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

Agenda

OLD BUSINESS

I. MINUTES OF THE November 14, 2006 MEETING

NEW BUSINESS

I. CONSENT ITEMS

A. COLLEGE OF EDUCATION

1. BME 310 – Foundations of Multicultural Education	Course Change - description

B. Diversity - BME 310 – US Ethnic, Spring 2007

C. COLLEGE OF ENGINEERING AND NATURAL SCIENCES

1. CS 410 – Logic Design Theory	Course Deletion
2. CS 455 – Modeling in Reactive Systems	Course Deletion

II. ACTION ITEMS

A. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

1. ES 160 – Introduction to Latin/Chican Studies	New Course (tabled 11/14/06)
2. SW 450 – Contemporary Topics In SW	Course Change- description (tabled 11/14/06)

B. Diversity - ES 160- US Ethnic – Spring '07

C. COLLEGE OF ENGINEERING AND NATURAL SCIENCES

1. Physics and Mathematics (Merged Major)	Plan Change
2. CENS 460 – Sustainability in Natural and Built Systems	New Course
3. CENS 480 – Research in Campus Sustainability	New Course

D. UNDERGRADUATE STUDIES

1. USC 108 – Introduction to the Biomedical Professions	New Course

E. COLLEGE OF BUSINESS ADMINISTRATION

1. CIS 120 – Intro to Computer Information Systems	Course Change – units to 3, embedded lab
2. CIS 120L - Intro to Computer Information Systems Lab	Course Deletion
3. BS Accountancy and all BSBA's under Business Core; BA Liberal Studies: Enterprise & Society	Plan Change

III. DISCUSSION

A. Curriculum Review of University Course Lines

MINUTES

OLD BUSINESS

I. MINUTES OF THE November 14, 2006 MEETING – approved.

Members Present: J.Allen, M. Glass, J. Hagood, , D. Hardy-Short, E. Hill, D. Koerner, K. Kozak, B. Maris, C. Medina, P. Pollak, D. Raymond, F. Riemer, G. Tallman, , B. Willis

Members Absent: C. Hammersley, C. Lee, D. Li, E. Norgard, D. Ruwe, B. Urdang

NEW BUSINESS

I. CONSENT ITEMS – all items approved.

A. COLLEGE OF EDUCATION

1. BME 310 – Foundations of Multicultural Education	Course Change - description

B. Diversity - BME 310 – US Ethnic, Spring 2007

C. COLLEGE OF ENGINEERING AND NATURAL SCIENCES

1. CS 410 – Logic Design Theory	Course Deletion
2. CS 455 – Modeling in Reactive Systems	Course Deletion

II. ACTION ITEMS

A. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES – both items approved. Item 2 approved with a change a change to the description.

1. ES 160 – Introduction to Latin/Chican Studies	New Course
2. SW 450 – Contemporary Topics In SW	Course Change- description

B. Diversity - ES 160- US Ethnic – Spring '07   Approved.

C. COLLEGE OF ENGINEERING AND NATURAL SCIENCES – item 1 tabled. Items 2 and 3 approved with changes to CENS 460 adding instructor consent as a prerequisite.

1. Physics and Mathematics (Merged Major)	Plan Change
2. CENS 460 – Sustainability in Natural and Built Systems	New Course
3. CENS 480 – Research in Campus Sustainability	New Course

D. UNDERGRADUATE STUDIES- item tabled. The committee would like the administration to talk with them regarding allowing non-academic units to offer courses.

1. USC 108 – Introduction to the Biomedical Professions	New Course

E. COLLEGE OF BUSINESS ADMINISTRATION- all items approved.

1. CIS 120 – Intro to Computer Information Systems	Course Change – units to 3; embedded lab
2. CIS 120L - Intro to Computer Information Systems Lab	Course Deletion
3. BS Accountancy and all BSBA's under Business Core; all BA Liberal Studies	Plan Change

III. DISCUSSION

A. Curriculum Review of University Course Lines- Ron is going to bring proposal for "Special Topics" to the committee for review. If there are current courses using a course line number, the course will remain as is.

UNIVERSITY CURRICULUM COMMITTEE
November 14, 2006
<u>MINUTES</u>

<u>OLD BUSINESS</u>

I. MINUTES OF THE October 24, 2006 MEETING – approved as presented.

Members Present: M. Glass, J. Hagood, C. Hammersley, D. Hardy-Short, D. Koerner, K. Kozak, B. Maris, D. Raymond, F. Riemer, D. Ruwe, G. Tallman, B. Urdang, E. Norgard, B. Willis

Members Absent: J. Allen, E. Hill, C. Lee, D. Li, C. Medina, P. Pollak

<u>NEW BUSINESS</u>

I. CONSENT ITEMS – items B.2. tabled for further discussion. All other items approved as presented.

A. Diversity	ENG 247 US Ethnic - Spring '07
	GGR 241 – Global Diversity – Spring '07

B. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

1. SW 220 – Intro to Social Work	Course Change - title
2. SW 450 – Contemporary Topics in SW	Course Change - description

C. CONSORTIUM OF PROFESSIONAL SCHOOLS

1. HA 270 – Hospitality Information Technology II	Course Change – prerequisites
2. HA 351 – Corp. Finance for Hospitality Mgrs	Course Change – prerequisites

D. COLLEGE OF BUSINESS ADMINISTRATION

1. ACC 205 – Legal, Ethical, Global, and Regulatory Environment of Business	Course Change – title
2. ACC 302 – Cost Accounting	Course Change – title
3. ACC 305 – Business Law II	Course Change – number, title, prerequisite
4. ACC 375 – Income Tax Accounting	Course Change - number
5. ACC 402 – Cost Accounting II	Course Change – title
6. ACC 456 – Governmental Accounting	Course Change- title, description
7. ACC 475 – Advanced Taxes	Course Deletion
8. ACC 480 – Auditing Theory and Practice	Course Deletion
9. ACC 490 – Case Studies in Financial Reporting	Course Deletion
10. Public Accounting Certificate	Plan Deletion
11. Accounting Information Systems Certificate	Plan Deletion

II. ACTION ITEMS

A. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES – item 1 tabled. Items 2 and 3 approved as presented.

1. ES 160 – Introduction to Latin/Chican Studies	New Course
2. ANT 106 – The Art of Ancient Technology	New Course
3. ANT 452- North American Prehistory	Course Change- number, title, description

B. Diversity – tabled.

1. ES 160- US Ethnic – Spring '07	

C. COLLEGE OF ARTS AND LETTERS – all items approved as presented.

1. B.S.Ed in English	Plan Change
2. B.S. Ed in English Extended	Plan Change
3. Minor in Humanities Secondary Education	Plan Deletion

4. Art History Major and Minor	Plan Change
5. Humanities and Humanities Extended	Plan Change

D. COLLEGE OF BUSINESS ADMINISTRATION – both items approved as presented.

1. ACC 440 – Internal Auditing and Controls	New Course
2. B.S. Accountancy Extended Major	Plan Change

III. DISCUSSION

A. **Curriculum Review of University Course Lines** – a review will take place at the 11/28/06 UCC meeting. Please share the course line information with your college are send feedback to Ronald.Pitt@nau.edu.

COLLEGE OF EDUCATION
EDUCATIONAL SPECIALTIES

TO: THE UNIVERSITY CURRICULUM COMMITTEE

FROM: LARRY GALLAGHER, DEPARTMENT CHAIR

SUBJECT: BME 310 – COURSE CHANGE FORM TO ADJUST THE COURSE DESCRIPTION OF BME 310 TO ADDRESS THE DIVERSITY REQUIREMENT

DATE: 11/6/2006

CC: STEPHEN COLSON, EDUCATIONAL SPECIALTIES

Dr. Pitt,

You will find the Proposal for Course Change form for BME 310 "Foundations of Multicultural Education." A proposal for BME 310 was submitted to the Diversity Subcommittee of the UCC under the category of ethnic diversity as a course to address NAU's general requirements designed to expand student's breadth of understanding about the diverse peoples within this country and across the globe. The course was reviewed by the Diversity Subcommittee in the Spring '06 and approved with the revised course description. The accompanying Proposal for Course Change form adjusts the course description for this course based on the Diversity Subcommittee's recommendations to align with the ethnic diversity requirements.

You will note that the course is identified as a Common Course as defined by the Articulation Task Force. I spoke to Darrelle Martin who indicated that this change does not need to be approved by the Articulation Task Force since it only involves changing the course description to align with the diversity requirements.

Please let me know if you need further assistance on this request.

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this course a Liberal Studies Course?   yes ☐   no ☒

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

3. College   **Education**   4. Academic Unit   **Educational Specialties**

5. Current course subject/catalog number   **BME 310**

6. Current catalog **title**, course **description**, and **units**. (Cut and paste from current on-line academic catalog).
   Historical, legal, theoretical, and sociological foundations of programs serving students with a non-English language background.

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?   _____

Revised 9/05

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11.

Only fill in what is changing.

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

➡

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 before UCC)

e. Proposed to cross-list with _____

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)
This course focuses primarily on the perspectives of ethnic minority populations in schools, including linguistically and culturally diverse students, exploring the historical, legal, theoretical, and sociological foundations of U.S. educational programs.

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 ☐
11j.2.i. If yes, max units/term _____

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

k.i. Lecture w/0 unit embedded lab ☐   Lecture only ☐   Lab only ☐   Clinical ☐   Research ☐

Seminar ☐   Field Studies ☐   Independent Study ☐   Activity ☐   Supervision ☐

k.ii. In addition to the above, it will also be taught: Web ☐   ITV ☐   Hybrid Web ☐   Hybrid ITV ☐

l. Proposed prerequisites (must be completed before) _____

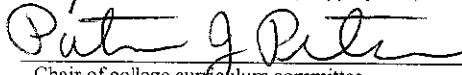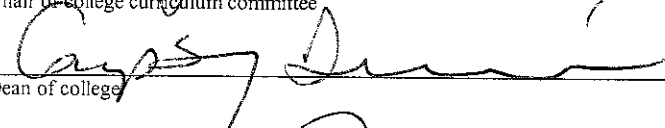m. Proposed corequisites (must be completed with) _____

n. If course has no requisites, will all sections of the course require: (check only one)
Instructor consent ☐   Academic unit consent ☐   No consent ☐

Revised 9/05

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

   The BME 310 course - "Foundations of Multicultural Education" - is being proposed by College of Education as a means to fulfill the diversity requirements for graduation. The course description has been changed to clearly indicate that the course content and emphasis aligns with U.S. ethnic minority definitions and is taught through the perspectives of one or more of these ethnic minority groups. These changes have been reviewed and approved by the Diversity Sub-Committee of the UCC.

13. Approvals

_____   11/6/06
Department Chair/ Unit Head (if appropriate)   Date

_____   11/1/06
Chair of college curriculum committee   Date

_____   11/06/06
Dean of college   Date

For Committee use only

_____   11/28/06
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.

Revised 9/05

BME 310
Foundations of Multicultural Education
Department of Educational Specialties
3 Credit Hours
Semester/Year

- Instructor's name:
- Office address:
- Office hours:
- Office phone number:
- Office e-mail:

Course Prerequisites:

There are no prerequisites for this course.

Course Description:

This course focuses primarily on the perspectives of ethnic minority populations in schools, including linguistically and culturally diverse students, exploring the historical, legal, theoretical, and sociological foundations of U.S. educational programs.

Student Learning Expectations:

Upon completion of this course, students will be able to:

- Explain through specific examples the major historical trends concerning the education of linguistically and culturally diverse students in the United States.
- Analyze critical issues in the education of linguistically and culturally diverse students in a sociopolitical context.
- Discuss a series of pieces that address issues related to the education of linguistically and culturally diverse students and reflect on these issues.
- Discuss a work of literature which represents the perspective of cultural diversity in U.S. schools and reflect on this experience.
- Investigate the life history of a linguistically and culturally diverse individual in terms of his/her experiences and perspectives in school. Discuss what you might have done as a teacher to improve or change the situation.

1

This course is aligned with the TESOL/NCATE Standards for the Accreditation of Initial Programs in P-12 TESOL Teacher Education. The standards cover the following five domains. Not all five standards are specifically met in any individual course.

TESOL Domain	Standards specifically met by BME 310
1. Language	1.b.7. Recognize the importance of English for Speakers of Other Languages (ESOL) students' home languages and language varieties and build on these skills as a foundation for learning English.
	1.b.8. Understand and apply knowledge of sociocultural and political variables to facilitate the process of learning English.
	1.b.9 Understand and apply knowledge of the individual learner variables in the process of learning English.
2. Culture	
	2.a.1. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning English as a Second Language (ESL).
	2.a.2. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning.
	2.b.1 Use a range of resources, including the Internet, to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction.
	2.b.2. Understand and apply knowledge about how an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students
	2.b.5 Understand and apply knowledge of U.S. immigration history and patterns of teaching in ESL.
3. Planning, Implementing and Managing Instruction	N/A
4. Assessment	N/A
5. Professionalism	
	5.a.1. Demonstrate knowledge of language teaching methods in their historical context
	5.a.2. Demonstrate knowledge of the evolution of laws and policy in the ESL profession.
	5.b.3. Advocate for ESOL students' access to all available academic resources including instructional technology.

Course Structure:

This is a class in which students will read and discuss assigned readings and critical issues. Students will take an in-class midterm and final exam. Students will read a work of literature and reflect on the education of linguistically and culturally diverse students in U.S. schools from the perspective of the author. Students will submit a life history review of a culturally and linguistically diverse student. (see Nieto text for guidelines).

Required Texts:

Nieto, S. (2004). *Affirming diversity: The sociopolitical context of multicultural education* (4th ed.). White Plains: NY: Longman

Rodriguez, L. (2001). *Hearts and hands: Making peace in a violent time.* New York: Seven Stories.

Sample Suggested Course Reserves:

Ada, A.(1986). Creative education for bilingual teachers. *Harvard Educational Review, 56*(4), 386-394.

Carter, C. &Rice, L. (1997). Acquisition and manifestation of prejudice in children. *Journal of Multicultural Counseling & Development, 25*(3), 185-194.

Cummins, J. (1999). The ethics of doublethink: Language rights and the bilingual education debate. *TESOL Journal, 8*(3), 13-18.

Curtis, A. (1998). Creating culturally responsive curriculum: Making race matter. *The Clearing House, 71*(3), 135-139.

Donato, R. (1999). Hispano education and the implications for autonomy: Four school systems in southern Colorado, 1920-1963. *Harvard Educational Review, 69*(2), 117-149.

Gilbert, W. (1995). Multicultural education: Empowering the American Indian student for academic success. *Dimensions of Diversity,* 23-39 (Monograph Series No.3). Flagstaff, AZ: Northern Arizona University Center for Excellence in Education.

Gonzalez-Mena, J. (2005). *Diversity in early care and education honoring differences.* Boston: McGraw Hill.

Gonzalez, N. (1993). *Teacher research on funds of knowledge: Learning from households* (Educational Practice Report No. 6*)*. Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning.

Parks, S. (1999). Reducing the effects of racism in schools. *Educational Leadership, 56* (7), 14-18.

Reyhner, J. (1992). American Indian cultures and school success. *Journal of American Indian Education, 32*(1), 19-23.

Skutnabb-Kangas, T. (1999). Linguistic human rights - Are you naive, or what? *TESOL Journal, 8*(3), 6-12.

Course Outline:

Week	Topic	Assignments Due
1	Introduction, course overview, Diversity: the views of schools and teachers In-class reflection: share your heritage	
2	Why the life history review approach? About terminology	In-class reflection: Share your heritage
3	Racism, discrimination and expectations of students' achievement	
4	Life History Reviews (pp. 56-90) Movie: A Day Without a Mexican	
5	Life History Reviews (pp. 118-143) Movie: Teaching American Indians to be White	Life History Review Proposal
6	Culture, Identity and Learning	In-class reflection: What is culture
7	Life History Reviews – 4 (pp. 163-206) Movie: La Familia	In-class reflection: Learning and communication style
8	Life History Reviews: 5 pp 232-253	Midterm Exam
9	Linguistic Diversity in the Classroom	Life History Review
10	Life History Reviews 5 (pp. 276-303) Guest Speaker: Bilingual Teacher Puente de Hozho	In-class reflection: Culture leads to academic success
11	Life History Review (333-343)	'Hearts and Hands" paper
12	Multicultural Education and School Reform	In-class reflection: Definition of culturally and linguistically responsive education
13	Affirming Diversity: Implications for Teachers, Schools and Families	In-class reflection: Our school program
14	Life History Reviews	Life History Review Presentations
15	Review course topics for final exam	
16		Final Exam

Assessment of Student Learning Outcomes:

Methods of Assessment

Class participation: Attendance and participation in discussions will be expected.

In-class reflection papers: (1 page for each of six topics). Integrate reading, personal reflections and class discussions into a brief paper, in class on assigned topics.

Life History Review Project

    A. Proposal: Provide a brief life history review proposal (1 paragraph). You will study one person who is different from you (Linguistically, culturally). Your description should include the individual, the focus question, and the question's relation to education.

    B. Life History Review: Use questions from the Nieto book and conduct a group discussion about the life history review (sign up for one of the assigned dates for in class presentation).

    C. Final Life History Review Paper: The final life history review paper is the final draft of your life history review project.

Book Review: Read *Hearts and Hands*. Write a 3-5 page reaction paper stating the implications for the education of linguistically and culturally diverse students from the perspective of the author.

Exams In-class midterm and final exams will consist of essay questions and multiple choice questions which cover the content and application of assigned readings, lecture notes, and discussions.

Assignments for Assessment

Assignment	Points
Attendance , Participation	20
Life history Review Proposal	10
Life History Review	25
In-class Reflection Papers	60
Midterm	50
Book Review	25
Final Life History Review Paper	30
Final Exam	50
Total Points	265

Grading System:

A=90-100% , B=80-90%, C=70-79%, D=60-69%, F= - 59%

Course Policies:

- Because of the emergent and personalized nature of this course, regular class attendance and participation are crucial

- You will be expected to fully participate in class discussions and discuss the assigned readings.

- Assignments will be accepted on or before due dates.

- If you are unable to take an exam at the regularly scheduled time, the instructor should be contacted prior to the exam.

- Work submitted is expected to be of college/professional quality and appearance. All assignments are to be checked for spelling, grammatical errors, and clarity.

- Plagiarism/Cheating. Plagiarism is a willful act when a person knowingly uses the work of others and attempts to present it as his/her own. Please refer to the policy in the NAU Student Handbook on plagiarism and academic dishonesty.

University Policies http://ww.nau.edu/ombuds/safe.htm

Larry --

The Diversity Subcommittee has reviewed the resubmitted syllabus and course
description for BME 310 and has approved the course for US Ethnic Diversity credit,
pending approval of the new course description by your college and the UCC.

We would like to thank you and your faculty for working with us on this approval.

Best,

~John Doherty
Chair, UCC Diversity Subcommittee

--
John J. Doherty, MA MLS
Librarian, Arts & Letters Team Leader
Cline Library, Northern Arizona University
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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.*   Spring 2007

2. College   **CENS**   3. Academic Unit   **CS**

4. Current course subject and catalog number   CS 410

5. Current catalog **title**, course **description**, and **units**. (*Copy and paste from current on-line academic catalog.*)
CS 410 LOGIC DESIGN THEORY   (3)
Logical synthesis and analysis, logic arrays, fault diagnosis, test generation, level-mode and incompletely specified machines, structure of sequential machines. Prerequisite: CS 126 and (EE 110 or EE 210) with grades greater than or equal to C

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.

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.
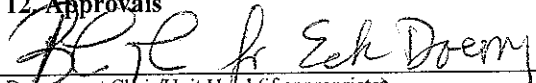
    Is the course a Common Course as defined by your Articulation Task Force? yes ☐   no ☐
    If yes, has the change been approved by the Articulation Task Force? yes ☐   no ☐
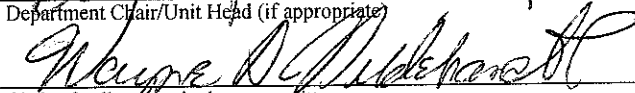
    If this course is listed in the *Course Equivalency Guide*, should the listing be
    changed to departmental elective credit ☐   **OR**   changed to elective credit ☐
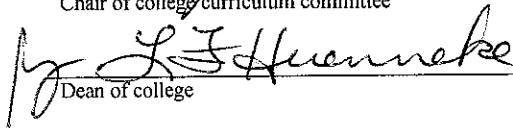
Revised 8/06

11. Justification for course deletion.

This Logic Design Course is a historical artifact, left over from the period (before 2004) when we offered a Computer Science Engineering (CSE) program, which was more hardware-oriented. With the change to our new software-focused Computer Science (CS) degree program, this course no longer fits or plays any role in our curriculum.

12. Approvals

_____   10-25-06
Department Chair/Unit Head (if appropriate)   Date

_____   10-25-06
Chair of college/curriculum committee   Date

_____   25 Oct 06
Dean of college   Date

For Committee use only

_____   11/28/06
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.

Revised 8/06

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.*   __Spring 2007__

2. College **CENS**   3. Academic Unit **CS**

4. Current course subject and catalog number   CS 455

5. Current catalog **title**, course **description**, and **units**. (*Copy and paste from current on-line academic catalog.*)
CS 455 MODELING IN REACTIVE SYSTEMS   (3)
Building complex simulations with active subject tasks in Ada or other languages with multi-tasking. Prerequisite: CS 249 with a grade greater than or equal to C

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.

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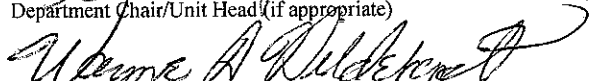
    If this course is listed in the *Course Equivalency Guide*, should the listing be
    changed to departmental elective credit ☐   **OR**   changed to elective credit ☐

11. Justification for course deletion.

This Modeling in Reactive Systems Course is a historical artifact, left over from the period (before 2004) when we offered a Computer Science Engineering (CSE) program, which was more hardware-oriented. With the change to our new software-focused Computer Science (CS) degree program, this course no longer fits or plays any role in our curriculum.
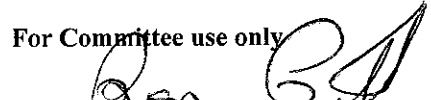
12. Approvals

_____   _10-25-06_
Department Chair/Unit Head (if appropriate)   Date

_____   _10-25-06_
Chair of college curriculum committee   Date

_____   _25 Oct 06_
Dean of college   Date

For Committee use only

_____   _11/28/06_
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.

Revised 8/06

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   __SBS__   4. Academic Unit   __Ethnic Studies__

5. Course subject/catalog number   __ES 160__   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   __Introduction to Latino(a)/Chicana(o) Studies__
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces)   __Latino(a)/Chicana(o) Studies__

11. Catalog course description (max. 30 words, excluding requisites).
This course offers an examination of the social, political, historical and cultural experiences of
Latino(as)/Chicano(as) in the United States with particular emphasis on U.S.-Mexico borderlands.

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 x☒

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)   __none__

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 ☒

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:
    May have very little duplicative material with HIS 381 and HIS 396. However, this is an introductory interdisciplinary course and includes material from political science, sociology, English, women's studies etc as well. There is no similar course on campus.
    _____
    _____
    _____

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).

    There is no similar course on campus and there is considerable demand for such a course at the introductory level. For an Ethnic Studies Program to be a viable program, we need to have a course such as this offered.

24. Names of current faculty qualified to teach this course   **Juanita Heredia, Eric Meeks, David Camacho, Sara Aleman, Monica Brown**

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

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: Geeta Chowdhry _____

Dept. Chair name: Geeta Chowdhry _____

College Contact name : Larry Gould_____

Contact email: geeta.chowdhry@nau.edu_____

Dept. Chair email: geeta.chowdhry@nau.edu

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: Juanita Heredia, Eric Meeks, David Camacho, Sara Aleman, Monica Brown_____

29. Section enrollment cap: 35_____

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. you intend to offer ABC 300 and ABC 300W? yes ☐   no ☐
    If no, please submit a course delete form for the ABC 300.
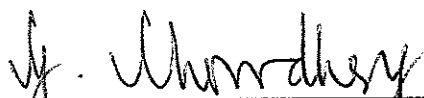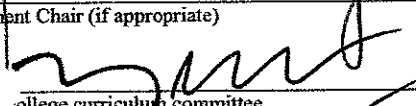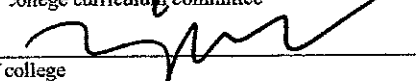
GO TO question 42

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

_____   4th Oct 2006
Department Chair (if appropriate)   Date

_____   10-9-06
Chai   college curriculum committee   Date

_____   10-9-06
Dean of college   Date

For Committees use only

_____

For Liberal Studies Committee   **Date**

Action taken:

_____ Approved as submitted   _____ Approved as modified

_____   11/28/06
For University Curriculum Committee   Date

Action taken:

_____ Approved as submitted   _____ Approved as modified

revised 8/06   4

Submit electronic and hard copy original to Associate Provost for Academic Administration, Ronald.Pitt@nau.edu, Box 6052.

NORTHERN ARIZONA UNIVERSITY
College of Social and Behavioral Sciences
Ethnic Studies Program
Spring 2007

ES 160: Introduction to Latino(a)/Chicano(a) Studies
Sequence #: TBD (3 credit hours)
Tuesdays and Thursdays (TBD)
Social and Behavioral Sciences-West, Building 70, Room TBD

Instructor:
Office: Social and Behavioral Sciences-West, Building 70, Room 226
Office Hours: TBD, or by appointment
Telephone:
E-mail:

Course Prerequisites
None

Course Description
This course will offer an introductory examination of Latin@s in the United States, as we explore social, political, historical, and cultural experiences. We will place particular emphasis on the largest Latin@ subgroup, Mexican Americans (Chican@s), and on the location of the U.S.-Mexico borderlands. Additionally, this course fits in the "Cultural Understanding" distribution bloc of Liberal Studies and falls within the Liberal Studies theme of "Valuing Cultural Diversity." This class is also accepted for the US Ethnic Diversity requirement at NAU.

Student Learning Expectations
This course is designed to introduce you to current developments and issues in Latin@ Studies. Through the written and oral sections of the course, you should leave with the following:
● a mastery of information about the "essentials" of Latin@ Studies;
● an ability to identify and understand basic theories and methodologies of Latin@ Studies; and
● the capacity for critical thinking about the past and future of Latin@s in the United States.

Student Learning Outcomes
It is vital that we understand Latin@ Studies, not just for the benefit of knowledge and analysis, but to avoid the risk of ignoring some of the particular phenomena that we will be discussing and debating in the class. Course objectives are as follows:
● to acquire knowledge about Latin@ Studies and to demonstrate that knowledge through *effective writing*;

● to develop the *critical reading skills* required to understand and compare theoretical approaches and their conclusions;
● to further capacities for *critical thinking* necessary for evaluating and problematizing Latin@ Studies;
● to *critically think and write* about some of the contemporary issues affecting Latin@s in the United States while gaining perspectives on political trends and movements;
● to *value cultural diversity* by analyzing certain political, social, and economic trends that affect Latin@s and to examine the particular ways that some of these issues manifest themselves;
● to improve your ability to keep up with current Latin@ Studies issues and apply theories to current events through the *development of library and research skills*; and
● to *value cultural diversity* by understanding the social and economic context within which Latin@ Studies are located (including culture, class, race, gender, and urban and rural cleavages).

Required Textbook
● Noriega, Chon A., Eric R. Avila, Karen Mary Davalos, Chela Sandoval, and Rafael Perez-Torres (Eds.). 2001. *The Chicano Studies Reader: An Anthology of Aztlan, 1970-2000.* Los Angeles: UCLA Chicano Studies Research Center Publications.

The book is available for purchase at the NAU bookstore, off-campus bookstores, and on-line bookstores. You are welcome to buy earlier editions of the book; however you should note that some information and page numbers may be different. Also it is imperative that you read the required textbook. This will provide you with a foundation to actively participate in class and will help you gain a further understanding of the many issues we will be discussing/debating. Finally, I will handout/assign additional readings through the class's Vista shell <vista.nau.edu>. These readings will place particular emphasis on literary, cultural, critical, and/or feminist(s) thought and are noted in the "Course Outline" below.

Optional Materials/References
Some of you may find the World Wide Web or the Internet useful in your studies and research. Please keep in mind that you must consider the reliability of the source when you use or cite from the Internet or Web.

Assessment of Student Learning Outcomes – *Methods of Assessment*
Pop Quizzes: The 3 pop quizzes are designed to evaluate your knowledge of and ability to identify definitions, theoretical debates, and conceptual hypotheses.

Assignments: The three assignments are designed to help you to *think critically* about specific questions dealing with Latin@ Studies. You will pick and answer 2 out of 4 questions, which will be handed out at the end of the class prior to the date they are due. Assignments are to be no more than two pages, but more than half a page. All assignments must be typed, double spaced, with one-inch margins, and an acceptable 12-point font such as "Times New Roman." I expect a few things for the assignments. I will grade your assignments based on these "things." First, be sure to use the texts as a

guide in answering your question. While I welcome opinions, you will need to substantiate any of your argument(s) with citations. Cite all pertinent information from the text or from any other sources you might use, as I will be assessing your critical reading skills. This does not mean copying and pasting from a website or placing a long quote from the text in your paper (2 points). Second, (this should be obvious, but it still happens) be sure to check for spelling and grammar before turning your assignment. Also, be sure that some of the informal writing that happens in think-pieces, discussions, and in emails doesn't get translated into sloppy work for assignments (2 points). Third, I will be also assessing the papers on effort, thoughtfulness, and content. While seemingly subjective terms, these elements, nonetheless, are the types of elements you know when you see them (3.5 points).

Think-Pieces: The three think-pieces are designed to help you to *think critically* about general Latin@ Studies questions of your choosing. You can pick a reading from class or an outside article, or you can build upon an in-class discussion or raise a relevant issue not discussed during class, of which you will write a short critical analysis. I will be looking for what you thought, whether you (dis)agreed, and whether you did not quite understand something. Unlike the assignments, the think-pieces are much more informal. Thinkpieces are to be no more than two pages, but more than half a page. All think-pieces must be typed, double spaced, with one-inch margins, and an acceptable 12-point font such as "Times New Roman." Like the assignments, I will grade your think-pieces based on assessing your critical reading skills (2 points); your spelling, grammar, and general readability (3 points); and your effort, thoughtfulness, and content (5 points).

Final Project: Each student will pick a final project and write about and present the information to the class at the end of the semester. I will allow this to be a group project (no more than 4 students, but will have to have turned in a written account of who did what for the project). Your final project can be a traditional paper (8-10 pages), a video or photographic essay, a journal of community work, or whatever else that you might think of that is approved by me and the class (but mostly by me). The Final Project is meant to be a mini-research opportunity. Thus, you should look to "outside" sources. We will schedule in-class presentations during the reading and finals week, where the projects will be turned in. The presentations of the final projects will be evaluated as part of your class participation grade. Be prepared to explain your project, your research strategy, and your findings. Again, like the assignments and the think-pieces, I will grade your final project based on assessing your critical reading skills (3 points); your spelling, grammar, and general readability and/or appearance, understandability, and general neatness (3 points); effort, thoughtfulness, and content (3 points); and finally, your in-class presentation (6 points).

Participation and Attendance: It is vital that you attend all classes and read all assigned materials. This will provide you with a foundation to participate in class and help you to gain a further understanding of the issues we will be discussing and debating. Class discussions also provide an opportunity to expand on questions raised by the readings, and to explore other points of view and issues or experiences not

covered in the readings. If you miss class, you will need to contact me about turning in make-up work for both excused and unexcused absences.

Assessment of Student Learning Outcomes – *Timeline for Assessment*
I will hand back graded think-pieces, assignments, and quizzes on the Tuesday following the Thursday due-date. At that time, we will quickly go over my methodology for grading and I will address any questions, comments, or concerns. I will take into consideration participation and attendance as the class progresses, and should have a sense of how things are going by mid-term.

Grading System
Grades are given as follows:
100-90 points = A
89-80 points = B
79-70 points = C
69-60 points = D
59 points or below = F
Students registered A/Pass/Fail must earn at least 70% for a grade of "Pass." Incomplete grades will be given only if you have passed the first half of the course, and/or are precluded from successful completion of the course (please refer to the NAU Student Handbook). If you have any questions about your grades, please see me during office hours or make an appointment to see me.

Points are earned as follows:
3 Assignments	30 points
3 Thinkpieces	30 points
3 Pop Quizzes	15 points
Final Project	15 points
Participation and Attendance	10 points
Total	**100 points**

Course Policies
Makeup: You are expected to submit all materials on the due-date specified in the "Course Outline." Make-up will be given in accordance to the circumstances that caused the missed due-date. Ideally, makeup work will be completed within one week of the assigned due-date. It is up to you to arrange with me to turn in late work. You can also use additional assignments as extra credit, *with my prior approval*. Please note that *several* points will be deducted for unexcused late assignments and exams at my discretion. Also, it is solely up to you to get notes from a fellow student and to contact me about turning in make-up work for both excused and unexcused absences. Depending on the situation(s), the make-up work will consist of extra think-pieces and/or assignments or of your "text-notes" of the class(es) missed. Finally, no additional work will be accepted, under any circumstances, after the end of the semester.

Attendance: It is vital that you come to class. While missing class will not necessarily lower your grade (I will not subtract points), frequent absences may result in not getting

the full amount of participation points available, except in the case of excused absences, where make-up work will be given. Also, if you feel the need to read, talk, or study during class, make sure it is relevant to the topics we are covering, otherwise stay at home, have some coffee, and don't waste my or other student's time. In addition, please turn off all phones and other personal/mobile equipment during class (if a phone rings, I will be allowed to answer it on your behalf). Finally, I will not automatically "drop" you for any reason, such as frequent absences or low grades. It is solely up to you to decide if you want to withdraw. I am willing to assist you in any way if a problem should arise.

Statement on plagiarism and cheating: I will not tolerate cheating of any kind. Cheating and plagiarism will result in automatic failure of the course. In your papers, you must cite each reference and direct quotes. If you are not sure how to cite sources, please see me.

Other: Please note that the syllabus is subject to change and discussion. Major changes will come with at least one week warning in class in the form of a written addendum. A VISTA shell will be built as the class progresses thus make sure that you are learning VISTA at <vista.nau.edu>, as we may do some of the latter class components on the Web. Note: all electronic readings will be placed on the Vista shell. Finally, because topics in this class can and probably will be controversial, I expect that we will all show courtesy towards others and to other points of view.

University Policies
Safe Working and Learning Environment Policy: NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (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 523-8773 (voice), 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.

Institutional Review Board: Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities. The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office.

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 F of NAU's Student Handbook.

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 or 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. (Revised 10/23/01]).

Additional References: Please see also NAU's Student Handbook for additional information at <http://www4.nau.edu/stulife/handbook.htm>

Evacuation Note
In the event of an alarm, you must leave the building immediately by the nearest exit, and move away from the building. Do not use the elevators. Please help those who may need assistance in exiting.

Course Structure and Approach
The class emphasizes reading, writing and discussion, and is organized through a combination of assignments, think-pieces, a final project, and participation and attendance. Because we will use reading materials as a starting point for analysis, discussion, and debate, it is essential that you read all assigned materials. In addition, I encourage you to ask questions during class sessions, and to initiate class conversation about relevant topics. Such conversation facilitates understanding and critical thinking skills, and makes the class more interesting. The "Course Outline" (see below) is divided into weekly sections, and all graded materials (think-pieces, assignments, pop quizzes, discussions, and the final project) are designed to further your knowledge about Latin@ Studies. In addition to the required readings we will also watch short news clips, TV shows, and movies.

Course Outline
*Note: CSR = The Chicano Studies Reader, V = Vista (on-line) reading

Week 1 (January 16 &18)–An Introduction to Latin@/Chican@ Studies
● READINGS:
  ▶ The syllabus
  ▶ V: "Introduction for Students: Power/Knowledge, Language, and Everyday Life," by Francisco H. Vazquez, in *Latino/a Thought: Culture, Politics, and Society*
  ▶ V: "I am Joaquin: An Epic Poem," by Rodolfo "Corky" Gonzales, in *Latino/a Thought: Culture, Politics, and Society*

Week 2 (January 23 & 25)–Chican@ History(s)
● READINGS:
  ▶ CSR: "Decolonizing the Territory: Introduction," by Eric R. Avila
  ▶ CSR: "Toward an Operational Definition of the Mexican American," by Fernando Peñalosa
  ▶ CSR: "Toward a Perspective on Chicano History," by Juan Gómez–Quiñones

Week 3 (January 30 & February 1)–Chican@ History(s), continued
● READINGS:
  ▶ CSR: "Recent Chicano Historiography: An Interpretive Essay," by Alex M. Saragoza
  ▶ CSR: "Refiguring Aztlán," by Rafael Pérez-Torres
● THINK-PIECE #1 DUE ON FEBRUARY 1

Week 4 (February 6 & 8)–Theoretical & Feminist "Foundations"
● READINGS:
> ▶ CSR: "Configuring Identities: Introduction," by Chela Sandoval
> ▶ CSR: "Chicanas and El Movimiento," by Adaljiza Sosa Riddell
> ▶ V: "The Homeland, Aztlan/El otro Mexico," by Gloria Anzaldúa, in *Borderlands/La Frontera*

Week 5 (February 13 & 15)–Theoretical & Feminist "Foundations", continued
● READINGS:
> ▶ CSR: "Beyond Indifference and Antipathy: The Chicana Movement and Chicana Feminist Discourse," by Denise A. Segura and Beatriz M. Pesquera
> ▶ CSR: "Chicana Identity Matters," by Deena J. González
> ▶ V: "Queer Aztlan: The Re-formation of the Chicano Tribe," by Cherrie Moraga, in *Latino/a Thought: Culture, Politics, and Society*

● ASSIGNMENT #1 DUE ON FEBRUARY 15

Week 6 (February 20 & 22)–Latin@s on Film, Part 1
● FILMS:
> ▶ *Mi Vida Loca*
> ▶ *Real Women Have Curves*

Week 7 (February 27 & March 1)–Mores, Traditions, Customs, & Culture
● READINGS:
> ▶ CSR: "Remapping the World: Introduction," by Rafael Pérez-Torres
> ▶ CSR: "Political Familism: Toward Sex-Role Equality in Chicano Families, by Maxine Baca Zinn

● THINK-PIECE #2 DUE ON MARCH 1

Week 8 (March 6 & 8)–Mores, Traditions, Customs, & Culture, continued
● READINGS:
> ▶ CSR: "Chicano Critical Discourse: An Emerging Cultural Practice," by Angie Chabram
> ▶ CSR: "Mapping the Spanish Language along a Multiethnic and Multilingual Border," Rosaura Sánchez

Week 9 (March 13 & 15)–Latin@s on MP3
● MUSIC:
> ▶ Ritchie Valens, Santana, Cheech Marin, Los Tigres del Norte, Cypress Hill, Selena, J-Lo, Daddy Yankee, and so on...

● ASSIGNMENT #2 DUE ON MARCH 15

Week 9.5 (March 19 – 23)–Spring Break with Latin@s

Week 10 (March 27 & 29)–Popular Culture & Chican@ Pop
● READINGS:
> ▶ CSR: "Performing Politics: Introduction," by Karen Mary Davalos
> ▶ CSR: "Chicano Teatro: A Background," by Jorge A. Huerta
> ▶ CSR: "Latino Performance and Identity," by David Román

Week 11 (April 3 & 5)–Popular Culture & Chican@ Pop
● READINGS:
> ▶ CSR: "Mexican Muralism: Its Social-Educative Roles in Latin America and the United States," by Shifra M. Goldman
> ▶ CSR: "A Perspective for a Study of Religious Dimensions in Chicano Experience: Bless Me, Ultima as a Religious Text," by David Carrasco
> ▶ CSR: "Mexican American Home Altars: Toward Their Interpretation," by Kay Turner

● THINK-PIECE #3 DUE ON APRIL 5

Week 12 (April 10 & 12)–Latin@s on Film, Part 2
● READING/FILMS:
> ▶ CSR: "Chicano Cinema and the Horizon of Expectations: A Discursive
Analysis of Film Reviews in the Mainstream, Alternative, and Hispanic Press, 1987-1988, by Chon A. Noriega
> ▶ Mi Familia

Week 13 (April 17 & 19)–Confronting The U.S.-Mexico Border
● READINGS:
> ▶ V: The Treaty of Guadalupe Hidalgo (online)
> ▶ V: "Directions in Border Research: An Overview," by Jose Z. Garcia, inThe
Social Science Journal. 40 (4): 523-533.
> ▶ V: "¡Peligro! Subversive Subjects: Chicana and Chicano Cultural Studies in the 21st Century," by Arturo J Aldama, Arturo J. and Naomi H Quiñonez, in
> Decolonial Voices: Chicana and Chicano Cultural Studies in the 21st Century

● ASSIGNMENT #3 DUE ON APRIL 19

Week 14 (April 24 & 26)–Conclusions & Final Thoughts
● READING:
> ▶ V: "A Postdemocratic Era," by Guillermo Gomez-Peña, in Latino/a Thought: Culture, Politics, and Society

Week 15 (May 1 & 3)–Final Project Presentations
● FINAL PROJECT PRESENTATIONS

Finals Week (TBA)—Final Project Presentations
● FINAL PROJECT PRESENTATIONS; ALL MATERIALS FOR THE FINAL PROJECT
ARE DUE ON TBA

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this course a Liberal Studies Course?   yes ☐   no ☒

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

3. College   **SBS**   4. Academic Unit   **SSW**

5. Current course subject/catalog number   **SW 450 Contemporary Topics in SW**

6. Current catalog **title**, course **description**, and **units**. (Cut and paste from current on-line academic catalog).
   Studies contemporary issues and topics relevant to generalist social work practice. Some topics include social work in health settings, social work and aging, international social work, child welfare services. May be repeated for up to 6 hours of credit with different content.

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?   **Social Work**
   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.

Only fill in what is changing.

11a. Proposed course subject /catalog number _____   11b. Proposed units _____

11c. 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.

➡️

11d. Proposed to co-convene with _____   Date approved by UGC _____
    (must be approved by UGC before UCC)

11e. Proposed to cross-list with _____

11f. Proposed long course title _____
    (max 100 characters including spaces)

11g. Proposed short course title _____
    (max 30 characters including spaces)

11h. Proposed catalog course description (max. 30 words, excluding requisites)

Studies contemporary issues and topics relevant to generalist social work practice. Some topics include social work in health settings, social work and aging, social work with Native Americans, and child welfare services. Social Work majors must earn at least 6 credit hours with different content.

11i. Proposed grading option: Letter grade ☐   Pass/Fail ☐   or Both ☐
    (If both, the course may only be offered one way for each respective section.)

11j. May course be repeated for *additional* units ?   yes ☒   no ☐
11j.1. If yes, maximum units allowed?   **99**
11j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
    yes ☒   no ☐
    11j.2.i. If yes, max units/term **9**

11k. Please check **ONE** of the following that most appropriately describes the proposed course change(s):

11k.i. Lecture w/0 unit embedded lab ☐   Lecture only ☐   Lab only ☐   Clinical ☐   Research ☐

Seminar ☐   Field Studies ☐   Independent Study ☐   Activity ☐   Supervision ☐

11k.ii. In addition to the above, it will also be taught: Web ☐   ITV ☐   Hybrid Web ☐   Hybrid ITV ☐

11l. Proposed prerequisites (must be completed before) _____

11m. Proposed corequisites (must be completed with) _____

11n. If course has no requisites, will all sections of the course require: (check only one)
    Instructor consent ☐   Academic unit consent ☐   No consent ☐

Revised 9/05

Instructor consent ☐   Academic unit consent ☐   No consent ☐

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

It is the intent of the SW 450 courses to provide majors with an opportunity to learn more indepth about generalist social work in different fields of practice and with diverse populations addressing a variety of social work practice issues. Students may take as many SW 450 courses of different topics as they desire. Six (6) credits (two courses of different topics) are required for the degree.

13. Approvals

_____   11/7/06

Department Chair/ Unit Head (if appropriate)   Date

_____   Date

Chair of college curriculum committee

_____   11-13

Dean of college   Date

For Committee use only

_____   11/28/06

For University Curriculum Committee   Date
Or University Graduate Committee

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.

Revised 9/05

DIVERSITY COURSE/PROGRAM SUBMISSION FORM

Indicate for which Diversity Area the course/program is being submitted:

U.S. Ethnic Diversity ___x___   Global Diversity Awareness _____

Course Prefix and Number __ES 160_____

Course Title ___Introduction to Latin)/Chican Studies_____

Justification: This course addresses the historical,
social, political and cultural experiences of
Latinas(os)/Chicanos(as) in the United States. Thus
this course fits well under the US Ethnic Diversity
requirement category.

Please attach support documentation, including the catalogue description and course syllabus. If a program
is being submitted, please attach support documentation. New courses must first have College Curriculum
Committee approval. *(all documentation must be submitted electronically and hard copy).*

Check one: new course: _x_____   modified course: _____   existing course: _____
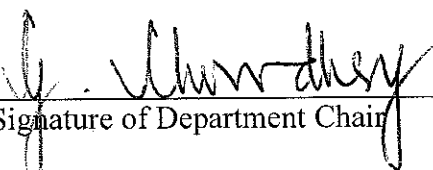
Department Contact Information:

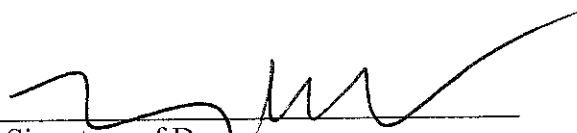Name: __Geeta Chowdhry_____

Phone Number __523-9207_____

Email Address ___Geeta.chowdhry@nau,edu_____

Campus Box Number ___Box 15320_____

Date of submission _____

_____   _____
Signature of Department Chair   Signature of Dean

Submit electronic and hard copy original to Associate Provost for Academic Administration, Ronald.Pitt@nau.edu, Box 6052.

DIVERSITY COURSE/PROGRAM SUBMISSION FORM

Indicate for which Diversity Area the course/program is being submitted:

U.S. Ethnic Diversity ___x_____   Global Diversity Awareness _____

Course Prefix and Number __ES 160_____

Course Title ___Introduction to Latino(a)/Chicana(o) Studies_____

Justification: This course addresses the historical,
social, political and cultural experiences of
Latinas(os)/Chicanos(as) in the United States. Thus
this course fits well under the US Ethnic Diversity
requirement category.

Please attach support documentation, including the catalogue description and course syllabus. If a program
is being submitted, please attach support documentation. New courses must first have College Curriculum
Committee approval. *(all documentation must be submitted electronically and hard copy).*

Check one: new course: _x_____   modified course: _____   existing course: _____
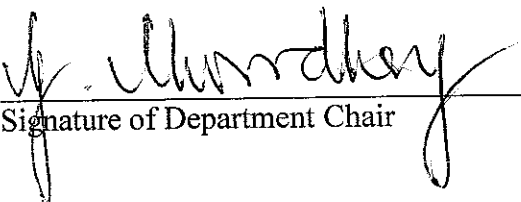
Department Contact Information:

Name: __Geeta Chowdhry_____

Phone Number __523-9207_____

Email Address ___Geeta.chowdhry@nau,edu_____

Campus Box Number __Box 15320_____

Date of submission _____

_____   _____
Signature of Department Chair   Signature of Dean

Approved by UCC: 5/04/04

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   **CENS**

5. Course subject/catalog number   **CENS 460**   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   **Sustainability in Natural and Built Systems**
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces)   **Sustainable Systems**

11. Catalog course description (max. 30 words, excluding requisites).
    Examines characteristics of ecosystems that enhance stability, endurance and resilience and applies these qualities to human-made systems including farming, buildings, industries and communities.

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)   **ENV101 or CENE150 or ENV181 or ENV230 and BIO326, or CENE280, or ENV330 (note: to be changed to ENV326) or permission of instructor.**

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 ☐

revised 8/06   1

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:
    Review of community ecology duplicates a small section of BIO326 and ENV326. Consitutes about 5% of course.

    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).

    **The course will be offered under the CENS prefix, which is intended for courses that address mutiple academic
    disciplines within the College of Engineering and Natural Sciences. By examining structures and processes
    promoting sustainability in natural and human systems, the course will enable students to compare recent systems
    thought within ecology and environmental science and how that thought has been applied in architectural design,
    product manufacturing, agriculture and community planning. No similar course takes a systems approach to bridge
    disciplines in science and engineering.**

24. Names of current faculty qualified to teach this course   **Gary Deason, Gary Nabhan, Deb
                                                                  Larson, Bill Auberle, Bridget
                                                                  Bero, Steve Mead**

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? **none**

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

_____, CSE   10/12/06
Department Chair (if appropriate)   Date

_____   10/25/06
Chair of college curriculum committee   Date

_____   25 Oct 06
Dean of college   Date

For Committees use only

_____

For Liberal Studies Committee   **Date**

Action taken: _____ Approved as submitted   _____ Approved as modified

_____ _____   11/28/06
For University Curriculum Committee   Date

Action taken:

_____✓_____ Approved as submitted   _____ Approved as modified

College of Engineering and Natural Science

CENS 460: Sustainability in Natural and Built Systems

Fall, 2007
3 credit hours, TTh 2:20-3:35PM (tentative)
Dr. Gary B. Deason
P.O. 5765 ARD Building
Office Hours: M-Th 1-4PM

Prerequisites:
1) ENV101, CENE150, ENV181 or ENV230
2) BIO326, CENE280, or ENV330 (note: to be changed to ENV326)

Description

This course examines structures and processes that enhance stability, endurance and resilience in natural communities, such as species diversity, community organization, food webs, feedback mechanisms, nutrient cycling, and energy flows. Characteristics promoting ecological sustainability are then compared and adapted to human-made systems and processes to assess how they can be designed and constructed more sustainably. Human systems and processes include agriculture, buildings, industries, and communities. Students will choose one ecosystem and one built system to analyze in more depth during the semester.

Student Learning Expectations
1. Gain familiarity with systems thinking
2. Acquire workable knowledge of community ecology
3. Acquire specific knowledge of factors promoting stability, endurance and resilience in ecosystems
4. Gain familiarity with applications of ecological principles to agriculture, building design, manufacturing processes and community planning
5. Acquire deeper knowledge of one area in no. 4 above.
6. Establish a conceptual foundation for further study of sustainable systems (e.g. in new NAU Master of Engineering in Sustainable Systems)

Approach
1. Seminar format
2. Limited to 22 students
3. Readings, lectures and discussions
4. Presentations by individuals and small groups
5. In depth and creative analysis in mid-term and semester papers
6. Class discussion and course requirements will promote interdisciplinary and comparative systems thinking in natural science and engineering disciplines

Required Texts (preliminary listing)
1. Molles, Ecology (chapters 12-17 on community ecology)
2. SCOPE, Resilience and the Behavior of Large Scale Systems (selected chapters)
3. Jackson, Wes, et al, Farming in Nature's Image
4. McLennan, Jason F., 2004. The Philosophy of Sustainable Design, Ecotone.
5. McDonough, W. and Braungart, M. 2002. Cradle to Cradle: Remaking the Way We Make Things, New York: North Point Press.

6. Beatley, Timothy and Manning, Kristy, 1997. <u>The Ecology of Place: Planning for Environment, Economy and Community</u>

Recommended Readings (preliminary listing)
1. Benyus, J. M. 1997. <u>Biomimicry: Innovation Inspired by Nature</u>, NY: Quill, William Morrow.
2. Hawken, P. 1994. <u>The Ecology of Commerce: A Declaration of Sustainability</u>, Harper.
3. Hawken, P., Lovins A. and Lovins L. H. 1999. <u>Natural Capitalism</u>, Boston: Little, Brown
4. Van der Ryn, Sim, 1995. <u>Ecological Design</u>, Island Press.
5. Graedel, Thomas E. and Allenby, Braden, 2002. <u>Industrial Ecology</u>, 2nd ed., NY: Prentice Hall
6. Maser, Chris, 1997. <u>Sustainable Community Development: Principles and Concepts</u>, St. Lucie.
7. Jackson, Dana L. and Jackson, Laura L. , 2002. <u>The Farm as Natural Habitat: Reconnecting Food Systems With Ecosystems</u>, Island Press.

Outline by Week
1. Introduction to systems approaches in natural science and engineering. Community ecology. Molles, Chapter 12-13
2. Community ecology. Molles, Chapters 14-17
   Guest speaker: Tom Sisk, Environmental Science
3. Resilience in large-scale systems. SCOPE, Chapters 1-2.
4. Resilience in large-scale systems. SCOPE, Chapters 3-6
5. Resilience in large-scale systems. SCOPE, Chapters 7-8
   Mid-term exam on resilience in a particular ecosystem.
6. Employing natural systems in agriculture. Jackson.
7. Employing natural systems in agriculture. Jackson..
   Guest speaker: Gary Nabhan, Center Sustainable Environments
8. Natural systems and building design. McLennan..
9. Natural systems and building design McLennan.
   Guest speaker: Steve Mead, Construction Management
10. Green manufacturing. McDonough and Braungart.
11. Green manufacturing. McDonough and Braungart.
    Guest speaker: John Neville, former 3M V.P. for sustainability
12. Ecological principles in community design. Beatley and Manning.
13. Ecological principles in community design. Beatley and Manning.
    Guest speaker: Tony Brown, ECOSA Design Institute
14. Individual appointments. Research and writing of final paper.
15. A final examination applying principles of ecological sustainability to a specific case study in agriculture, building design and construction, manufacturing, or community planning.

Requirements and Grading
1. Regular class attendance (10% of grade)
2. Participation in class discussions (10%)
3. A class presentation on a case study of resilience in a particular ecosystem (15%)
4. A mid-term examination assessing resilience in a particular ecosystem (25%)
5. A final examination applying principles of ecological sustainability to a specific case study in agriculture, building design and construction, manufacturing, or community planning. (40%).

90%-100%	A
80%-90%	B
70%-80%	C
60%-70%	D
Below 60%	F

Course policy
1. Homework and class preparation must be completed in time for the class meeting in which it is due. No late homework will be accepted. This is because homework preparation is designed to contribute to class discussion.
2. The mid-term exam must be completed at the scheduled time. Without a doctor's note, it cannot be scheduled at a different time.
3. The final exam must be completed at the scheduled time and date. Without a doctor's note, it cannot be scheduled at a different time. This is required for the instructor to meet university deadlines for grade submission.
4. Up to 3 absences during the semester is permissible. Without a doctor's note, every 3 absences thereafter will result in a penalty of one letter grade.
5. Plagiarism or cheating will result in failure of the course.

University Policies
Please refer to additional university policies governing teaching and learning at:
http://jan.ucc.nau.edu/academicadmin/plcystmt.html

Please refer to the following statement about classroom management in the NAU student handbook:
http://www4.nau.edu/stulife/handbookmanagement.htm

Memo to: NAU University Curriculum Committee
    Via College of Engineering and Natural Sciences Curriculum Committee
From: Rod Parnell, Director, Center for Environmental Sciences and Education

[signature]

Date: October 16, 2006
Re: Proposal for new CENS courses in sustainability

The faculty of the Center for Environmental Sciences and Education strongly support the proposal for two new courses in sustainability to be offered as College-wide courses with the CENS prefix: CENS 460, Sustainability in Natural and Built Systems and CENS 480, Undergraduate Seminar and Research in Sustainability. These courses begin an important new initiative in cross-department studies in sustainability and will be very useful additions to our curricula in environmental sciences and environmental studies. The College-level course designation should help to create a more interdepartmental mix of students and faculty in these courses, a real asset to all our students.

The CENS 460 course does have some overlap with our ENV 330, but the redundant material will be very useful in setting the stage for more applied studies in 460.

The ENV / ENVSTU prerequisites for these proposed courses will not put significant pressure on the prerequisite courses. We in CESE really doubt anyone will take the prerequisites in order to take these CENS courses; rather they will take these courses because they already happen to have the prerequisites.

CENS 480 is the permanent course line for the ENV 499 seminar/research experience Gary Deason has been running for the past two years. It has been and will continue to be an excellent option for our students in completing their ENV 408 or 485 degree requirement. It will also be an option for students in the environmental studies program. Once this course is established, CESE will submit a program change form to formally allow the use of this course in fulfilling the undergraduate research, internship, or fieldwork experience required of all undergraduate environmental sciences and studies majors and minors.

Please contact me if you require further information.

Subject:
support for proposed sustainability courses
From:
Maribeth Watwood <Maribeth.Watwood@NAU.EDU>
Date:
Tue, 03 Oct 2006 16:16:09 -0700
To:
barry.lutz@NAU.EDU
CC:
gary.deason@NAU.EDU

Dear colleagues on the CENS curriculum committee and UCC (via Barry Lutz),

Gary Deason has informed me of plans to offer a new sustainability theory course and a
sustainability research course as CENS courses (ie. with CENS prefixes), which could
count for various credits and requirements in several different departments.. He has
indicated that our Ecology course (BIO 326) should be listed as a prerequisite for these
courses.

I am writing to support support the development of these interdisciplinary CENS courses.
Listing the BIO 326 as a prerequisite for these proposed courses will not put undo
pressure on our situation; we would welcome the opportunity to enroll additional students
in our Ecology course!

I am hoping that this email letter will suffice in offering my support for this curricular
issue. please inform me if you need more information or a different format.

Best wishes,
Maribeth Watwood

Maribeth Watwood, PhD
Professor and Chair
Department of Biological Sciences
Northern Arizona University
Flagstaff, AZ 86011-5640

928-523-9322

Subject:
Re: Letter for Proposed CENS courses
From:
Debra Larson <Debra.Larson@NAU.EDU>
Date:
Thu, 12 Oct 2006 09:20:33 -0700
To:
Barry L Lutz <Barry.Lutz@NAU.EDU>
CC:
Gary Bruce Deason <Gary.Deason@NAU.EDU>

Barry -

As the Chair of CENE, I am very supportive of the two proposed CENS courses - CENS
460: Sustainability in Natural and Built Systems and CENS 480: Undergraduate Research
in Campus Sustainability.   The students here in engineering that might be interested in
taking either or both courses would be our undergraduate Environmental Engineering
students. Their program of study permits two technical electives. The department is
currently reviewing its curriculum and will give consideration for recognizing these
courses as approved technical elective courses. I am hopeful that this approval will be
granted by the ENE faculty.

The CENE is able to handle the extra students that would be taking CENE 150 and
CENE 280 as prerequisites to CENS 460. In fact, we welcome these additional students.

Thank you.

Debra Larson

Gary Bruce Deason wrote:
> Hi Debra,
> The two undergraduate courses in sustainability that I am proposing will be considered
by the CENS curriculum committee at their next meeting, then by the UCC committee.
The syllabi are attached.
> Could you send a note of support for the two coureses to Barry Lutz with a copy to me?
It should indicate that listing CENE 150 and CENE 280 as prerequisites will not overtax
those courses. I anticipate that only students who have already completed the CENE
courses will consider CENS460; I can't imagine they would take the CENE courses in
order to take CENS460.
> Barry needs the note Monday October 16; I think email is fine.
> Thank you Deb.
> Gary

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation?　　Yes ☐　　No ☒
   If yes, route completed form to Liberal Studies.

2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008)　__Spring 2008__
   See effective dates schedule.

3. College　__CENS__　　　　　　　4. Academic Unit　__CENS__

5. Course subject/catalog number　__CENS 480__　　　　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　__Research in Campus Sustainability__
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces)　__Campus Sustainability__

11. Catalog course description (max. 30 words, excluding requisites).

    Surveys major issues in sustainability facing universities and university communities. Students complete an original research project addressing a sustianability issue on the NAU campus or in the Flagstaff community.

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?　__6__
    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)　__CENS 460 or permission of instructor__

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).

    The course will be offered under the CENS prefix, which is intended for courses that address mutiple academic disciplines within the College of Engineering and Natural Sciences. The course provides student with an overview of major issues in sustainability at typical colleges and universities. It offers a unique opportunity to develop and complete an original research project focussed on the NAU campus or Flagstaff community. Results of student projects will be incorporated, whenever possible, into actual NAU campus sustainability initiatives.

                                              Gary Deason, Gary Nabhan, Deb Larson, Bill Auberle, Bridget Bero, Steve Mead, George Koch, Tom Sisk, Rod Parnell, Bruce

24. Names of current faculty qualified to teach this course   **Hungate**

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? **none**

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.

revised 8/06

3

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.
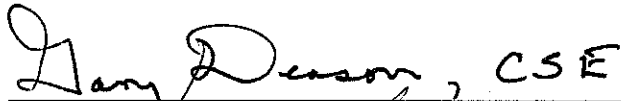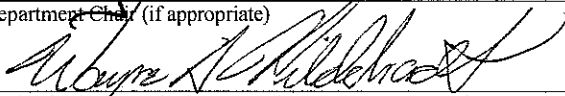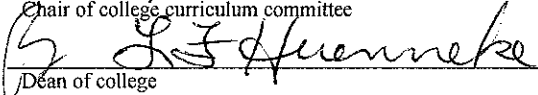
GO TO question 42

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

Larry Denson, CSE   10/12/06
Department Chair (if appropriate)   Date

Wayne K. Hildebrand   10/25/06
Chair of college curriculum committee   Date

G. J. Huenneke   25 Oct 06
Dean of college   Date

For Committees use only

For Liberal Studies Committee   **Date**

Action taken:
_____ Approved as submitted   _____ Approved as modified

Ron Bell   11/28/06
For University Curriculum Committee   **Date**

Action taken:

_____✓_____ Approved as submitted   _____ Approved as modified

College of Engineering and Natural Science
CENS 480: Undergraduate Research in Campus Sustainability
Spring, 2008
3 credit hours, T 5:30-8:00PM (tentative)
Dr. Gary B. Deason
P.O. 5765 ARD Building
Office Hours: M-Th 1-4PM

Prerequisite: CENS460 or permission of instructor

Description

This course offers students an opportunity to design and conduct an original research project focused on campus sustainability. The project will contribute to the NAU campus sustainability program by providing new data, insights or recommendations needed to advance more sustainable practices on campus.

Student Learning Expectations

1. Gain familiarity with major issues related to campus sustainability
2. Learn to identify and define a manageable research project
3. Gain experience writing an acceptable research proposal
4. Learn to conduct a research project using standard methods
5. Gain experience presenting a research project to an audience
6. Practice writing a research report
7. Benefit the campus sustainability program

Approach

Students will work with the instructor and with other NAU faculty and staff to identify and complete a research project during the semester. Projects may be pursued individually or with two persons. The class will meet weekly for discussion of readings related to key topics in campus sustainability, project proposals, updates on project progress, student presentations and to hear outside speakers involved in campus and community sustainability efforts.

1. Seminar format
2. Project-based
3. Limited to 12 students
4. Readings, discussions, and guest speakers.
5. Student project presentations, posters and reports

Required Texts

1. Creighton, Sarah Hammond, 1999. <u>Greening the Ivory Tower</u>, Cambridge, Mass: MIT Press.
2. The Center for Sustainable Environments. <u>Northern Arizona University Campus Environmental Sustainability Plan.</u> CSE, 2004.
3. The Center for Sustainable Environments. <u>Northern Arizona University Campus Sustainability Report: September 2006</u>. CSE, 2006.

Recommended Texts

1. Toor, Will and Havlick, Spenser. <u>Transportation and Sustainable Campus Communities.</u> Island Press, 2004.

Recommended Texts

1. Toor, Will and Havlick, Spenser. <u>Transportation and Sustainable Campus Communities.</u> Island Press, 2004.
2. Keniry, Julian. <u>Ecodemia: Campus Environmental Stewardship at the Turn of the 21st Century.</u> National Wildlife Federation, 1995.
3. Society for College and University Planning. <u>Planning for Higher Education: Sustainability: Taking the Long View.</u> The Journal of the Society of College and University Planning, Volume 31, no. 3, March-May, 2003.
4. Barlett, Peggy F. and Chase, Geoffrey W. <u>Sustainability on Campus: Stories and Strategies for Change.</u> Urban and Industrial Environments, 2003.

Outline by Week

1. Introduction to the course and the campus sustainability program.

   Discussion of student interests.

2. What is sustainability? Can you measure it?

   Discuss preliminary research ideas.

3. Present outlines of research proposals. Bring a copy for each class member.

4. Environmental management systems (EMS)

   Preliminary research proposals due

5. Transportation and parking

   Discuss revisions of proposals.

6. Energy and water

   Final proposals due

7. Natural heritage and landscaping

8. Food and dining services

   Final project revisions due.

9. Waste and recycling

10. Purchasing policies

11. Environmental communications

12. Discuss plans for presentations and final reports

13. Individual appointments. Prepare posters.

14. Present posters at undergraduate research fair.

15. Prepare final reports.

16. Research reports due at 5:30PM

Requirements and Grading
1. Complete an acceptable research proposal (20% of grade)
2. Complete the research project as defined in the proposal and submit a final report (50%)
3. Make a poster on your research project for the CENS undergraduate research fair in late April (20%)
4. Prepare for classes and participate in discussions (10%)

90%-100%	A
80%-90%	B
70%-80%	C
60%-70%	D
Below 60%	F

Course policy
1. Homework and class preparation must be completed for the class meeting in which it is due. No late homework will be accepted. This is because homework preparation is designed to contribute to class discussion.
2. Final project reports must be turned in at the time and date of the scheduled final exam. Completion of the project and project report counts in lieu of a final exam. If the final report is too late to meet university deadlines for grade submission, it will not be graded.
3. Up to 2 absences during the semester is permissible. Without a doctor's note, every 2 absences thereafter will result in a penalty of one letter grade.
4. Plagiarism or cheating will result in failure of the course.

University Policies
Please refer to additional university policies governing teaching and learning at:
http://jan.ucc.nau.edu/academicadmin/plcystmt.html

And to the following statement about classroom management in the NAU student handbook:
http://www4.nau.edu/stulife/handbookmanagement.htm

Memo to: NAU University Curriculum Committee
        Via College of Engineering and Natural Sciences Curriculum Committee
From: Rod Parnell, Director, Center for Environmental Sciences and Education

[signature]

Date: October 16, 2006
Re: Proposal for new CENS courses in sustainability

The faculty of the Center for Environmental Sciences and Education strongly support the proposal for two new courses in sustainability to be offered as College-wide courses with the CENS prefix: CENS 460, Sustainability in Natural and Built Systems and CENS 480, Undergraduate Seminar and Research in Sustainability. These courses begin an important new initiative in cross-department studies in sustainability and will be very useful additions to our curricula in environmental sciences and environmental studies. The College-level course designation should help to create a more interdepartmental mix of students and faculty in these courses, a real asset to all our students.

The CENS 460 course does have some overlap with our ENV 330, but the redundant material will be very useful in setting the stage for more applied studies in 460.

The ENV / ENVSTU prerequisites for these proposed courses will not put significant pressure on the prerequisite courses. We in CESE really doubt anyone will take the prerequisites in order to take these CENS courses; rather they will take these courses because they already happen to have the prerequisites.

CENS 480 is the permanent course line for the ENV 499 seminar/research experience Gary Deason has been running for the past two years. It has been and will continue to be an excellent option for our students in completing their ENV 408 or 485 degree requirement. It will also be an option for students in the environmental studies program. Once this course is established, CESE will submit a program change form to formally allow the use of this course in fulfilling the undergraduate research, internship, or fieldwork experience required of all undergraduate environmental sciences and studies majors and minors.

Please contact me if you require further information.

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   **College of Business Administration**   4. Academic Unit   **Computer Information Systems**

5. Current course subject/catalog number   **CIS 120**

6. Current catalog **title**, course **description**, and **units**. (*Copy and paste from current on-line academic catalog*).
   INTRO TO COMPUTER INFORMATION SYSTEMS (2)

Introduces computer and information systems, including the development and hands-on use of applications designed for communications, decision support, and database management. Corequisite: CIS 120L 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?   ☒
                                                B.S. Accountancy
                                                B.S.B.A. Business Economics
                                                B.S.B.A. Computer Information Systems
                                                B.S.B.A. Finance
                                                B.S.B.A. Management
                                                B.S.B.A. Marketing
   If required, for what academic plan/subplan?   B.A. Liberal Studies: Enterprise in Society
   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.
Combined course content will remain the same and it will still be a three credit hour requirement.

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 ☐
This is a change in the course format and not in the course content. The other Arizona universities and Arizona community colleges already present the equivalent course in a single three credit course format. This change will bring our introductory computer course format into compliance with the other universities and community colleges.
       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?   **From: CIS 120 (2) --and-- CIS 120L (1) To: CIS 120 (3)**

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject /catalog number _____   b. Proposed units __3__

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)   **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 ☐

Revised 8/06

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

Course is being changed from a large lecture with small lab section format to small section classes with integrated content. This is a freshman level class that is being changed to small sections for improvement of freshman recruiting and retention. Students will have full-time professors in small sections.

13. Approvals

_____   10/27/06
Department Chair/ Unit Head (if appropriate)   Date

_____   10/31/06
Chair of college curriculum committee   Date

_____   10/27/06
Dean of college   Date

For Committee use only

_____   11/28/06
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.

Revised 8/06

Professor Dr. Craig VanLengen
Office: CBA 303
Office Hours: Tu & Th 1:00 PM - 3:00 PM
If you cannot meet with me at these hours, please make an appointment.
Telephone: 928.523.7392

Course prerequisites: Successful completion of high school algebra

Course description: An introduction to computers and information systems. This is a Liberal studies course in the Science/Applied Science Block with a Focus on the Impact of Technology theme. As a Liberal Studies course the student will have the opportunity to understand how technology advances the human condition. Students will apply technological tools to a variety of business and personal applications.

Student Learning Expectations/Outcomes for this Course

Technology and Its Impact

The student will address the influence of computer technology on human society, such as security, privacy, and ergonomic issues related to the development and dissemination of computer technology. Although the main focus of the course is the use of computers, the course also addresses interactions between people using computer technology.

Critical Skills

Students will develop their technological literacy, critical thinking and practice their written communication skills.

At the end of this course, successful students will:
- Describe in some detail the various technical components of computers.
- Demonstrate a thorough knowledge of information systems. (Use technology)
- Explain the role that computers play in contemporary society. (Technology Theme)
- Write a paper evaluating the effect of computers on society and /or participate as team member in writing such papers. (Critical thinking, Technology Theme, Writing)
- Demonstrate understanding of various types of application software and their uses
- Productively use application software for word processing, spreadsheet, database, business presentation, and Internet applications. (Use technology, Writing)
- Produce and analyze various forms of computer output. (Use technology, critical thinking)

Course structure/approach

Primary teaching methods for this course include class lecture, hands-on computerized assignments, and written projects. Class lecture presentations deal with conceptual ideas and theories. Projects involve solving problems through written and/or application-software-generated solutions. Individual project work is always required and team-based projects may also be assigned. Hands-on lab instruction provides the experience necessary to learn to use software packages productively. The teaching methods used in this course have been approved by the CIS area faculty.

Textbook and required materials

Discovering Computers 2007, A Gateway to Information **(with Study Guide)**
By Shelly/Cashman/Vermaat
A shrink-wrapped bundle that includes all course materials. The ISBN is 1423940768. This bundle includes the following 2 items:

Revised 04/22/03

1. Office 2003 Introductory Concepts and Techniques published by Course Technology. This text includes Word 2003, Excel 2003, Access 2003, PowerPoint 2003 and Windows.

2. SAM 2003 CD. This also includes a student key code number that is essential for registering for the exams and quizzes that will be given during the course.

Recommended optional materials/references (attach reading list)

Course outline
1. Fundamentals of Computer Systems- input, processing, storage, and output
2. Information Processing Models
3. Hardware components
4. Software - systems and applications (productivity software includes word processing, spreadsheets, database, business presentations, and Internet)
5. Telecommunication models and uses
6. Business systems concepts and components
7. Internet and World Wide Web concepts
8. Societal, ethical and global issues surrounding computers and information technology including privacy, security and crime

Assessment of Student Learning Outcomes
- Methods of Assessment
  Multiple choice examinations, in-class assignments, such as the critical essay, and projects (use technology, critical thinking and impact of technology, objectives 1-5, 7). Writing assignments and projects will be graded on content, form and style of the output (use technology, critical thinking, impact of technology, effective writing, objectives 4,-8).
- Timeline for Assessment
  Exam 1: Second week in October
  Exam 2: First full week in November
  Exam 3: During finals week, check the final exam schedule
  The twelve written assignments will be evenly distributed throughout the semester.
  You will have either a quiz or an exam over the computer software on a weekly basis.

Grading System

Grading Tool	Points
Two Lecture Exams (48 questions, 5 points each = 240 points per exam)	480
Final Exam (48 questions, 5 points each)	240
Practice Quiz (covering syllabus)	10
Chapter Quizzes (12 @ 15 points each)	180
Class Assignments (12 @ 10 points each; only 9 required)	90
Windows Quiz	50
Word Exam	100
Excel Quiz (2 @ 50 points each)	100
Excel Exam	100
Access Quiz (2 @ 50 points each)	100
Access Exam	100
PowerPoint Quiz	50
PowerPoint Exam	100
Web Development Project	100
Total	**1,800**

Final grades will be assigned using this scale:

Criteria	Letter Grade
90% and above of total points	A
80-89% of total points	B

Revised 04/22/03

70-79% of total points	C
60-69% of total points	D
Less than 60% of total points	F

Course policy

- **Retests/makeup tests:** Make-up exams will be given for students with institutional excuses (e.g., NAU athletics or class field trips) and those who have obtain a pre-approved absence from your instructor. Make-up exam dates will be given upon approval for the missed test.
- **Attendance:** You are expected to attend class on time, each scheduled class period, and to stay the entire time. If for some reason you cannot attend it is your responsibility to obtain the class notes and any other material or notices that were given out during class.
- **Statement on plagiarism and cheating:** Copying someone else's work and representing it as your own is cheating. First instance of cheating: Individual assignments, cases, exercises, and exams, you will receive zero points for that assignment. Second instance of cheating: You will receive a failing grade for the course.

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. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

STUDENTS WITH DISABILITIES

If you have a learning and/or physical disability, you are encouraged to make arrangements for class assignments/exams so your academic performance will not suffer because of the disability or handicap. If you have questions about special provisions for students with disabilities, contact the Counseling and Testing Center (523-2261).

It is your responsibility to register with the Counseling and Testing Center. Application for services should be made at least eight weeks before the start of the semester.

If the Counseling and Testing Center verifies your eligibility for special services, you should consult with your instructor during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center.

INSTITUTIONAL REVIEW BOARD

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

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

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

ACADEMIC INTEGRITY

Revised 04/22/03

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. 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 F of NAU's *Student Handbook.*

Revised 04/22/03

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   **College of Business Administration**   4. Academic Unit   **Computer Information Systems**

5. Current course subject/catalog number   **CIS 120H**

6. Current catalog **title**, course **description**, and **units.** (*Copy and paste from current on-line academic catalog*).
   INTRO TO COMPUTER INFORMATION SYSTEMS – HONORS (2)

   Introduces computer and information systems, including the development and hands-on use of applications designed for communications, decision support, and database management. 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.
Combined course content will remain the same and it will still be a three credit hour requirement.

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?   **From:**

Revised 8/06

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject /catalog number _____ b. Proposed units __3__

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)   **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 ☐

Revised 8/06

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

Course is being changed from a separate lecture and lab section format to small section classes with integrated content. This is a freshman level class that is being changed to small sections for improvement of freshman recruiting and retention. Students will have full-time professors in small sections with better integration of the content.

13. Approvals

_____ 10/27/06
Department Chair/ Unit Head (if appropriate)   Date

_____ 10/3, /06
Chair of college curriculum committee   Date

_____ 10/27/06
Dean of college   Date

For Committee use only

_____ 11/28/06
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.

COLLEGE OF BUSINESS ADMINISTRATION
NORTHERN ARIZONA UNIVERSITY
CIS 120H, Introduction to Computer Information Systems - Honors
Fall 2007
3 credit hours

Professor Dr. Craig VanLengen
Office: CBA 303
Office Hours: Tu & Th 1:00 PM - 3:00 PM
If you cannot meet with me at these hours, please make an appointment.
Telephone: 928.523.7392

Course prerequisites: Successful completion of high school algebra

Course description: An introduction to computers and information systems. This is a Liberal studies course in the Science/Applied Science Block with a Focus on the Impact of Technology theme. As a Liberal Studies course the student will have the opportunity to understand how technology advances the human condition. Students will apply technological tools to a variety of business and personal applications.

Student Learning Expectations/Outcomes for this Course

Technology and Its Impact

The student will address the influence of computer technology on human society, such as security, privacy, and ergonomic issues related to the development and dissemination of computer technology. Although the main focus of the course is the use of computers, the course also addresses interactions between people using computer technology.

Critical Skills

Students will develop their technological literacy, critical thinking and practice their written communication skills.

At the end of this course, successful students will:
- Describe in some detail the various technical components of computers.
- Demonstrate a thorough knowledge of information systems. (Use technology)
- Explain the role that computers play in contemporary society. (Technology Theme)
- Write a paper evaluating the effect of computers on society and /or participate as team member in writing such papers. (Critical thinking, Technology Theme, Writing)
- Demonstrate understanding of various types of application software and their uses
- Productively use application software for word processing, spreadsheet, database, business presentation, and Internet applications. (Use technology, Writing)
- Produce and analyze various forms of computer output. (Use technology, critical thinking)

Course structure/approach

Primary teaching methods for this course include class lecture, hands-on computerized assignments, and written projects. Class lecture presentations deal with conceptual ideas and theories. Projects involve solving problems through written and/or application-software-generated solutions. Individual project work is always required and team-based projects may also be assigned. Hands-on lab instruction provides the experience necessary to learn to use software packages productively. The teaching methods used in this course have been approved by the CIS area faculty.

Textbook and required materials

Discovering Computers 2007, A Gateway to Information **(with Study Guide)**
By Shelly/Cashman/Vermaat
        A shrink-wrapped bundle that includes all course materials. The ISBN is 1423940768. This bundle includes the following 2 items:

Revised 04/22/03

1. Office 2003 Introductory Concepts and Techniques published by Course Technology. This text includes Word 2003, Excel 2003, Access 2003, PowerPoint 2003 and Windows.

2. SAM 2003 CD. This also includes a student key code number that is essential for registering for the exams and quizzes that will be given during the course.

Recommended optional materials/references (attach reading list)

Course outline
   1. Fundamentals of Computer Systems- input, processing, storage, and output
   2. Information Processing Models
   3. Hardware components
   4. Software - systems and applications (productivity software includes word processing, spreadsheets, database, business presentations, and Internet)
   5. Telecommunication models and uses
   6. Business systems concepts and components
   7. Internet and World Wide Web concepts
   8. Societal, ethical and global issues surrounding computers and information technology including privacy, security and crime

Assessment of Student Learning Outcomes
   - Methods of Assessment
     Multiple choice examinations, in-class assignments, such as the critical essay, and projects (use technology, critical thinking and impact of technology, objectives 1-5, 7). Writing assignments and projects will be graded on content, form and style of the output (use technology, critical thinking, impact of technology, effective writing, objectives 4,-8).
   - Timeline for Assessment
     Exam 1: Second week in October
     Exam 2: First full week in November
     Exam 3: During finals week, check the final exam schedule
     The twelve written assignments will be evenly distributed throughout the semester.
     You will have either a quiz or an exam over the computer software on a weekly basis.

Grading System

Grading Tool	Points
Two Lecture Exams (48 questions, 5 points each = 240 points per exam)	480
Final Exam (48 questions, 5 points each)	240
Research Papers (2 @ 50 points)	100
Practice Quiz (covering syllabus)	10
Chapter Quizzes (12 @ 15 points each)	180
Class Assignments (12 @ 10 points each; only 9 required)	90
Windows Quiz	50
Word Exam	100
Excel Quiz (2 @ 50 points each)	100
Excel Exam	100
Access Quiz (2 @ 50 points each)	100
Access Exam	100
PowerPoint Quiz	50
PowerPoint Exam	100
Web Development Project	100
Total	**1,900**

Final grades will be assigned using this scale:

Criteria	Letter Grade
90% and above of total points	A

Revised 04/22/03

80-89% of total points	B
70-79% of total points	C
60-69% of total points	D
Less than 60% of total points	F

Course policy

- **Retests/makeup tests:** Make-up exams will be given for students with institutional excuses (e.g., NAU athletics or class field trips) and those who have obtain a pre-approved absence from your instructor. Make-up exam dates will be given upon approval for the missed test.
- **Attendance:** You are expected to attend class on time, each scheduled class period, and to stay the entire time. If for some reason you cannot attend it is your responsibility to obtain the class notes and any other material or notices that were given out during class.
- **Statement on plagiarism and cheating:** Copying someone else's work and representing it as your own is cheating. First instance of cheating: Individual assignments, cases, exercises, and exams, you will receive zero points for that assignment. Second instance of cheating: You will receive a failing grade for the course.

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. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

STUDENTS WITH DISABILITIES

If you have a learning and/or physical disability, you are encouraged to make arrangements for class assignments/exams so your academic performance will not suffer because of the disability or handicap. If you have questions about special provisions for students with disabilities, contact the Counseling and Testing Center (523-2261).

It is your responsibility to register with the Counseling and Testing Center. Application for services should be made at least eight weeks before the start of the semester.

If the Counseling and Testing Center verifies your eligibility for special services, you should consult with your instructor during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center.

INSTITUTIONAL REVIEW BOARD

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

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

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

Revised 04/22/03

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. 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 F of NAU's *Student Handbook.*

Revised 04/22/03

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.*   SS 2007

2. College   **College of Business Administration**   3. Academic Unit   **Computer Information Systems**

4. Current course subject and catalog number   **CIS 120L**

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

   INTRODUCTION TO COMPUTER INFORMATION SYSTEMS: LAB   (1)

   Lab for CIS 120. Corequisite: CIS 120 or CIS 120H SAS

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? ☒
   B.S. Accountancy
   B.S.B.A. Business Economics
   B.S.B.A. Computer Information Systems
   B.S.B.A. Finance
   B.S.B.A. Management
   B.S.B.A. Marketing
   If required, for what academic plan/subplan?   B.A. Liberal Studies: Enterprise in Society
   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.

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 ☐
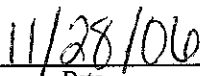   **If yes,** has the change been approved by the Articulation Task Force? yes ☒   no ☐
   This is a change in the course format and not in the course content. The other Arizona universities and Arizona community colleges present the intro to computers course in a single three credit course format. This change will bring our introductory computer course format into compliance with the other universities and community colleges.
   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.

The modification of the CIS 120 course to a single three credit hour and the deletion of CIS 120L is a change in the course format and not in the course content. The other Arizona universities and Arizona community colleges present the intro to computers course in a single three credit course format. This change will bring our introductory computer course format into compliance with the other universities and community colleges.

12. Approvals

_____   10/27/06
Department Chair/Unit Head (if appropriate)   Date

_____   10/31/06
Chair of college curriculum committee   Date

_____   10/27/06
Dean of college   Date

For Committee use only

_____   11/28/06
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.

Revised 8/06

UNIVERSITY CURRICULUM COMMITTEE

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

1. College College of Business Administration

2. Academic Unit Computer Information Systems

3. Academic Plan Name
B.S. ACCOUNTANCY
B.S.B.A. BUSINESS ECONOMICS
B.S.B.A. COMPUTER INFORMATION SYSTEMS
B.S.B.A. FINANCE
B.S.B.A. Management
B.S.B.A. Marketing
B.A. Liberal Studies: Enterprise in Society

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*	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.)*
For B.S. Accountancy and all B.S.B.A.s Under Business Core	
ACC 205, 255 and 256, CIS 120 and 120L, and ECO 201, 284 and 285 (21 units)	For B.S. Accountancy and all B.S.B.A.s Under Business Core
For B.A. Liberal Studies COMMUNICATION SKILLS REQUIREMENTS	ACC 205, 255 and 256, **CIS 120**, and ECO 201, 284 and 285 (21 units)
You must take the following 15-17 units: • 3 units in computer literacy, such as CIS 120 and 120L, taken with a letter grade	For B.A. Liberal Studies COMMUNICATION SKILLS REQUIREMENTS You must take the following 15-17 units: • 3 units in computer literacy, such as **CIS 120**, taken with a letter grade

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.

Revised 08/06

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).

UNDERGRADUATE LEARNING GOALS
Approved by Faculty April 2006

The undergraduate experience in the College of Business Administration prepares graduates for professional and managerial careers in business organizations. It also provides a foundation for continuing professional or graduate education. Each graduate is competent in the five general areas of analytical skills, communication, ethics and social responsibility, and global and environmental awareness. In addition, graduates have core competencies in business and specific skills in one or more business fields.

Communication
Graduates can communicate effectively in written and oral formats for a variety of purposes, situations and audiences. Additionally, students can communicate effectively as both individuals and as part of a group presentation.

Analytical Skills
Graduates can apply problem-solving processes, information technologies, systems approaches and both qualitative and quantitative analysis to solve organizational problems.

Ethics and Social Responsibility
Graduates can demonstrate the ability to identify ethical dilemmas and be able to recognize and evaluate alternative courses of action.

Global and Environmental Awareness
Graduates are able to act with understanding and sensitivity to cultural diversity and be knowledgeable of global communities and environments.

Core Competencies in Business
Knowledge, skills and abilities developed in the core curriculum.

Business Fields
Graduates have competency in one or more fields (e.g. Accounting, Computer Information Systems, Economics, Finance, Management, and Marketing) beyond the knowledge, skills and abilities developed in the core curriculum.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
The course format change from two credit hours of lecture and one credit hour of lab to a single three credit hour combined lecture and lab is to implement recommendations of freshman recruiting and retention. Class sizes will be limited to 40 students instead of the current 200 maximum lecture size. By having a single course greater integration and coordination of lecture and lab content will be possible.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
None required a change in the format of the course. Course content will remain the same.

Revised 08/06

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?
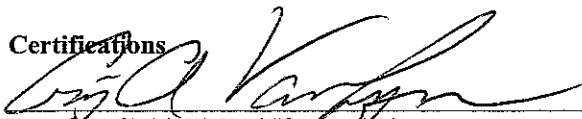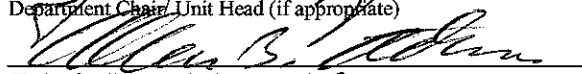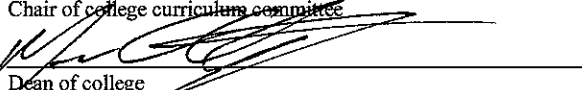
     If so, attach supporting documentation from the affected departments/units and college dean.

     NO affect

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

     Yes

Certifications

_____   10/27/06
Department Chair/Unit Head (if appropriate)   Date

_____   10/31/06
Chair of college curriculum committee   Date

_____   10/27/06
Dean of college   Date

For committee use only

_____   11/28/06
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.

Revised 08/06
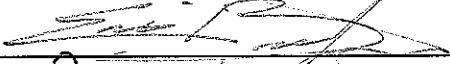
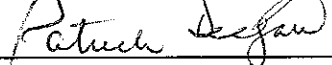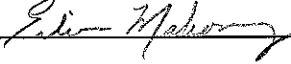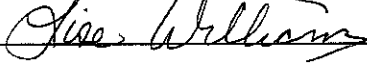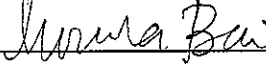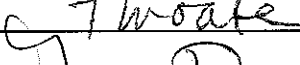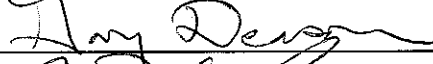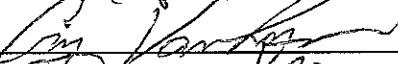# UNIVERSITY CURRICULUM COMMITTEE
2006-07
MEETING SIGN IN SHEET
DATE: November 14, 2006

28

NAME	SIGNATURE
ALLEN, JIM	*James A. All*
GLASS, MERTON	*Mert Glass*
HAGOOD, JOHN	*John Hagood*
HAMMERSLEY, CHARLES	
HARDY-SHORT, DAYLE	*D. Hardy-Short*
HILL, EMILY	*Emily Hill*
KOERNER, DAVID	*David W. Koerner*
KOZAK, KATHRYN (CCC)	*Kathryn Kyle*
LEE, CHUNHYE	
LI, DAN	
MARIS, BRIAN	*Brian Maris*
MEDINA, CATHERINE	*C. Medina*
NORGARD, ERIC (ASNAU)	
POLLAK, PEGGY	*Peggy Pollak*
RAYMOND, DEBORAH	*Deborah Raymond*
RIEMER, FRANCES	*Frances J. Riemer*
RUWE, DONELLE	
TALLMAN, GARY	*Gary Tallman*
URDANG, BRUCE	
WILLIS, BECKY	*Becky Willis*

EX OFFICIO	SIGNATURE
BRADFORD, ERIC	*(signature)*
DEEGAN, PATRICK	*(signature)* Patrick Deegan
HEINRICHS, JANET	
MAHONEY, EILEEN	*(signature)* Eileen Mahoney
MARTIN, DARRELLE	
PITT, RON	*(signature)* Ron Pitt
RENSINK, PATRICIA	
WILLIAMS, LISA	*(signature)* Lisa Williams

GUESTS	SIGNATURE
Bai, Monica	*(signature)* Monica Bai
Moate, Tessie	*(signature)* T Moate
GARY DEASON CENS 460 CENS 480	*(signature)* Gary Deason
Craig VanLangen CIS 120	*(signature)* Craig Van
Juanita Heredia	*(signature)* Juanita Heredia