causes, psychological causes, biological treatments, psychological evaluation, and psychological treatments of virtually ALL psychological disorders. Thus, you are going to have to choose one particular type of treatment (or assessment) for one particular disorder—and still that may be too wide. For example, if you lit search "treatment for depression" your result will be a massive number of articles. So how can you narrow your topic down? Pick a specific type of treatment (e.g., cognitive behavioral therapy) for a particular disorder (e.g., panic disorder). That may be enough limiting—but maybe not. CBT for PD may still yield a large number of journal articles. So your next option would be to limit it further—by some feature of the patient/client. So also add in such search terms as "men/women," "children/adolescents," "elderly," "cancer patients," "African American" (or other minority group) etc...

What search engines should you use? There are two search engines that are the gold standards specific to psychology and medicine: PsychInfo and PubMed. You should conduct your searches on BOTH of these two search engines.

## FORMAT OF THE PAPER

In general, introductory material should be no longer than about 2 pages. You should get into the main issues (literature review) in your paper no later than around the 3rd page. For example, if you are writing about treatment of a specific disorder, do not spend more than 2-3 pages giving the background information on it. It is not necessary to write out the DSM criteria in your paper or to describe the symptoms in exact detail.

Your paper should primarily be based on research relevant to your topic. Your personal speculation ("I think exposure therapy sounds stupid") is not appropriate as this paper should review the relevant research on your topic. However, do feel free to include a critical evaluation of the quality of the research, as described below, in your discussion or in your reviews of studies.

Assume that you are writing the paper for a sophisticated audience whose knowledge of psychology is **at least** that of a student in Psychology 405C and ranges up to an experienced Ph.D. level psychologist in practice (say, one who does not have a perfect grasp of research on treatment or assessment). As such, you do not need to list DSM criteria for a disorder or explain basic concepts. You can assume that the reader has at least completed a course in Clinical Psychology (or Abnormal Psychology) and is familiar with material covered in that course.

A summary of the relevant important published research in the literature is good enough to earn an average grade (B or C). However, the paper should reflect your critical thinking and evaluation of the material that you review in your discussion. An appropriate number of research articles to include in your review would be somewhere in the

range of 7-15 articles. You should *copy and attach the 3 most important articles* to your paper.

To earn an above average grade you should include your own critical evaluations of the research review. This might involve a critique of some of the theories or of the quality of the research, what you think are the most promising directions in the area reviewed and why, directions for future research, etc... These are the components included in writing a master's thesis.

Finally, please note: You are expected to write a new paper for this class (e.g., you cannot recycle something written for another class). I reserve the right to check with fellow faculty members if a paper appears to be recycled, and you will be graded down accordingly. This defeats the purpose of this writing assignment.

If you want to choose a topic outside of your group's area, you must see me for permission. Good luck!



# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

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

2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007

3. College SBS 4. Academic Unit Psychology

5. Current course subject/catalog number PSY 408

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).

**PSY 408 FIELDWORK EXPERIENCE (1-12)**

Supervised field experience in an approved agency or organization. Department consent required.  
Prerequisite: Admission to Psychology (BA) or Psychology-Ext Major (BA) or Psychology (BS) or Psychology-Ext Major (BS) or Psychology (BAILS) or Psychology (MINOR) and Junior Status or higher

7. Is course currently cross-listed or co-convened? yes  no

If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_

8. Is course an elective?  or required for an academic plan/subplan?

If required, for what academic plan/subplan? \_\_\_\_\_

If required, also submit *Proposal for New Plan or Plan Change*.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no

If yes, explain in the justification and provide supporting documentation from the affected departments.

10. 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? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

If information is remaining the same, leave the section blank.



11. a. Proposed course subject /catalog number 408c b. Proposed units \_\_\_\_\_
- c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
- d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
- e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
- f. Proposed long course title \_\_\_\_\_  
(max 100 characters including spaces)
- g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)
- h. Proposed catalog course description (max. 30 words, excluding requisites)
- i. Proposed grading option: Letter grade  Pass/Fail  or Both   
(If both, the course may only be offered one way for each respective section.)
- j. May course be repeated for additional units? yes  no   
j.1. If yes, maximum units allowed? \_\_\_\_\_  
j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
yes  no
- k. Please check ONE of the following that most appropriately describes the proposed course change(s):  
Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision
- l. Proposed prerequisites (must be completed before) \_\_\_\_\_
- m. Proposed corequisites (must be completed with) \_\_\_\_\_
- n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)  
Instructor consent  Department consent  No consent

12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. We feel strongly that Fieldwork Experience (PSY 408) is a wonderful capstone course for our majors. The primary component of this course is a supervised field experience in an approved agency or organization. The skills and knowledge students exercise in these settings require that they draw on materials that they have learned in other courses, and their understanding of core concepts in psychology. For example, in the preparation of any data presentation required at a site a student would need to draw on knowledge of statistics and research methods. If a student were working with children, they would need to refresh your understanding of key concepts from Developmental psychology, and so forth. Given that there are up to 15 students in the course, students will benefit from this ability to draw on core psychological concepts from other students as they share with each other their fieldwork experiences and issues. In addition, this course spends a great deal of focus on students' professional development and preparation for a potential career in psychology. For these reason, this course may be taken as a **capstone experience** course for Psychology majors. In so doing, this course requires, and will facilitate the development of several specific skills: critical reading, critical thinking, effective oral communication, effective writing, and scientific inquiry.

13. Approvals

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 \_\_\_\_\_ approved as modified

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

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

This course meets what the university defines as a "capstone experience." Thus, we would like this reflected in the course number by adding a "c" to the course number.

**13. Approvals**

<u>Heidi Wainment</u> Department Chair/ Unit Head (if appropriate)	<u>11-15-06</u> Date
<u>[Signature]</u> Chair of college curriculum committee	<u>11-30-06</u> Date
<u>[Signature]</u> Dean of college	<u>[Signature]</u> Date
<b>For Committee use only</b> <u>Ron B. H.</u> For University Curriculum Committee	<u>3.13.07</u> Date

Action taken:  approved as submitted  approved as modified

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

Northern Arizona University  
College of Social and Behavioral Sciences - Department of Psychology  
**Fieldwork Experience (PSY 408c)**  
**Fall 2006**

**Time, Room, and Credit Hours:** Thursday 4:00 - 5:00 p.m. – SBS 233  
3 credit hours

**Instructor:** Lesley Lutes  
**Office/Phone/E-mail:** SBS 341B/ 523-3882/Lesley.Lutes@nau.edu  
**Office Hours:** Tuesdays 1-4 or by appointment

**Course Prerequisite:** Psychology major or minor; junior or senior status.  
**Fee Required**

**Course Description:** The primary component of this course is a supervised field experience in an approved agency or organization. The skills and knowledge you will exercise in these settings requires that you draw on materials that you have learned in other courses, and your understanding of core concepts in psychology. For example, in the preparation of any data presentation required at your site you will draw on your knowledge of statistics and research methods. If you are working with children, you will need to refresh your understanding of key concepts from Developmental psychology, and so forth. In addition, this course spends a great deal of focus on your professional development and preparation for a potential career in psychology. For these reason, this course may be taken as a **capstone experience** course for Psychology majors. In so doing, this course requires, and will facilitate the development of several specific skills: critical reading, critical thinking, effective oral communication, effective writing, and scientific inquiry. These skills will be assessed during the course of the semester in a variety of ways (described in sections "Course Objectives" and "Evaluation Methods and Assessment of Outcomes").

**Student Learning**

**Expectations/Outcomes:** To provide the opportunity for students to work with individuals of all ages who are clients in community agencies/organizations and to provide the opportunity for students to learn about issues pertaining to work with such individuals and issues pertaining to work within the structure of community agencies/institutions. The

successful completion of this course represents a culminating experience in psychology for it requires the synthesis of prior knowledge from other core courses within the major, the ability to integrate and utilize this information in a applied setting. Furthermore, success in this capstone course requires the professional execution of all of these important skills. Finally, this course will prepare you for graduate preparation or other future goals in the area of psychology. To this end we will cover information about vita preparation, applying to graduate school and other professional endeavors, professional and ethical conduct, the interview process, and professional presentations.

**Class Structure:**

Students are required to attend all class meetings. The course generally will be conducted as a seminar. However, both the instructor and the students at times will be presenting material. The class meetings primarily will be devoted to discussion in which students are expected to participate. It is the instructor's opinion that each person in the class will have something to contribute and that we will learn a great deal from each other. The only way this can happen, however, is if everyone shares their thoughts, personal experiences, questions, etc.

**Class Assignments:** There are four class assignments.

1. You are required to keep, on an ongoing basis, a journal of your experiences at your fieldwork site. The journal must be typed, double-spaced. Twice during, and at the end of, the semester, these are to be turned into the instructor. Each time you turn in your journal, you are required to address **at least five** of the questions identified in the handout on journals. Be specific in your journal as to which question you are answering. It is important that, as part of the capstone experience, where possible, you draw on information from core classes and utilize core concepts in psychology in answering these questions.
2. You are required to complete a contract with your site supervisor. This contract is to be turned in within the first month of class. This contract will also specify the number of contact hours that you are working each week at this site, as well as the specifics of the responsibilities you have while volunteering at this site. On average, we expect that you will spend 10 contact hours a week at your site.

3. You are required to complete the evaluation procedure with your site supervisor. This evaluation is to be turned in prior to the end of the semester (12/15/06).
4. As a culminating experience in psychology, it is important that you demonstrate professional skills at your fieldwork site. Part of this professional development requires that you work with the instructor to create a professional vita. This vita is to be turned in by the end of the last week of the semester.

## Required

### Textbooks:

American Psychological Association, (2006-2007). Graduate study in Psychology, 2006 Edition. APA, Washington, DC.

## Course Outline:

- |          |   |
|----------|---|
| 8/31/06  | Introduction/Identify three things you want to take away from this class;<br>Contracts<br>Leader: Dr. Lutes                                     |
| 9/7/06   | What are your short-term long-term goals? Getting contact information of you supervisors; Assigning Ethics sections<br>Leader: Dr. Lutes        |
| 9/14/06  | Ethics and Professionalism:<br>Leader: Class  |
| 9/21/05  | Ethics and Professionalism (cont.)<br>Leader: Class   |
| 9/28/05  | Discussion of Journals<br>Leaders: Class<br><u>NOTE: TURN IN YOUR JOURNAL DURING CLASS.</u>   |
| 10/5/05  | Writing a Vitae/Vita; Career Paths in Psychology<br>Leaders: Class  |
| 10/12/06 | Career Paths in Psychology (cont.); Graduate applications/Personal statements/GRE tests/deadlines/etc.<br>Leaders: Lutes/Class                  |
| 10/19/06 | Graduate applications/Personal statements/GRE tests/deadlines/etc. (cont.)<br>Leaders: Class<br><u>NOTE: TURN IN YOUR JOURNAL DURING CLASS.</u> |
| 10/26/06 | OPEN SESSION  |

- 11/2/06 Organizational Issues in Community Agencies/Institutions  
How are your agencies structured and funded? How do your community agencies interface with other agencies in Flagstaff and the State?  
Leaders: Class
- 11/9/06 PREPARATION FOR PRESENTATION: Determining your slide outline  
Leaders: Dr. Lutes  
NOTE: TURN IN YOUR JOURNAL DURING CLASS.
- 11/16/06 Dry Run of Presentations – with spring 2007 students present
- 11/17/06 \* **FINAL EXAM PRESENTATION LUNCHEON 11am-1pm\***  
\* **A class excuse note will be provided for those who need it \***
- 11/23/06 No Class: THANKSGIVING BREAK
- 11/30/05 Mode of Evaluations: How do you comfortably set up your evaluation?  
Wrapping up; confirmation of student evaluation completion; graduate school applications  
Leaders: Class
- 12/7/06 End of Semester Week  
Class celebration at Dr. Lutes' house (Dinner)

### **Assessment of Student Learning Outcomes:**

#### **Methods of Assessment:**

Class Attendance/Participation: You have only one unexcused absence from class. Contact the instructor for excused absences. You are expected to participate in class discussion.

Journal Assignment: You are expected to turn in your journal three times during the semester (times specified in outline). Journal entries are to be typewritten, double spaced. Your work will be graded, in part, on your ability to integrate core concepts from the field of psychology where appropriate.

Completion of Contract: You are expected to submit your completed contract and evaluation. Your contract with your supervisor will be used to assess the extent to which you successfully completed your fieldwork assignment (quality of work and the number of hours completed).

Completion of Professional Vita: You are expected to submit your vita.



Completion of Evaluation: You are expected to submit your completed evaluation noting successful completion of your fieldwork hours with all 4 goals meeting met at least at the satisfactory level.

Completion of your end of Semester PowerPoint Presentation: This is your final exam that will be completed in front of all community leaders and your classmates at the final exam luncheon

**Grading System:** The class is graded on a pass/fail basis. A grade of pass will be given if you have turned in all required paperwork and have attended/participated in 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) Fall 2007  
*See effective dates schedule.*

3. College SBS

4. Academic Unit Psychology

5. Course subject/catalog number 486c

6. Units 3

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 Senior Capstone: Advanced Research Experience  
(max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Advanced Research Experience

11. Catalog course description (max. 30 words, excluding requisites).

**Provides opportunities for advanced work in research with a faculty member to fulfill the Psychology Capstone requirement. Successful completion of at least one semester of PSY 485 and instructor permission required.**

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) PSY 485

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? \_\_\_\_\_

*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

Please list, if known, the institution, subject/catalog number of the course.      no

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

About 30% of our majors work with faculty on psychological research in our PSY 485 course. We would like to have an option for our highly motivated students that would like to work a second semester when the research culminates in a research poster or oral presentation at a local, regional, or national conference. Consistent with liberal studies definition of a capstone experience, PSY486c requires student to draw on many aspects of knowledge gleaned from core courses within psychology, apply statistical and research methods concepts (PSY 230, PSY 302w), and integrate them in a way that tests one or more hypotheses derived from an understanding of the research literature in a particular topic. Thus, all of the work necessary for a student to perform research and ultimately present the results of their research requires nearly all of the skills representative of a culminating or capstone, experience in Psychology. We would argue that a successful completion of such a research experience is an ideal capstone experience in psychology.

24. Names of current faculty qualified to teach this course      All tenure-track faculty within the Psychology Department.

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

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: Heidi Wayment

Contact email: Heidi.Wayment@nau.edu

Dept. Chair name: Heidi Wayment

Dept. Chair email: Heidi.Wayment@nau.edu

College Contact name : Larry Gould

College Contact email: Larry.Gould@nau.edu

27. This course is a  Single section  Multi-section

28. List names of faculty who may teach this course: All Psychology Faculty

29. Section enrollment cap: 5

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? **B.A. & B.S.**

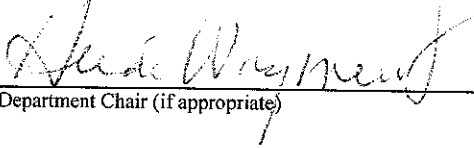
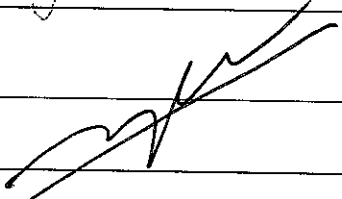
40. Does this proposal replace or modify an existing course or experience? yes  no

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**

	11-15-06
Department Chair (if appropriate)	Date
	11-30-06
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

  3.13.07

For University Curriculum Committee \_\_\_\_\_ Date

Action taken:  Approved as submitted \_\_\_\_\_ Approved as modified

**College of Social and Behavioral Sciences - Department of  
Psychology**

**Psychology Capstone: Advanced Research Experience  
(PSY 486c)  
Fall 2007**

**Time, Room, and  
Credit Hours:** TBA.  
3 credits

**Instructor:** Heidi Wayment  
**Office/Phone/E-mail:** SBS 230  
**Office Hours:** TBD

**Course Prerequisite:** Psychology Major, PSY 101, PSY 230, PSY 302w, PSY 485 and  
Instructor Consent

**Fee Required**

**Course Description:**

This course is an advanced research course that culminates in a research poster or oral presentation at a local, regional, or national conference. Consistent with liberal studies definition of a capstone experience, PSY486c requires you to draw on many aspects of knowledge gleaned from core courses within psychology, apply statistical and research methods concepts (PSY 230, PSY 302w), and integrate them in a way that tests one or more hypotheses derived from an understanding of the research literature in a particular topic. Thus, all of the work necessary for you to perform research and ultimately present the results of your research requires nearly all of the skills representative of a culminating, or capstone, experience in Psychology. The successful completion of such a research experience is indeed a culminating and integrative experience in psychology.

The course requires, and will facilitate the development of several specific skills: critical reading, critical thinking, effective oral communication, effective writing, and scientific inquiry. These skills will be assessed during the course of the semester in a variety of ways (described in sections "Course Objectives" and "Evaluation Methods and Assessment of Outcomes").

**Student Learning**

**Expectations/Outcomes:**

The expectations for this course is that you will research a particular topic within psychology and formulate one or more testable hypotheses from which you are to draw from one or more content areas within psychology. Further, you will utilize knowledge from your statistics and research methods course into your work. The expectations are that you will be engaged in all stages of the research process, including literature review,

hypothesis generation, data collection, cleaning, coding, and analyzing, written report and a poster or oral presentation. You will also be involved with professional development as you seek application to the conference and work, toward the end of the semester, on preparing your vita.

**Class Structure:**

Our research lab will consist of 3-5 students. This format will allow the exchange of ideas with your fellow psychology majors as well as provide a built in support and learning structure. It will also be a good experience in learning to work as part of a team. Students are required to attend all research meetings. The course generally will be conducted as a seminar. However, both the instructor and the students at times will be presenting material. The class meetings primarily will be devoted to discussion in which students are expected to participate. It is the instructor's opinion that each person in the class will have something to contribute and that we will learn a great deal from each other.

**Required**

You will be required to do library and research article searches using NAU library supported databases to find research articles on your topic of inquiry. You are encouraged to draw on other information you have learned in your core and elective courses in psychology (e.g., other texts, research articles). Additional readings will be provided on Dr. Wayments PSY 486c Vista Shell

**Assessment of Student Learning Outcomes:**

**Methods of Assessment:**

Class Attendance/Participation: You have only one unexcused absence from class. Contact the instructor for excused absences. You are expected to participate in class discussion.

Learning Outcomes: Your specific skills: critical reading, critical thinking, effective oral communication, effective writing, and scientific inquiry will be assessed via your final report, poster presentation and oral presentation.

**Grading System:**

The class is graded on a graded basis. Your paper and poster project will be evaluated together and are worth, cumulatively, up to 100 points: Critical Thinking (20 points), Critical Reading (20 points), Effective Writing (20 points), Scientific Inquiry & Use of Technology (i.e., SPSS statistical software; 20 points) and Effective Oral Presentations (20 points).

90% or greater = A  
80% or greater = B  
70% or greater = C  
60% or greater = D  
59% or less = F

## Course Outline and Evaluative Assessments

Week	Topic
Week 1	Area of Inquiry Selection
Week 2	Share articles and ideas with research team
Week 3	Formulate hypothesis and ideas about how to test Assessment (worth up to 20 points) of critical thinking, ability to synthesize literature, come up with a cohesive justification for hypothesis.
Week 4	Discuss how to construct introduction to research topic. Familiarize students with the upcoming conference, application procedures, possible sources of funding.
Week 5	Share Introduction outline with group
Week 6	Give 10 minute presentation to group that provides overview of your introduction, hypothesis, and hypothesis justification. Assessment (worth up to 20 points) of critical reading, ability to synthesize literature, come up with a cohesive justification for hypothesis. A critical writing assessment of your paper (20 points) will also be made from your written introduction to be turned in this week.
Weeks 7-9	Meet individually with Dr. Wayment to work on data analysis.
Week 9	Assessment (worth up to 20 points) of use of technology and scientific inquiry. You will turn in a first copy of your results section and any charts or diagrams to help explain your results.
Week 10	Preparation of Discussion section of paper and begin work on your oral or poster presentation.
Weeks 11-14	Work individually with Dr. Wayment on the final product.
Week 15	Final presentation.

\*\*\*Note, in some cases the presentation will come earlier in the semester than during the 15<sup>th</sup> week. Thus, the course outline will be adapted each semester.



# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007
3. College SBS 4. Academic Unit Psychology
5. Current course subject/catalog number PSY 490c
6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).  
**PSY 490C SENIOR CAPSTONE (1)**  
Explores the various kinds of thematic foci and essential skills in psychology, drawing on past and concurrent coursework. Pass-fail only. Prerequisite: PSY 101 and PSY 230 and PSY 302W and Senior Status or higher and Corequisite: PSY 450C or PSY 460C or PSY 480C
7. Is course currently cross-listed or co-convened? yes  no   
If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_
8. Is course an elective?  or required for an academic plan/subplan?   
If required, for what academic plan/subplan? \_\_\_\_\_  
**If required, also submit *Proposal for New Plan or Plan Change*.**
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no   
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. 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? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

If information is remaining the same, leave the section blank.

11. a. Proposed course subject/catalog number \_\_\_\_\_ b. Proposed units 3

c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No

If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title Senior Capstone: Special Topics  
(max 100 characters including spaces)

g. Proposed short course title Special Topics Capstone  
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

**PSY 490C SENIOR CAPSTONE: SPECIAL TOPICS (3)**

Explores the various kinds of thematic foci and essential skills in psychology. Drawing on past and concurrent coursework, the focus of this course will be in a selected area of a particular major field of study. Prerequisite: PSY 101 and PSY 230 and PSY 302W and Senior Status or higher.

i. Proposed grading option: Letter grade  Pass/Fail  or Both

(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes  no

j.1. If yes, maximum units allowed? \_\_\_\_\_

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)

yes  no

k. Please check **ONE** of the following that most appropriately describes the proposed course change(s):

Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research

Seminar  Field Studies  Independent Study  Activity  Supervision

l. Proposed prerequisites (must be completed before) PSY 101, PSY 230, PSY 302w

m. Proposed corequisites (must be completed with) none

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)

Instructor consent  Department consent  No consent

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

We would like to change our 1-unit 490c course that is judged to be insufficient as a capstone experience to be a special topics capstone course that is 3 units and taken for a grade like our other psychology capstone courses. This course will meet all of the NAU Liberal Studies Capstone Requirements. We have attached the first two courses that will be taught under this heading in Fall 2007 and Spring 2008. The first course is entitled "Psychology Through Three Lenses of Culture: Science, Fiction, and Feature Film" and will be taught by Dr. Andrew Walters and the second course is entitled "Positive Psychology: Explorations of Human Strengths" and will be taught by Dr. Heidi Wayment. Both of these courses require students to draw on knowledge from core areas within the psychology curriculum in such a way that they apply these concepts and integrate them into a core of knowledge with applicability to the real world and their lives. To that end, both courses offer cultural perspectives on important psychological topics as well. As you can see from the attached course syllabi, these courses will be a culminating experience in the psychology major because they not only require the demonstration of several of the essential skills identified by Liberal Studies through their respective assignments (e.g., the Positive Psychology course ends with a group symposium oral presentation; the Film course has many opportunities for discussion that integrates as well as written papers that require the same). We feel strongly that these two courses, and other courses that will be developed in the future, will provide an excellent culminating capstone experience for our majors. By having a topics course will be also be able to keep students abreast of recent developments in the field and allow faculty the opportunity to teach on specialty topics that are so vital for the future of psychology.

### 13. Approvals

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

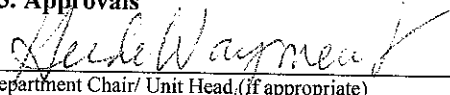
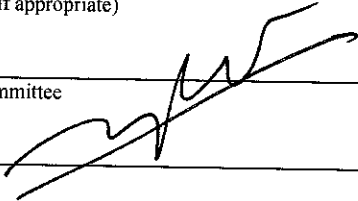

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

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

We would like to change our 1-unit 490c course to be a special topics capstone course that is 3 units and taken for a grade like our other psychology capstone courses. This course will meet all of the NAU Liberal Studies Capstone Requirements. We have attached the first course that will be taught under this heading in Fall 2007 or Spring 2008, by Dr. Andy Walters.

**13. Approvals**

	11-15-06
Department Chair/ Unit Head, (if appropriate)	Date
	11-30-06
Chair of college curriculum committee	Date
Dean of college	Date
<b>For Committee use only</b>	
	3-13-07
For University Curriculum Committee	Date

Action taken:  approved as submitted  approved as modified

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

**Psychology 490C**  
**Capstone Seminar:**  
*Positive Psychology: Explorations of Human Strengths*

**Spring Semester 2008**

Professor: Dr. Heidi Wayment  
Office: 230 SBS  
Phone: 523-0575  
E-mail: Heidi.Wayment@nau.edu

Class Meeting: Mondays, 3:00 - 5:30 p.m.  
Office Hours: Mondays, 1:30 - 3:00 p.m.

Course Prerequisites: Psychology 101: Introduction to Psychology  
85 Earned Hours

Course Credit: 3 credit hours

**Required Texts:**

Snyder, C. R., & Lopez, S.J. (2006). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*

**Optional Text:**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

**Course Description**

This capstone course will examine the contemporary movement within psychology known as "positive psychology." Positive psychology can be described as an effort to use research and experimental methods to help us understand the sources and nature of positive *human strengths, characteristics, resources, and aspirations*. In this course we will cover the history of this emerging discipline, how scientific methods of investigation play a key role in this field, a variety of positive psychology constructs, cross-cultural influences on the area of inquiry, and how these concepts may apply to your life. Accordingly, the bulk of this course involves reading, class lecture, class discussions and demonstrations, and an oral project at the end of the semester.

**Capstone Experience**

**This course may be taken as a capstone experience course for Psychology majors. As such, this course will provide experiences that provide for a culminating experience in psychology because the successful completion of this course requires you to demonstrate your understanding of core concepts within the psychology major. Accordingly, the course requires, and will facilitate the development of, several specific skills, including: critical**

**reading, critical thinking, effective oral communication, effective writing, and scientific inquiry. These skills will be assessed during the course of the semester in a variety of ways.**

In this course, students will learn how research and scholarship in various domains of the discipline of Psychology are integrated in the study of positive psychology. The materials in this course draw from several disciplines within psychology, including (but not limited to) social psychology, clinical psychology, developmental psychology,

At the conclusion of this course, students will be able to:

- identify how psychological theories across several areas of psychology (for example, personality, clinical, motivation & emotion, developmental, learning) are integrated into the study of human strengths;
- identify the primary theories in positive psychology and have a good understanding of how they are applied to real life settings;
- evaluate how the scientific methodology used to produce knowledge in SCIENCE is (or is not) may be of benefit when understanding human health and happiness;

The format of the class will consist of lecture, group/small group discussion, and inter-group demonstrations and projects.

All of the learning outcomes for this course will be demonstrated through three papers and a final group oral presentation. More details on these papers and presentation will be provided during the course.

## Evaluations

The course grade for this class will be based on a compilation of points from two examinations, two papers, and homework exercises/class participation. Each exam covers approximately one-half of course material, as described below. Percentages and points for exams and homework assignments are listed below.

Paper #1	20%
or 100 points	
Paper #2	20%
or 100 points	
Paper #3	20%
or 100 points	
Oral Presentation	20%
or 100 points	
Attendance & Participation	20%
or 100 points	
<hr/>	
Total	100%
or 500 points	

The following percentage cut-offs will be used to assign course grades:

A	90 - 100
B	80 - 89%
C	70 - 79%
D	60- 69%

299 or fewer points (59% or below) constitutes a failing grade.

Class Attendance and Participation. Points are accrued each week based on attendance, completed homework assignments, and class participation. Regarding class participation, points range from nominal to full participation.

Homework assignments will be distributed throughout the semester, usually one week in advance. The purposes of these assignments are to have you report on a topic covered in lecture, apply to core material learned in other psychology courses, and apply to your own life. If you have not completed the weekly homework assignment(s) there may be a limit to what you glean from the seminar discussion. Consequently, completion of assignments are embedded into the grading scale, as noted above. No late homework assignments will be accepted.

## Schedule

Week	Topic	
	RequiredText	Chapter
Week 1 1	Introduction to Positive Psychology	Chapter
Week 2 2	Western Perspectives on Positive Psychology	Chapter

Week 3 3	Eastern Perspectives on Positive Psychology	Chapter
Week 4 4	Classifications of Measures of Human Strengths and Positive Outcomes	Chapter
Week 5 5	Developing Strengths and Living Well in a Cultural Context	Chapter
Week 6 6	Living Well at Every Stage of Life	Chapter
Week 7 7	The Principles of Pleasure: Understanding Positive Affect, Positive Emotions, Happiness, and Well-Being	Chapter
Week 8	Happiness and Well-Being (con't)	
Week 9 8	Making the Most of Emotional Experiences: Emotion-Focused Coping, Emotional Intelligence, Socioemotional Selectivity, and Emotional Storytelling	Chapter
Week 10 9	Seeing Our Futures Through Self-Efficacy, Optimism and Hope	Chapter
Week 11 10	Wisdom and Courage: Two Universal Virtues	Chapter
Week 12 11	Mindfulness, Flow, and Spirituality: In Search of Optimal Experiences	Chapter
Week 13	Creativity and the Good Life	TBD
Week 14	Positive Relationships	TBD
Week 15	Group Presentations	

### Expectations

1. Given the density of the readings and the swiftness by which a semester flies, it is



essential that you keep up to speed with the syllabus. Make every effort to structure your schedule so that, for all written assignments, you have time to write, edit, and then revise your work. This is a senior-level course and I expect that you will submit writing at the level of a collegiate senior.

2. Academic Honesty and Integrity

In this class you are to model the University's standards on academic honesty and personal integrity. You are required to complete your own work and to cite the works of others appropriately (the *APA Manual* can assist you with this, should you purchase and read this optional book listing; if not, there are copies in the library and 1 copy in my office. In other words, there is ample opportunity for you to access this reference guide.)

3. All written assignments (e.g., the individual papers and the take-home exam) **must** be submitted to me in hard copy (i.e., paper) format. Submissions must meet date and time deadlines. Both written papers carry an 11% penalty per 24-hour day beginning immediately after the date/time due.

All written work must be submitted in accordance with APA style and formatting, as described in the *Manual*. Scores will be downgraded systematically for failure to use APA style and

format. I'm not trying to be prickly; this is a senior seminar course in psychology; it's completely reasonable that work be submitted in the dominant formatting style of the discipline.

Some students access sources that report they are APA-compliant but, in fact, deviate from the *Manual*. Again, the standard to meet is that documented in the *APA Manual*.

Again, all written work must be submitted by deadlines. Plan ahead.  
Again, I will not accept electronic copies. Plan ahead.

4. Turn cell/mobile phone ringers (and loud vibrating devices) to "off" before class begins. Do not text message in this class. I assume that your choice to enroll in an academic course offered through a university is important to you. It is a fair expectation that for 3 hours a week you can participate in a learning environment for all students.

5. If the University is closed during the date on which an examination (or assignment) is scheduled or during the time period in which our class is held (due, most likely, to some form of severe weather), you should plan that the exam will take place upon the next class meeting. For example, if an exam is schedule for a Monday but the University is closed, the exam will be pushed back to the very next class period (in this case, the following Wednesday).

## 6. Attendance.

I believe it is your job to be in class and to be prepared for class discussions by having completed assignments for each session. This is a 400-level, seminar class.

There are students at many colleges and universities – and I mean this literally – who never have a chance to participate in a class of this size and at this level. We are fortunate to have the luxury of a class of this nature. An integral part of *how* we learn is based on the personal narratives we create in integrating new material with our lived experience and in the exchange of ideas with others.

Your attendance and participation are essential for this class to be successful.

There is one unexcused; for any additional absence you are docked 10 points per day. If you are the type of person who thinks class attendance is unnecessary, you don't want to engage with peers in collaborative discussions, or you think your schedule will prohibit you from attending a capstone course, then you may want to decide NOW that another capstone might be best for you.

## 7. Extra Credit

Students may earn up to 10 points of extra credit. Here's how:

Students may earn 10 points (or 2% of overall course grade) by participating in research studies administered through the Psychology Participant Pool. 5 points will be allocated for each of 2 hours of research. Participating in research means being in a study for a limited time frame (very few studies are more than 1 hour, and most are shorter). 1 hour of research = 5 points.

To receive 10 points (the full amount of points available in this category of extra credit) you will need to complete 2 hours of research.

Starting with Spring Semester 2007, all studies approved by IRB and offered through the Department of Psychology will go through the Experimentrak system. Students sign up for studies on line. Remember that **if you sign up for an in-person study, it is expected that you to show up for it.** If you sign up for a study, but later learn that you are unable to make your appointment, you must cancel the appointment on line prior to study start time.

***If you do not cancel the appointment on line prior to the start of the study, you will lose the same number of points the study was worth.*** If you sign up for a study listed as taking an hour or less time, and you do not show up or cancel, you lose 5 points. This really shouldn't be a taxing issue for you: it's just simple courtesy. If you sign up for an

appointment

then that means someone is there waiting for you, and by not canceling, you have squandered

someone's time and prevented another student from earning credit by participating.

Participating in research provides an educational opportunity. Participating in research studies

is usually pretty easy, time efficient, and, in this case, can give you some points.

Follow these steps to register with the system:

1. Visit <http://nau.experimentrak.net>  
(Use the official NAU email server – not doing this just plain screws you up)
2. Click REGISTRATION  
(Use your properly formatted Dana ID as the email address)
3. Fill out the form, and then press PROCESS
4. Click VERIFICATION, complete the form
5. LOGIN and click EXPERIMENTS  
(**DON'T** log in under the “Researcher” tab – it won't be able to place you)
6. Either schedule a time to meet for an in-person study, or complete directions for the on-line study.

**Psychology 490C**  
**Capstone Seminar:**  
*Psychology Through Three Lenses of Culture: Science, Fiction, and Feature Film*

**Fall Semester 2007**

Professor: Dr. A. Walters  
Office: 359 SBS  
Phone: 523.3206  
E-mail: andy.walters@nau.edu

Class Meeting: Mondays, 3:00 - 5:30 p.m.  
Office Hours: Mondays, 1:30 - 3:00 p.m.

Course Prerequisites: Psychology 101: Introduction to Psychology  
85 Earned Hours

Course Credit: 3 credit hours

**Required Texts:**

- Allison, D. (1992). *Bastard out of Carolina*. New York: Plume.
- Conroy, P. (1986). *The prince of tides*. New York: Random House.
- Flagg, F. (1987). *Fried green tomatoes at the Whistle Stop café*. New York: Random House.
- Guest, J. (1976). *Ordinary people*. New York: Penguin.
- Shary, T. (2002). *Generation multiplex: The image of youth in contemporary American cinema*. Austin, TX: University of Texas Press.
- Tan, A. (1989). *The joy luck club*. New York: Ivy.

**Required Journal Readings:**

A number of empirical, research-based scientific papers will be required throughout the semester. These are available through the vista shell for this class. Please see the list of these readings

**Optional Text:**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

## Capstone Experience

**This course may be taken as a capstone experience course for Psychology majors. As such, this course will provide experiences that provide for a culminating experience in psychology because the successful completion of this course requires you to demonstrate your understanding of core concepts within the psychology major. Accordingly, the course requires, and will facilitate the development of, several specific skills, including: critical reading, critical thinking, effective oral communication, effective writing, and scientific inquiry. These skills will be assessed during the course of the semester in a variety of ways.**

In this course, students will learn how research and scholarship in various domains of the discipline of Psychology are integrated in the study of media psychology. In addition, some course readings are interdisciplinary in nature and these required readings are designed to demonstrate how several academic fields come together to in the area of media studies.

At the conclusion of this course, students will be able to:

- identify how psychological theories across several areas of psychology (for example, personality, clinical, motivation & emotion, developmental, learning) apply to the enactment of human behavior;
- evaluate how the scientific methodology used to produce knowledge in SCIENCE is (or is not) used when psychological theories are blended into other dimensions of culture, such as in film and in fiction;
- evidence collaboration with peers (in the context of small group discussions based on readings) of how the discipline of psychology is evident in “every day life” (e.g., as demonstrated in fiction and film) and to learn how others’ construction of meaning through readings falls in to positivistic or contextualistic epistemologies;
- integrate scientific scholarship in Psychology to produce rhetorical meaning about the importance of psychology in individuals’ and communities’ lives

The format of the class will consist of lecture, group/small group discussion, and inter-group applied problem solving. One text, handouts, and scholarly readings (available through the Vista shell), and five novels (paperbacks are totally okay .... some priced as low as \$1.99 on Amazon) are required for the class. In addition, I will cover material from outside sources, and so, *attendance is necessary for students who wish to receive all the material over which they will be held responsible.*

## Evaluations

The course grade for this class will be based on a compilation of points from two examinations, two papers, and homework exercises/class participation. Each exam covers approximately one-half of course material, as described below. Percentages and points for exams and homework assignments are listed below.

points	Test #1	20%	or	100
points	Test #2	20%	or	100
points	Paper #1	20%	or	100
points	Paper #2	20%	or	100
points	H/CA&P*	20%	or	100
<hr/>				
points	Total	100%	or	500

The following percentage cut-offs will be used to assign course grades:

A	90 - 100
B	80 - 89%
C	70 - 79%
D	60- 69%

299 or fewer points (59% or below) constitutes a failing grade.

\* H/CA&P Homework/Class Attendance and Participation. Points are accrued each week based on attendance, completed homework assignments, and class participation.

Regarding class participation, points range from nominal to full participation.

Homework assignments will be distributed throughout the semester, usually one week in advance. The purposes of these assignments are to crystallize readings

and to serve as points of discussion for class. If you have not completed the weekly homework assignment(s) there may be a limit to what you glean from the

seminar discussion. Consequently, completion of assignments are embedded into the grading scale, as noted above. No late homework assignments will be accepted.

#### Coverage for Exams

#### Date of Exams

Exam 1

Shary, Chapters 1-4  
all associated Readings

08 October,  
3:00 - 5:30 p.m.

Shary, Chapters 5-7

Exam 2  
Take Home  
Exam  
all associated Readings  
**Due at 5:30  
p.m., 10 December**

### Expectations

1. Given the density of the readings and the swiftness by which a semester flies, it is essential that you keep up to speed with the syllabus. Make every effort to structure your schedule so that, for all written assignments, you have time to write, edit, and then revise your work. This is a senior-level course and I expect that you will submit writing at the level of a collegiate senior.

2. Academic Honesty and Integrity

In this class you are to model the University's standards on academic honesty and personal integrity. You are required to complete your own work and to cite the works of others appropriately (the *APA Manual* can assist you with this, should you purchase and read this optional book listing; if not, there are copies in the library and 1 copy in my office. In other words, there is ample opportunity for you to access this reference guide.)

3. All written assignments (e.g., the individual papers and the take-home exam) **must** be submitted to me in hard copy (i.e., paper) format. Submissions must meet date and time deadlines. Both written papers carry an 11% penalty per 24-hour day beginning immediately after the date/time due.

All written work must be submitted in accordance with APA style and formatting, as described in the *Manual*. Scores will be downgraded systematically for failure to use APA style and format. I'm not trying to be prickly; this is a senior seminar course in psychology; it's completely reasonable that work be submitted in the dominant formatting style of the discipline.

Some students access sources that report they are APA-compliant but, in fact, deviate from the *Manual*. Again, the standard to meet is that documented in the *APA Manual*.

Again, all written work must be submitted by deadlines. Plan ahead.  
Again, I will not accept electronic copies. Plan ahead.

4. Turn cell/mobile phone ringers (and loud vibrating devices) to "off" before class begins.

Do not text message in this class. I assume that your choice to enroll in an academic course offered through a university is important to you. It is a fair expectation that for 3 hours a week you can participate in a learning environment for all students.

5. If the University is closed during the date on which an examination (or assignment) is scheduled or during the time period in which our class is held (due, most likely, to some form of severe weather), you should plan that the exam will take place upon the next class meeting. For example, if an exam is scheduled for a Monday but the University is closed, the exam will be pushed back to the very next class period (in this case, the following Wednesday).

6. Attendance. **Listen up, this is different from my 200-/300-level classes.**

I believe it is your job to be in class and to be prepared for class discussions by having completed assignments for each session. This is a 400-level, seminar class. There are students at many colleges and universities – and I mean this literally – who never have a chance to participate in a class of this size and at this level. We are fortunate to have the luxury of a class of this nature. An integral part of *how* we learn is based on the personal narratives we create in integrating new material with our lived experience and in the exchange of ideas with others.

Your attendance and participation are essential for this class to be successful.

There is one unexcused; for any additional absence you are docked 10 points per day. If you are the type of person who thinks class attendance is unnecessary, you don't want to engage with peers in collaborative discussions, or you think your schedule will prohibit you from attending a capstone course, then you may want to decide NOW that another capstone might be best for you.

7. Extra Credit

Students may earn up to 20 points of extra credit. Here's how:

**The first 10 points:**

Students may earn 10 points (or 2% of overall course grade) by participating in research studies administered through the Psychology Participant Pool. 5 points will be allocated for each of 2 hours of research. Participating in research means being in a study for a limited time frame (very few studies are more than 1 hour, and most are shorter). 1 hour of research = 5 points.



To receive 10 points (the full amount of points available in this category of extra credit) you will need to complete 2 hours of research.

Starting with Spring Semester 2007, all studies approved by IRB and offered through the Department of Psychology will go through the Experimentrak system. Students sign up for

studies on line. Remember that **if you sign up for an in-person study, it is expected that you to show up for it.** If you sign up for a study, but later learn that you are unable to make your appointment, you must cancel the appointment on line prior to study start time.

*If you do not cancel the appointment on line prior to the start of the study, you will lose the same number of points the study was worth.* If you sign up for a study listed as taking an hour or less time, and you do not show up or cancel, you lose 5 points. This

really shouldn't be a taxing issue for you: it's just simple courtesy. If you sign up for an appointment then that means someone is there waiting for you, and by not canceling, you have squandered someone's time and prevented another student from earning credit by participating.

Participating in research provides an educational opportunity. Participating in research studies is usually pretty easy, time efficient, and, in this case, can give you some points. Follow these steps to register with the system:

1. Visit <http://nau.experimentrak.net>  
(Use the official NAU email server – not doing this just plain screws you up)
2. Click REGISTRATION  
(Use your properly formatted Dana ID as the email address)
3. Fill out the form, and then press PROCESS
4. Click VERIFICATION, complete the form
5. LOGIN and click EXPERIMENTS  
(**DON'T** log in under the "Researcher" tab – it won't be able to place you)
6. Either schedule a time to meet for an in-person study, or complete directions for the on-line study.

### **The Second 10 points:**

10 additional points of extra credit can be earned by reading the following two journal articles and writing a brief (e.g., 5-6 pages) paper summarizing each one (in other words, each of the 2 papers would be worth 5 points. Each paper is 5 points. It's not all-or-none: if you only want to read one paper for 5 points, that's fine. Pay attention to the date deadlines. They have been chosen to complement lectures in the class and so the deadlines for the two papers are shortly after the class lectures where we address these topics.

might  
article  
I do not have an expectation that you understand completely some of the statistics that  
be included in the paper (maybe it's been awhile since your stats class, or maybe your  
class didn't go cover some the stats reported in the studies). I *do expect* that you read the  
and that the report you submit to me convinces me that you've done your best.

Gerbner, G., Gross, L., Morgan, M., & Signorielli, N. (1986). Living with television:  
The dynamics of the cultural process. In J. Bryant & D. Zillmann (Eds.),  
*Perspectives on media effects* (pp. 13-40). Hillsdale, NJ: Lawrence Erlbaum.

**Due 01 October, 3:00 p.m.**

Linz, D., Donnerstein, E., & Penrod, S. (1988). Effects of long-term exposure to violent  
and sexually degrading depictions of women. *Journal of Personality and Social  
Psychology*, 55, 758-768.

**Due 20 October, 3:00 p.m.**

class.  
So, taken together, students have the possibility of earning 20 points of extra credit in this

a C to  
If you look at the point structure on page 3, this is slightly over 1/3 of a letter grade.  
In the past, a fair number of students are "bumped up" to the next grade level (e.g., from  
a B) because of these points.

**Psychology 490C**  
**Capstone Seminar:**  
*Psychology Through Three Lenses of Culture: Science, Fiction, and Feature Film*

**Paper 1**  
**Fall 2007**

As you start to prepare for this paper, take into consideration the theme of this class (taken

directly from your syllabus): The Representation of Psychology Through Three Lenses of Culture: Science, Fiction, and Film Culture. Answer **one of the two** questions below. You *might find* that you could benefit by watching the movie again (but, alternatively, it could be you remember enough detail – or took notes during the film presentation – that you do not need this).

You will ask about length; I cannot estimate how long the paper should be to address adequately the questions asked. I would think, however, that it would be unlikely to answer with full clarity either of these questions in less than 10-12 pages of text (i.e., that does *not include* a title page, references, etc.). Submit your paper in accordance with procedures as delineated by the APA *Manual*, with particular attention paid to Chapter 2 (Expression of Ideas) and Chapter 3 (Editorial Style, with specific emphasis to the subsections *Reference Citations in Text* and *Reference List*).

1. Using the scientific reading, novel, and movie, triangulate the representation of adolescent psychopathology and suicide in *Ordinary People*. In what ways do the movie and the novel reflect the scientific literature? In what ways does the movie embody a media imagery different from the book? How do these discrepancies juxtapose an interpretation of the Jarrett family?

– or –

2. Discuss how character development changes from fiction to feature film using *Bastard Out of Carolina* as the primary source of reference. What depth of the characters is sacrificed for the purposes of film representation? To the contrary, in what ways can film portray depth of emotional tonality in ways fiction does not (or may be less successful in doing)? Are Bone and members of her family (e.g., Mama, Reece, Aunt Raylene) portrayed as stronger characters in fiction or in film? What evidence do you have to support this response?

**Psychology 490C**  
**Capstone Seminar:**  
*Psychology Through Three Lenses of Culture: Science, Fiction, and Feature Film*

**Paper 2**  
**Fall 2007**

I begin by again reminding you to keep the theme of the class in mind as you think about, begin, and construct your paper. Although the exact nature of the paper topic you choose might seem more heavily weighted in one medium versus another, your *conceptualization* of the paper should follow from the class topical theme: Psychology Through Three Lenses of Culture: Science, Fiction, and Film Culture. Answer one question from the two listed below. Similar to paper 1, you *might find* that you could benefit by watching the movie again (but, alternatively, it could be you remember enough detail – or took notes during the film presentation – that you do not need this).

The final paper should be approximately the same length as paper #1 (e.g., roughly 10-12 pages of text, which does not include ancillaries). Submit your paper in accordance with procedures as delineated by the *APA Manual*, with particular attention paid to Chapter 2 (Expression of Ideas) and Chapter 3 (Editorial Style, with specific emphasis to the subsections *Reference Citations in Text* and *Reference List*).

1. Discuss how character depth is metamorphosed between fiction and film using *Fried Green Tomatoes at the Whistle Stop Café* as base. Concentrate on proximal characters but include how distal characters advance character development of more central characters. How do principles of science reflect character development of Idgie and Ruth (using articles focusing on families of gays and lesbians) and Evelyn and Ninny (using articles on aging)?

– or –

2. Discuss the process of acculturation as described by Berry et al. (1992). Apply how the tensions inherent in the acculturation process are delineated and displayed by the primary characters of Tan's *The Joy Luck Club*. Contrast ways in which the movie and novel represent models of acculturation and provide commentary on which medium provides a stronger testament to this process.

**Paper Due at 3:00 p.m., 03 December 2007.**

## Itinerary<sup>1</sup>

27 August	Shary, Chapter 1
03 September	No Class, University closed in observance of Labor Day Shary, Chapter 2
10 September	Research Articles for <i>Bastard Out of Carolina</i> Lewinsohn et al. (1994) Stifter et al. (1993) Thompson et al. (2003) Vernberg (1990) Whatley (1994) Zweig et al. (1999)
17 September	Shary, Chapter 3 Film: <i>Bastard Out of Carolina</i>
24 September	Research Articles for <i>Ordinary People</i> Cicchetti & Toth (1998) Friedman et al. (1987) Garland & Zigler (1993) Kandal & Davies (1986) Kashani et al. (1987) McFarlane et al. (1994)
01 October	Shary, Chapter 4 Film: <i>Ordinary People</i>
08 October	<b>Exam 1</b>
15 October	Shary, Chapter 5 <b>Paper 1 Due</b>
22 October	Research Articles for <i>Fried Green Tomatoes at the Whistle Stop Café</i> D'Augelli & Hart (1987) Patterson (1992) Williamson (2002) Williamson & Shaffer (1996)
29 October	Shary, Chapter 6

Film: Fried Green Tomatoes

- 05 November                      Research Articles for *The Joy Luck Club*  
Berry et al. (2002)  
Chan (1994)  
Chan (1985)  
Lafky et al. (1996)  
Phinney (1996)  
Phinney & Chavira (1995)  
Phinney et al. (200)  
Smith et al. (1999)
- 12 November                      Film: The Joy Luck Club
- 19 November                      Research Articles for *The Prince of Tides*  
Addis & Mahalik (2003)  
Cox et al. (2003)  
Greene et al. (2003)  
Handelsman (1998)  
Hope et al. (1999)  
Shonk & Cicchetti (2001)
- 26 November                      Film: The Prince of Tides  
Shary, Chapter 7
- 03 December                      Final Articles/Discussion/Integration  
**Paper 2 Due**
- 10 December                      **Take Home Final Exam Due, 5:30 p.m.**

<sup>1</sup> There may be some revisions in the schedule as the semester unfolds

<sup>2</sup> Articles will be available through Vista

Course Readings  
Available on the Vista Shell for this class

### **Readings for *Bastard Out of Carolina***

Lewinsohn, P. M., Clarke, G. N., Seeley, J. R., & Rohde, P. (1994). Major depression in community adolescents: Age at onset, episode duration, and time to recurrence. *Journal of the American Academy of Child and Adolescent Psychiatry*, 33(6), 809-818.

Stifter, C. A., Coulehan, C., M., & Fish, M. (1993). Linking employment to attachment: The mediating effects of maternal separation anxiety and interactive behavior.

- Child Development*, 64, 1451-1460.
- Thompson, R. A., Easterbrooks, M. A., & Padilla-Walker, L. M. (2003). Social and emotional development in infancy. In R. M. Lerner & M. A. Easterbrooks (Eds.), *Social and emotional development in infancy*, (pp. 91-112). New York: Wiley.
- Vernberg, E. M. (1990). Psychological adjustment and experiences with peers during early adolescence: Reciprocal, incidental, and unidirectional relationships? *Journal of Abnormal Child Psychology*, 18, 187-198.
- Whatley, M. H. (1994). Keeping adolescents in the picture: Construction of adolescent sexuality in textbook images and popular films. In J. M. Irvine (Ed.), *Sexual cultures and the construction of adolescent identities* (pp. 183-206). Philadelphia: Temple University Press.
- Zweig, J. M., Crockett, L. J., Sayer, A., & Vicary, J. R. (1999). A longitudinal examination of the consequences of sexual victimization for rural young adult women. *The Journal of Sex Research*, 36, 396-409.

### **Readings for Ordinary People**

- Cicchetti, D., & Toth, S. L. (1998). The development of depression in children and adolescents. *American Psychologist*, 53, 221-241.
- Friedman, J. M. H., Asnis, G. M., Boeck, M., & DiFiore, J. (1987). Prevalence of specific suicide behaviors in a high school sample. *American Journal of Psychiatry*, 144(9), 1203-1206.
- Garland, A. F., & Zigler, E. (1993). Adolescent suicide prevention: Current research and social policy implications. *American Psychologist*, 48, 169-182.
- Kandel, D. B., & Davies, M. (1986). Adults sequelae of adolescent depressive symptoms. *Archives of General Psychiatry*, 43, 255-262.
- Kashani, J. H., Carlson, G. A., Beck, N. C., Hooper, E. W., Corcoran, C. M., McAllister, J. A., Fallahi, C., Rosenberg, T. K., & Reid, J. C. (1987). Depression, depressive symptoms, and depressed mood among a community sample of adolescents. *American Journal of Psychiatry*, 144(7), 931-933.
- McFarlane, A. H., Bellissimo, A., Norman, G. R., & Lang, P. (1994). Adolescent depression in a school-based community sample. Preliminary findings on contributing social factors. *Journal of Youth and Adolescence*, 23, 601-620.

### **Readings for Fried Green Tomatoes at the Whistle Stop Café**

- D'Augelli, A. R., & Hart, M. M. (1987). Gay women, men, and families and rural settings: Toward the development of helping communities. *American Journal of Community*

*Psychology, 15, 79-93.*

Patterson, C. J. (1992). Children of lesbian and gay parents. *Child Development, 63, 1025-1042.*

Williamson, G. M. (2002). Aging well: Outlook for the 21st century. In C. R. Snyder & S. J. Lopez (Eds.), *The handbook of positive psychology* (pp. 676-686). New York: Oxford University Press.

Williamson, G. M., & Shaffer, D. R. (1996). Interpersonal loss in the context of family caregiving: Implications of communal relationships theory. *Journal of Personal and Interpersonal Loss, 1, 249-274.*

### **Readings for *The Joy Luck Club***

Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (Eds.) (2002). Acculturation and cultural contact. In *Cross-cultural psychology: Research and applications*. London: Cambridge University Press.

Chan, C. S. (1994). Asian-American adolescents: Issues in the expression of sexuality. In J. M. Irvine (Ed.), *Sexual cultures and the construction of adolescent identities* (pp. 88-99). Philadelphia: Temple University Press.

Chan, C. S. (1985). Self-esteem and body image of Asian American adolescent girls. *Journal of the Asian American Psychological Association, 4, 24-35.*

Lafky, S., Duffy, M., Steinmaus, M., & Berkowitz, D. (1996). Looking through gendered lenses: Female stereotyping in advertising and gender role expectations. *Journal of Mass Communications Quarterly, 73(2), 379-388.*

Phinney, J. S. (1996). When we talk about American ethnic groups, what do we mean? *American Psychologist, 51, 918-927.*

Phinney, J. S., & Chavira, V. (1995). Parental ethnic socialization and adolescent outcomes in ethnic minority families. *Journal of Research on Adolescence, 5, 31-53.*

Phinney, J. S., Ong, A., & Madden, T. (2000). Cultural values and intergenerational value discrepancies in immigrant and non-immigrant families. *Child Development, 71, 528-539.*

Smith, E. P., Walker, K., Fields, L., Brookins, C. C., & Seay, R. C. (1999). Ethnic identity and its relationship to self-esteem, perceived efficacy, and prosocial attitudes in early adolescence. *Journal of Adolescence, 22, 867-880.*

### **Readings for *The Prince of Tides***



- Addis, M. E., & Mahalik, J. R. (2003). Men, masculinity, and the contexts of help seeking. *American Psychologist, 58*, 5-14.
- Cox, C. E., Kotch, J. B., & Everson, M. D. (2003). A longitudinal study of modifying influences in the relationship between domestic violence and child maltreatment. *Journal of Family Violence, 18*, 5-17.
- Greene, S. M., Anderson, E., Hetherington, E. M., Forgath, M. S., & DeGarmo, D. S. (2003). Risk and resilience after divorce. In R. Walsh (Ed.), *Normal family processes* (pp. 96-120). New York: Guilford.
- Handelsman, M. M. (1998). Ethics and ethical reasoning. In S. Cullari (Ed.), *Foundations of clinical psychology* (pp. 80-111). Boston: Allyn & Bacon.
- Hope, S., Power, C., & Rodgers, B. (1999). Does financial hardship account for elevated psychological distress in lone mothers? *Social Science and Medicine, 29*, 381-389.
- Shonk, S. M., & Cicchetti, D. (2001). Maltreatment, competency deficits, and risk for academic and behavioral maladjustment. *Developmental Psychology, 37*, 3-17.

# UNIVERSITY CURRICULUM COMMITTEE

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

1. College SBS

2. Academic Unit Psychology

3. Academic Plan Name B.A. Psychology

4. Subplan (if applicable)? \_\_\_\_\_

5. Effective Date FALL 2007

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**

You must complete the following 36 units for this major with a grade of C or better in each course:

- PSY 101 and 230 (7 units)
- two courses from PSY 227, 240, 250, 346, 405, and 415 (6 units)
- PSY 302W, which meets NAU's junior writing requirement (4 units)
- two courses from PSY 320, 350, 355, 370, and 420 (6-7 units)
- PSY 490C plus one of PSY 450C, 460C, and 480C, which together meet NAU's senior capstone requirement (4 units)
- 8-9 additional units of psychology coursework (Please note that NAU's junior writing requirement is satisfied by taking PSY 302W, which is a required course. However, this requirement can also be met by taking one of PSY 325W or 345W or ENG 305W within these additional units of coursework.)

Please note that of the 36 units required for this major, 15 units must be upper-division courses. In addition, you can't use individualized courses (PSY 408, 485, and 497) to meet this 15-unit upper-division requirement. Finally, you can only count up to 6 units of individualized courses within the 36-unit major.

**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**

You must complete the following 36 units for this major with a grade of C or better in each course:

- PSY 101 and 230 (7 units)
- two courses from PSY 227, 240, 250, 346, 405, and 415 (6 units)
- PSY 302W, which meets NAU's junior writing requirement (4 units)
- two courses from PSY 320, 350, 355, 370, and 420 (6-7 units)
- ONE OF THE FOLLOWING CAPSTONE COURSES: PSY 405C, 408C, 450C, 460C, 480C, 486C OR 490C TO MEET NAU'S SENIOR CAPSTONE REQUIREMENT (3 units). TO FULFILL THE CAPSTONE REQUIREMENT YOU MUST ALSO COMPLETE AN ON-LINE SURVEY WHILE YOU ARE ENROLLED IN ONE OF THESE CAPSTONE COURSES.
- 8-9 additional units of psychology coursework (Please note that NAU's junior writing requirement is satisfied by taking PSY 302W, which is a required course. However, this requirement can also be met by taking one of PSY 325W or 345W or ENG 305W within these additional units of coursework.)

Please note that of the 36 units required for this major, 15 units must be upper-division courses. In addition, you can't use individualized courses (PSY 408, 485, and 497) to meet this 15-unit upper-division requirement. Finally, you can only count up to 6 units of individualized courses within the 36-unit major.

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>).

We currently assess three primary learning outcomes 1) Psychology knowledge through pre- and post-test assessment (to be collected in years one and four), 2) writing skills as assessed in PSY 302w (third year) 3) and critical thinking as assessed by an essay (assessed during year four). Our change in capstone requirements will affect two of our three learning outcomes in that we have used our (formerly) 1-unit 490c course to administer a knowledge survey and critical thinking essay also completed during this course. We have also used an indirect method of gathering important data from our seniors (the exit survey) in the 1-unit 490c course. As part of our capstone restructuring plan, we now plan on gathering the information we need via an on-line questionnaire through the Vista shells for each of our designated capstone courses (405c, 408c, 450c, 460c, 480c, and 490c).

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes. Our past assessment efforts revealed that our 1-unit 490c course was not viewed favorably by our students. Our capstone revision includes allowing our Fieldwork Experience course (408) to be designated as a capstone experience course, as well as our course in Clinical Psychology (405). These two courses, along with the three others our department identified (450c: History and Systems; 460c: Community Psychology, and 480c: Health Psychology), now provide students with a rich array of courses that offer a culminating experience in psychology. Given that we can obtain the information we would like to collect from students who take those courses through the Vista shell, we would like to eliminate the 1-unit version of 490c and instead broaden that course to a 3-unit course that allows faculty to teach a "topics" course to give students another capstone choice. For example, the first course that will be taught will be a Psychology in Film course. Expanding our 490c to a three unit capstone topics course will increase our department's flexibility to offer special topics courses to seniors to fulfill the capstone experience.

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

**This plan will not require additional faculty, space, or equipment.**

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**

<u>Hadi Wajman</u>	<u>11-15-06</u>
Department Chair/ Unit Head (if appropriate)	Date
<u>[Signature]</u>	<u>11-30-06</u>
Chair of college curriculum committee	Date
<u>[Signature]</u>	<u>                    </u>
Dean of college	Date

**For committee use only**

<u>Don Pitt</u>	<u>3.13.07</u>
For University Curriculum Committee	Date

Action taken:  approved as submitted       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 ACADEMIC PLAN, PLAN CHANGE, OR PLAN DELETION

1. College SBS

2. Academic Unit Psychology

3. Academic  
Plan Name B.S. Psychology

4. Subplan (if applicable)? \_\_\_\_\_

5. Effective Date FALL 2007

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

Plan Change  Plan Deletion

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**

You must complete the following 36 units for this major with a grade of C or better in each course:

- PSY 101 and 230 (7 units)
- two courses from PSY 227, 240, 250, 346, 405, and 415 (6 units)
- PSY 302W, which meets NAU's junior writing requirement (4 units)
- two courses from PSY 320, 350, 355, 370, and 420 (6-7 units)
- PSY 490C plus one of PSY 450C, 460C, and 480C, which together meet NAU's senior capstone requirement (4 units)
- 8-9 additional units of psychology coursework (Please note that NAU's junior writing requirement is satisfied by taking PSY 302W, which is a required course. However, this requirement can also be met by taking one of PSY 325W or 345W or ENG 305W within these additional units of coursework.)

Please note that of the 36 units required for this major, 15 units must be upper-division courses. In addition, you can't use individualized courses (PSY 408, 485, and 497) to meet this 15-unit upper-division requirement. Finally, you can only count up to 6 units of individualized courses within the 36-unit major.

**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**

You must complete the following 36 units for this major with a grade of C or better in each course:

- PSY 101 and 230 (7 units)
- two courses from PSY 227, 240, 250, 346, 405, and 415 (6 units)
- PSY 302W, which meets NAU's junior writing requirement (4 units)
- two courses from PSY 320, 350, 355, 370, and 420 (6-7 units)
- **ONE OF THE FOLLOWING CAPSTONE COURSES: PSY 405C, 408C, 450C, 460C, 480C, 486C, OR 490C TO MEET NAU'S SENIOR CAPSTONE REQUIREMENT (3 units). TO FULFILL THE CAPSTONE REQUIREMENT YOU MUST ALSO COMPLETE AN ON-LINE SURVEY WHILE YOU ARE ENROLLED IN ONE OF THESE CAPSTONE COURSES.**
- 8-9 additional units of psychology coursework (Please note that NAU's junior writing requirement is satisfied by taking PSY 302W, which is a required course. However, this requirement can also be met by taking one of PSY 325W or 345W or ENG 305W within these additional units of coursework.)

Please note that of the 36 units required for this major, 15 units must be upper-division courses. In addition, you can't use individualized courses (PSY 408, 485, and 497) to meet this 15-unit upper-division requirement. Finally, you can only count up to 6 units of individualized courses within the 36-unit major.

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>).

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11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes. Our past assessment efforts revealed that our 1-unit 490c course was not viewed favorably by our students. Our capstone revision includes allowing our Fieldwork Experience course (408) to be designated as a capstone experience course, as well as our course in Clinical Psychology (405). These two courses, along with the three others our department identified (450c: History and Systems; 460c: Community Psychology, and 480c: Health Psychology), now provide students with a rich array of courses that offer a culminating experience in psychology. Given that we can obtain the information we would like to collect from students who take those courses through the Vista shell, we would like to eliminate the 1-unit version of 490c and instead broaden that course to a 3-unit course that allows faculty to teach a "topics" course to give students another capstone choice. For example, the first course that will be taught will be a Psychology in Film course. Expanding our 490c to a three unit capstone topics course will increase our department's flexibility to offer special topics courses to seniors to fulfill the capstone experience.

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

**This plan will not require additional faculty, space, or equipment.**



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**

<u>Herb Wayman</u>	<u>11-15-06</u>
Department Chair/ Unit Head (if appropriate)	Date
<u>[Signature]</u>	<u>11-30-06</u>
Chair of college curriculum committee	Date
<u>[Signature]</u>	<u>[Signature]</u>
Dean of college	Date

**For committee use only**

<u>Ron Bitt</u>	<u>3.13.07</u>
For University Curriculum Committee	Date

Action taken:  approved as submitted  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 ACADEMIC PLAN, PLAN CHANGE, OR PLAN DELETION

1. College SBS

2. Academic Unit Psychology

3. Academic Plan Name BAILS Psychology

4. Subplan (if applicable)? \_\_\_\_\_

5. Effective Date FALL 2007

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**

### **Emphasis Requirements**

To complete this emphasis, you take the following 25 units:

- PSY 101 and 230 (7 units)
- PSY 302W, which meets NAU's junior writing requirement (4 units)
- 6-7 units from PSY 320, 350, 355, 370, and 432 or 6-7 units from PSY 227, 240, 250, 277, 340, 345W, and 375
- PSY 490C plus one of PSY 450C, 460C, and 480C, which together meet NAU's senior capstone requirement (4 units)
- 3-4 additional units of psychology coursework (Please note that NAU's junior writing requirement is satisfied by taking PSY 302W, which is a required course. However, this requirement can also be met by taking one of PSY 325W or 345W or ENG 305W within these additional units of coursework.)

Please note that you may only transfer community college courses into this emphasis that are designated in the Arizona Higher Education Course Equivalency Guide as either Direct Course Equivalencies or as Departmental Elective Credit. To transfer courses from institutions outside Arizona or from Arizona colleges or universities that don't have formal articulation agreements with NAU, you must obtain the department chair's approval.

**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**

To complete this emphasis, you take the following 25 units:

- PSY 101 and 230 (7 units)
- PSY 302W, which meets NAU's junior writing requirement (4 units)
- 6-7 units from PSY 320, 350, 355, 370, and 432 or 6-7 units from PSY 227, 240, 250, 277, 340, 345W, and 375
- **ONE OF THE FOLLOWING CAPSTONE COURSES: PSY 405C, 408C, 450C, 460C, 480C, 486C, or 490C TO MEET NAU'S SENIOR CAPSTONE REQUIREMENT (3 units). TO FULFILL THE CAPSTONE REQUIREMENT YOU MUST ALSO COMPLETE AN ON-LINE SURVEY WHILE YOU ARE ENROLLED IN ONE OF THESE CAPSTONE COURSES.**
- 3-4 additional units of psychology coursework (Please note that NAU's junior writing requirement is satisfied by taking PSY 302W, which is a required course. However, this requirement can also be met by taking one of PSY 325W or 345W or ENG 305W within these additional units of coursework.)

Please note that you may only transfer community college courses into this emphasis that are designated in the Arizona Higher Education Course Equivalency Guide as either Direct Course Equivalencies or as Departmental Elective Credit. To transfer courses from institutions outside Arizona or from Arizona colleges or universities that don't have formal articulation agreements with NAU, you must obtain the department chair's approval.

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>).

We currently assess three primary learning outcomes 1) Psychology knowledge through pre- and post-test assessment (to be collected in years one and four), 2) writing skills as assessed in PSY 302w (third year) 3) and critical thinking as assessed by an essay (assessed during year four). Our change in capstone requirements will affect two of our three learning outcomes in that we have used our (formerly) 1-unit 490c course to administer a knowledge survey and critical thinking essay also completed during this course. We have also used an indirect method of gathering important data from our seniors (the exit survey) in the 1-unit 490c course. As part of our capstone restructuring plan, we now plan on gathering the information we need via an on-line questionnaire through the Vista shells for each of our designated capstone courses (405c, 408c, 450c, 460c, 480c, and 490c).

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes. Our past assessment efforts revealed that our 1-unit 490c course was not viewed favorably by our students. Our capstone revision includes allowing our Fieldwork Experience course (408) to be designated as a capstone experience course, as well as our course in Clinical Psychology (405). These two courses, along with the three others our department identified (450c: History and Systems; 460c: Community Psychology, and 480c: Health Psychology), now provide students with a rich array of courses that offer a culminating experience in psychology. Given that we can obtain the information we would like to collect from students who take those courses through the Vista shell, we would like to eliminate the 1-unit version of 490c and instead broaden that course to a 3-unit course that allows faculty to teach a "topics" course to give students another capstone choice. For example, the first course that will be taught will be a Psychology in Film course. Expanding our 490c to a three unit capstone topics course will increase our department's flexibility to offer special topics courses to seniors to fulfill the capstone experience.

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? 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**

<u>Heidi Waymunt</u>	<u>11-15-06</u>
Department Chair/ Unit Head (if appropriate)	Date
<u>[Signature]</u>	<u>11-30-06</u>
Chair of college curriculum committee	Date
<u>[Signature]</u>	<u>                    </u>
Dean of college	Date

**For committee use only**

<u>Ron Pitt</u>	<u>3.13.07</u>
For University Curriculum Committee	Date

Action taken:  approved as submitted       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) Fall 2007  
*See effective dates schedule.*
3. College Arts and Letters 4. Academic Unit Humanities, Arts, and Religion
5. Course subject/catalog number REL 300W 6. Units 3
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 Method and Theory in the Study of Religion  
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Method/Theory in Rel Stud
11. Catalog course description (max. 30 words, excluding requisites).  
An examination of models and theories in the study of religion, requiring comparative and analytical writing by students on presented materials.  
Fulfills NAU's junior-level writing requirement. Required for majors and minors. Prerequisites: junior standing and nine hours of Religious Studies
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) Junior standing and nine hours of Religious Studies
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? \_\_\_\_\_

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

**Required course for majors and minors in Religious Studies, fulfilling the junior level writing course requirement for the Religious Studies program.**

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).

**Our new assessment plan calls for the gradual migration of the Junior Level writing requirement to discipline specific courses rather than a generic HAR requirement (HAR 301W). We determined that the laudable objective of an interdisciplinary class bringing in all three of the areas in our department was too large a load to put on a class which also was focused on writing. All three of the areas [Art History/Religious Studies/Humanities] have/will develop a new W class and phase out the existing HAR301W once all who have taken HAR301W have graduated.**

24. Names of current faculty qualified to teach this course      BeDuhn, Donnelly, Hassing,  
Sullivan, van der Loo

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: \_\_\_\_\_ *Boles*

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? **B.A. in Religious Studies**

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? \_\_\_\_\_

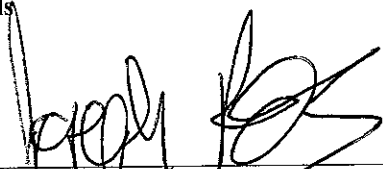
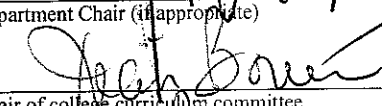
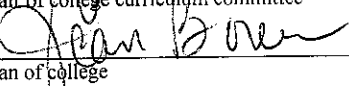
40. Does this proposal replace or modify an existing course or experience? yes  no

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**


	_____	11/09/06
Department Chair (if appropriate)		Date
	_____	11/16/06
Chair of college curriculum committee		Date
	_____	11/16/06
Dean of college		Date

**For Committees use only**

\_\_\_\_\_

For Liberal Studies Committee Date

Action taken: \_\_\_\_\_ Approved as submitted \_\_\_\_\_ Approved as modified

 \_\_\_\_\_ 3-13-07

For University Curriculum Committee Date

Action taken: \_\_\_\_\_  Approved as submitted \_\_\_\_\_ Approved as modified

**NORTHERN ARIZONA UNIVERSITY**  
**College of Arts and Letters**  
**Department of Humanities, Arts, and Religion**  
**Semester**

**REL 300W: JUNIOR SEMINAR:**  
**METHOD AND THEORY IN THE STUDY OF RELIGION**  
**[3 credit hours]**

**Day/Time:**  
**Building/Room:**

**Instructor:**  
**Office:**  
**Office Phone:**  
**E-mail:**  
**Office Hours:**

**Prerequisites:** Junior Standing  
Nine hours of Religious Studies  
REL 151 is recommended but not required

**Course Description and Objectives:** In this course we will explore a collection of important approaches to the study of religion with a writing-intensive method of assessment. REL 300W is based on comparative and analytical writing about models and theories of religion through the reading and discussion of influential studies. While the enrollment in this course is not restricted to Religious Studies majors and minors, they form the primary audience at whom this course is aimed. A basic understanding of the requirements of the academic study of religion (as provided in REL 151, which is recommended) and a willingness to work in that academic frame is required and presupposed.

Active participation in this class will provide students with:  
Development of skills in comparative and analytical writing for Religious Studies  
Knowledge concerning important theories in the study of religion  
Sharpened analytical skills

**REL 300W** fulfills the **Junior Level Writing Requirement for the Liberal Studies Program** for all Religious Studies majors in the Department of Humanities, Arts, and Religion. It is required for all Religious Studies majors and minors. As a result, the course is both reading- and writing-intensive, and provides students with the opportunity to strengthen several important essential skills, specifically, their ability to read and think critically, and their ability to communicate effectively both orally and through written assignments. Students will be expected to be active learners, engaging the course material critically, generating their own questions, and pursuing their own special interests. Through this process, they will develop an understanding of the variety of interdisciplinary approaches impacting the study of religion.

**Course Structure:** REL 300W combines elements of a lecture course with the complementary environment of a seminar, with the students responsible for class readings that will be discussed in class. All readings must be **completed prior to class**, and because of the seminar format, **attendance and participation is required. There is no substitute for your presence in class.**

Writing assignments, along with an oral presentation, will assess the students' comprehension of the course's objectives, and encourage the development of the essential skills outlined above. The major writing assignments will be revised and re-submitted for a second grade. This process will not only allow students to improve their writing skills over the course of the semester, but it will also enable them to articulate better the key issues raised by the course's topic. These writing assignments should be kept in a writing portfolio.

### **Textbooks:**

Hudson, Susan	<i>Thinking and Writing for the Humanities</i> (Thomson, 2004)
Connolly, Peter	<i>Approaches to the Study of Religion</i> (Casell, 1999)
Olson, Carl	<i>Theory and Method in the Study of Religion</i> (Thomson Wadsworth, 2003)

Supplementary readings will be chosen from recent journals and will be made available under REL 300W on the Vista web site.

### **Assessment of Student Learning Outcomes:**

#### **Methods of Assessment:**

1. 3 short papers of 3 to 4 pages, analyzing specific aspects of the assigned readings. 100 points each.  
For each paper a draft must be submitted on the assigned due date (see schedule). The final draft will be due a week later. You **MUST** make an appointment with the instructor during that week to discuss your first draft.
  - a. Specific aspects of writing conventions, technique and organization will be discussed and emphasized as needed.
  - b. Correct use and implementation of those items will be required.
  - c. The skills learned earlier in the semester will be assumed and applied in later papers, finding their culmination in the research paper (see below).
  - d. Please note: Correct writing of standard formal English will be expected but does not earn credit in and of itself.
2. Class presentation. 70 points  
At an assigned time you will deliver a twenty-minute oral report on the research topic (see below) Your report will be assessed for clarity, good organization, accuracy, and succinctness, particularly how well you have selected the most important features on which to report. Your oral report will be followed by a five-minute question period, and you will be assessed on your ability to call upon your broader knowledge of the subject not directly displayed in the oral report to clarify and supplement it.

3. Source analysis and thesis. 70 points  
By the 10<sup>th</sup> week, you are expected to have identified a topic for your research paper, to have collected a substantial set of sources on which to base your research, and to have decided upon a particular thesis – an interpretive claim or stance you will defend in your research paper. Your thesis is expected to relate to the themes of the course. By the 12<sup>th</sup> week you will have an individual meeting with the instructor to discuss your topic.
4. Research paper. 500 points  
You are required to submit a completed research paper of no more than 15 pages. This paper must adhere to the thesis you have submitted in advance (Assignment #3) and reflect the guidance on the topic you received from the instructor in the individual conference. It will be assessed for accuracy, good organization, clarity, and cogency of argument. In a second individual conference with the instructor, you will receive a preliminary assessment of the paper, along with directives and suggestions for its revision.
5. General participation. 60 points  
Throughout the semester, the instructor will make note of your leadership and participation in the proceedings of the course. Particular attention will be paid to the period from the 12<sup>th</sup> through the 15<sup>th</sup> week, when the students are expected to take more of a leading role in the classroom than at other times. Points will be awarded according to the degree and constructiveness of your in-class contributions.

**Policies:**

**Attendance:** Required.

**Make-Ups/Late Assignments:** **NO** make-up writing assignments will be accepted unless there is a **valid medical excuse in writing** (from the doctor, hospital, etc). In the case of scheduling conflicts that involve a **valid institutional excuse**, you will be expected to submit the assignment in advance, if practical. There is no possibility of making up the oral presentation. A missed assignment will be counted as a zero.

**Academic Dishonesty:** The Department of Humanities, Arts, and Religion considers cheating and plagiarism serious issues and deals with them severely. Any student found cheating or plagiarizing will, at a minimum, fail the assignment, and may receive an F for the entire course depending on the seriousness of the offense.

**Grades:** **ALL assignments must be completed in order to pass the course, unless you provide the instructors with a valid written medical or institutional letter discussing why this will not be possible. With proper documentation, your remaining grades will be averaged together.**

**There will be NO EXTRA CREDIT assignments. The grading scale for the course is as follows:**

900-1000	=	A
800-899	=	B

700-799 = C  
600-699 = D  
below 600 = F

**Total number of points possible from all assignments: 1000**

## **SCHEDULE OF TOPICS, READINGS AND ASSIGNMENTS**

### Week 1

Introduction

Olson Ch. 1 and 2

Connolly Ch 1

Say what now? Define the issues

Quoting primary and secondary sources.

**Paper 1 assigned**

### Week 2

The Discussion on Origins

Olson Ch 3

Fundamentals and Houses on Sand. What can we keep, what must be refuted?

Quoting/ summarizing discussions.

**Draft paper 1 due. Make appointment to discuss draft.**

### Week 3

Phenomenology of Religion

Olson Ch 4

Connolly Ch 3

Is there an essence? Does it help?

Writing a critical review

**Final version paper 1 due**

**Paper 2 assigned**

### Week 4

History of Religions

Olson Ch 5

Is Today also Once Upon a Time?

Writing a critical review

**Draft Paper 2 due. Make appointment to discuss draft.**

### Week 5

Sociological Approaches

Olson Ch 6

Connolly Ch 6

Justifying the Eternal Rules. Religion as an Expression of Society.

## **Final version paper 2 due**

### Week 6 and 7

Anthropological Approaches

Olson Ch 7

Connolly Ch 1

If You are They, Who are We?

Setting up a research paper

**Paper 3 assigned in week 6**

### Week 8

Psychological Approaches

Olson Ch 8

Connolly Ch 5

Beast or Holy?

**Draft paper 3 due. Make appointment to discuss draft.**

### Week 9

Ecological Approaches

Olson Ch 9

Oh it's a fad, but we would like to survive.

**Final version paper 3 due**

### Week 10

Feminist approaches

Olson Ch 10

Connolly Ch 2

Well yes, actually a little more than half of humanity.

**Proposal for research paper due. Make appointment to discuss proposal.**

### Week 11

Postmodern Approaches

Olson Ch 11

Back to "Say what now?" The issues again.

### Week 12 through 15

Student Presentations

Discussion of articles in recent journals

Analysis of at least two religious issues in the news against the background of the learned material.

**First draft of research paper due at end of week 14**

**Research paper due at the official time scheduled for this course's final exam**

# UNIVERSITY CURRICULUM COMMITTEE

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

1. College CAL 2. Academic Unit HAR

3. Academic Plan Name Religious Studies 4. Subplan (if applicable)? \_\_\_\_\_

5. Effective Date FALL 2007

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*

*For New Plans, leave this column blank.*

### **Major Requirements**

You must complete the following 36 units, earning a grade of "C" or better in all 36 units. In addition, at least 15 must be in upper-division REL courses:

- REL 151 (3 units)
- HAR 301W, which meets NAU's junior writing requirement (3 units)
- two courses from REL 202, 205, 210, 220, 301, 305, 311, 321, 322, 325, 331, 370, 390, and 391 (6 units)
- two courses from REL 201, 203, 206, 331, 341, 351, 355, 359, and 380 (6 units)
- two courses from REL 450C, 470C, 482C, 485, 490C, and 497, including at least one course that meets NAU's senior capstone requirement (REL 450C, 470C,

**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.*

### **Major Requirements**

You must complete the following 36 units, earning a grade of "C" or better in all 36 units. **In addition, at least 18 must be in upper-division REL courses:**

- HAR 301W or **REL 300W**, which meets NAU's junior writing requirement (3 units)
- two courses from REL 202, 205, 210, 220, 301, 305, 311, 321, 322, 325, 331, 370, 390, and 391 (6 units)
- two courses from REL 201, 203, 206, 331, 341, 351, 355, 359, and 380 (6 units)
- **two courses from REL 450C, 470C, 482C, 490C, one of which will complete the capstone requirement**



<p>482C, and 490C) (6 units)</p> <ul style="list-style-type: none"> <li>the remaining 12 units from the religious studies curriculum, with up to 6 units at the 400 level, selected in consultation with your advisor</li> </ul> <p>Minor Religious Studies</p> <p>To complete this minor, you take the following 18 units; earning a grade of "C" or better in all 18 units:</p> <ul style="list-style-type: none"> <li>3 units from REL 450C, 470C, 482C, and 490C</li> <li>15 units of additional religious studies courses selected in consultation with a religious studies advisor</li> </ul>	<ul style="list-style-type: none"> <li><b>the remaining 15 units from the religious studies curriculum, with up to 6 hours of thematically related cognate courses, selected in consultation with your advisor"</b></li> </ul> <p><b>Additionally, REL 151 is recommended but not required.</b></p> <p>Minor Religious Studies</p> <p>To complete this minor, you take the following 18 units; earning a grade of "C" or better in all 18 units:</p> <ul style="list-style-type: none"> <li>3 units from REL 450C, 470C, 482C, and 490C</li> <li><b>REL 300W (3 credits)</b></li> <li><b>12 units of additional religious studies courses selected in consultation with a religious studies advisor</b></li> </ul>	
---	--	--

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>).

**Report filed at above website**

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


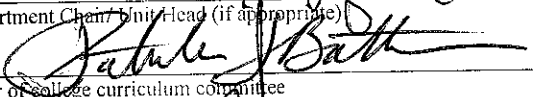
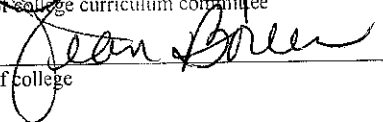
13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?  
If so, attach supporting documentation from the affected departments/units and college dean.

NA


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

Yes

**Certifications**

	11/07/06
Department Chair/Unit Head (if appropriate)	Date
	12/05/06
Chair of college curriculum committee	Date
	12/15/06
Dean of college	Date

**For committee use only**

	3-13-07
For University Curriculum Committee	Date

Action taken:  approved as submitted  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.*

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

**Mostly a cleanup of degree requirements: elimination of options to better focus Capstone requirement, and providing more rigor at the upper division by having students take two 400 level "C" classes. This will better prepare students for graduate school with added emphasis on writing and synthesis.**

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

NA

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.

NA

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 \_\_\_\_\_ 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 ACADEMIC PLAN, PLAN CHANGE, OR PLAN DELETION

1. College CAL

2. Academic Unit Asian Studies

3. Academic Plan Name Asian Studies Minor

4. Subplan (if applicable)? \_\_\_\_\_

5. Effective Date FALL 2007

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/aiol/AcademicCatalog/academiccatalogs.htm>)  
Be sure you include all catalog text that pertains to this plan change

To complete this minor, take the following 18 units:

- ASN 108 (3 units)

15 units selected from the following courses:

ARH 440C  
ASN 208  
CHI 101, 102, 201, and 202  
GGR 348 (when subject is Asia)  
HIS 249, 250, 251, 297, 312, 314,  
325, 332, 421, 425, and 434  
HUM 261 and 362  
JPN 101, 102, 201, and 202  
POS 361, 370, and 472  
REL 150, 206, 311, 331, 341, 351,  
355, and 359  
TH 351  
WLLC 331

*For New Plans, leave this column blank.*

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.)*

To complete this minor, take the following 18 units:

**One gateway course, choose from: ASN 108, ARH 143, HIS 249, HIS 250, HIS 251, HIS 297, or REL 203** (3 units)

15 units selected from the following courses:

ANT 438  
ARH 440C  
ASN 208  
CHI 101, 102, 201, 202  
GGR 348 (when subject is Asia)  
HIS 249, 250, 251, 297, 312, 314, 325,  
332, 421, 425, 434  
HUM 261, 362  
JPN 101, 102, 201, 202  
POS 361, 370, 472  
REL 150, **REL 203**, 206, 311, 331, 341,  
351, 355, 359  
TH 351  
WLLC 331

8. For undergraduate plans, will this requirement be a student individualized plan\*? X 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.
- 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>).

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

In the past, the courses now to be listed as fulfilling the gateway course requirement were once able to be cross-listed, and fulfill the same learning outcome goals originally proposed for ASN 108 as a course to be cross-listed with several Asian Studies courses across campus. These courses are no longer able to be cross-listed because of administrative changes.

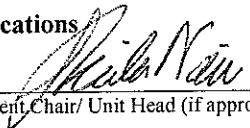
REL 203 is another course students can choose to fulfill the curricular requirements for Asian Studies. It is currently not listed in the Asian Studies Minor. It is an excellent fit with our curricular objectives and should be listed. REL 203 is also being proposed as a gateway course.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?  
It will not.

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.  
It will not.

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

Certifications



Department Chair/ Unit Head (if appropriate)

11/28/06

Date

*John Bath*

*12/05/06*

Chair of college curriculum committee

Date

*Jean Bauer*

*11/30/06*

Dean of college

Date

**For committee use only**

*Don Riff*

*3.13.07*

For University Curriculum Committee

Date

Action taken: \_\_\_\_\_ approved as submitted       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) Fall, 2007  
*See effective dates schedule.*
3. College Engineering and Natural Sciences 4. Academic Unit Geology
5. Course subject/catalog number GLG 306 6. Units 3
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 Marine Geology and the Evolution of Ocean Basins  
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Marine Geology
11. Catalog course description (max. 30 words, excluding requisites).

Plate tectonic origin and history of the ocean basins. Formation and distribution of sediments in response to biologic, chemical, and geologic processes. Pre-requisites: GLG 100/102 or GLG 101/103, and MAT 125, and CHM 130 or CHM 151, and CHM 151L.

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) GLG 101/103 or GLG 100/102; MAT 125; CHM 130 or CHM 151; CHM 151L
17. Corequisites (must be completed *with* proposed course) none

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





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**

RLC for Larry Middleton <sup>WMA</sup> 1/29/07  
Department Chair (if appropriate) Date

Alaine A. Nicholson 1/30/07  
Chair of college curriculum committee Date

L. Huennke 30 Jan 07  
Dean of college Date

**For Committees use only**

**For Liberal Studies Committee**

**Date**

Action taken: \_\_\_\_\_ Approved as submitted

\_\_\_\_\_ Approved as modified

Don Bill 3.13.07  
For University Curriculum Committee Date

Action taken:

✓ Approved as submitted

\_\_\_\_\_ Approved as modified

GLG 306

Course outline

<b>Week</b>	<b>Topic</b>	<b>Readings</b>
1	<b><i>PART I: Introduction to Marine Geology</i></b> The Ocean Basins Historical Perspectives Instrumentation	Chap. 1-2
2	<b><i>PART II: Marine Tectonics</i></b> Earth Structure and Properties Seafloor Spreading	Chap. 4-8, 11-12
3	Plate Tectonics	
4	Margins	
5	Mid Ocean Ridges Crustal Evolution <b>MID-TERM EXAM 1</b>	
6	<b><i>PART III: Paleo-oceanography/ Deep Sea Sediment Record</i></b> Paleoceanography	Chap. 3, 9, 13-19
7	Sea Level History	
8	Sediment Classification and Sediment Transport	
9	Deep Sea Sedimentation	
10	Continental Rises and Slopes <b>MID-TERM EXAM 2</b>	
11	<b><i>PART IV: Coastal Marine Geology</i></b> Continental Shelves	Chap. 10
12	Sequence Stratigraphy	
13	Littoral Zones and Beaches/Barrier Islands Estuaries	
14	Rivers and River Deltas	
15	Reefs and other Carbonate Environments <b>FINAL EXAM</b>	

**GLG 306 – MARINE GEOLOGY AND EVOLUTION OF OCEAN BASINS – SPRING ----**  
**DEPARTMENT OF GEOLOGY**  
**COLLEGE OF ENGINEERING AND NATURAL SCIENCES**

**Instructor:** James C Sample (james.sample@nau.edu)

**Text:** Kennett

**Office:** GLG 214; 523-0881; **Office hours:** Tu 1:30-3; Th 1:30-3; others by appt.

**Classroom:** 12-223; **Scheduled class time:** TTh 11:10 – 12:25

**Prerequisites:** GLG 100 and 102 or GLG 101 and 103; MAT 125; CHM 151

3 Credit Hours

Course description : This is a course for geology majors and nonmajors with the appropriate prerequisites. It consists of lectures and a field trip and will examine the plate tectonic origin and history of the ocean basins in a quantitative manner. Special attention will be given to the formation and distribution of sediments in response to biologic, chemical, and geologic processes, including responses to climate change.

The following essential skills will be emphasized and assessed: quantitative analysis of spatial and temporal information, critical reading about Earth systems, processes, and history, critical thinking about why certain morphologic, tectonic, and sedimentologic features are found in ocean basins, how Earth processes operate, and scientific inquiry into Earth's processes in the marine realm.

Objective: Most of Earth is an ocean. Oceans and the seafloor underlying them are the most important site of tectonic, chemical, and biological interactions among the hydrosphere, lithosphere, and atmosphere. These interactions are a critical chemical buffer to make life possible on Earth. To better understand the marine geology of Earth, the following essential skills will be emphasized and assessed: quantitative analysis of spatial and temporal information, critical reading about Earth systems, processes, and history, critical thinking about why certain morphologic, tectonic, and sedimentologic features are found in ocean basins, and how Earth processes operate, and scientific inquiry into Earth's processes.

Upon successful completion of the course, students will be able to: describe fundamental geological processes in ocean basins; describe basic marine geological features and their origins; create, analyze, and interpret spatial and temporal data and their relationship to ocean basins; and use books, scientific journal articles, and the internet to formulate and test hypotheses about the marine geology of Earth. Students will learn how to work collaboratively in a model based on the International Ocean Drilling Program.

Course structure/approach: The course will combine traditional lectures, group and individual exercises and activities, and inquiry-based in-class activities, and take-home problem sets.

**Attendance** is mandatory. Showing up is key to your learning from lecture and from the in-class exercises that will be scheduled throughout the semester. Some of your work will involve collaborative research with other students modeled on real research activities in marine geology. It is essential that you contribute your fair share to these activities.

### Required materials:

Kennett, J. P., 1982. Marine geology, (Englewood Cliffs, N.J. : Prentice-Hall), 813 p.

Textbook will be supplemented by readings from other sources, including scientific journal articles, monographs, and books (see attached list).

### Grading system and assignments

• Problem sets, take-home assignments, in-class assignments	40%
• Two mid-term exams	20%
• Final exam	15%
• Individual research oral presentation	5%
• Individual research paper	10%
• Group research project	<u>10%</u>
	100%

Grading System (letter grade only): A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: <60%.

### Course policy

Makeup tests will be given with approval in advance for valid reasons, which are illness or serious family circumstances that prevent you from attending class on the day of the exam. If you become ill on the day of the exam, **YOU MUST** call me before the exam, and **YOU MUST** provide written documentation from your health care provider of your illness. You can obtain documentation from the Fronske Health Center on campus. (If you are too sick for the exam you should see a doctor anyway). There is no extra credit offered in this course.

Cheating and plagiarism are violations of the Student Code of Conduct, and will be treated as such. See attached NAU Policy Statement.

Students with physical handicaps or learning disabilities who need to make special arrangements for class assignments should consult the NAU Policy Statement (attached).

Challenges to assigned grades on individual assignments are your right. However, I will only consider challenges presented in writing. A written format allows you to present an articulate and well-considered argument as well as providing a record of the grade challenge process in case there are questions at a later time. Challenges must be submitted within one week of the return of a graded assignment.

Incompletes – University policy prohibits the assignment of an “incomplete” grade except in extreme circumstances that are beyond the student’s control. To receive an incomplete requires the processing of a formal contract between the student and the faculty member documenting how and when the missing course materials will be completed.

Withdrawals - The last day to Drop/Delete this class without it showing on your record is XXX. The last day to drop with a “W” (withdrawal; this stays on your record) is XXX. After that date you will need permission from the Department Chair and Dean of the College of Engineering and Natural Sciences. They will require documentation of why you need to drop for a reason other than a poor grade in the course. You will be advised of your mid-term grade well before the drop-with-W deadline.

*(University policies governing the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies will be attached.)*

### Additional Readings

- Agassiz, A., 1888, The permanence of the continents and of the oceanic basins: In Agassiz, A., Three Cruises of the "Blake" I, Harvard University Museum of Comparative Zoology Bulletin, v.14, p.125-139.
- Anderson, R. N., 1988. Marine geology: a planet earth perspective (New York : Wiley), 328 p.
- Broecker, W. S., and Peng, T.-H., 1982. Tracers in the sea (Palisades, N.Y. : Eldigio Press), 690 p.
- Cane, M.A., 1986, El Nino: Annual Reviews of Earth & Planetary Sciences, v.14, p.43-70.
- Cronin, T. M. 1999. Principles of paleoclimatology (New York : Columbia University Press), 560 p.
- Duncan, Catherine Schuur, John A. Goff, James A. Austin, Jr. and Craig S. Fulthorpe (2000) Tracking the last sea-level cycle: seafloor morphology and shallow stratigraphy of the latest Quaternary New Jersey middle continental shelf. Marine Geology Vol. 170, pp. 395-421
- Edmond, J.M and Von Damm, K., 1983, Hot springs on the ocean floor: Scientific American, v.248, p.78-93
- Fairbridge, R. W., 1960, The changing level of the sea: Scientific American, v.202, p.70-79.
- Faure, G., 2005. Isotopes: principles and applications, 3rd ed. (Hoboken, N.J.: Wiley), 897 p.
- Garrison, T., 1995. Essentials of oceanography (Belmont: Wadsworth Pub. Co.), 353 p.
- Gianguzza, A., Pelizzetti, E., and Sammartano, S., 2000. Chemical processes in marine environments (Berlin ; New York : Springer), 441 p.
- Hamilton, E.L., 1956, Sunken islands of the Mid-Pacific Mountains: Geological Society of America Memoir 64, 97p.
- Haymon, R.M. and Macdonald, K.C., 1985, The geology of deep-sea hot springs: American Scientist, v.73, p.441-449
- Hess, H.H., 1962, History of Ocean Basins: In Engel, A.E.J., James, H.L. and Leonard, B.F. (eds.), Petrological Studies: A Volume in Honor of A.F. Buddington, p.599-620.
- Hester, R.E., and Harrison, R.M., 2000. Chemistry in the marine environment (Cambridge : Royal Society of Chemistry), 98 p.
- Idyll, C.P., 1973, The anchovy crisis: Scientific American, v.228, p.22-29.
- Jackson, I.C., 1985, Exploration as Science: Charles Wilkes and the U.S. Exploring Expedition, 1838-42: American Scientist, v.73, p.450-461.
- Keith F. Buck, Hilary C. Olson, and James A. Austin, Jr (1999) Paleoenvironmental Evidence for latest Pleistocene sea-level fluctuations on the New Jersey outer continental shelf: combining high resolution sequence stratigraphy and foraminiferal analysis. Marine Geology Vol. 154, pp. 287-304.
- Seibold, E., and Berger, W. H., 1996. The Sea Floor: An Introduction to Marine Geology, 3rd ed., (New York: Springer), 356 p.

- MacIntyre, F., 1970, Why the sea is salt: *Scientific American*, v.223, p.104-115
- Menard, H.W., 1958, Development of the median elevations in ocean basins: *Geological Society of America Bulletin*, v.69, p.1179-1186.
- Open University course team, 1989. *The Ocean basins : their structure and evolution* (Oxford; New York: Pergamon Press), 149 p.
- Open University course team, 2001. *Ocean chemistry and deep-sea sediments* (Oxford : Butterworth-Heinemann), 134 p.
- Open University course team, 1989. *Ocean circulation* (Oxford; New York: Pergamon Press), 238 p.
- Pinet, P. R., 1998. *Invitation to oceanography* (Sudbury, Mass.: Jones and Bartlett), 508 p.
- Pratson, L.F. and Haxby, W.F., 1997, Panoramas of the seafloor: *Scientific American*, v.276, p.82-87.
- Ramage, C.S., 1986, El Nino: *Scientific American*, v.254, p.77-83.
- Riley, J. P. and R. Chester.1971. *Introduction to marine chemistry* (London, New York, Academic Press) 465 p.
- Ruddiman, W F, 2001. *Earth's climate : past and future* (New York : W.H. Freeman), 465 p.
- Siever, R., 1974, The steady state of the Earth's crust, atmosphere and oceans: *Scientific American*, v.230, p.72-79.
- Thurman, H. V., and Trujillo, A. P., 2002. *Essentials of oceanography*, 7th ed. (Upper Saddle River, NJ : Prentice Hall), 542 p.

Justification Form for Instructional Fees

New       Increase       Deletion       Reallocation

College/School **Engineering and Natural Sciences**

Department **Geology**

Course No./ Title **107**

Purpose of Fee **Field trip expenses**

Annualized Enrollment in Class (all sections) **25**

Amount of Fee **50**      Estimated Annual income **1250**

Please select **one** of the following course components where the fee will be attached:

Lecture:  Lab:  Recitation:  Clinical:  Research:  Seminar:   
Field Studies:  Independent Study:  Activity:  Supervision:

AREA/ORGN For Revenue Deposit:

Item Type (Provided by Comptroller's Office):

Semester/Session Effective Date: **Fall, 2007**

On-going Fee: **50**    One-time Semester/Session Fee:

Annualized Cost to Department (Estimate expenditures by item): **Transportation to field trip area in San Diego, California: \$1264; computer lab technical support: \$250**

Rationale (including explanation why these costs cannot be covered in the current operations budget of the department): **There are currently not enough funds in the Department to completely cover the cost of the field trip and support computer lab expenses.**

**Approved:**

Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_

*Kerry Mitchell*  
Chair/Director

Date: 1/25/07

*[Signature]*  
Dean

Date: 1/29/07

Office of the Provost

Date: \_\_\_\_\_

Comptroller's Office

Date: \_\_\_\_\_



# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

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

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

Fall, 2007

3. College Engineering and Natural Sciences

4. Academic Unit Geology

5. Current course subject/catalog number GLG 307

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).  
OCEANOGRAPHY (3). Geologic, chemical, physical, and biologic properties of the marine environment and the description and origin of ocean basins.

7. Is course currently cross-listed or co-convened? yes  no

If yes, list course \_\_\_\_\_

Will this continue? \_\_\_\_\_

8. Is course an elective?  or required for an academic plan/subplan?

If required, for what academic plan/subplan? B.S. Ed. Earth Science Education

**If required, also submit *Proposal for New Plan or Plan Change*.**

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no

If yes, explain in the justification and provide supporting documentation from the affected departments.

10. 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?

**The CEG should be changed to reflect the re-numbering of GLG 307 to GLG 107.**

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

If information is remaining the same, leave the section blank.

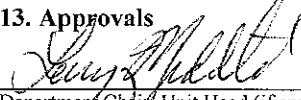


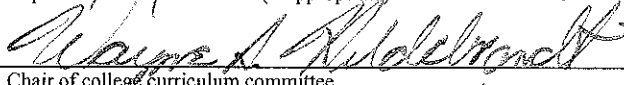
11. a. Proposed course subject /catalog number GLG 107 b. Proposed units \_\_\_\_\_
- c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
- d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
- e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
- f. Proposed long course title \_\_\_\_\_  
(max 100 characters including spaces)
- g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)
- h. Proposed catalog course description (max. 30 words, excluding requisites)
- i. Proposed grading option: Letter grade  Pass/Fail  or Both   
(If both, the course may only be offered one way for each respective section.)
- j. May course be repeated for additional units? yes  no   
j.1. If yes, maximum units allowed? \_\_\_\_\_  
j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
yes  no
- k. Please check **ONE** of the following that most appropriately describes the proposed course change(s):  
Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision
- l. Proposed prerequisites (must be completed before) none
- m. Proposed corequisites (must be completed with) none
- n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)  
Instructor consent  Department consent  No consent

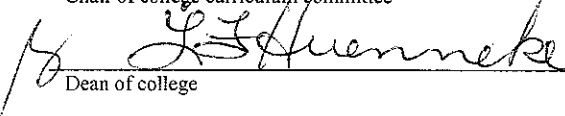
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

**This course in its current format has an introductory geology pre-requisite (GLG 100 or 101 or 110 or 112). In the past many students have requested to enter this course as a freshman without the necessary pre-requisite. Hence in our experience there is significant interest in making this course accessible to freshman at NAU. We believe more students would benefit from an oceanography course offered at the introductory level. This is especially important for well educated students given the issues of global warming and the great understanding of climate processes that can be gained from greater knowledge of the ocean system. With minor modifications the material taught in this course can be made easily accessible to freshman non-science majors. At most other academic institutions oceanography is taught at a similar level as proposed here.**

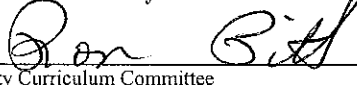
**13. Approvals**

 11/25/07  
Department Chair/ Unit Head (if appropriate) Date

 1/30/07  
Chair of college curriculum committee Date

 30 Jan 07  
Dean of college Date

**For Committee use only**

 3.13.07  
For University Curriculum Committee Date

Action taken:  approved as submitted  approved as modified

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

## GLG 107 additional answers

9. No department other than geology requires this course for a major or emphasis. Departments with emphases that accept GLG 307 as an elective will have to re-number the course in the catalog information. The emphases that currently accept GLG 307 as an elective are:

- Biology, Ecology emphasis
- Biology, General emphasis
- BA/BS, Environmental Studies, Global and Environmental Change focus area
- BA/BS, Environmental Studies, Water and Energy Systems focus area

Question 10. Arizona Western College offers OCN 110 – Oceanography, which currently articulates as GLG 307 and satisfies the SAS block. With the change this course would matriculate as GLG 107 and still satisfy the SAS block.

**GLG 107 – Oceanography – Fall ----**  
**Department of Geology**  
**College of Engineering and Natural Sciences**

**Instructor: Ronald C Blakey (ronald.blakey@nau.edu)**

**home page: [jan.ucc.nau.edu/~rcb7](http://jan.ucc.nau.edu/~rcb7) Text: Trujillo and Thurman (8<sup>th</sup> ed)**

**Office: GLG 219; 523-2740; Office hours: Tu 1:30-3; Th 1:30-3; others by appt.**

**Classroom: 12-223; Scheduled class time: TTh 11:10 – 12:25**

**Prerequisites: None**

**Course Description:** This is a liberal studies course under the **Environmental Consciousness** theme and is also in the **Applied Science** distribution block. It consists of lectures and field trips that are designed to provide an introduction to oceanography with an *emphasis on geological and physical aspects of the marine environment*, both past and present. Topics to be covered include fundamental aspects of the oceanic realm, continental shelves, inland seas, and the coast, sea water, structure and tectonics of ocean basins and margins, and the origin and history of ocean basins (plate tectonics). Environmental consciousness will be explored in the context of natural disasters (e.g. earthquakes, landslides on coasts, tsunamis, storms, and volcanic eruptions), sea water resources, marine pollution, marine climate and climate change, and fossil fuels and mineral resources from the oceans.

The following essential skills will be emphasized and assessed: quantitative analysis of spatial and temporal information, critical reading about oceanic materials, processes, and history, and scientific inquiry into environmentally important oceanic phenomena and issues. The effects of the modern and ancient ocean on the entire Earth System (even continental areas) will be heavily stressed.

**Objectives:** The Planet Earth is 75% water, most of that oceans! This course will provide an introduction and overview of this critical portion of our planet. Emphasis will be from a geological perspective of the systems that operate within, over, and adjacent to the World's oceans and seas. The class will include description, process evaluation, and product analysis. **Critical thinking, reasoning, and problem solving will be emphasized rather than memorization of lists, data, and facts.** Process and product will be the theme of the course -- if one understands the process, then the product or reaction will be easier to comprehend or predict.

We will pursue these objectives along several paths: lecture-discussion, computer, video, and slide presentations, field trips, written assignments, and exploration of the World-Wide Web (cyberspace!); specific objectives include:

1. Describe fundamental aspects of the marine environment: rocks and minerals, sea floor, geologic history, water, atmosphere and climate, structural geology, and tectonics. (Scientific inquiry, quantitative analysis, temporal analysis, spatial analysis, and critical reading).
2. Describe environmentally important oceanic phenomena and issues, such as natural disasters (e.g. earthquakes, landslides on coasts, tsunamis, storms, and volcanic eruptions), sea water resources, marine pollution, marine climate and climate change, and

fossil fuels and mineral resources from the oceans. (Environmental consciousness, scientific inquiry, quantitative analysis, spatial analysis, critical reading, temporal analysis and critical thinking).

3. Create, analyze and interpret spatial data (maps, cross sections, well logs, sonar data). (Environmental consciousness, scientific inquiry, quantitative analysis, spatial analysis, critical thinking).

4. Describe, analyze, and interpret temporal data; especially **deep geologic time** (plate-tectonic history of ocean basins, changes in physical, chemical, and biologic aspects through geologic time, evolution of Earth's ocean system). (Environmental consciousness, scientific inquiry, quantitative analysis, spatial analysis, critical thinking).

**Logistics:** Two formal meetings per week. Attendance is **REQUIRED!** The class meets in GLG BLDG 223. Several assignments may require trips to the computer lab on your own time and convenience. Parts of the course will involve computer presentations in the classroom. Some or all of these will be loaded into the Geology computer lab so they can be reviewed at your own convenience. **A field trip Southern California (an incredible place to study both modern and ancient marine features and processes) will occur from Nov. 2-5.** The Dept will supply transportation and arrange for a camping location. Food and camping equipment will be mostly on your own and we'll discuss details at a later date. **Absolutely no alcohol or drugs may be transported in state vehicles at any time.**

**Required materials:** Textbook: *Essentials of Oceanography* by Trujillo and Thurman; a CD-Rom for the computer lab project; a willingness to be challenged in an exciting and relevant science!

**Grading and assignments:**

TESTS: 2 Exams (2x100), Final (100) . . . . .	300 pts
Field trip project . . . . .	100
Take-home assignments (2; 50 pts each).....	<u>100</u>
	<b>500</b>

Test style: Short answer and diagrams, short essay (examples provided before first exam)

**Field trip project:** 2-3 page report (typed) with figures on process/product seen on field trip; details to follow. **DUE: Nov 16 @ class time.**

**Assignment 1: History of Oceanography -- World-Wide Web Project::** Fill in assignment sheet to familiarize yourself with oceanography sites on the World Wide Web. You will then use the Web (+/- scientific literature) to write a short paper on some aspect regarding the history of oceanography. This could include a person important in the development of the science, the history of an important expedition, the development of some instrument or method, etc. Write a 1-2 page paper on the topic you select. Use illustrations as appropriate (you must include at least one) You must limit your paper to a fairly specific topic (eg Ben Franklin and Gulf Stream rather than 18<sup>th</sup> Century exploration of oceans). **You must cite all references used, including text books and web sites (you must use at least two different sources).** **DUE Sep 14.**

**Assignment 2: Choose one of the following:**

*Analysis of marine process.* Choose a marine process under one of the following broad topics: sedimentation, circulation, energy transfer, biologic process, chemical process, atmospheric (weather and climate) process. Narrow the field to a fairly specific process such as turbidity flow, bioturbation, etc. Concisely, in two pages, **define and describe the process (be specific), describe its products and features typically associated it; think: process-product.** Illustrate both process and products (at least two total; illustrations should have captions). **Cite all references used but you must use at least two.**

*Analysis of marine environmental problem.* Choose an environmental problem associated with the marine realm. It can be physical, chemical, biological, or combination (e.g. death of modern coral reefs, sedimentation in harbors, oil spills, coastal erosion, etc.). In one and a half to two pages, **1**, describe and define the environmental problem; **2**, discuss the cause(s); **3**, describe the effects in terms of damage, loss of life, alteration of seascape, alteration of other chemical, physical, or biologic processes; **4**, describe problem in terms of its progress, change, or evolution; **5**, describe how it can be controlled, modified, or remediated. Not all these topics will pertain to all possible topics, but follow above list as much as possible. Illustrate as appropriate (at least one – include caption). **Cite all references used but you must use at least two. DUE Nov 28**

**Ground Rules:** You are encouraged to work in teams on all projects and assignments. Reports and assignments will be turned in individually and must be prepared solely by you, even though the data may have been gathered and discussed as a group. **Tests, of course, are absolutely to be done on your own!**

**Any cheating including copying the work of others or plagiarism will result in failure for the assignment, test, or project involved and possible failure of the course.** Any disregard of instructions associated with the smooth and safe running of the class, **especially on field trips**, may result in expulsion from class, failure, or both.

**The Department of Geology and the College of Arts and Sciences adhere strictly and absolutely to the University drop policy. Drops after the deadline to drop with a “W” (October 27) will not be granted except as allowed for in the policy. Poor attendance or performance does not constitute a valid reason for issuing a late drop!!!**

Your final course grade will be based on the points you earn on the items covered above. Grades will be determined on your final point total, then converted to % where 90-100% = A, 80-89% = B, 70-79% = C, 55-69% = D. However, grade boundaries may be adjusted downwards (curved) but not upwards. In other words, 90% will be at least an A no matter what, but based on total class performance, A's may range below 90%, and so forth. **The burden of getting assignments in on time and being at the exams on time rests with you.** If you see a problem developing, see me ASAP. I will deal with any problems on an individual basis.

It's your course and your money so use your time and resources wisely. I'm here to help but I can't help without knowledge of a given problem or need. If you email me regarding this class, please put “GLG 307” or “Oceanography” in the subject so it doesn't go to the spam folder.

## SCHEDULE (subject to minor modification)

<b>Date</b>	<b>Subject (PowerPoint #)</b>	<b>Text</b>
<b>Aug 29</b>	Introduction: Geography of physical ocean and its parts <b>(1)</b>	1, 3
<b>31</b>	Earth formation and origin of oceans and atmosphere <b>(2)</b>	2
<b>Sep 5</b>	Rocks and Minerals <b>(3)</b>	
<b>7</b>	Rocks and Minerals	2
<b>12</b>	Structure of ocean basins and plate tectonics <b>(4)</b>	2
<b>14</b>	Plate boundaries and processes of physical ocean <b>(5)</b>	2
<b>19</b>	Plate-tectonic history of ocean basins <b>(7)</b>	2
<b>21</b>	<b>EXAM</b>	
<b>26</b>	Description, classification of marine sediment, sed rocks <b>(8)</b>	4
<b>28</b>	Wave processes <b>(14)</b>	8
<b>Oct. 3</b>	Wave products <b>(14)</b>	8
<b>5</b>	Tidal processes	9
<b>10</b>	Tidal products	9
<b>12</b>	Ancient shorelines – epicontinental seas	
<b>17</b>	Clastic marine sedimentary processes and product <b>(9)</b>	4
<b>19</b>	Carbonate-evaporite marine sed process and product <b>(10)</b>	4
<b>24</b>	Ocean systems circulation and processes	
<b>26</b>	<b>EXAM</b>	
<b>31</b>	Marine hydrosphere/atmosphere, properties - climate	5, 6
<b>Nov. 2</b>	<b>FIELD TRIP</b>	
<b>7</b>	Maps and map use in oceanography	7
<b>9</b>	Coasts: description and classification <b>(18)</b>	10
<b>14</b>	Coasts: process and evolution <b>(19)</b>	10
<b>16</b>	Coasts Illustrated	
<b>21</b>	Overview of marine environment and biologic habitats	11
<b>23</b>	<b>Holiday</b>	
<b>28</b>	Epicontinental and marginal seas <b>(21)</b>	11
<b>30</b>	Paleo-oceanography	
<b>Dec. 5</b>	Marine environments	12-15
<b>7</b>	Marine resources and management	11

**Final Exam:** Thurs Dec 14 @ 10 AM



**GLG 307 – Oceanography – Fall 2006**  
**Department of Geology**  
**College of Engineering and Natural Sciences**

**Instructor: Ronald C Blakey (ronald.blakey@nau.edu)**

**home page: [jan.ucc.nau.edu/~rcb7](http://jan.ucc.nau.edu/~rcb7) Text: Trujillo and Thurman (8<sup>th</sup> ed)**

**Office:** GLG 219; 523-2740; Office hours: Tu 1:30-3; Th 1:30-3; others by appt.

**Classroom:** 12-223; Scheduled class time: TTh 11:10 – 12:25

**Prerequisites:** An introductory course in Geology (100, 101, 110, 112 or equivalent); junior or senior standing  
**--Anyone not meeting the prerequisite must see me ASAP.**

**Course Description:** This is a liberal studies course under the **Environmental Consciousness** theme and is also in the **Applied Science** distribution block. It consists of lectures and field trips that are designed to provide an introduction to oceanography with an *emphasis on geological and physical aspects of the marine environment*, both past and present. Topics to be covered include fundamental aspects of the oceanic realm, continental shelves, inland seas, and the coast, sea water, structure and tectonics of ocean basins and margins, and the origin and history of ocean basins (plate tectonics). Environmental consciousness will be explored in the context of natural disasters (e.g. earthquakes, landslides on coasts, tsunamis, storms, and volcanic eruptions), sea water resources, marine pollution, marine climate and climate change, and fossil fuels and mineral resources from the oceans.

The following essential skills will be emphasized and assessed: quantitative analysis of spatial and temporal information, critical reading about oceanic materials, processes, and history, and scientific inquiry into environmentally important oceanic phenomena and issues. The effects of the modern and ancient ocean on the entire Earth System (even continental areas) will be heavily stressed.

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scientific inquiry, quantitative analysis, spatial analysis, critical reading, temporal analysis and critical thinking).

3. Create, analyze and interpret spatial data (maps, cross sections, well logs, sonar data). (Environmental consciousness, scientific inquiry, quantitative analysis, spatial analysis, critical thinking).

4. Describe, analyze, and interpret temporal data; especially **deep geologic time** (plate-tectonic history of ocean basins, changes in physical, chemical, and biologic aspects through geologic time, evolution of Earth's ocean system). (Environmental consciousness, scientific inquiry, quantitative analysis, spatial analysis, critical thinking).

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**Grading and assignments:**

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Field trip project . . . . .	50
WWW project - history of oceanography . . . . .	50
Take-home assignments (2; 50 pts each).....	<u>100</u>
	<b>500</b>

Test style: Short answer and diagrams, short essay (examples provided before first exam)

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**Assignment 2: Analysis of marine process.** Choose a marine process under one of the following broad topics: sedimentation, circulation, energy transfer, biologic process, chemical process, atmospheric (weather and climate) process. Narrow the field to a fairly specific process such as turbidity flow, bioturbation, etc.

Concisely, in two pages, **define and describe the process (be specific), describe its products and features typically associated it; think: process-product.** Illustrate both process and products (at least two total; illustrations should have captions). **Cite all references used but you must use at least two. DUE Oct 31**

**Assignment 3: *Analysis of marine environmental problem.*** Choose an environmental problem associated with the marine realm. It can be physical, chemical, biological, or combination (e.g. death of modern coral reefs, sedimentation in harbors, oil spills, coastal erosion, etc.). In one and a half to two pages, **1**, describe and define the environmental problem; **2**, discuss the cause(s); **3**, describe the effects in terms of damage, loss of life, alteration of seascape, alteration of other chemical, physical, or biologic processes; **4**, describe problem in terms of its progress, change, or evolution; **5**, describe how it can it be controlled, modified, or remediated . Not all these topics will pertain to all possible topics, but follow above list as much as possible. Illustrate as appropriate (at least one – include caption). **Cite all references used but you must use at least two.** DUE Nov 28

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<b>Sep 5</b>	Rocks and Minerals <b>(3)</b>	
<b>7</b>	Structure of ocean basins and plate tectonics <b>(4)</b>	2
<b>12</b>	Plate boundaries and processes of physical ocean <b>(5)</b>	2
<b>14</b>	Ocean evolution and tectonic cycles <b>(6a, b)</b>	2
<b>19</b>	Plate-tectonic history of ocean basins <b>(7)</b>	2
<b>21</b>	<b>EXAM</b>	
<b>26</b>	Description, classification of marine sediment, sed rocks <b>(8)</b>	4
<b>28</b>	Wave processes <b>(14)</b>	8
<b>Oct. 3</b>	Wave products <b>(14)</b>	8
<b>5</b>	Tidal processes	9
<b>10</b>	Tidal products	9
<b>12</b>	Ancient shorelines	
<b>17</b>	Clastic marine sedimentary processes and product <b>(9)</b>	4
<b>19</b>	Carbonate-evaporite marine sed process and product <b>(10)</b>	4
<b>24</b>	Web exercise	
<b>26</b>	<b>EXAM</b>	
<b>31</b>	Marine hydrosphere/atmosphere, properties - climate	5, 6
<b>Nov. 2</b>	<b>FIELD TRIP</b>	
<b>7</b>	Ocean systems circulation and processes	7
<b>9</b>	Coasts: description and classification <b>(18)</b>	10
<b>14</b>	Coasts: process and evolution <b>(19)</b>	10
<b>16</b>	Coasts Illustrated	
<b>21</b>	Overview of marine environment and biologic habitats	11
<b>23</b>	<b>Holiday</b>	
<b>28</b>	Epicontinental and marginal seas <b>(21)</b>	11
<b>30</b>	Paleo-oceanography	
<b>Dec. 5</b>	Marine environments	12-15
<b>7</b>	Marine resources and management	11

**Final Exam:** Thurs Dec 14 @ 10 AM



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.

The only reason for the plan change is because we are proposing to re-number GLG 307 (Oceanography) as GLG 107 (Oceanography). The main reason for re-numbering the course is to make it available to more freshman students. The content of GLG 107 will still satisfy the learning goals for the BS Ed. In Earth Science. GLG 107 will provide pre-service teachers with the content necessary to teach about marine science at the K12 level, the career path chosen by B.S. Ed. Earth Science Education majors.

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.

No department other than geology requires this course for a major or emphasis. Departments with emphases that accept GLG 307 as an elective will have to re-number the course in the catalog information.

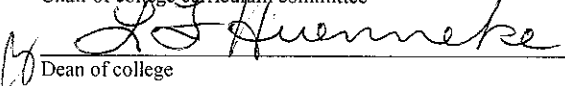
14. Will present library holdings support this academic plan/subplan?

Yes.


**Certifications**

 1/25/07  
Department Chair/ Unit Head (if appropriate) Date

 1/30/07  
Chair of college curriculum committee Date

 30 Jan 07  
Dean of college Date

**For committee use only**

 3.13.07  
For University Curriculum Committee Date

Action taken:  approved as submitted  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 ACADEMIC PLAN, PLAN CHANGE, OR PLAN DELETION

1. College Engineering and Natural Science 2. Academic Unit Chemistry & Biochemistry  
3. Academic Plan Name Minor Chemistry 4. Subplan (if applicable)? \_\_\_\_\_

5. Effective Date FALL 2007

6. Is this proposal for a :  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*

*For New Plans, leave this column blank.*

To complete this minor, take one of the following 18-unit groups of courses, with your chemistry advisor's approval:

- either CHM 151, 151L, 152, 235, and 238 plus one of CHM 320, 341, 350, and 360 (18 units)
- or CHM 130, 151L, 230, and 230L; two of CHM 320, 341, 350, and 360; and 3 additional units of CHM coursework (18 units)

Be aware that most chemistry courses have prerequisites that you must also take. Click here to view our [Chemistry and Biochemistry undergraduate courses](#) and [faculty](#).

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.)*

To complete this minor, take one of the following three 18-21 unit group of courses, with your chemistry advisor's approval:

- either CHM 151, 151L, 152, 235, and 238 plus one of CHM 320, 341, 350, 360, 440 (18 units)
- or CHM 151, 151L, 152, and 235, plus two of CHM 320, 341, 342, 350, 360, 420, 440 (18 units)
- or CHM 151, 151L, 152, 235, 238, 461, and 462 (21 units)

Be aware that most chemistry courses have prerequisites that you must also take. Click here to view our [Chemistry and Biochemistry undergraduate courses](#) and [faculty](#).

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 learning outcomes are not significantly changed by this plan change.

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

The Chemistry minor was changed to (1) include additional courses that a student would be eligible to take for the program, (2) remove the option of taking CHM 130, CHM 230 (and lab) for a chemistry minor, and (3) to make the minor curricula work better with the Degree Audit Program. It was felt by the faculty that the two service courses (130 & 230) provided insufficient background to ensure success in rest of the upper division courses that are required for this subplan. In addition the faculty felt that for the third option (which includes 461 and 462) the two biochemistry course sequence should be both completed for a minor.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?  
No

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**

Brandon P. ... 8 Jan 07  
Department Chair/ Unit Head (if appropriate) Date

Wayne A. ... 1/30/07  
Chair of college curriculum committee Date

L. J. Huenneke 30 Jan 07  
Dean of college Date

**For committee use only**

Don Gill 3.13.07  
For University Curriculum Committee Date

Action taken:  approved as submitted  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 ACADEMIC PLAN, PLAN CHANGE, OR PLAN DELETION

1. College CENS

2. Academic Unit Biological Sciences

3. Academic  
Plan Name B.S. Biology

4. Subplan (if applicable)? Botany emphasis

5. Effective Date FALL 200~~8~~<sup>7</sup>

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

For New Plans, leave this column blank.

#### Botany Emphasis

Many opportunities are available to you if you have undergraduate training in the plant sciences. (See [www.botany.org/bsa/careers/](http://www.botany.org/bsa/careers/).) This botany emphasis provides you with a sound foundation in plant sciences while allowing you to create a course of study that satisfies your individual needs and interests. We also encourage you to become an active member of the NAU Botany Club.

Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course.

- BIO 284 (3 units)
- BIO 326 and 326LW, which meets NAU's junior writing requirement (4 units)
- 3-4 units from the following course or combination of courses, either of which meets NAU's senior capstone requirement:
  - BIO 435C
  - or BIO 426C and 426L
- 9 units from BIO 374, 410, 414,

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.)

#### Botany Emphasis

Many opportunities are available to you if you have undergraduate training in the plant sciences. (See [www.botany.org/bsa/careers/](http://www.botany.org/bsa/careers/).) This botany emphasis provides you with a sound foundation in plant sciences while allowing you to create a course of study that satisfies your individual needs and interests. We also encourage you to become an active member of the NAU Botany Club.

Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course.

- **BIO 284 (4 units)**
- BIO 326 and 326LW, which meets NAU's junior writing requirement (4 units)
- 3-4 units from the following course or combination of courses, either of which meets NAU's senior capstone requirement:
  - BIO 435C
  - or BIO 426C and 426L
- 9 units from BIO 374, 410, 414, 415,

<p>415, 431, 517, 536, and 570</p> <ul style="list-style-type: none"> <li>12-13 units of additional coursework from:</li> </ul> <p>any BIO courses, except BIO 100 and 100L and 310 or any BIO recitation (R) courses  up to 3 units of BIO 300  up to 6 units from BIO 408, 485, 497, and 498  up to 6 units from ANT 554; ENV 440 and 440L; FOR 212, 213, 222, 240, and 250; GGR 250 and 457; and GLG 101 and 304</p>	<p>431, 517, 536, and 570</p> <ul style="list-style-type: none"> <li><b>11-12</b> units of additional coursework from:</li> </ul> <p>any BIO courses, except BIO 100 and 100L and 310 or any BIO recitation (R) courses up to 3 units of BIO 300  up to 6 units from BIO 408, 485, 497, and 498  up to 6 units from ANT 554; ENV 440 and 440L; FOR 212, 213, 222, 240, and 250; GGR 250 and 457; and GLG 101 and 304</p>
---	--

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.

This plan change incorporates a change in the number of hours in Bio 284 from 3 to 4 hours and the related decrease in Bio electives from (12-13) to (11-12). This change was prompted by student requests for a laboratory to accompany the lecture. We added a zero-credit, three-hour lab to Bio 284, which raises the total hours to four. This change brings the plan hours into agreement with the change in course hours.

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

NA


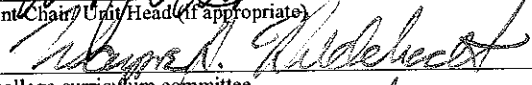
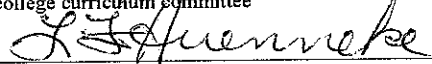
13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU? NO

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**

	1-22-07
Department Chair/Unit Head (if appropriate)	Date
	2/14/07
Chair of college curriculum committee	Date
6 	14 Feb 07
Dean of college	Date

**For committee use only**

	3.13.07
For University Curriculum Committee	Date

Action taken:  approved as submitted  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) Fall 2007  
*See effective dates schedule.*
3. College CENS 4. Academic Unit Environmental Sciences
5. Course subject/catalog number ENV 332 6. Units 3
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 CENE 332  
*(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)*
9. Long course title Solid and Hazardous Waste Management  
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Solid and Hazardous Waste Management
11. Catalog course description (max. 30 words, excluding requisites).

### ENV 332 SOLID AND HAZARDOUS WASTE MANAGEMENT (3)

Waste identification, physicochemical properties, fate and transport in the environment, site characterization and assessment, remediation tools and technologies. Prerequisite: ENV 280 and CHM 230 or 235 with greater than or equal to C.

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) ENV 280 and CHM 230 or 235 with greater than or equal to C.

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? \_\_\_\_\_

*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).

**This course is an excellent elective for our Environmental Sciences majors, particularly those in the Chemistry, Geology, and Microbiology emphasis areas. This course is appropriate for ENV majors; this change will facilitate the ability of ENV students to be aware that this course is an elective available to them. Past assessment of ENV students in this course indicate that ENV majors can successfully complete the course..**

24. Names of current faculty qualified to teach this course      Richard Foust, Bridget Bero, Bill Auberle, Wilbert Odem

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? \_\_\_\_\_

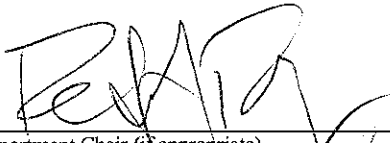
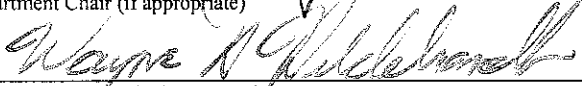
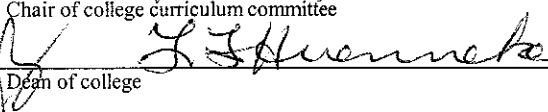
40. Does this proposal replace or modify an existing course or experience? yes  no

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**

	<u>1/29/07</u>
Department Chair (if appropriate)	Date
	<u>2/14/07</u>
Chair of college curriculum committee	Date
	_____
Dean of college	Date

**For Committees use only**

<b>For Liberal Studies Committee</b>	<b>Date</b>
--------------------------------------	-------------

Action taken: \_\_\_\_\_ Approved as submitted \_\_\_\_\_ Approved as modified

	<u>3.13.07</u>
For University Curriculum Committee	Date

Action taken: ✓ Approved as submitted \_\_\_\_\_ Approved as modified



## ENV/CENE332 Syllabus

### General Information:

Civil & Environmental Engineering and  
Environmental Sciences: CENS  
NAU Unit: Environmental Sciences: CENS  
Semester: Spring 2006  
Credit: 3 hour  
Designation: Required for CENE majors, elective for others  
11:10 - 12:25 Tu  
Time: Th  
Location: Room 234, Engineering Building 69  
Instructor: Bridget N. Bero, Ph.D., P.E., Associate Professor  
Office: Room 306  
Phone: (928) 523-2051  
E-mail: bridget.bero@nau.edu  
Wed 8:00 - 10:00 and Thurs 9:00 -  
Office hours: 11:00

### Course Prerequisite:

(CHM 230 or CHM 235) and CENE 280 or for non-  
majors (CHM 230 or CHM 235) and (BIO 300 or  
higher, or CHM 300 or higher, or RNV 280, or GLG  
300 or higher, or PHY 300 or higher)

### Course Description:

Waste identification, soils, subsurface fate and transport, toxicology,  
environmental / public health and risk assessment, site characterization and  
assessment tools, remediation tools and technologies, team design project.

### Course Learning Outcomes:

Upon completing this class, students will be able to:

- 1 Use chemical and engineering principles to determine the fate and transport of chemicals in the environment. (ABET Criteria 3a and e)
- 2 Define and classify hazardous and solid wastes and quantify associated toxicities and health risks, and identify potential remedial treatments. (ABET Criteria 3c and e)
- 3 Design a landfill, perform site assessments and critique remedial actions at an existing site. (ABET Criteria 3c, d, e, g, h, and j)
- 4 Use HELP and LandGEM software tools and EPA and ASTM protocols. (ABET Criteria 3k)

### Course Structure/Approach:

This course presents material during lectures and through assigned reading and homework/projects that are expected to be completed outside of class.

### Textbook and Required Materials:

CENE332 Coursepak; LaGrega, Michael D. et al. Hazardous Waste Management, McGraw-Hill, New York, 1994, ISBN # 0-07-019552-8.

## Recommended optional materials/references

Internet and/or library resources will be used as recommended by the instructor.

## Course Outline:

Week	Topic
1 - 4	Intro, physicochem properties, fate/transport - Ch1,2,3(1,2),4(1-3)
4 - 6	Toxicology, risk assessment - Ch 5,14(1-6,9)
6 - 7	Site assessment - Ch6,7,coursepack
8 - 9, 12 - 14	Solid waste, landfills and waste management - Ch13,17
10 - 11	Project #1
15	Project #2
16	Project #3 (Th, May 11, 10:00 - 12:00)

## Assessment of Student Learning Outcomes:

### Methods of Assessment

Assessment of students' achievement of this course's learning outcomes is done via homework, projects, in-class participation and examinations.

#### Homework:

Homework is assigned to reinforce and assess the concepts and skills discussed or assigned as readings.

#### Examinations:

Examinations are used to assess overall learning. There will be one exam. There may be take-home portions for the exam.

#### In-class Participation:

In-class participation consists of answering questions, in-class assignments and quizzes (group and individual) and is used to assess what is being understood in a quick and timely manner.

#### Projects:

One individual project and two team projects are required to assess complex problem solving and communications abilities. All projects require class presentations; team projects will also assess competency via peer evaluations.

### Timeline for Assessment

Homework is typically assigned weekly throughout the semester. The exam will be given approximately mid-semester. In-class participation will consist of daily activities; some activities will be specifically graded, others (such as answering questions) are subject to the instructor's judgement and will be graded at the end of the semester.

## Grading System:

Item	Points
Homework	500
Project 1	200
Project 2	250
Project 3	250
In-class participation	100
Exam	200

The course grade reported at the end of the semester will be based on the following scale.

A = >1249 points; B = >1199 points; C = >1049 points; D = >899 points; F = <900 points

### **Course Policies:**

#### **Attendance**

Attending class is MANDATORY; tardiness and unexcused absences are considered lack of in-class participation and will be reflected in your grade.

#### **Out-of-class work expectations**

A 3-credit course consists of 3 hours per week of in-class time; it is expected that for each 1 hour of in-class time, 2 hours of out-of-class work is to be performed. Out-of-class work consists of PREPARATION FOR CLASS (PREreading material assigned), doing homework, and STUDYING and REVIEWING material that was presented each day. It is expected that each student will perform 6 hours per week of out-of-class work for this course. (Ref: NAU Academic Contact Hour Policy)

#### **Homework**

All homework must be turned in at the beginning of class on the date it is due. Late homework will not be accepted or graded. Engineering computation grid paper must be used for all handwritten homework. Homework must be well organized and readable. Homework that is not readily legible will be returned without being graded, and cannot be re-submitted.

#### **Make-up Assignments, Tests, and Retesting**

There are NO make-up assignments or tests without prior consent of the instructor.

#### **Plagiarism and Cheating**

Plagiarism and cheating are subject to the Arizona Board of Regents' Code of Conduct and the procedures outlined in the NAU Student Handbook concerning the charges for these offenses.

### **University Policies:**

University policies in the Student Handbook that must also be observed include the following. They can be found at <http://jan.ucc.nau.edu/academicadmin/policy1.html>.

- 1 Safe Working and Learning Environment
- 2 Students with Disabilities
- 3 Academic Integrity
- 4 Institutional Review Board  
Academic Contact Hour
- 5 Policy
- 6 Classroom Management Statement (can be found at <http://www4.nau.edu/stulife/handbookmanagement.htm>.)

### **Engineering Policy -Professional Ethics and Code of Conduct**

Exceptionally high standards of honor and integrity are fundamental and essential to the study and practice of engineering. Academic preparation for the profession must be conducted in an atmosphere with fosters these values.

In addition to compliance with the Student Code of Conduct and Policy that applies to all students at NAU, engineering students are expected to conduct themselves professionally. Violation of the National Society of Professional Engineers (NSPE) Code of Ethics found at <http://www.nspe.org/ethics/eh1-code.asp> or the Association for Computing Machinery (ACM) Code of Ethics and Professional Conduct at <http://www.acm.org/constitution/code.html> may lead to dismissal from the College's

academic programs. Copies of these codes are also available in the Office of the Dean. Violations of any of these codes will be handled as detailed in the publications listed above, and will be documented in the student's advisement file. Faculty members may ask students to affirm in writing that they have neither given nor received unauthorized aid on an examination or assignment.

Prepared by: Bridget N. Bero

Date: January 11, 2006

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

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

2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) *See effective dates schedule.* Fall 2007

3. College CENS 4. Academic Unit CENE

5. Current course subject/catalog number CENE 332

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog.*)

**CENE 332 SOLID AND HAZARDOUS WASTE MANAGEMENT (3)**

Waste identification, physicochemical properties, fate and transport in the environment, site characterization and assessment, remediation tools and technologies. Prerequisite: CENE 280 and (CHM 230 or CHM 235 or CHM 440) with grades greater than or equal to C

7. Is course currently cross-listed or co-convened? yes  no

If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_

8. Is course an elective?  or required for an academic plan/subplan?

If required, for what academic plan/subplan? \_\_\_\_\_

**If required, also submit *Proposal for New Plan or Plan Change.***

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no

If yes, explain in the justification and provide supporting documentation from the affected departments.

10. 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? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_  
c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

Only fill in what is changing.  
  
If information is remaining the same, leave the section blank.

d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with ENV 332 \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title \_\_\_\_\_  
(max 100 characters including spaces)

g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

**CENE 332 SOLID AND HAZARDOUS WASTE MANAGEMENT (3)**

Waste identification, soils, subsurface fate and transport, toxicology, environmental / public health and risk assessment, site characterization and assessment tools, remediation tools and technologies, team design project. Crosslisted with ENV 332. Prerequisite: CENE 280 or ENV280 or a 300-level science course (for nonmajors) and CHM 230 or 235 with grades greater than or equal to C.

i. Proposed grading option: Letter grade  Pass/Fail  or Both   
(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes  no

j.1. If yes, maximum units allowed? \_\_\_\_\_

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
yes  no

k. Please check ONE of the following that most appropriately describes the proposed course change(s):

Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision

l. Proposed prerequisites (must be completed before) \_\_\_\_\_

m. Proposed corequisites (must be completed with) \_\_\_\_\_

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)  
Instructor consent  Department consent  No consent

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

**This course is an appropriate elective course for ENV majors; this change will facilitate the ability for ENV majors to recognize the course as an elective available to them. Assessment of previous ENV majors who have taken this course indicates that these students are capable of successfully completing the course.**

13. Approvals

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  approved as modified

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

## ENV/CENE332 Syllabus

### General Information:

NAU Unit: Civil & Environmental Engineering and  
Environmental Sciences: CENS  
Semester: Spring 2006  
Credit: 3 hour  
Designation: Required for CENE majors, elective for others  
11:10 - 12:25 Tu  
Time: Th  
Location: Room 234, Engineering Building 69  
Instructor: Bridget N. Bero, Ph.D., P.E., Associate Professor  
Office: Room 306  
Phone: (928) 523-2051  
E-mail: [bridget.bero@nau.edu](mailto:bridget.bero@nau.edu)  
Wed 8:00 - 10:00 and Thurs 9:00 -  
Office hours: 11:00

### Course Prerequisite:

(CHM 230 or CHM 235) and CENE 280 or for non-  
majors (CHM 230 or CHM 235) and (BIO 300 or  
higher, or CHM 300 or higher, or RNV 280, or GLG  
300 or higher, or PHY 300 or higher)

### Course Description:

Waste identification, soils, subsurface fate and transport, toxicology,  
environmental / public health and risk assessment, site characterization and  
assessment tools, remediation tools and technologies, team design project.

### Course Learning Outcomes:

Upon completing this class, students will be able to:

- 1 Use chemical and engineering principles to determine the fate and transport of chemicals in the environment. (ABET Criteria 3a and e)
- 2 Define and classify hazardous and solid wastes and quantify associated toxicities and health risks, and identify potential remedial treatments. (ABET Criteria 3c and e)
- 3 Design a landfill, perform site assessments and critique remedial actions at an existing site. (ABET Criteria 3c, d, e, g, h, and j)
- 4 Use HELP and LandGEM software tools and EPA and ASTM protocols. (ABET Criteria 3k)

### Course Structure/Approach:

This course presents material during lectures and through assigned reading and homework/projects that are expected to be completed outside of class.

### Textbook and Required Materials:

CENE332 Coursepak; LaGrega, Michael D. et al. Hazardous Waste Management, McGraw-Hill, New York, 1994, ISBN # 0-07-019552-8.



## Recommended optional materials/references

Internet and/or library resources will be used as recommended by the instructor.

## Course Outline:

Week	Topic
1 - 4	Intro, physicochem properties, fate/transport - Ch1,2,3(1,2),4(1-3)
4 - 6	Toxicology, risk assessment - Ch 5,14(1-6,9)
6 - 7	Site assessment - Ch6,7,coursepack
8 - 9, 12 - 14	Solid waste, landfills and waste management - Ch13,17
10 - 11	Project #1
15	Project #2
16	Project #3 (Th, May 11, 10:00 - 12:00)

## Assessment of Student Learning Outcomes:

### Methods of Assessment

Assessment of students' achievement of this course's learning outcomes is done via homework, projects, in-class participation and examinations.

#### Homework:

Homework is assigned to reinforce and assess the concepts and skills discussed or assigned as readings.

#### Examinations:

Examinations are used to assess overall learning. There will be one exam. There will be take-home portions for the exam.

#### In-class Participation:

In-class participation consists of answering questions, in-class assignments and quizzes (group and individual) and is used to assess what is being understood in a quick and timely manner.

#### Projects:

One individual project and two team projects are required to assess complex problem solving and communications abilities. All projects require class presentations; team projects will also assess competency via peer evaluations.

### Timeline for Assessment

Homework is typically assigned weekly throughout the semester. The exam will be given approximately mid-semester. In-class participation will consist of daily activities; some activities will be specifically graded, others (such as answering questions) are subject to the instructor's judgement and will be graded at the end of the semester.

## Grading System:

Item	Points
Homework	500
Project 1	200
Project 2	250
Project 3	250
In-class participation	100
Exam	200

The course grade reported at the end of the semester will be based on the following scale.

A = >1249 points; B = >1199 points; C = >1049 points; D = >899 points; F = <900 points

### **Course Policies:**

#### **Attendance**

Attending class is MANDATORY; tardiness and unexcused absences are considered lack of in-class participation and will be reflected in your grade.

#### **Out-of-class work expectations**

A 3-credit course consists of 3 hours per week of in-class time; it is expected that for each 1 hour of in-class time, 2 hours of out-of-class work is to be performed. Out-of-class work consists of PREPARATION FOR CLASS (PREreading material assigned), doing homework, and STUDYING and REVIEWING material that was presented each day. It is expected that each student will perform 6 hours per week of out-of-class work for this course. (Ref: NAU Academic Contact Hour Policy)

#### **Homework**

All homework must be turned in at the beginning of class on the date it is due. Late homework will not be accepted or graded. Engineering computation grid paper must be used for all handwritten homework. Homework must be well organized and readable. Homework that is not readily legible will be returned without being graded, and cannot be re-submitted.

#### **Make-up Assignments, Tests, and Retesting**

There are NO make-up assignments or tests without prior consent of the instructor.

#### **Plagiarism and Cheating**

Plagiarism and cheating are subject to the Arizona Board of Regents' Code of Conduct and the procedures outlined in the NAU Student Handbook concerning the charges for these offenses.

### **University Policies:**

University policies in the Student Handbook that must also be observed include the following. They can be found at <http://jan.ucc.nau.edu/academicadmin/policy1.html>.

- 1 Safe Working and Learning Environment
- 2 Students with Disabilities
- 3 Academic Integrity
- 4 Institutional Review Board
- 5 Academic Contact Hour Policy
- 6 Classroom Management Statement (can be found at <http://www4.nau.edu/stulife/handbookmanagement.htm>.)

### **Engineering Policy -Professional Ethics and Code of Conduct**

Exceptionally high standards of honor and integrity are fundamental and essential to the study and practice of engineering. Academic preparation for the profession must be conducted in an atmosphere with fosters these values.

In addition to compliance with the Student Code of Conduct and Policy that applies to all students at NAU, engineering students are expected to conduct themselves professionally. Violation of the National Society of Professional Engineers (NSPE) Code of Ethics found at <http://www.nspe.org/ethics/eh1-code.asp> or the Association for Computing Machinery (ACM) Code of Ethics and Professional Conduct at <http://www.acm.org/constitution/code.html> may lead to dismissal from the College's

academic programs. Copies of these codes are also available in the Office of the Dean. Violations of any of these codes will be handled as detailed in the publications listed above, and will be documented in the student's advisement file. Faculty members may ask students to affirm in writing that they have neither given nor received unauthorized aid on an examination or assignment.

Prepared by: Bridget N. Bero

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