

UNIVERSITY CURRICULUM COMMITTEE

April 10, 2007

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

Agenda

OLD BUSINESS

I. MINUTES OF THE March 13, 2007 MEETING

NEW BUSINESS

I. CONSENT ITEMS

A. CONSORTIUM OF PROFESSIONAL SCHOOLS

1. Speech Language Sciences and Technology
BAILS

Plan Change- name change

B. COLLEGE OF EDUCATION

1. ESE 454 – Methods Special Ed: Low Incidence

Course Change- co-convene ESE 554

II. ACTION ITEMS

A. COLLEGE OF EDUCATION

1. BAS Early Childhood Education

Plan Change

B. COLLEGE OF ARTS AND LETTERS

1. Honors in History

New Plan

2. ARB 201 – Second Year Arabic

New Course (tabled 3/13/07)

3. ARB 202 – Second Year Arabic

New Course (tabled 3/13/07)

4. HIS 331 – Feudal Japan

New Course

5. Asian Studies Minor

Plan Change

6. BS Ed. His/Soc Studies Sec. Ed. – Extended

Plan Change

C. CONSORTIUM OF PROFESSIONAL SCHOOLS

1. DH 496 – Beyond Cultural Diversity

New Course – co-convened (tabled 3/13/07)

2. Minor in Applied Chemistry and Nutrition
Science

New Plan

III. DISCUSSION

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

UNIVERSITY CURRICULUM COMMITTEE

April 10, 2007

Minutes

OLD BUSINESS

I. MINUTES OF THE March 13, 2007 MEETING – approved as presented.

NEW BUSINESS

I. CONSENT ITEMS – all items approved as presented.

A. CONSORTIUM OF PROFESSIONAL SCHOOLS

1. Speech Language Sciences and Technology Plan Change- name change
BAILS

B. COLLEGE OF EDUCATION

1. ESE 454 – Methods Special Ed: Low Incidence Course Change- co-convene ESE 554

II. ACTION ITEMS

A. COLLEGE OF EDUCATION – approved as presented.

1. BAS Early Childhood Education Plan Change

B. COLLEGE OF ARTS AND LETTERS – item 1 approved with changes. Items 2-6 approved as presented.

1. Honors in History	New Plan
2. ARB 201 – Second Year Arabic	New Course (tabled 3/13/07)
3. ARB 202 – Second Year Arabic	New Course (tabled 3/13/07)
4. HIS 331 – Feudal Japan	New Course
5. Asian Studies Minor	Plan Change
6. BS Ed. His/Soc Studies Sec. Ed. – Extended	Plan Change

C. CONSORTIUM OF PROFESSIONAL SCHOOLS - item 1 tabled. Item 2 denied.

1. DH 496 – Beyond Cultural Diversity	New Course – co-convened (tabled 3/13/07)
2. Minor in Applied Chemistry and Nutrition Science	New Plan

III. DISCUSSION

- A. Curriculum Review of University Course Lines – proposal approved with the following changes: change 485 total units allowed to 12 and allow it to be pass-fail or letter grade; add the word “paid” to the description of 389.
- B. Due to the restructuring of the colleges this summer, we currently do not know what the make-up the UCC will be. UCC asked that the current chair, Dayle Hardy-Short, remain chair for the first (2) meetings until the representative to the committee are chosen and a chair is nominated.

X-Original-To: nam2@jan.ucc.nau.edu
Delivered-To: nam2@jan.ucc.nau.edu
Date: Fri, 02 Mar 2007 09:09:58 -0700
From: Larry Gould <Larry.Gould@NAU.EDU>
Subject: Re: BAIIS Emphasis Area Name Change
To: william culbertson <bill.culbertson@NAU.EDU>,
Ron Pitt <Ronald.Pitt@NAU.EDU>, nicole.morrow@NAU.EDU
Cc: William Wiist <Bill.Wiist@NAU.EDU>, dennis.tanner@NAU.EDU,
Stephanie Cotton <Stephanie.Cotton@NAU.EDU>
X-Mailer: Apple Mail (2.752.2)

Ron and Nicole,

This request has been approved by the BAiLS (BIS)/BAS Council.
On Feb 28, 2007, at 10:59 AM, william culbertson wrote:

Dear Larry:

The program area in Speech-Language Sciences and Technology, of the Department of Health Sciences, requests that their ~~BAIIS~~ emphasis area name be changed from "Communication Sciences and Disorders" to "Speech-Language Sciences and Technology," to reflect the actual name of the program and to eliminate confusion among our students. The program moved from the CSD department to the Health Sciences department in 2003, and the course prefix change was changed from "CSD" to "SST" in 2004. Changing the emphasis area name at this time is appropriate.

BA and BS in TS

Sincerely,

William R. Culbertson, Ph.D.
Professor
Department of Health Sciences
Box 15095, Northern Arizona University
Flagstaff, AZ 86011
928-523-7440

W. Ronald Pitt

UCC Approval *4/10/07*

UNIVERSITY CURRICULUM COMMITTEE

APPROVED

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~~ ^{F'07} Spring 2008
3. College Education 4. Academic Unit Educational Specialties
5. Current course subject/catalog number ESE 454
6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog.*)
ESE 454 MTHDS SPEC ED: LOW INCIDENCE 3 UNITS
Applications of methods and strategies when teaching students who have low incidence and/or severe disabilities (mental retardation, autism, developmental disabilities, dual diagnosis, and dual sensory impairments).
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?
BSED with emphasis in severe/profound disabilities; M.Ed. Special Education with emphasis in severe/profound disabilities
If required, for what academic plan/subplan? _____
If required, also submit *Proposal for New Plan or Plan Change.*
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes no
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. Does this change affect community college articulation? yes no
If yes, explain how in the justification and provide supporting documentation from the affected institutions.
- Is the course a Common Course as defined by your Articulation Task Force? yes no
If yes, has the change been approved by the Articulation Task Force? yes no
- If this course has been listed in the *Course Equivalency Guide*, should that listing be left as is, or be revised?
If revised, how should it be revised? _____

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

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

Only fill in what is changing.

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

d. Proposed to co-convene with ESE 554 Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

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

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

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

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

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

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

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

k. Please check ONE of the following that most appropriately describes the proposed course change(s):
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision

l. Proposed prerequisites (must be completed before) _____


m. Proposed corequisites (must be completed with) _____


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



12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. Generally, there is a small number of students in the severe/profound emphasis areas during any given year (around 5 undergraduates and 15 graduates), and providing opportunities for undergraduates and graduates with opportunities to share will greatly enhance the course. ESE 554 students tend to be graduate students who are already teaching, which means they bring direct classroom and school experiences into the course discussions and assignments. ESE 454 students tend to have little to no experience working in school settings or with children who have severe/profound disabilities. Although both courses will cover the same content, students enrolled in ESE 554 must add a brief review of research and publications as part of the topic-related assignments. The scoring rubrics for these topic-related assignments depict the differences in how the requirements for these assignments differ. Students enrolled in ESE 454 will also not be required to complete a major term paper. However, they will be assigned two additional topic-related assignments (ESE 554 has 8 such assignments, and ESE 454 has 10 such assignments). An essential difference between ESE 554 and ESE 454 is the graduate course requires students to review and share research related to the topic of instructional practices throughout the course and in a term paper.

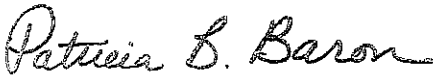
13. Approvals

 _____ 1/12/07
 Department Chair/ Unit Head (if appropriate) Date

 (for Pat Peterson, per phone conf.) _____ 1/12/07
 Chair of college curriculum committee Date

 _____ 1/12/07
 Dean of college Date

For Committee use only

 _____ 1/31/07
 For University Curriculum Committee Date

Action taken: approved as submitted approved as modified 4/10/07

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

College of Education

Vision Statement

We develop educational leaders who create tomorrow's opportunities.

Mission Statement

Our mission is to prepare professionals to serve and lead education and human services organizations.

ESE 454

Methods of Special Education: Low Incidence/Severe Disabilities

Department of Educational Specialties

(Semester Year)

General Information

College of Education, Educational Specialties Program

ESE 454. Methods of Special Education: Low Incidence/Severe Disabilities

(Spring and Fall semesters)

3 credit hours

Instructor's name

Office address

Office hours

Course prerequisites

ESE 380 "Introduction to Special Education" and ESE 434 or an equivalent introduction to exceptionalities course.

Course description

This course is co-convened with ESE 554. The purpose of this course is to provide students with knowledge about specific applications, methods, and strategies for teaching students with low incidence and severe disabilities (e.g., mental retardation, autism, developmental disabilities, traumatic brain injury, sensory impairments, and multiple disabilities). Students will learn specific strategies for teaching communication skills, managing sensory and motor disabilities, providing for health and medical needs, teaching self care, home and community skills, teaching academic skills, developing appropriate student learning supports, and implementing effective inclusion practices.

Student Learning Expectations/Outcomes for this Course**Arizona State Standards:**

Standard 1: Designs and Plans Instruction.

Standard 2: Creates and Maintains a Learning Environment

Standard 3: Implements and Manages Instruction

Standard 8: Demonstrates current professional knowledge

Standard 9: In collaboration with other professionals and parents, the special education teacher participates in the design, implementation, and assessment of individualized education programs

Council for Exceptional Children (CEC) Standards for Beginning Teachers:

Standard 4: Instructional Strategies

Standard 5: Learning Environments and Social Interactions

Standard 7: Instructional Planning

Standard 8: Assessment

Standard 10: Collaboration

Course structure/approach

The course format is a combination of textbook reading assignments, online content lessons, activities/assignments, and discussions. This course is offered as an 8-week face to face Saturday course and as an online course consisting of 14 content modules.

Textbook and required materials

Snell, M. E., & Brown, F. (2000). *Instruction of Students with Severe Disabilities* (5th Ed.). Upper Saddle River, NJ: Merrill/Prentice Hall Publishing Company.

Downing, J. E. (2002). *Including students with severe and multiple disabilities in typical classrooms* (2nd edition). Baltimore, MD: Paul Brookes Publishing.

Article readings posted on Cline Library electronics reserve.

Recommended optional materials/references (attach reading list)

None

Other:

- TaskStream Account

Students enrolled in this course will need to have a TaskStream electronic portfolio subscription, and be enrolled in the appropriate TaskStream "Program" which contains your program portfolio. Please note that all students are eligible for a \$10 discount on their TaskStream subscriptions or renewals. More information about purchasing a TaskStream subscription and enrolling into a TaskStream Program is available in the "Student Resources" section of the portfolio project website: <http://portfolio.coe.nau.edu>.

NOTE: Students must acquire program self-enrollment codes directly from the Portfolio Project website rather than their instructors as the codes may change each semester. The self-enrollment code you used last semester may not be valid this semester.

Course outline

Topic	Readings in Preparation for Associated Topic	Major Assignment(s)
Introduction <ul style="list-style-type: none"> Learning Characteristics of students with LID 		
Determining Needs, Developing IEPs and Programs <ul style="list-style-type: none"> Assessment Evaluation of IEP Curricular Components 	Downing: Chapter 3 Snell & Brown: Chapter 3	
Principles of Inclusive Practices	Downing: Chapters 1 & 2	
General Instructional Strategies <ul style="list-style-type: none"> Instructional strategies (task analysis, prompting, etc.) 	Snell & Brown: Chapter 4	
Evaluation of Learning	Downing: Chapter 10 Snell & Brown: Chapter 5	
Peer and Natural Supports	Downing: Chapter 8 Snell & Brown: Chapter 10	
Instructional Strategies for Inclusive Environments (elementary grades)	Downing: Chapter 5	
Instructional Strategies for Inclusive Environments (middle and high school)	Downing: Chapter 6 & 7	
MIDTERM		MIDTERM Inclusion Plan due
Teaching Academics	Snell & Brown: Chapter 13	
Teaching Communication Skills	Snell & Brown: Chapters 11 & 12	
Teaching Self-Care, Home and Community Skills	Snell & Brown: Chapters 9 & 14	
Teaching Vocational/Transition skills	Snell & Brown: Chapter 15	
Supervision, coordination, collaboration, and consultation	Downing: Chapter 9	
Health Care Procedures Addressing physical and motor needs	Snell & Brown: Chapters 7 & 8	Final Project due
Finals		

Assessment of Student Learning Outcomes

Final Project: A Teaching/Program Plan	100
Inclusion Plan	50
Topic-related assignments (10 @ 15 points each)	150
Midterm	80
TOTAL POINTS POSSIBLE	400

Reading Assignments

It is important that students thoroughly read and understand the assigned readings from the textbook and assigned article readings. Textbook readings associated with each topic should be completed prior to the class in which that topic will be covered.

Inclusion Plan

For this assignment, students will design a program for a student who has a low incidence/severe disability to be full-time in a general education setting. This plan must reflect best practices, be reasonable, and provide sufficient detail. Students should refer to the scoring rubric for this assignment.

Topic-Related Assignments

There will be assignments related to the topic for the week. These assignments are meant to provide students with opportunities to practice important skills or to extend the knowledge and skills learned in the online lessons or course readings. These module assignments will be scored according to completeness and the extent to which important understandings are reflected in the submitted assignment. Students should refer to the scoring rubric for these assignments.

Assessment Artifacts – Topic-Related Assignments

ASSESSMENT ARTIFACT: Develop a classroom schedule

Related CEC Standard(s): #7

Student Instructions:

You will develop a schedule for your (hypothetical) classroom. In this classroom, you have 10 students with a variety of disabilities and needs; however, for this exercise, you will develop a schedule for only 5 of the students. You have 2 instructional aides to work with you. Your job is to do the following:

1. Review the target students' IEPs (see below) for important goals/objectives (for simplicity, let's assume that all of these students are in middle school, even though their IEPs state otherwise)
2. Build into your classroom schedule, the school schedule, related service schedules, and each student's individualized education program
3. Create a plan for addressing each of the student's individual needs during a typical week of instruction (assume no holidays or missed school days)

ASSESSMENT ARTIFACT: Self-analysis of leadership or supervision skills

Related CEC Standard(s): #10

Student instructions:

You will complete three online questionnaires (these are some of the most common questionnaires used in workshops that focus on teamwork). After completing these questionnaires, note your results and submit a write up of what you learned about your style from these instruments and submit that to your instructor. Post a response on the class discussion board noting any insights you had about the instrument and what you learned about your style of working with others.

ASSESSMENT ARTIFACT: Written review of assessment procedures

Related CEC Standard(s): #8: Assessment

Student Instructions:

After completing textbook readings and online content, you will review procedures used to assess children with low incidence disabilities. You will be asked to respond to questions about the purpose of assessment, IDEA assessment guidelines, and adapting assessment approaches.

Midterm

There will be one open-book midterm exam. Although the exam is open-book, it is time-limited. Students are encouraged to maintain a binder of important information in order to have ready access to this information.

Final Project

In place of a final exam, students will prepare a teaching/program plan for a student with a low incidence/severe disability. For this assignment, students will design an activity-based schedule and four different instructional plans for four IEP objectives for a student who has a severe or profound disability. These instructional plans will include a detailed step-by-step "task analysis", specific instructional procedures (including materials and prompting strategies), and data collection system. These instructional plans will be shared with classmates at the end of semester face-to-face meeting. Students should refer to the scoring rubric for this assignment.

Term Paper on Instructional Domain

Students will complete a term paper on an instructional domain area. This paper will focus on a short review of strategies and programs that are being used to address a specific domain area (vocational/life skills, functional academic skills, daily living skills, etc.) for students with severe disabilities. Students should refer to the detailed directions and scoring rubric provided.

Grading System

Grades are assigned based on successful completion of each of the required activities listed above. For each activity, points will be allocated according to the quality, accuracy, and completeness of the assignment. A separate assignment rubric is provided for each of the assignments above. The midterm and final exam will be scored according to completeness and correctness of answers to each item. In some cases, students may be asked to redo an assignment. Redo of assignments will be considered late.

Final grades will be assigned based on the total points accumulated during the class. Letter grades are based upon the number of points accrued and will be assigned in the following manner:

Points needed:

A	368-400
B	336-367
C	300-335
D	260-300
F	less than 260

COURSE POLICIES

- All students must use their assigned dana accounts. Assignments, notices, and resources will be sent throughout the semester. It is each student's responsibility to regularly check his/her email.
- If a student is unable to take the midterm exam at the regularly scheduled time, or if the student needs a special accommodation due to a disability, the instructor should be contacted one week in advance of the exam date. Without a reasonable excuse, failure to make arrangements with the instructor will result in a zero for the scheduled exam.
- Errors in spelling, punctuation, and grammar will lower one's grade on any assignment (exams are exempted from this condition). All assignments should be professionally completed and represent one's best effort. If the written product is unacceptable due to poor writing quality, the student may be asked to redo the assignment and turn the assignment in as late, which will mean a 3 to 5 point deduction for the total points earned on that assignment.
- Assignments must be turned in on or before the due date to receive full credit. Any assignment may be turned in earlier than assigned. Assignments turned in late will be reduced by 3 to 5 points. Any assignments submitted more than a week late will not receive credit.
- Assignments submitted as a requirement for another class may not be used to complete a requirement for this class.
- Students are responsible for staying informed of changes to the tentative schedule.
- All assignments must be the original work of the student. Plagiarism is a willful act that will not be permitted. Each student is expected to understand the meaning of plagiarism and demonstrate a high level of academic integrity. All assignments will be electronically examined for evidence of plagiarism! REMEMBER, cutting and pasting directly off a website is considered plagiarism! Instances of plagiarism or academic dishonesty will be subject to the policies and procedures contained in the NAU Student Handbook. Any instance of plagiarism may result in an "F" for the course.
- All students are expected to be familiar with NAU policies regarding academic and classroom behavioral expectations, which can be found at: <http://jan.ucc.nau.edu/academicadmin/plcystmt.html>

Topic-Related Assignment (15 points each)

General Guidelines for Scoring

Assignment follows all the directions given; is thorough, complete, organized, and well-written; indicates a strong understanding of the purpose of the assignment and the content.	15 points
Assignment follows all the directions given; is complete overall, addressing all parts of the assignment; is well-written; indicates a reasonable understanding of the purpose of the assignment and the content.	13 points
Assignment is generally adequate and addresses the main areas; generally average submission.	12 points
Assignment is missing a key part of the assignment; lacks evidence of understanding or is difficult to assess understanding due to assignment not addressing all areas identified in the assignment; generally adequate, but not complete.	10 points
Assignment does not follow all the directions given; is missing several of the key parts of the assignment; lacks evidence of understanding. OR poor organization and writing makes it difficult to assess understanding.	9 points
Most of the assignment fails to meet minimal requirements; writing/organization is inadequate to assess understanding.	8 points and below

Point Rubric for

Final Project: A Teaching/Program Plan (100 points total)

General Guidelines for Scoring

For this assignment, you are to develop a set of instructional plans for an individual student. You may revise and use the same teaching plans that you have already developed if you are happy with them; however, you want to make sure that they meet the criteria listed below. This teaching program/plan must also contain the following elements:

- A list of related IEP goals along with two short-term objectives for 2 of the goals. (20 points; refer to the R-GORI IEP rating form on how these goals and objectives will be scored). List all IEP goals that you would include on this student's IEP, and then choose two of them for which you will write two short-term objectives.
- Four instructional teaching plans for four of the short-term objectives using the template used throughout the course (80 points; refer to scoring rubric for instructional plans)

Please compile the following documents into a folder and bring the folder to the end of semester face to face class meeting (if you will not be attending this class meeting, you must mail the folder prior to the face to face class meeting):

- Case Study information.
- List of IEP Goals that you would include in student's IEP.
- Select two of the IEP goals and develop two short-term objectives for each goal.
- Four instructional plans for four different goals.

IEP Goals and Short-term Objectives Scoring Rubric

List of IEP goals link to important learning standards.	2 points	
For each set of short-term objectives:		
• Functionality: Stated objectives are functional (student needs to be able to perform the skill in order to participate meaningfully in inclusive settings; the skill is an important building block to other skills; objective is crucial for student to have quality of life)	2	2
• Generality: Stated objectives are a key precursor to other skills; objective is relevant and can be performed in a variety of settings.	2	2
• Instructional context: Stated objectives can be performed in typical routines; objective is easy to understand and can be implemented by a variety of individuals; jargon-free.	2	2
• Measurability: Stated objectives are clearly measurable and related to the objective; includes clearly stated performance indicators.	3	3

Instructional Plan Scoring Rubric

For the final project, you are to develop 4 instructional plans. These instructional plans are worth 20 points each, and will be scored based on the following criteria:

	Plan 1	Plan 2	Plan 3	Plan 4
Instructional plan relates to stated goal/objective on student's IEP.	2 points	2 points	2 points	2 points
Appropriate materials and clear instructional procedures, including prompting strategies, fading strategies, etc. Strong evidence of knowledge of prompting and instructional procedures.	6 points	6 points	6 points	6 points
Task analysis/teaching procedure is clear and appropriately broken down to reflect the needs of the student. Strong evidence of knowledge of task analysis to optimize student learning.	7 points	7 points	7 points	7 points
Appropriate and clear description of data collection/graphing procedures and clear decision criteria for assessing student learning and/or changes to instruction; clear strategies for supporting maintenance and generalization of skills.	5 points	5 points	5 points	5 points

APPROVED



NORTHERN ARIZONA UNIVERSITY

GRADUATE CURRICULUM

PROPOSAL FOR GRADUATE COURSE CHANGE

NOTE: Use tab to move between fields. Use space bar to check a box.

1. New course effective beginning what term and year? (i.e., Spring 2006)		Fall 2007	
2. College:	Education	3. Department	Educational Specialties
4. Current course subject/catalog Number:		ESE 554	
5. Current catalog title, course description, and units: ESE 554 MTHDS SPEC EDU: LI S/P DISB 3 units Techniques for addressing academic, social, behavioral, and cognitive needs for students with low-incidence, specifically, severe/profound disabilities.			
6. If co-convened or cross-listed, identify course.		ESE 454	
(Must be approved by UGC prior to submission to UCC. Both course syllabi must be presented.)			
7. Is course an elective or required?		Elective <input type="checkbox"/> Required <input checked="" type="checkbox"/>	
If required, for what plan?		M. Ed. Special Education (with certification) with emphasis in severe/profound disabilities	
(Must be approved by UGC prior to submission to UCC. Both course syllabi must be presented.)			
8. Will this change affect other courses or academic units (Consider requisites, degree requirements, etc.)?			
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>			
<i>If yes, provide supporting documentation from affected units.</i>			
FOR THE FOLLOWING, COMPLETE ONLY THOSE FIELDS FOR WHICH INFORMATION IS CHANGING.			
9.a. Proposed course subject/catalog number:		9.b. Proposed Units:	
9.c. Is there a current fee that must be attached to the Proposed course? Yes <input type="checkbox"/> No <input type="checkbox"/>			
(If yes, attach a <i>Justification for Instructional Fees</i> form and indicate the new course change.)			
9.d. Proposed to co-convene with:		Date Approved by UGC	
ESE 454			
9.e. Proposed to cross-list with:		Date Approved by UGC	
9.f. Proposed Long Course Title:			
9.g. Proposed Short Course Title (30-character/space maximum):			
9.h. Proposed Catalog Course Description (60-word maximum):			
9.i. Proposed Grading Option: Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> Both <input type="checkbox"/>			
(If both, the course may be offered one way for each respective section.)			
9.j. May proposed course be repeated for <i>additional</i> units? Yes <input type="checkbox"/> No <input type="checkbox"/>			
9.j.1. If yes, maximum allowable units:			
9.j.2. If yes, may course be repeated for additional units in the same term? Yes <input type="checkbox"/> No <input type="checkbox"/>			
9.k. Please check ONE of the following that most accurately describes the course:			
Lecture and lab combined <input type="checkbox"/> Lecture only <input type="checkbox"/> Lab only <input type="checkbox"/> Clinical <input type="checkbox"/> Research <input type="checkbox"/>			
Seminar <input type="checkbox"/> Field Studies <input type="checkbox"/> Independent Study <input type="checkbox"/> Activity <input type="checkbox"/> Supervision <input type="checkbox"/>			
9.k.1. In addition, will it be delivered via: Web <input type="checkbox"/> ITV <input type="checkbox"/> Other <input type="checkbox"/>			
If other (e.g., Hybrid), please clarify:			
10. Prerequisites (must be completed <i>before</i> proposed course):			
11. Corequisites (must be completed <i>with</i> proposed course):			
12.a. If course has no requisites, what consent will all sections require (check one)?			
Instructor Consent <input type="checkbox"/> Department Consent <input type="checkbox"/> No Consent <input type="checkbox"/>			
12b. If yes, maximum units allowed:			

12c. If yes, may course be repeated for additional units in the same term? Yes No

13. Justification for new course (including unique features, if any):
Generally, there is a small number of students in the severe/profound emphasis areas during any given year (around 5 undergraduates and 15 graduates), and providing opportunities for undergraduates and graduates with opportunities to share will greatly enhance the course. ESE 554 students tend to be graduate students who are already teaching, which means they bring direct classroom and school experiences into the course discussions and assignments. ESE 454 students tend to have little to no experience working in school settings or with children who have severe/profound disabilities. Although both courses will cover the same content, students enrolled in ESE 554 must add a brief review of research and publications as part of the topic-related assignments. The scoring rubrics for these topic-related assignments depict the differences in how the requirements for these assignments differ. Students enrolled in ESE 454 will also not be required to complete a major term paper. However, they will be assigned two additional topic-related assignments (ESE 554 has 8 such assignments, and ESE 454 has 10 such assignments). An essential difference between ESE 554 and ESE 454 is the graduate course requires students to review and share research related to the topic of instructional practices throughout the course and in a term paper.

14. Approvals

[Signature] 1/12/07
Department Chair (if appropriate) Date

[Signature] (for Pat Return per phone conf. call) 1/12/07
Chair of college curriculum committee Date

[Signature] 1/12/07
Dean of College Date

For University Graduate Committee use only

Patricia B. Baron 1/31/07
For University Graduate Committee Date

Action taken: ___ Approved as Submitted ___ Approved as Modified.

[Signature] 4/10/07
UCC Approval

Vision Statement

We develop educational leaders who create tomorrow's opportunities.

Mission Statement

Our mission is to prepare professionals to serve and lead education and human services organizations.

ESE 554

Methods of Special Education: Low Incidence/Severe Disabilities
Department of Educational Specialties
(Semester Year)

General Information

College of Education, Educational Specialties Program

ESE 554. Methods of Special Education: Low Incidence/Severe Disabilities

(Spring and Fall semesters)

3 credit hours

Instructor's name

Office address

Office hours

Course prerequisites

ESE 548 "Survey of Special Education," and ESE 634 or an equivalent introduction to exceptionalities course.

Course description

This course is co-convened with ESE 454. The purpose of this course is to provide students with knowledge about specific applications, methods, and strategies for teaching students with low incidence and severe disabilities (e.g., mental retardation, autism, developmental disabilities, traumatic brain injury, sensory impairments, and multiple disabilities). Students will learn specific strategies for teaching communication skills, managing sensory and motor disabilities, providing for health and medical needs, teaching self care, home and community skills, teaching academic skills, developing appropriate student learning supports, and implementing effective inclusion practices.

Student Learning Expectations/Outcomes for this Course

Arizona State Standards:

Standard 1: Designs and Plans Instruction.

Standard 2: Creates and Maintains a Learning Environment

Standard 3: Implements and Manages Instruction

Standard 8: Demonstrates current professional knowledge

Standard 9: In collaboration with other professionals and parents, the special education teacher participates in the design, implementation, and assessment of individualized education programs

Council for Exceptional Children (CEC) Standards for Beginning Teachers:

Standard 4: Instructional Strategies

Standard 5: Learning Environments and Social Interactions

Standard 7: Instructional Planning

Standard 8: Assessment

Standard 10: Collaboration

Course structure/approach

The course format is a combination of textbook reading assignments, online content lessons, activities/assignments, and discussions. This course is offered as an 8-week face to face Saturday course and as an online course consisting of 14 content modules.

Textbook and required materials

Snell, M. E., & Brown, F. (2000). *Instruction of Students with Severe Disabilities* (5th Ed.). Upper Saddle River, NJ: Merrill/Prentice Hall Publishing Company.

Downing, J. E. (2002). *Including students with severe and multiple disabilities in typical classrooms* (2nd edition). Baltimore, MD: Paul Brookes Publishing.

Article readings posted on Cline Library electronics reserve.

Recommended optional materials/references (attach reading list)

None

Other:

- TaskStream Account

Students enrolled in this course will need to have a TaskStream electronic portfolio subscription, and be enrolled in the appropriate TaskStream "Program" which contains your program portfolio. Please note that all students are eligible for a \$10 discount on their TaskStream subscriptions or renewals. More information about purchasing a TaskStream subscription and enrolling into a TaskStream Program is available in the "Student Resources" section of the portfolio project website: <http://portfolio.coe.nau.edu>.

NOTE: Students must acquire program self-enrollment codes directly from the Portfolio Project website rather than their instructors as the codes may change each semester. The self-enrollment code you used last semester may not be valid this semester.

Course outline

Topic	Readings in Preparation for Associated Topic	Major Assignment(s)
Introduction <ul style="list-style-type: none"> Learning Characteristics of students with LID 		
Determining Needs, Developing IEPs and Programs <ul style="list-style-type: none"> Assessment Evaluation of IEP Curricular Components 	Downing: Chapter 3 Snell & Brown: Chapter 3	
Principles of Inclusive Practices	Downing: Chapters 1 & 2	
General Instructional Strategies <ul style="list-style-type: none"> Instructional strategies (task analysis, prompting, etc.) 	Snell & Brown: Chapter 4	
Evaluation of Learning	Downing: Chapter 10 Snell & Brown: Chapter 5	
Peer and Natural Supports	Downing: Chapter 8 Snell & Brown: Chapter 10	
Instructional Strategies for Inclusive Environments (elementary grades)	Downing: Chapter 5	
Instructional Strategies for Inclusive Environments (middle and high school)	Downing: Chapter 6 & 7	
MIDTERM		MIDTERM Inclusion Plan due
Teaching Academics	Snell & Brown: Chapter 13	
Teaching Communication Skills	Snell & Brown: Chapters 11 & 12	
Teaching Self-Care, Home and Community Skills	Snell & Brown: Chapters 9 & 14	
Teaching Vocational/Transition skills	Snell & Brown: Chapter 15	
Supervision, coordination, collaboration, and consultation	Downing: Chapter 9	
Health Care Procedures Addressing physical and motor needs	Snell & Brown: Chapters 7 & 8	Final Project due
Finals week		Term Paper due

Assessment of Student Learning Outcomes

Final Project: A Teaching/Program Plan	100
Inclusion Plan	50
Topic-related assignments (8 @ 20 points each)	160
Midterm	80
Term Paper on Instructional Domain	110
TOTAL POINTS POSSIBLE	500

Reading Assignments

It is important that students thoroughly read and understand the assigned readings from the textbook and assigned article readings. Textbook readings associated with each topic should be completed prior to the class in which that topic will be covered.

Inclusion Plan

For this assignment, students will design a program for a student who has a low incidence/severe disability to be full-time in a general education setting. This plan must reflect best practices, be reasonable, and provide sufficient detail. Students should refer to the scoring rubric for this assignment.

Topic-Related Assignments

There will be assignments related to the topic for the week. These assignments are meant to provide students with opportunities to practice important skills or to extend the knowledge and skills learned in the online lessons or course readings. These module assignments will be scored according to completeness and the extent to which important understandings are reflected in the submitted assignment. Students should refer to the scoring rubric for these assignments.

Assessment Artifacts – Topic-Related Assignments

ASSESSMENT ARTIFACT: Develop a classroom schedule

Related CEC Standard(s):

Student Instructions:

You will develop a schedule for your (hypothetical) classroom. In this classroom, you have 10 students with a variety of disabilities and needs; however, for this exercise, you will develop a schedule for only 5 of the students. You have 2 instructional aides to work with you. Your job is to do the following:

1. Review the target students' IEPs (see below) for important goals/objectives (for simplicity, let's assume that all of these students are in middle school, even though their IEPs state otherwise)
2. Build into your classroom schedule, the school schedule, related service schedules, and each student's individualized education program
3. Create a plan for addressing each of the student's individual needs during a typical week of instruction (assume no holidays or missed school days)

ASSESSMENT ARTIFACT: Self-analysis of leadership or supervision skills

Related CEC Standard(s):

Student instructions:

You will complete three online questionnaires (these are some of the most common questionnaires used in workshops that focus on teamwork). After completing these questionnaires, note your results and submit a write up of what you learned about your style from these instruments and submit that to your instructor. Post a response on the class discussion board noting any insights you had about the instrument and what you learned about your style of working with others.

ASSESSMENT ARTIFACT: Written review of assessment procedures

Related CEC Standard(s): #8: Assessment

Student instructions:

After completing textbook readings and online content, you will review procedures used to assess children with low incidence disabilities. You will be asked to respond to questions about the purpose of assessment, IDEA assessment guidelines, and adapting assessment approaches.

Midterm

There will be one open-book midterm exam. Although the exam is open-book, it is time-limited. Students are encouraged to maintain a binder of important information in order to have ready access to this information.

Final Project

In place of a final exam, students will prepare a teaching/program plan for a student with a low incidence/severe disability. For this assignment, students will design an activity-based schedule and four different instructional plans for four IEP objectives for a student who has a severe or profound disability. These instructional plans will include a detailed step-by-step "task analysis", specific instructional procedures (including materials and prompting strategies), and data collection system. These instructional plans will be shared with classmates at the end of semester face-to-face meeting. Students should refer to the scoring rubric for this assignment.

Term Paper on Instructional Domain

Students will complete a term paper on an instructional domain area. This paper will focus on a short review of strategies and programs that are being used to address a specific domain area (vocational/life skills, functional academic skills, daily living skills, etc.) for students with severe disabilities. Students should refer to the detailed directions and scoring rubric provided.

Grading System

Grades are assigned based on successful completion of each of the required activities listed above. For each activity, points will be allocated according to the quality, accuracy, and completeness of the assignment. A separate assignment rubric is provided for each of the assignments above. The midterm and final exam will be scored according to completeness and correctness of answers to each item. In some cases, students may be asked to redo an assignment. Redo of assignments will be considered late.

Final grades will be assigned based on the total points accumulated during the class. Letter grades are based upon the number of points accrued and will be assigned in the following manner:

Points needed:

A	460-500
B	410-459
C	375-409
D	325-374
F	less than 325

COURSE POLICIES

- All students must use their assigned dana accounts. Assignments, notices, and resources will be sent throughout the semester. It is each student's responsibility to regularly check his/her email.
- If a student is unable to take the midterm exam at the regularly scheduled time, or if the student needs a special accommodation due to a disability, the instructor should be contacted one week in advance of the exam date. Without a reasonable excuse, failure to make arrangements with the instructor will result in a zero for the scheduled exam.
- Errors in spelling, punctuation, and grammar will lower one's grade on any assignment (exams are exempted from this condition). All assignments should be professionally completed and represent one's best effort. If the written product is unacceptable due to poor writing quality, the student may be asked to redo the assignment and turn the assignment in as late, which will mean a 3 to 5 point deduction for the total points earned on that assignment.
- Assignments must be turned in on or before the due date to receive full credit. Any assignment may be turned in earlier than assigned. Assignments turned in late will be reduced by 3 to 5 points. Any assignments submitted more than a week late will not receive credit.
- Assignments submitted as a requirement for another class may not be used to complete a requirement for this class.
- Students are responsible for staying informed of changes to the tentative schedule.
- All assignments must be the original work of the student. Plagiarism is a willful act that will not be permitted. Each student is expected to understand the meaning of plagiarism and demonstrate a high level of academic integrity. All assignments will be electronically examined for evidence of plagiarism! REMEMBER, cutting and pasting directly off a website is considered plagiarism! Instances of plagiarism or academic dishonesty will be subject to the policies and procedures contained in the NAU Student Handbook. Any instance of plagiarism may result in an "F" for the course.
- All students are expected to be familiar with NAU policies regarding academic and classroom behavioral expectations, which can be found at: <http://jan.ucc.nau.edu/academicadmin/plcystmt.html>

Topic-Related Assignment (20 points each)

General Guidelines for Scoring

Assignment follows all the directions given; is thorough, complete, organized, and well-written; indicates a strong understanding of the purpose of the assignment and the content. Assignment clearly integrates other relevant research publications and scholarly articles. Correct use of APA format is present.	20 points
Assignment follows all the directions given; is complete overall, addressing all parts of the assignment; is well-written; indicates a reasonable understanding of the purpose of the assignment and the content. Assignment clearly integrates other relevant research publications and scholarly articles. Correct use of APA format is present.	18 points
Assignment is generally adequate and addresses the main areas; generally average submission. Assignment integrates minimal relevant research publications and scholarly articles. Correct use of APA format is present.	16 points
Assignment is missing a key part of the assignment; lacks evidence of understanding or is difficult to assess understanding due to assignment not addressing all areas identified in the assignment; generally adequate, but not complete. Assignment does not integrate relevant research publications and scholarly articles. Some incorrect use of APA format is present.	14 points
Assignment does not follow all the directions given; is missing several of the key parts of the assignment; lacks evidence of understanding. OR poor organization and writing makes it difficult to assess understanding.	12 points
Most of the assignment fails to meet minimal requirements; writing/organization is inadequate to assess understanding.	10 points and below

Point Rubric for

Final Project: A Teaching/Program Plan (100 points total)

General Guidelines for Scoring

For this assignment, you are to develop a set of instructional plans for an individual student. You may revise and use the same teaching plans that you have already developed if you are happy with them; however, you want to make sure that they meet the criteria listed below. This teaching program/plan must also contain the following elements:

- A list of related IEP goals along with two short-term objectives for 2 of the goals. (20 points; refer to the R-GORI IEP rating form on how these goals and objectives will be scored). List all IEP goals that you would include on this student's IEP, and then choose two of them for which you will write two short-term objectives.
- Four instructional teaching plans for four of the short-term objectives using the template used throughout the course (80 points; refer to scoring rubric for instructional plans)

Please compile the following documents into a folder/binder:

- Case Study information.
- List of IEP Goals that you would include in student's IEP.
- Select two of the IEP goals and develop two short-term objectives for each goal.
- Four instructional plans for four different goals.

IEP Goals and Short-term Objectives Scoring Rubric

List of IEP goals link to important learning standards.	2 points	
For each set of short-term objectives:		
• Functionality: Stated objectives are functional (student needs to be able to perform the skill in order to participate meaningfully in inclusive settings; the skill is an important building block to other skills; objective is crucial for student to have quality of life)	2	2
• Generality: Stated objectives are a key precursor to other skills; objective is relevant and can be performed in a variety of settings.	2	2
• Instructional context: Stated objectives can be performed in typical routines; objective is easy to understand and can be implemented by a variety of individuals; jargon-free.	2	2
• Measurability: Stated objectives are clearly measurable and related to the objective; includes clearly stated performance indicators.	3	3

Instructional Plan Scoring Rubric

For the final project, you are to develop 4 instructional plans. These instructional plans are worth 20 points each, and will be scored based on the following criteria:

	Plan 1	Plan 2	Plan 3	Plan 4
Instructional plan relates to stated goal/objective on student's IEP.	2 points	2 points	2 points	2 points
Appropriate materials and clear instructional procedures, including prompting strategies, fading strategies, etc. Strong evidence of knowledge of prompting and instructional procedures.	6 points	6 points	6 points	6 points
Task analysis/teaching procedure is clear and appropriately broken down to reflect the needs of the student. Strong evidence of knowledge of task analysis to optimize student learning.	7 points	7 points	7 points	7 points
Appropriate and clear description of data collection/graphing procedures and clear decision criteria for assessing student learning and/or changes to instruction; clear strategies for supporting maintenance and generalization of skills.	5 points	5 points	5 points	5 points

**Point Rubric for
Term Paper Assignment (100 points)**

This major class assignment provides an opportunity for students to examine in greater detail a specific area of instruction for students with severe disabilities. To complete this assignment, students will write a term paper (10 to 12 pages, double spaced, 12-point font, 1" margins). The term paper is worth 100 points.

Students will select an instructional domain area from the following list (or students may also propose a topic of interest to them, with instructor approval):

- Functional Academics
- Daily Living Skills
- Vocational Skills
- Health and Physical Education Skills
- Social Skills
- Communication Skills
- Self-Advocacy/Self-determination
- Way-finding (orientation and mobility, etc.)

The term paper must include the following, and points will be assigned according to the quality of each component:

- I. Introduction (15 points):
 - a. A brief description of the instructional domain area. Be sure to specify what age range you will be addressing in your paper (e.g., elementary school age, middle school, high school, postsecondary, etc.)
 - b. What are the key considerations for students with severe disabilities?

- II. Review in-depth at least 3 peer-reviewed research studies related to this instructional domain area that involves students with severe disabilities (60 points):
 - a. What strategies were utilized.
 - b. How instruction was organized.
 - c. Key findings/conclusions.

- III. Summary and Conclusion (15 points)
 - a. Summary of what was learned
 - b. Critical reflection/reaction (how your review will influence your teaching).

- IV. References (10 points)
 - a. Use APA format
 - b. Include at least 8 references



NORTHERN
ARIZONA
UNIVERSITY

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

1. College College of Education 2. Academic Unit (Department) Teaching & Learning

3. Academic Plan Name BAS Early Childhood Education 4. Subplan (if applicable)? _____

5. Effective Date: Fall 2007

**Please note these new or changed plans become effective at the beginning of the fall term following approval.*

6. Is this proposal for a : _____ New Plan X Plan Change _____ Plan Deletion

7. For Plan Changes, place the existing catalog text in this column. Be sure you include all catalog text that pertains to this plan change

We offer this academic plan for nontraditional students who have earned the appropriate associate of applied science (A.A.S.) degree. Please be aware that this degree does not result in state teaching certification.

To earn the B.A.S. degree with a specialization in early childhood education, you must complete at least 120 units of coursework, which we describe in the sections that follow:

- 64 units in an associate degree transfer block
- at least 15 units of liberal studies completion requirements
- at least 21 units of B.A.S. core requirements
- at least 18 units of early childhood specialization requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

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 (credit hours) are not totaled correctly, the catalog editor will adjust them accordingly.)

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Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in

available diversity courses.

Also note that at least 36 units of the courses you take at NAU must be upper-division courses (those numbered 300 and above), and you must meet all residency and other upper-division requirements as specified in this catalog.

You should also be aware that you must complete an approved A.A.S. degree before you can be admitted to this B.A.S. plan.

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

ASSOCIATE DEGREE TRANSFER BLOCK

To be admitted to the B.A.S. in early childhood education, you must have completed an associate degree in early childhood or equivalent degree from a regionally accredited institution.

NAU accepts a maximum block transfer of 64 units from your associate degree program, and you then take the remaining 56 units at NAU to complete 120 units. (Please note that if you complete all required core, specialization, and liberal studies requirements in less than 56 units, you may take the remaining units from any courses offered by NAU.)

LIBERAL STUDIES COMPLETION REQUIREMENT

NAU requires that you complete 35 units of liberal studies coursework. To enter this

global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses.](#)

Also note that at least 36 units of the courses you take at NAU must be upper-division courses (those numbered 300 and above), and you must meet all residency and other upper-division requirements as specified in this catalog.

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B.A.S. plan without deficiencies, you must have completed, as part of your associate degree, at least 16-20 units of liberal studies coursework that transfer to NAU. These courses must include composition, mathematics, and a lab science as well as 3-6 units of additional liberal studies coursework.

You select the remaining 15-19 units of liberal studies courses in consultation with a B.A.S. advisor to help you meet your personal goals and ensure that these courses contribute to a coherent overall curriculum.

Please note that you may use the same course to satisfy both a liberal studies and a B.A.S. core requirement; you may also include courses with the course prefixes used in the early childhood specialization to satisfy liberal studies requirements, although you can't use the specific courses from your specialization.

B.A.S. CORE REQUIREMENTS

You take the following 21 units, which are designed to help you acquire a general knowledge of management, organizational, and policy issues while advancing your professional communication, computer, and quantitative skills:

- communication block:

one course from BME 420 and SC 314, 424, and 477 (3 units)

- public administration and management block:

one course from BME 480, POS 325 and 326, and SOC 334 and 431 (3 units)

- values, ethics, and policy block:

LIBERAL STUDIES COMPLETION REQUIREMENT

NAU requires that you complete 35 units of liberal studies coursework. To enter this B.A.S. plan without deficiencies, you must have completed, as part of your associate degree, at least 16-20 units of liberal studies coursework that transfer to NAU. These courses must include composition, mathematics, and a lab science as well as 3-6 units of additional liberal studies coursework.

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- public administration and

one course from BME 310, HUM 371, and SOC 301 (3 units)

- technical and quantitative block:

one course from ECI 497C, ESE 380, and SOC 365 (3 units)

- 6 units from any of the previously listed courses in the core blocks
- EDF 301W, which meets NAU's junior writing requirement (3 units)

Please note that at least 18 units in the core must be upper-division (300-400 level) courses.

Also note that you may use the same course to satisfy both a B.A.S. core and a liberal studies requirement or a B.A.S. core and an early childhood specialization requirement.

EARLY CHILDHOOD SPECIALIZATION REQUIREMENTS

You take the following 18 units:

- ECI 305, 309, and 320 (9 units)
- EPS 324 (3 units)
- ESE 436 (3 units)
- ECI 497C, which meets NAU's senior capstone requirement (3 units)

Please note that you may use the same course to satisfy both an early childhood specialization and a B.A.S. core requirement. However, you may not use a specific course from your specialization to satisfy a liberal studies requirement, although you may use other courses with the course prefixes used in your specialization.

management block:

one course from BME 480, POS 325 and 326, and SOC 334 and 431 (3 units)

- values, ethics, and policy block:

one course from BME 310, HUM 371, and SOC 301 (3 units)

- technical and quantitative block:

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Please note that you may use the same course to satisfy both an early childhood specialization and a B.A.S. core

GENERAL ELECTIVES

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

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

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

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

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 individual student and advisor together.

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

9. For undergraduate plans, will this requirement require maintaining a milestone** to verify satisfactory completion? no yes

**A *Milestone* is used to record noncourse requirements, such as the HRM- 800 hour work experience.

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

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

Students will understand early childhood development and be able to apply this to developmentally appropriate curricular and teaching decisions.

Students will understand the importance of intervention in cognitive, motor, and social problems and will be able to use general assessments, including observations to identify needs and provide appropriate interventions.

Students will have a thorough understanding of the NAEYC guidelines for early childhood education
Students will gain best practice teaching strategies specific to early childhood settings.

11. Justification for proposal:

ECI 312 combines curriculum and assessment strategies for early childhood. When the BAS Early Childhood was originally designed ECI 312 did not exist. This class provides important information for students that is missing in the ECI 320 Early Childhood curriculum class.

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

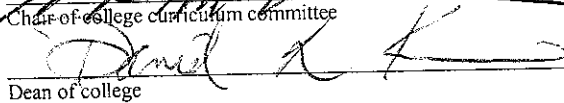
13. Will this academic plan affect other programs, plans, curricula, or enrollment at NAU. If so, attach documentation from the affected departments. **N/A**

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


Certifications


Department chair (if appropriate) _____ Date 3/14/2007


Chair of college curriculum committee _____ Date 3/29/2007


Dean of college _____ Date 3/29/07

For committee use only


For University Curriculum Committee _____ Date 4/10/07
Of 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 the college dean, department chair, Registrar's Office, and Academic Information Office after approval.

UNIVERSITY CURRICULUM COMMITTEE

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

1. College Arts and Letters

2. Academic Unit History

3. Academic
Plan Name _____

4. Subplan (if applicable)? Honors in History

5. Effective Date FALL 2008

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

New Subplan

7.

History Departmental Honors

If you earn excellent grades and successfully complete a senior thesis or an honors project, you become eligible to receive departmental honors when you graduate.

To obtain departmental honors, you must:

- have an overall grade point average of 3.5 or better
- have an overall grade point average for all history courses taken of 3.7 or better
- complete a minimum of 39 units of history courses
- complete a senior thesis or an honors project under the supervision of a history faculty member
- present the results of the thesis or honors project at the University Honors Program Symposium, or at a History department symposium or at a regional/national scholarly conference

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

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

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

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

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

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

Students graduating with honors in history will have obtained a GPA of at least 3.7 in at least 39 units of history courses (graded A-F) and will have completed an additional culminating experience beyond the senior capstone. The culminating experience may take many forms, but requires completion, with a grade of at least 90, of one of the following options:

- 1) a senior thesis OR 2) an independent study approved by the Undergraduate Committee for honors credit OR
3) an additional academic or creative project added to a History 498 or to a 400-level course OR
4) a 500-level course OR 5) an internship with research paper

AND presentation of the results of their option to the broader community, either at the Honors Symposium or at a History Dept. Symposium

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

We wish to identify undergraduate history or history/social studies education majors who have demonstrated outstanding achievement or potential for achievement in history, motivate them to even higher levels of accomplishment, and recognize those accomplishments.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
None required.

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.
University Honors Program; letter from Bruce Fox, Director

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

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

Students graduating with honors in history will have obtained a GPA of at least 3.7 in at least 39 units of history courses (graded A-F) and will have completed an additional culminating experience beyond the senior capstone. The culminating experience may take many forms, but requires completion, with a grade of at least 90, of one of the following options:

- 1) a senior thesis OR 2) an independent study approved by the Undergraduate Committee for honors credit OR
- 3) an additional academic or creative project added to a History 498 or to a 400-level course OR
- 4) a 500-level course OR 5) an internship with research paper

AND presentation of the results of their option to the broader community, either at the Honors Symposium or at a History Dept. Symposium

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

We wish to identify undergraduate history or history/social studies education majors who have demonstrated outstanding achievement or potential for achievement in history, motivate them to even higher levels of accomplishment, and recognize those accomplishments.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
None required.

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.
University Honors Program; letter from Bruce Fox, Director

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

Certifications

<u>Cynthia Kossel</u>	<u>2-20-07</u>
Department Chair/ Unit Head (if appropriate)	Date
<u>John Bower for Patrick Batters</u>	<u>3/13/07</u>
Chair of college curriculum committee	Date
<u>John Bower</u>	<u>3/13/07</u>
Dean of college	Date
<u>Bon Bell</u>	<u>4/10/07</u>
UCC Approval	Date

2/19/07

Introduction of a History Departmental Honors Program

Purpose: We wish to identify undergraduate history or history/social studies education majors who have demonstrated outstanding achievement or potential for achievement in history, motivate them to even higher levels of accomplishment, and recognize those accomplishments.

Our requirements for awarding a degree “with honors in history” are a GPA of at least 3.7 in at least 39 units of history courses (graded A-F) and completion of an additional culminating experience beyond the senior capstone course.

The culminating experience may take one of several forms, but requires completion with an A grade in **a senior thesis OR the completion of an honors project** proposed by the student in conjunction with the potential faculty supervisor of the project and approved by the Departmental Honors Committee.

AND presentation of the results of the thesis or other project to the broader community, such as at the Honors Symposium, at a History Department Symposium, or at a regional/national scholarly conference

Application and Admission: Students having completed at least one semester at NAU may apply to the Undergraduate Committee for admission to the program at the beginning of each semester. Admission requires completion of an application supported by a writing sample and an unofficial transcript. Students receiving A’s in History 200 and 300W will be especially encouraged by their professors to apply. Students may enter the program as late as two semesters before graduation.

Justification:

1) A need for departmental honors has been recognized by both the Honors Director and History Department faculty. The University Honors Program targets a specific audience with entry typically offered at the first year level. Its curriculum consists primarily of lower-division courses geared toward fulfillment of Liberal Studies requirements.

--We wish to be able to award a degree “with honors in history” to history majors who may or may not have completed the University Honors Program.

--We expect many of them to be transfer students, but also desire to nurture first-generation students and “late bloomers” at NAU who discover a real talent for and interest in history only after they have been exposed to upper-division courses.

2) A departmental honors program would enable our department to contribute substantially to the following goal defined in the 2006-2011 NAU Strategic Plan:
-Provide undergraduate educational excellence in a residential learning community.

In addition, we anticipate that the program can help advance the following goals:

- Strengthen graduate and professional education.*
- Increase enrollment and retention.*
- Foster a culture of diversity, community, and citizenship.*
- Become the nation's leading university serving Native Americans.*

3) A departmental honors program would draw upon NAU's strengths in providing quality undergraduate education and distinguish us from the other state universities. It would benefit the department and CAL by highlighting the opportunities that we offer for undergraduate research.

4) We also wish to draw upon our resources as an M.A. and Ph.D.-granting department to offer enhanced academic opportunities to unusually able, promising, and motivated undergraduate students. This program would enable us to maintain a richer array of graduate course offerings by increasing enrollment in under-enrolled graduate courses. It would also make selected students more knowledgeable about what graduate study entails and potentially more likely to apply to our graduate program.

5) Honors students in history could take an active role in Alpha Phi Theta's efforts to build community among our undergraduates and between undergraduates and graduate students. Honors students' final presentations would be open to all constituents of the History Dept. and could be linked to graduate student presentations.

5) We expect graduation with a degree "with honors in history" to enhance our students' ability to gain admission to graduate and professional degree programs for many reasons. They would have established a closer relationship with faculty who could write letters of support. They would have developed enhanced skills in critical thinking, writing, and oral presentations. In the grade-inflated context of NAU, which doesn't have a +/- grading system, these students would have distinguished themselves.

Implementation:

1) We currently have 400 history and history/social studies education majors. We anticipate having 40 students in the history honors program at any one time, with 15 graduating each year. We expect to be able to incorporate these students into our established curricular and advising structure. The proposed honors program fits well with our new articulation plan for 400-level courses.

2) We wish to earmark start-up funds from the Kyte legacy to provide students with travel funds, research resources, and awards recognizing student achievement in the program.

X-Original-To: ckk@jan.ucc.nau.edu
Delivered-To: ckk@jan.ucc.nau.edu
Date: Tue, 20 Feb 2007 13:29:15 -0700
From: Bruce Fox <Bruce.Fox@NAU.EDU>
Subject: Departmental Honors in History
To: Cynthia Kosso <Cynthia.Kosso@NAU.EDU>
X-Mailer: QUALCOMM Windows Eudora Version 7.0.1.0

Cindy:

First, thank you for sharing your proposal to create a departmental honors program in history. As we have discussed, I believe that this program will provide an intellectually challenging opportunity to recognize the outstanding academic accomplishments of history majors. In addition, I believe faculty will find rewarding the chance to work with students in your departmental program.

Second, I fully support your proposal. I do not feel that it will detract from the Honors Program and we look forward to providing assistance to you as you continue with your departmental honors program.

Also, I would like to use your proposal as a model that we could provide to other departments who contemplate developing their own departmental honors programs. Therefore, would you please send me a copy of your final proposal?

Thank you.

Sincerely,

Bruce Fox

Bruce Fox, Ph.D.
Director Honors Program and Professor of Forest Management
P.O. Box 5689
Northern Arizona University
Flagstaff, AZ 86011-5689
Voice: 928.523.6636
Fax: 928.523.6558
UPS/FedEx: 1124 S. Knoles Drive
Building 38.
www.nau.edu/honors

Remember even if you lose all,
keep your good name;
for if you lose that you are worthless.
--Irish Proverb

In dreams begins responsibility.
--William Butler Yeats (1865-1939)
Irish Nobel Prize-winning poet

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2007
See effective dates schedule.
3. College Arts & Letters 4. Academic Unit Modern Languages
5. Course subject/catalog number ARB 201 6. Units 4
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Second Year Arabic
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Second Year Arabic
11. Catalog course description (max. 30 words, excluding requisites).

Designed to consolidate and increase basic skills: comprehension, speaking, reading, and writing. Expansion of communicative skills, vocabulary and cultural awareness with particular emphasis on speaking. Continuation of ARB 101 and 102. Prerequisite: ARB 102.

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

16. Prerequisites (must be completed *before* proposed course) ARB 102
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 X

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

Name of new plan? _____

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

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

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

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

22. Is a potential equivalent course offered at a community college (lower division only)? yes **X** 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. ASU = ARB 201

23. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).
Maricopa ARB 201

The inclusion of this course will allow Second Year Arabic to be taught at NAU for the first time. Students currently completing Arabic 102 at NAU or equivalent course work will be able to continue their study of the language. Provides students with exposure to Arabic language and culture.

24. Names of current faculty qualified to teach this course TBD

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

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

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

LIBERAL STUDIES ONLY

Contact name: **Ed Hood**

Contact email: **Edward.Hood@nau.edu**

Dept. Chair name: **Ed Hood**

Dept. Chair email: **Edward.Hood@nau.edu**

College Contact name : **Jean Boreen**

College Contact email: **Jean.Boreen@nau.edu**

27. This course is a Single section Multi-section

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

29. Section enrollment cap: **25**

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

OR

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

OR

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

NEW LIBERAL STUDIES COURSE

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

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

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

Aesthetic and Humanistic Inquiry Cultural Understanding Lab Science

Science/Applied Science Social and Political Worlds

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

Creative Thinking Critical Reading Effective Oral Communication Effective Writing Critical Thinking

Ethical Reasoning Quantitative/Spatial Analysis Scientific Inquiry Use of Technology

33. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

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

GO TO question 42
revised 8/06

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 42

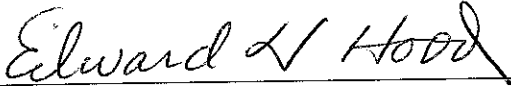
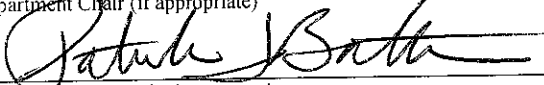
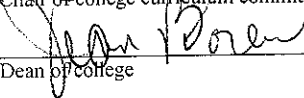
NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

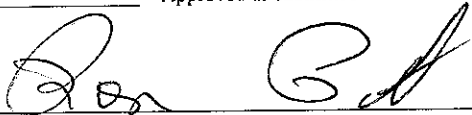
40. Does this proposal replace or modify an existing course or experience? yes no
If yes, which course(s)? _____

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

42. Approvals

	2/6/07
Department Chair (if appropriate)	Date
	2/6/07
Chair of college curriculum committee	Date
	2/9/07
Dean of college	Date

For Committees use only

For Liberal Studies Committee	Date
Action taken: _____ Approved as submitted	_____ Approved as modified
	4/10/07
For University Curriculum Committee	Date

Action taken: Approved as submitted _____ Approved as modified

Copy and paste syllabus here:

**ARB 201
SECOND YEAR ARABIC**

4 CONTACT/CREDIT HOURS

Instructor: *To be identified*

Prerequisites: *None*

Course description:

This is the first of a two-semester sequence of courses designed to provide a strong foundation in Modern Standard Arabic at the intermediate level in the four language skills of reading, writing, speaking and listening. There will be an emphasis on vocabulary learning and developing the ability to use the language to accomplish increasingly complex communicative tasks. Authentic materials are used throughout the course. This rich set of aural and textual language sources will form the basis of various language and cultural tasks throughout the semester.

To review information about the basic materials for this course, please see:

<http://langqtss.library.emory.edu/alkitaab/>

| Student Learning Expectations/Outcomes for this Course:

This course assumes that students have acquired the basic principles of reading and writing the Arabic language, as well as a familiarity with the sounds of the language. It also assumes that students can recognize the basic grammatical structures of Arabic. Through the use of Al-Kitaab fii Tacallum al-cArabiyya lessons 8-13 and Let's Read The Arabic Newspapers, in addition to other authentic materials, this course will enable students to enhance their abilities in the four basic language skills (speaking, listening, reading, and writing). By the end of the course, students will be able to do the following, using oral and written skills: Describe with increasing detail, family, daily activities and events, the four seasons, time-related concepts including days, months and holidays, etc. They will be also able to read and understand Arabic newspapers, and they will become familiar with the political, economic and cultural developments in the Arabic world.

Students will master the writing system and receive opportunities to further develop the abilities to speak, write, read and aurally comprehend the language. Students acquire increasing familiarity with various aspects of the language's culture. Students acquire reading skills for determining the essential messages conveyed by texts in the target language.

Specific language skills to be acquired

- *Speaking:* Students will initiate and respond verbally to increasingly complex, communicative tasks and social situations. Students will express basic needs and continue to master the spoken and written language.
- *Writing:* Students will create statements or questions in writing within the scope of their limited language experience. Students will express needs in the written language and will generate increasingly complex narratives and descriptions.
- *Reading:* Students will interpret the written target language from texts that are linguistically non-complex to moderately complex. Students will also determine the main ideas and supporting details of authentic texts relating to everyday life.
- *Listening:* Students will demonstrate increasing comprehension of statements or questions and short narratives in various content areas. Students will demonstrate comprehension of the main ideas and some supporting details of aural texts of increasing length.

Specific cultural skills to be acquired

- *In some specific communicative language situations, students will recognize and describe some basic non-verbal cultural norms and practices, which are characteristic of the areas where Arabic is spoken, and which are distinct from the practices of their own culture. Students will be able to compare and contrast cultural products and practices of the Arabic experience through role plays, cooperative learning tasks, guided library and internet investigations, video analysis, and various ethnographic exercises.*
- *In these language transactions, students will also interact appropriately with speakers from the target culture.*
- *Exposure to the Egyptian colloquial Arabic will continue.*

Critical thinking skills to be acquired

- *Students will parse and describe the fundamental orthographic and grammatical properties of simple and complex sentences.*
- *Students will determine the message or the primary thesis of authentic written materials relating to everyday topics and to those of general interest.*
- *Students will assess the situational appropriateness of some linguistic and extra-linguistic behaviours.*

Course structure/approach:

This course helps learners with a basic knowledge of the Arabic language to attain an intermediate yet broad-based (i.e., entailing a number of language skills and cultural knowledge) proficiency with Arabic language and culture. Students will continue to explore the language's grammatical system and they will have many opportunities to develop the fundamental abilities of speaking, writing, reading and listening. Activities will entail pair work, class presentations, writing as a process activities, as well as cooperative learning tasks, where you will use the language for "functional" (real-world) purposes. You will also investigate cultural aspects of the Arabic experience that can be appreciated without broad linguistic knowledge of Arabic with materials presented by your teacher, the text, and a video series accompanying our text. Finally, you should acquire skills for determining the essential messages conveyed by reading materials, which include authentic texts as well as texts created specifically for learners like yourself.

Textbook and required materials

K. Brustad, M. Al-Batal and A. Al-Tonsi. Al-Kitaab fii Tacallum al-cArabiyya: A Textbook for Arabic. Part One Georgetown U Press.

Howard D. Rowland. Let's Read the Arabic Newspapers International Book Center, Inc, Troy, MI

Assessment of Student Learning Outcome & Grading System

<i>Comprehensive Final Exam</i>	<i>30%</i>
<i>Quizzes</i>	<i>40%</i>
<i>Homework assignments</i>	<i>20%</i>
<i>Activity and Participation in lessons</i>	<i>10%</i>

The following describe the components of the grade breakdown. The dates for specific assignments and exams are described in the Course Plan below.

- Comprehensive Written Final Exam The final exam in this course will be comprehensive test covering all of the chapters studied this semester. Details in terms of specific content will be provided at the appropriate time. You will be tested on your abilities to write and read Arabic, and you will transcribe aural segments. Additionally, you will be tested on a number of grammatical, vocabulary, and cultural items.*
- Oral interviews A major assessment of your speaking abilities will be conducted two times during the semester, providing you with an opportunity to demonstrate your abilities to communicate about every-day topics and situations. Each interview will be between you and your instructor.*
- Tests There will be three tests this semester to assess your listening and writing abilities based on the structures and situations you have studied within a given set of chapters. You will also be tested on your ability to compare, contrast and react appropriately to various cultural phenomena, entailing both products and practices of the Arabic world.*
- Vocabulary Quizzes Knowledge of Arabic vocabulary is crucial for benefiting from the grammatical, speaking, writing and cultural components of this course. At regular intervals, your instructor will assess your knowledge of the vocabulary found in your textbooks.*

Grading scale: Grading scale: 100-90=A; 89-80=B; 79-70=C; 69-60=D; 59 or less = F

Course policy:

Retests/makeup tests: Your individual instructor will determine procedures on retests/makeups, which will be provided to you in the addendum to this syllabus.

Attendance: Students are expected to attend every class session and to make up all work missed due to legitimate absences. Unexcused or unexplained absences can automatically lower a student's grade if they exceed four (4) per semester in a 4-credit course. Instructors assume no obligation to make special arrangements for students who have unexcused absences or who miss assignment deadlines and/or examinations.

Statement of plagiarism and cheating: The department strictly adheres to the university's policies on academic dishonesty, which includes cheating on tests or examinations, forging or

altering forms or documents, engaging in plagiarism on any written work. Sanctions for students found guilty in matters of academic dishonesty are listed in the current NAU Student Handbook.

Course outline:

Weeks 1-2:

"Al-Kitaab fii Tacallum al-cArabiyya", lesson 8

"Let's Read The Arabic Newspapers", texts 1-2

Videotaped text: "The future is in business", "My Family".

Reading: "A Company Needs a Secretary".

Grammar: negation in the past; Masdar; numbers 11-100

Culture: soccer in the Arab world

Quiz on Lesson 8 from "Al-Kitaab..." and on the texts 1-2 from "Let's read..."

Weeks 3-4:

"Al-Kitaab fii Tacallum al-cArabiyya", lesson 9

"Let's Read The Arabic Newspapers", texts 3-4

Videotaped text: "Grandmother Wakes me up at 9:00 a.m."

Reading: "TV Programs"

Grammar: the plural of unanimated nouns; telling the time; the use of 'laysa' (negation) with noun sentences.

Culture: recreational facilities and athletic clubs in the Arab world.

Quiz on Lesson 9 from "Al-Kitaab..." and on the texts 3-4 from "Let's read..."

Weeks 5-6:

"Al-Kitaab fii Tacallum al-cArabiyya" lesson 10

"Let's Read The Arabic Newspapers", texts 5-6

Videotaped text: "Arabic family. What a family means for you?"

Reading: "Malik F'uaad" (King Fuad of Egypt)

Grammar: using pronouns after prepositions, "al-mudari'a al-mansub"

Culture: Arabic broadcasting

Quiz on Lesson 10 from "Al-Kitaab..." and on the texts 5-6 from "Let's read..."

Weeks 7-8:

"Al-Kitaab fii Tacallum al-cArabiyya" lesson 11

"Let's Read The Arabic Newspapers", texts 7-8

Videotape text: "I am shy sometimes..."

Reading: "Your Hotels Guide Book",

Grammar: case "al-mudari'a al-marfu'a", the "Adjective sentence"

Culture: Hotels. Finding your "second half".

Quiz on Lesson 11 from "Al-Kitaab..." and on the texts 7-8 from "Let's read..."

Weeks 9-10:

"Al-Kitaab fii Tacallum al-cArabiyya" lesson 12

"Let's Read The Arabic Newspapers", texts 9-10

Videotape text: "The most difficult decision in my life"

Reading: Necrologies in newspapers

Grammar: The Superlative, The future form of verbs

Culture: Career. Biography.

Quiz on Lesson 12 from "Al-Kitaab..." and on the texts 9-10 from "Let's read..."

Weeks 11-12:

"Al-Kitaab fii Tacallum al-cArabiyya" lesson 13

"Let's Read The Arabic Newspapers", texts 11-12

Videotape text: Why I decided to live in America?

Reading: I have Done MA Program"

Grammar: Negation of verbs in the Present Tense, "Inna", "Ma zaal"

Cultural part: Arabic newspaper

Quiz on Lesson 13 from "Al-Kitaab..." and on the texts 11-12 from "Let's read..."

Weeks 13-14:

"Al-Kitaab fii Tacallum al-cArabiyya" lesson 14

"Let's Read The Arabic Newspapers", texts 13-14

Videotype text: "I Wish we did not Live in This Apartment"

Reading: "Job Opportunities"

Grammar: The "noun" sentence –describing places. Al-Idafah –definite and indefinite

Cultural part: Arabic house.

Quiz on Lesson 14 from "Al-Kitaab..." and on the texts 13-14 from "Let's read..."

Week 15:

Review and Final Exams

NORTHERN ARIZONA UNIVERSITY POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

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

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

STUDENTS WITH DISABILITIES

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

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

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

Institutional Review Board

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

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

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

ACADEMIC INTEGRITY

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

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

ACADEMIC CONTACT HOUR POLICY

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

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

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2007
See effective dates schedule.
3. College Arts & Letters 4. Academic Unit Modern Languages
5. Course subject/catalog number ARB 202 6. Units 4
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Second Year Arabic
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Second Year Arabic
11. Catalog course description (max. 30 words, excluding requisites).

Designed to consolidate and increase basic skills: comprehension, speaking, reading, and writing. Expansion of communicative skills, vocabulary and cultural awareness with particular emphasis on speaking. Continuation of ARB 101, 102 and 201. Prerequisite: ARB 201.

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
- | | | | | | | | | | |
|-------------------------------|--------------------------|---------------|-------------------------------------|-------------------|--------------------------|----------|--------------------------|-------------|--------------------------|
| Lecture w/0 unit embedded lab | <input type="checkbox"/> | Lecture only | <input checked="" type="checkbox"/> | Lab only | <input type="checkbox"/> | Clinical | <input type="checkbox"/> | Research | <input type="checkbox"/> |
| Seminar | <input type="checkbox"/> | Field Studies | <input type="checkbox"/> | Independent Study | <input type="checkbox"/> | Activity | <input type="checkbox"/> | Supervision | <input type="checkbox"/> |
16. Prerequisites (must be completed *before* proposed course) ~~ARB 102~~ 201
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):*

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

instructor consent

department consent

no consent X

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

Name of new plan? _____

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

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

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

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

22. Is a potential equivalent course offered at a community college (lower division only)? yes **X** 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. ASU and Maricopa - ARB 202

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

The inclusion of this course will allow Second Year Arabic to be taught at NAU for the first time. Students currently completing Arabic 201 in fall 2007 at NAU or equivalent course work will be able to continue their study of the language. Provides students with exposure to Arabic language and culture.

24. Names of current faculty qualified to teach this course TBD

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

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

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

LIBERAL STUDIES ONLY

Contact name: Ed Hood Contact email: Edward.Hood@nau.edu
Dept. Chair name: Ed Hood Dept. Chair email: Edward.Hood@nau.edu
College Contact name : Jean Boreen College Contact email: Jean.Boreen@nau.edu

27. This course is a Single section X Multi-section

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

29. Section enrollment cap: 25

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 X Lab Science
Science/Applied Science Social and Political Worlds

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

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

33. Is this a topics course? Yes No X
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

Edward S Hood

2/6/07

Department Chair (if appropriate)

Date

Patricia Baker

2/06/07

Chair of college curriculum committee

Date

Jan Brown

2/9/07

Dean of college

Date

For Committees use only

For Liberal Studies Committee

Date

Action taken:

_____ Approved as submitted

_____ Approved as modified

Don GA

4/10/07

For University Curriculum Committee

Date

Action taken:

Approved as submitted

_____ Approved as modified

ARB 202
SECOND YEAR ARABIC

4 CONTACT/CREDIT HOURS

Instructor: *To be identified*
Prerequisites: *None*

Course description:

This is the second of a two-semester sequence of courses designed to provide a strong foundation at the intermediate level in reading, writing, speaking and listening to Modern Standard Arabic. There will be an increased emphasis on vocabulary learning and developing the ability to use the language to accomplish increasingly complex communicative tasks. Authentic materials are used throughout the course. This rich set of aural and textual language sources will form the basis of various language and cultural tasks throughout the semester.

To review information about the basic materials for this course, please see:

<http://langqtss.library.emory.edu/alkitaab/>

| Student Learning Expectations/Outcomes for this Course:

This course assumes that students can recognize basic grammatical Arabic structures. Through the use of Al-Kitaab fii Tacallum al-cArabiyya (lessons 15-20) and "Let's Read The Arabic Newspapers" (texts 15-30) in addition to other authentic materials, this course will enable students to further develop all four basic language skills (speaking, listening, reading, and writing). By the end of the course, students will be able to do the following, using oral and written skills: be able to speak about related to daily life and their interests, etc. They will be also able to read and understand Arabic newspapers, and become familiar with political, economic and cultural developments around the Arabic-speaking world.

Students begin the course by mastering their speech in terms of speaking faster and preparing to speak in various contexts. They also receive opportunities to aurally comprehend the language and to write or talk about what they hear or read about in texts of increasing difficulty.. Students continue acquiring familiarity with various aspects of the language's culture.

Specific language skills to be acquired

- Speaking: Students will initiate and respond verbally to increasingly complex, communicative tasks and social situations. Students will express basic needs in the spoken and written language.*
- Writing: Students will create statements or short stories/summaries in writing within the scope of their developing language experience. Students will express needs in the written language and will generate increasingly complex narratives and descriptions.*

- *Reading: Students will interpret the written target language from texts that are adapted to their learning level.. Students will also determine the main idea and some supporting details of authentic texts relating to everyday life, political/ economic/cultural developments in the world.*
- *Listening: Students will demonstrate increasing comprehension of statements or questions and short narratives in a wide number of content areas. Students will demonstrate comprehension of the main ideas and some supporting details of short (e.g., paragraph length) aural texts.*

Specific cultural skills to be acquired

- *Students will continue working on recognizing and describing basic non-verbal cultural norms and practices, which are characteristic of the areas where Arabic is spoken, and which are distinct from their own culture. Students will be able to compare and contrast cultural products and practices of the Arabic experience through role plays, cooperative learning tasks, guided library and internet research, video analysis, and various ethnographic exercises.*
- *In these language transactions, students will also interact appropriately with speakers from the target culture.*
- *We shall continue the exposure to the Egyptian colloquial Arabic.*

Critical thinking skills to be acquired

- *Students will parse and describe the fundamental orthographic and grammatical properties of texts.*
- *Students will determine the message or the primary thesis of authentic written materials relating to everyday topics and to topics of general interest.*
- *Students will assess the situational appropriateness of some linguistic and extra linguistic behaviors.*

Course structure/approach:

This course helps learners to attain an intermediate yet broad-based (i.e., entailing a number of language skills and cultural knowledge) proficiency with Arabic language and culture. You will continue to explore its grammatical system and receive opportunities to develop the fundamental abilities to speak, write, read and aurally comprehend the language. Activities will entail pair work, class presentations, writing as a process activities, as well as cooperative learning tasks, where you will use the language for "functional" (real-world) purposes. You will also investigate cultural aspects of the Arabic experience that can be appreciated without broad linguistic knowledge of Arabic with materials presented by your teacher, the text, and a video series accompanying our text. Finally, you should acquire skills for determining the essential messages conveyed by reading materials, which are both authentic and created specifically for intermediate learners like yourself.

Textbook and required materials

K. Brustad, M. Al-Batal, A. Al-Tonsi6. Al-Kitaab fii Tacallum al-cArabiyya: A Textbook for Arabic. Part One Georgetown U Press.
Howard D.Rowlan. Let's Read the Arabic Newspapers International Book Center, Inc, Troy, MI
Munther Younes. Tales from Kalila Wa Dimna: For Students of Arabic (Paperback)

Assessment of Student Learning Outcome & Grading System

Comprehensive Final Exam	30%
Quizzes	40%
Homework assignments	20%
Activity and Participation in lessons	10%

Grading:

The dates for specific assignments and exams are described in the Course Plan below.

- *Comprehensive Written Final Exam* The final exam in this course will be comprehensive, testing you on all of the chapters studied this semester. Details in terms of content will be provided at the appropriate time. You will be tested on your abilities to write Arabic and to transcribe aural segments. Additionally, you will be tested on a number of grammatical, vocabulary, and cultural items.
- *Oral interviews* A major assessment of your speaking abilities will be conducted two times this semester, which will provide you with an opportunity to demonstrate your abilities to communicate about everyday topics and situations. Each interview will be between you and your instructor.
- *Tests* There will be several tests this semester to assess your aural and written proficiency based on the structures and situations you have studied within a given set of chapters. You will also be tested on your ability to compare and contrast and react appropriately to various cultural phenomena, entailing both products and practices of the Arabic world.
- *Vocabulary Quizzes* Knowledge of Arabic language vocabulary is crucial for benefiting from the grammatical, speaking, writing and cultural components of this course. At regular intervals, your instructor will assess your knowledge of the vocabulary found in your textbooks.

Grading scale: Grading scale: 100-90=A; 89-80=B; 79-70=C; 69-60=D; 59 or less = F

Course policy:

Retests/makeup tests: Your individual instructor will determine procedures on retests/makeups, which will be provided to you in the addendum to this syllabus.

Attendance: Students are expected to attend every class session and to make up all work missed because of legitimate absences. Unexcused or unexplained absences can automatically lower a student's grade if they exceed four (4) per semester in a 4-credit course. Instructors assume no obligation to make special arrangements for students who have unexcused absences or who miss assignment deadlines and/or examinations.

Statement of plagiarism and cheating: The department strictly adheres to the university's policies on academic dishonesty, which includes cheating on tests or examinations, forging or altering forms or documents, engaging in plagiarism on any written work. Sanctions for students found guilty in matters of academic dishonesty are listed in the current NAU Student Handbook.

Course outline:

Weeks 1-2:

"Al-Kitaab fii Tacallum al-cArabiyya", lesson 15

"Let's Read The Arabic Newspapers", texts 15-16

Videotaped text: "I am not an American, and neither an Egyptian".

Reading: "My Problems", "Tunisia".

Grammar: negation in the past; Conditional particle, definite relative closers, relative pronouns

Culture: Do boys have more freedoms than girls?

Quiz on Lesson 15 from "Al-Kitaab..." and on the texts 15-16 from "Let's read..."

Weeks 3-4:

"Al-Kitaab fii Tacallum al-cArabiyya", lesson 16

"Let's Read The Arabic Newspapers", texts 17-18

Videotaped text: "A letter from my Aunt" "You Want Something Else?"

Reading: Extracts from the Holy Bible, Muhammad's Letter

Grammar: Case making system of nouns, The Comparative, Verbs system (wazn 1-2)

Culture: Poetry. Song based on Nizar Al-Kabbani poem; Flea Markets, The Names of Months

Quiz on Lesson 16 from "Al-Kitaab..." and on the texts 17-18 from "Let's read..."

Weeks 5-6:

"Al-Kitaab fii Tacallum al-cArabiyya" lesson 17

"Let's Read The Arabic Newspapers", texts 19-20

Videotaped text: "Congratulations!"

Reading: Extracts from the Holy Koran, the life of The Prophet

Grammar: Verbs (wazn 3-4), the cases of nouns (continuation)

Culture: Egyptian Coptic Fasting

Quiz on Lesson 17 from "Al-Kitaab..." and on the texts 21-22 from "Let's read..."

Weeks 7-8:

"Al-Kitaab fii Tacallum al-cArabiyya" lesson 18

"Let's Read The Arabic Newspapers", texts 21-22

Reading: Brothers Right, The Second Half

Videotape text: "What happened to you..." "Maha's and Haled's Opinions"

Grammar: "Wazn" of Verbs-continuation, using cases after "Inna" ("Anna")

Culture: Gamal Abd An-Naser, Umm Kal'thum, Abd Al-IHaliim Hafez

Quiz on Lesson 18 from "Al-Kitaab..." and on the texts 7-8 from "Let's read..."

Weeks 9-10:

"Al-Kitaab fii Tacallum al-cArabiyya" lesson 19

"Let's Read The Arabic Newspapers", texts 23-24

Videotape text: "So, What Will be the Appropriate Word?" "What did you Buy?"

Reading: "Lessons for Ladies in the Local University", "Nagib Mahfuz"

Grammar: Similarity of "Ka", "Mithl", "Kamaa", "Ka'anna"; plural of feminine nouns/adjectives, Al-asmaa' al'-hamsa

Culture: Al-Kunya

Quiz on Lesson 19 from "Al-Kitaab..." and on the texts 9-10 from "Let's read..."

Weeks 11-12:

“Al-Kitaab fii Tacallum al-cArabiyya” lesson 20
“Let’s Read The Arabic Newspapers”, texts 25-26
Videotape text: “Before We Split”
Reading: “How The Middle East Region was Created”, “London, 1936”
Grammar: Reading Dates, Masdar as an Impersonal Verb
Cultural part: History of the Arabic countries
Quiz on Lesson 20 from “Al-Kitaab...” and on the texts 11-12 from “Let’s read...”

Weeks 13-14:
“Let’s Read The Arabic Newspapers”, texts 27-30
(Another option might be reading “Kalilah wa Dimnah”)

Week 15: Review for Final Exam

Finals’ week: Final Exam

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

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

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

STUDENTS WITH DISABILITIES

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

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed. Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at <http://www2.nau.edu/dss/>.

INSTITUTIONAL REVIEW BOARD

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

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

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

ACADEMIC INTEGRITY

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

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the

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~~ Spring 2008
See effective dates schedule.
3. College Arts & Letters 4. Academic Unit History
5. Course subject/catalog number HIS 331 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 Feudal Japan (the 12th to the 18th Century)
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Feudal Japan
11. Catalog course description (max. 30 words, excluding requisites).

This course examines the political, social and cultural History of Japan from the twelfth to the eighteenth century.
(Prerequisite: Junior status or instructor consent.)

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

16. Prerequisites (must be completed *before* proposed course) _____

17. Corequisites (must be completed *with* proposed course) _____

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

- instructor consent department consent no consent

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

Name of new plan? Asian Studies Minor

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.

Asian Studies minor. (See letter of support.)

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 history of Japan from the 12th century CE to the 18th century had been taught previously at NAU (from 1989 to 1994) as HIS 331 under the title of "Japan in the Age of the Samurai" by Professor Cynthia Talbot. When Talbot left NAU, the course was ultimately dropped from the catalog after not having been taught for a number of years. The History Department is reviving this course, proposing to use the same number, but changing the title to be more in line with the naming of other "period-based" courses in the department's curriculum. The syllabus is also substantially changed to update reading and course requirements (the latter to fall better in line with the department's overall consideration of pedagogical characteristics of our courses at various levels.)

24. Names of current faculty qualified to teach this course Professor John K. Leung

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

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

42. Approvals

<u>Cynthia Koss</u> Department Chair (if appropriate)	<u>3-6-07</u> Date
<u>Jan Bowen for Patrick Sattler</u> Chair of college curriculum committee	<u>3-13-07</u> Date
<u>Jan Bowen</u> Dean of college	<u>3-14-07</u> Date

For Committees use only

For Liberal Studies Committee Date

Action taken: _____ Approved as submitted _____ Approved as modified

Don Bull 4/10/07
For University Curriculum Committee Date

Action taken: ✓ Approved as submitted _____ Approved as modified

HISTORY 331: Feudal Japan (the 12th to the 18th Century)

Fall/Spring XXXX

Instructor: Prof. John K. Leung

Office: LA 211

Off. Hrs:

Class Times:

Phone: 523-6209

Class Location:

E-mail: John.Leung@nau.edu

COURSE DESCRIPTION

Despite a certain degree of controversy over how terms are defined, the period from the 12th to the 18th century in Japan's history is often considered to be Japan's "feudal age," and sometimes as "medieval Japan." These seven centuries witnessed historical transitions and transformations in Japan in almost every dimension and at every level. New political systems emerged and evolved, affecting Japanese society, its economy and culture comprehensively. These changing patterns also would have a profound impact on the character and nature of "modern Japan," and the rapid political and economic transformation of Japan in the last 150 years since the mid-19th century simply cannot be fully understood without a proper comprehension of the foundations for change that were laid in the preceding centuries. This course, a study of the 12th-18th-century period of Japanese history, will deal broadly with the many facets of changes over this rather extensive, but crucial period of Japan's dynamic history.

This course qualifies for the student's fulfillment of NAU's Global Diversity requirement.

COURSE STRUCTURE, APPROACH AND GOALS: This course generally takes a chronological approach to the study of Japan's political, institutional, social, economic, and cultural history in the "feudal" and "medieval age." From the formative period of "proto-feudalism" or "early-feudalism" (the late-12th century to the mid-14th century) through the era of decentralized "high feudalism" (the mid-14th century to the late-16th century) to the age of "centralized feudalism" in the Tokugawa era, which began in the early-17th century, we will examine this history from the lens of the interaction and mutual influence between and among these categories of development – political and institutional, social and economic, and cultural. We will pay heed to the evolution of social and cultural historical conditions that affected not just the lives of the elites in Japan, but the lives of commoners as well. Since many historians have remarked on similarities in the patterns of the development of the dynamics of historical change between "medieval Europe" and "medieval Japan" (for instance, in the evolution of patterns of urban populations and cities in the late-medieval age,) we shall conclude this course with a consideration of comparative historiography and of the place of medieval and feudal Japan in world history.

While knowledge of empirical data must undergird any historical study, the course will not focus entirely on that. Instead, we hope that a more meaningful comprehension of the history of medieval or feudal Japan may be gained by our raising, as well as striving to find answers to, a number of historical questions not just of "what happened and how," but of "why" – that is, what were the factors that went into the formation of a particular historical condition? How were these factors connected? And what do they mean in a broader context of historical explanation? We hope to use this course as a tool for fostering explanatory, critical, analytical and interpretive thinking that is so crucial to historical scholarship.

This course will entail a substantial amount of reading and writing. The genres of academic writing that this course covers and entails range from short essays or “think-pieces” on a subject to more complete undergraduate-level research papers and projects.

In order for you to deal effectively with the variety of writing assignments, you must constantly and consistently hone your skills at formulating questions of interpretation and at seeking evidence to demonstrate and strengthen arguments, and present and defend the answers that you may give to such questions. This is not usually done effectively in a course of study that is conducted entirely in the lecture format, even when time for questions is factored into the lectures. Therefore a portion of class sessions will be conducted in a seminar-discussion format. It is your responsibility as students to be prepared for these discussions in line with sets of discussions suggested by me and handed out to you in advance of these scheduled discussion class sessions.

The history of medieval Japan challenges us to think of the historical precedents and formative factors of what we have come to take for granted as “the modern world” in a historical, social and cultural context that is different in many ways from that with which we are – or assume we are – familiar, while similar and comparable in other manners. Central to the purpose of this course is to engage students in reflection and appreciation of these differences as well as the similarities and comparabilities between these separate parts of the human world, and to do so within a historical framework of understanding.

LIBERAL STUDIES DISTRIBUTION BLOCK: Cultural Understanding

ESSENTIAL SKILLS TO BE DEVELOPED: Critical and analytical thinking, critical reading. The instructor will prepare suggested discussion questions and distribute to the class in advance of discussion sessions. Students’ reading notes done in preparation for discussions, their participation in discussion sessions, their topical essay, historiographical paper, and their research project (both in the process of developing the project and the final product) will all be used as instruments in assessing the student’s progress and improvement in developing the skills of critical thinking and critical (and analytical) thinking.

COURSE OBJECTIVES

By the end of the course, students will have become familiar with a general framework for analyzing and interpreting the historical experience of medieval Japan, as well as with the contours of the empirical historical data on and related to that experience. In regard to the goals of the development of students’ academic skills and abilities in their taking and experiencing this course, the aims are as follows:

1. Through the experience of short paper exercises, students will be able to demonstrate competency in reading texts and examining ideas critically, interpreting different arguments and perspectives on Japanese history and evaluating the merits of these historical and/or historiographical arguments.
2. Through these papers as well as the term paper, students will have learned to synthesize evidence from a variety of sources and genres of sources to present interpretive portrayals of life experiences of the Japanese people in the historical context of the period covered by this course.
3. Students will have acquired the ability to plan, organize, and produce a research project which will be presented either in the form of an interpretive, critical research term paper or in some other form (such as a rigorously researched and interpretive dramatization of history) that is academically equivalent to the research paper and approved by the instructor in advance.
4. In writing essays (short papers), conducting research, preparing discussion notes as well as through participation in seminar-type discussions, students will have learned how to present cogent arguments, to listen and respond to other people’s arguments, to support viewpoints by evidence, and to critique as well as defend their own as well as other people’s points of view.

TEXTS AND READINGS

The following books are listed as “Core Reading” in the following “Course Schedule” and will be available at the bookstore:

Conrad Totman, *Japan Before Perry: A Short History* (U. of California, 1981) [Hereafter cited in the syllabus as Totman]

Peter Duus, *Feudalism in Japan* (3rd edition, McGraw Hill, 1993) [Hereafter cited in the syllabus as Duus]

Paul Varley, *Japanese Culture* (4th updated and expanded edition, Longitude Books Ltd., 2000) [Hereafter cited in the syllabus as Varley]

The required reading in this course consists primarily of sections and chapters from these three monographs and from selections of primary sources in translation, organized into a weekly reading schedule as indicated in the Course Schedule section of this syllabus. (An * precedes the listing of primary source materials in the Course Schedule; there is also primary source material embedded in many of the secondary sources listed here.) These core readings will be supplemented with selections from other monographs and anthologies which are listed in the Course Schedule section of the syllabus as weekly “Supplementary Readings.” Students are expected to read only excerpts, or selections, from these monographs and anthologies. A more specific reading assignment list and reading schedule will be developed for the course separate from this syllabus. The purpose of the inclusion of these supplementary sources in the students’ reading is primarily to introduce students generally to examples of major influential interpretive and historiographical ideas and viewpoints relevant to the “topics of the week.” Students may also use these lists of supplementary readings as guides and preliminary bibliographies to their research.

COURSE FORMAT AND SCHEDULE

Week 1 Introduction and Background

Core Readings: Duus, ch. 1; Totman, ch. 1; Varley, chs. 1, 2

Week 2 The Legacy of Yamato and Heian Japan

Core Readings: Duus, ch. 2; Totman, ch. 2; Varley, chs. 2, 3

* Excerpts from Murasaki Shikibu, (trans. & Introduction by Edward Seidensticker,) *The Tale of Genji*, (Alfred A. Knopf, 1979)

Supplementary Reading: Ivan Morris, *The World of the Shining Prince: Courtly Life in Ancient Japan* (Introduction by Barbara Ruch, Longitude Books Ltd., 1994)

Week 3 War and the Collapse of Courtly Aristocracy

Core Readings: Duus, ch. 3, pt. 1; Totman, ch. 2, last part and ch. 3, pt. 1; Varley, ch. 4

* “The Tales of the Heike” from A.L. Sadler, trans. *The Ten Foot Square Hut and the Tales of Heike*, (Tuttle, 1972)

Week 4 Warriors, Peasants and Brigands in the Kamakura Epoch

Core Readings: Duus, ch. 3; Totman, ch. 3, pt. 1;

Supplementary Reading: Jeffrey Mass, *The Origins of Japan's Medieval World: Courtiers, Clerics, Warriors and Peasants in the Fourteenth Century* (Stanford University Press, 1998)
Selections from Jeffrey Mass, ed. *Court and Bakufu in Japan: Essays in Kamakura History* (Yale University Press, 1982)

Week 5 Religion and Values in Early-Medieval Japan

Core Readings: Totman, pp. 85-116; Varley, ch. 5
* Byron Earhart, *Religion in the Japanese Experience: Sources and Interpretations* (Wadsworth, 1974) Excerpts from Pts. 2, 3, 8 and 14
* Ryusaku Tsunoda et al. eds. *Sources of Japanese Tradition*, vol. 1 (Columbia University Press, 1964), selections from chs. VI to XIV

Week 6 The Kamakura System of Governance and the Emergence of New Ruling Classes

Core Readings: Duus, ch. 3; Totman, ch. 3;
Supplementary Reading: Selections from John Whitney Hall et al, eds. *Medieval Japan: Essays in Institutional History* (Stanford University Press, 1988)
Selections from John W. Hall and Kozo Yamamura, eds. *The Cambridge History of Japan*, vol. 3, *Medieval Japan*, (Cambridge University Press, 1988 -)

Week 7 The Daimyo and the Ashikaga System

Core Readings: Duus, ch. 4
Supplementary Reading: Selections from John Whitney Hall et al, eds. *Medieval Japan: Essays in Institutional History* (Stanford University Press, 1988)
Selections from John W. Hall and Kozo Yamamura, eds. *The Cambridge History of Japan*, vol. 3, *Medieval Japan*, (Cambridge University Press, 1988 -)

Week 8 The Dynamism of "High Feudalism"

Core Readings: Totman, pp. 117-132
Supplementary Reading: Selections from John W. Hall and Kozo Yamamura, eds. *The Cambridge History of Japan*, vol. 3, *Medieval Japan*, (Cambridge University Press, 1988 -)

Week 9 A Century of Organized Disunity

Core Readings: Duus, ch. 4
Supplementary Reading: Paul Varley, *The Onin War: The History of Its Origins and Background* (Columbia University Press, 1967)
John W. Hall et al, eds., *Japan Before Tokugawa: Political Consolidation and Economic Growth, 1500-1650* (Princeton University Press, 1981)

Week 10 Medieval Japan and the World

Supplementary Reading: Morris Rossabi, *Khubilai Khan* (U of California Press, 1988)
Donald Lach, *Japan in the Eyes of Europe: The Sixteenth Century* (U of Chicago Press, 1968)
Derek Massarella, *A World Elsewhere: Europe's Encounter with Japan in the Sixteenth and Seventeenth Centuries* (Yale University Press, 1990)
Ronald Toby, *State and Diplomacy in Early Modern Japan: Asia in the Development of the Tokugawa Bakufu* (Princeton University Press, 1984)

Kwan-wai So, *Japanese Piracy in Ming China During the 16th Century*
(Michigan University Press, 1975)

Week 11 Pax Tokugawa

Core Readings: Duus, ch. 5; Totman, pp. 133-163; Varley, ch. 6

Supplementary Reading: Selections from John Whitney Hall et al, eds. *Medieval Japan: Essays in Institutional History* (Stanford University Press, 1988)
Selections from John W. Hall and Kozo Yamamura, eds. *The Cambridge History of Japan*, vol. 3, *Medieval Japan*, (Cambridge University Press, 1988 -)
Selections from John W. Hall and Marius Jansen, eds. *Studies in the Institutional History of Early Modern Japan* (Princeton University Press, 1968)
James McClain, *Japan, A Modern History* (Norton, 2002) ch. 1
Andrew Gordon, *A Modern History of Japan* (Oxford University Press, 2003) ch. 1

Week 12 Tokugawa Ideology and Society

Core Readings: Totman, pp. 164-187;

* Ryusaku Tsunoda et al. eds. *Sources of Japanese Tradition*, vol. 1
(Columbia University Press, 1964), selections from chs. XV to XX

Supplementary Reading: Herman Ooms, *Tokugawa Ideology: Early Constructs, 1570-1680*
(Princeton University Press, 1985)
Masao Maruyama, (trans. by Mikiso Hane) *Studies in the Intellectual History of Tokugawa Japan* (U of Tokyo Press, 1974)

Week 13 Daimyo, Samurai and Chonin

Core Readings: Totman, pp. 188-232; Varley, ch. 7

Supplementary Reading: James McClain and Wakita Osamu, *Osaka: The Merchants' Capital in Early Modern Japan* (Cornell University Press, 1999)
Herbert Bix, *Peasant Protest in Japan, 1590-1884* (Yale University Press, 1986)
Gail Bernstein ed., *Recreating Japanese Women, 1600-1945* (U of California Press, 1991) Part 1
James McClain, *Japan, A Modern History* (Norton, 2002) chs. 2, 3
Andrew Gordon, *A Modern History of Japan* (Oxford University Press, 2003) ch. 2

Week 14 The Late-Tokugawa Crisis and the End of Japanese Feudalism

Core Readings: Varley, chs. 8, 9

* Ryusaku Tsunoda et al. eds. *Sources of Japanese Tradition*, vol. 1
(Columbia University Press, 1964), selections from ch. XXI

Supplementary Reading: Andrew Gordon, *A Modern History of Japan* (Oxford University Press, 2003) ch. 3

Week 15 Medieval Feudal Japan in Comparative and World-History Perspective

EXERCISES, EVALUATION AND ASSESSMENT OF OUTCOMES

The course uses three types of instruments to assess your achievement of the learning objectives listed above:

1) Short papers: You will write TWO relatively short papers, each of approximately 1200 words in length (roughly 4 “normal” pages.) One of these will be a topical essay, and the other will be a historiographical paper. These are intended more as “think-pieces” than as full-fledged research papers. In other words, these will be papers in which you critically analyze a problem, array and organize arguments on various sides of the issues involved, evaluate the strength of arguments, and write an argumentative explanation of the topic, drawing conclusions from what you have learned. Although they are not expected to be fully researched papers, the standard academic conventions and regulations will apply.

Topical essay: You will be provided with a list of topics/issues/questions from which you may make a choice. For this exercise you will be expected to engage and make use of information and ideas that you have garnered from both secondary and primary sources you have read.

Historiographical paper: You must choose a historiographical issue and the material to go with it from the groups of supplementary reading material listed in the course schedule section of this syllabus; choices made outside the parameters of the syllabus should be done only with prior consultation with the instructor.

In the case of both the topical essay and the historiographical paper, you will, before you write the paper, first submit a brief proposal in writing indicating your choice of topic and material, and this proposal has to be reviewed and approved by me in advance.

2) Research paper/project: Your research project may build on the topical paper or the historiographical paper that you write for the course. As in the case of your topical paper – but perhaps at a deeper level and in a more extensive way, in your research project you will be expected to engage and make use of information and ideas that you have garnered from both secondary and primary sources you have read. Your research project for the semester may take the form of either an interpretive, critical research paper or a project (such as a rigorously researched and interpretive dramatization of history, or a major oral presentation, or the creation, production and presentation of a videographic representation of a historical subject.) In any case it must involve dimensions of research that I must approve in advance. In the case of a research paper that is presented in written form, the final paper should be no less than 3000 words in length, not inclusive of bibliography or other auxiliary sections. In the case of other forms of presentation that is not primarily written, the project must include a written introduction/explanation of not less than 1000 words.

Separately from this syllabus, you will be given general parameters for planning and constructing this project, and, within these boundaries, you will submit a written proposal that identifies the specific subject that you choose, together with a preliminary articulation of ideas about how you expect to approach the research on the subject and how you plan to present the results of your research. After your proposal has been discussed and approved, and before you submit your final product, you will conduct several small exercises to help you focus your research, ascertain the feasibility of your project, move along in your conceptualization of the subject and organize your project, and produce acceptable drafts of the project. I will provide you with consultation and feedback at each of these stages. Further and more specific instructions for researching your topic and writing this term paper will be provided separately later.

3) Discussions: Several discussion sessions, in lieu of lectures, will be scheduled for this course. Active participation on your part in the discussion sessions is expected and will be an essential part of the evaluation for grading. To that end you must be ready to contribute to the discussion and debate, and do the specific readings for discussion beforehand. Questions for discussion will be handed out to beforehand, most likely a week prior to the discussion. You are strongly advised to take notes for your reading and to organize your thoughts and knowledge in response to these discussion questions in preparation for each discussion session. Your performance in discussions will be evaluated and reviewed on a biweekly basis. If you miss a discussion session, you will receive no points for the session, and there will be no make-ups.

A list of interim and final deadlines and for all written exercises will be provided separately from this syllabus. These deadlines must be rigorously observed, with serious consequences for any violation. Any written exercise that is handed in 1 day but no later than 1 day after the stated deadline (or on the following Monday in the case of a Friday deadline) will be accepted, with the grade for the exercise automatically lowered by 1 grade level (e.g., from A to B, or from B+ to C+); any exercise that is handed in more than 24 hours after the deadline (all deadlines are considered to be at 5 p.m. on the stated date,) or, in the case of Friday deadlines, after class time on the following Monday, will **not be accepted**, and you will forfeit the points for that exercise completely.

Evaluation and Grading Scale

The relative weight of the various components of the course grade will be as follows:

Discussions	20%
Short paper (Topical)	15%
Short paper (Historiographical)	15%
Term research project	50%
Total	100%

Your course grade will be determined by amalgamating your scores from the exercises listed above in accordance with the following scale:

89% and above = A; 77-88.9% = B; 66-76.9% = C; 55-65.9 % = D; Below 55 % = F

(Note: In order to maintain consistency in the grading, each exercise will be graded according to this same scale.)

Learning Portfolio The student's short papers (including drafts with instructor feedback), research project/paper (including draft, research proposal and bibliographical exercise,) and discussion notes as well as any feedback material from the instructor will form the student's learning portfolio for the course.

Attendance Policy Attendance and preparedness for the discussions are essential for any measure of success in this course. The final course grade for any student who misses more than 6 classes (including absences due to institutional excuses and medical reasons) will be lowered by one level (e.g. from A to B), and by two levels for any student who misses more than 12 classes. Any student who misses more than 18 classes will be requested to withdraw from the course, or will receive an F in the course regardless of performance in other areas.

Academic Honesty In all written and oral exercises, you must observe the fundamental rules of academic honesty rigorously and without exception, in matters of citation, quotation and annotation. Any unacknowledged use of another person's words or thoughts, whether from a published or unpublished source, including extensive and unacknowledged paraphrasing, will be construed as plagiarism. No credit will be given for work containing such material, and if the behavior is repeated, the student will receive an "F" for the course. Persistence beyond that could lead to even sterner disciplinary measures. If you are uncertain about the definition and meaning of these terms, please refer to relevant sections, especially Appendix F, of the current NAU *Student Handbook*. It is your responsibility to familiarize yourself with these matters as defined by the University.

Attachments: NAU Classroom and Course management Policy Statements, including policy statements on Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board and Academic Integrity.

UNIVERSITY CURRICULUM COMMITTEE

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

1. College CAL

2. Academic Unit HISTORY

3. Academic Plan Name Asian Studies Minor

4. Subplan (if applicable)? _____

5. Effective Date FALL 2008

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

New Plan

Plan Change

Plan Deletion

New Subplan

Subplan Change

Subplan Deletion

7.

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

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

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

For New Plans, leave this column blank.

Open LOUIE

Interdisciplinary Minor Asian Studies

To complete this minor, take the following 18 units:

One gateway course, choose from: ASN 108, ARH 143, HIS 249, HIS 250, HIS 251, HIS 297, or REL 203 (3 units)

15 units selected from the following courses:

ANT 438
ARH 440C
ASN 208
CHI 101, 102, 201, 202
GGR 348 (when subject is Asia)
HIS 249, 250, 251, 297, 312, 314, 325,
332, 421, 425, 434
HUM 261, 362
JPN 101, 102, 201, 202
POS 361, 370, 472
REL 150, **REL 203**, 206, 311, 331, 341,
351, 355, 359
TH 351
WLLC 331

You must select courses (ASN 108 included) from at least three disciplines or departments. The Asian studies advisory committee may consider additional courses for minor credit if your subject or problem content is specifically, or in large part, concentrated on Asian societies and cultures.

We encourage you to select courses in an Asian language, although this is not required. If you must meet a language requirement for your bachelor's degree, we strongly recommend that you take an

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.)

<Change add HIS 331 after HIS 325

Asian language to meet that requirement.

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

For additional information about this minor, contact the plan advisor. Click [here](#) for more information about Asian Studies courses.

8. For undergraduate plans, will this requirement be a student individualized plan*? X no yes
*A *Student Individualized Plan* is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor.
If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:
- a. verify satisfactory completion of a non course requirement.
 - b. indicate admission to a major.
 - X c. will not be used.

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

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

Intellectual skills, ability to Asian Cultures, understanding of historical content and cultural traditions

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
This course fits the needs and goals of the Asian Studies minor in all aspects.

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

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

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

Certifications

<u>Cynthia Kossor</u>	<u>4-3-07</u>
Department Chair/ Unit Head (if appropriate)	Date
<u>Jan Krew for Patrick Barulis</u>	<u>4-6-07</u>
Chair of college curriculum committee	Date
<u>Alan Bour</u>	<u>4-6-07</u>
Dean of college	Date

For committee use only

<u>Ron SA</u>	<u>4/10/07</u>
For University Curriculum Committee	Date

Action taken: approved as submitted approved as modified

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

UNIVERSITY CURRICULUM COMMITTEE

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

1. College CAL 2. Academic Unit HISTORY

3. Academic Plan Name BS Ed. His/Soc Studies
Sec.Ed-Extended 4. Subplan (if applicable)? _____

5. Effective Date FALL 2008

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

7.

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

(<http://www1.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>)

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

For New Plans, leave this column blank.

**B.S. ED. HISTORY AND SOCIAL STUDIES
SECONDARY EDUCATION (EXTENDED
MAJOR)**

This plan includes areas of interest in U.S. history, world history, political science, economics, and geography. You may include additional coursework from other social sciences, such as anthropology, psychology, and sociology.

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements . Be aware that you may not use courses with an HIS prefix to satisfy these liberal studies requirements.
- at least 60 units of major requirements
- at least 31 units of teacher-preparation requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

<Change: Make this read “at least 54 units of major requirements”

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

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

Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

Also note that you should declare your major in history before or during your sophomore year and develop a plan of study in consultation with your departmental advisor. If you are a transfer student, you should do this before or during your second term at NAU.

Also be aware that to be eligible to student teach, usually in your final year before graduation, you must maintain a 3.0 cumulative grade point average in your history and social studies major courses. You must also be approved by a faculty committee in the history department.

In addition, you must have a grade point average of at least 2.5 in all of your NAU coursework in order to graduate. This requirement applies to all B.S.Ed. majors at NAU.

You must also complete the application for student teaching with the History Department and be approved by the Undergraduate Committee.

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

Also be aware that, for the B.S.Ed. degree, you must have the following:

- a grade of at least B for the English foundation requirement (ENG 105 or equivalent) (If you don't receive a 3.0, you may complete an additional writing course, at the 200 level or above, with at least a B, to meet this requirement.)
- a grade of at least C for the math foundation requirement (generally MAT 110, 114, 125, or 155)

MAJOR REQUIREMENTS

Complete 60 units of coursework, which are normally distributed as follows:

- HIS 100 and 102 (6 units)
- HIS 200, which you should take within the first year of declaring your major (3 units)
- HIS 291 and 292 (6 units)
- POS 110 and 241 (6 units)

<Complete 54 units of coursework in History and the social sciences, which are normally distributed as follows:

NOTE: place HIS 300W, 430 and 498C ahead of POS 110 and 241 in the following order:
<HIS 300W (3 units), in either American or World topics, which meets the NAU Junior

(required for state teacher certification; do not take POS 220)

- GGR 240 or 241 and GGR 346 (6 units)
- ECO 284 or 285 (3 units)
- HIS 430 (3 units) (must be taken the term before student teaching)

- an additional 24 units of history and social-science courses that must include HIS 300W, which meets NAU's junior writing requirement, and at least two HIS courses at the 400 level. These courses must be divided as follows:

- 6 additional units in U.S. history from HIS 293, 295, 390, 391, 392, 393, 394, 395, 396, 397, 401, 402, 412, 413, 414, 415, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, and 496 (We

writing requirement

NOTE: Put HIS 430 and 498 at this place rather than later in the order of presentation
<HIS 430 (3 units) must be taken the term before student teaching)
<HIS 498C (3 units), which meets NAU's Senior Capstone requirement
<then will follow the POS, GGR, Econ courses

<see above for reordering

<CHANGE language of this part as follows:
"an additional 15 units of history courses, that must include at least ONE 400-level course in addition to HIS 430 and 498C. These units must be divided among U.S. and Non-U.S. courses as follows:

<CHANGE: "3 to 6 additional units in U.S. History from..."

recommend HIS 295 and 394.)

- 12 additional units in non-U.S. history from HIS 220, 221, 230, 231, 240, 241, 249, 250, 251, 270, 280, 281, 296, 297, 299, 307, 312, 314, 325, 332, 334, 335, 336, 337, 338, 340, 341, 343, 344, 351, 360, 366, 375, 376, 380, 381, 400, 403, 404, 421, 425, 434, 450, 451, 460, 470, 480, 481, 482, and 483 (We recommend HIS 220, 221, 230, 231, 249, 250, 251, 280, 281, 296, 297, 343, and 344.)
- additional units of social science courses from ANT 101, 102, and 301; ECO 284 and 285; GGR 240, 241, 250, and 346; POS 120 and 254; SOC 204 and 215; and WST 191
- HIS 498C, which meets NAU's senior capstone requirement (3 units)

<Change: Delete what is in the parenthesis.

<Change: make this: "9-12 additional units in non-U.S. history"

<Change: add the following language "survey courses of regions of the world, drawn from courses offered regarding Africa, Asia, Europe, and Latin America (e.g., HIS 220-1; 230-1, 240-1; 250-1 280-1, 338, 340-1, 380-1, etc)." and DROP what is currently in parenthesis here.

<Change: add this language: "Courses from this list of social science courses are especially recommended as you consider courses to take to complete the Liberal Studies requirements." DROP the first phrase here: i.e., "additional units"

TEACHER-PREPARATION REQUIREMENTS

You must complete 31 units of professional courses offered by the College of Education to qualify for state certification to teach history and social studies in Arizona and most other states.

For information about these requirements, see [Teacher Preparation in Secondary Education](#) (within Teaching and Learning) in the Education section. You should also receive advisement from the College of Education for this part of your academic plan.

GENERAL ELECTIVES

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

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

Click here for more information about our History Undergraduate [Courses](#) and our [Faculty](#).

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

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

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

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

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

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

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

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

Students will be able to : (1) demonstrate a basic knowledge of history across a wide spectrum of historical fields, along with a knowledge of the most relevant social sciences, particularly those frequently taught at the secondary level (e.g., economics, political science/government, and geography); (2) use critical/analytical thinking skills to appraise the historiography on various historical issues and use this knowledge to introduce students to "issues in history;" (3) provide secondary students with models of how historians "do history" through analysis of primary and secondary sources to create a plausible historical narrative; (4) demonstrate the mastery of the pedagogic skills needed to teach students history/social studies at the secondary level.

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

Past assessment, as measured by evidence such as performance on the content exam for certification, indicate a need to provide some greater breadth in the undergraduate history courses and some more focused attention to specific social science courses (e.g. psychology and/or sociology) in the fulfillment of the liberal studies requirements while not extending the overall degree requirements beyond 120 credits.

Thus, these changes drop the number of required hours from 126 to 120 by reducing the total number of history and social science units from 60 to 54, and requiring only one 400-level HIS course beyond 430 and 498C. The latter allows students to take 200- and 300-level courses that are broader in their scope of historical coverage.

With this proposal, the total credits in HIS courses remain the same [39], the focus on specific social science courses is sharper (POS, Econ, GGR courses being designated and required, while a more specific list of those courses in Anthro, Psych, and Sociology, for example, will be created and recommended to students in order to meet their Liberal Studies requirements).

Finally, this proposal does nothing to alter the Education requirements of 31 units.

Thus, the degree requirements are divided into these categories: Liberal Studies (35 units--- with recommendations to take social science courses in specified fields to enrich that portion of their background and preparation to teach at the secondary level); History (39 units) as described above; Social Science (15 units) as described above; and Education (31 units unchanged). [35 + 39 +15 + 31= 120]

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

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

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

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

Yes

Certifications

<u>Cynthia Koser</u>	<u>2-15-07</u>
Department Chair/ Unit Head (if appropriate)	Date
<u>Jean Boren for Patrick Bauder</u>	<u>3-13-07</u>
Chair of college curriculum committee	Date
<u>Jean Boren</u>	<u>3-14-07</u>
Dean of college	Date

For committee use only

<u>Don Goff</u>	<u>4/10/07</u>
For University Curriculum Committee	Date

Action taken: approved as submitted approved as modified

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

UNIVERSITY CURRICULUM COMMITTEE

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

1. College Consortium of Professional Schools 2. Academic Unit School of Health Professions

3. Academic Plan Name Minor in Applied Chemistry and Nutrition Science (ACNS) 4. Subplan (if applicable)? _____

5. Effective Date Fall 2007

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

7. For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the **current** on line academic catalog: (<http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>)
Be sure you include all catalog text that pertains to this plan change

For New Plans, leave this column blank.

Show the proposed changes in this column. Please **BOLD** the changes, to differentiate from what is not changing.
(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

To fulfill minor in Applied Chemistry and Nutrition Science (ACNS), students must take the following 20 units.

NTS 256 and 370 (6 units)
EXS 336 (3 units)
SHP 303 and 310 (8 units)
NTS 485 or NTS elective (3 units)

8. For undergraduate plans, will this requirement be a student individualized plan*? no yes
*A *Student Individualized Plan* is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor.
If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

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

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

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

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

The students will learn the interrelationships between Chemistry and Nutrition Science, and will apply the principles of chemistry to nutrition science, medicine, and health/health-related professions and practice.

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

The minor in Applied Chemistry and Nutrition Science (ACNS) has been constantly demanded more than the minor in Chemistry by many who are in my "Chemistry for Consumer Protection" and "Medical Nutrition" courses. They are our future Nurses/Nurse Practitioners, Dental Hygienists, Health Educators, Medical/Geriatric Sociologists, Psychologists, Biological Science-related teachers/professors, Physicians, Physician's Assistants, Athletic Trainers, Physical Therapists, etc. The students with interdisciplinary training in Nutrition/Chemistry-related professions are very, very marketable and in demand.

One of the key advantages of my proposal is that no other university offers a minor nomenclature in ACNS. Therefore, my proposed minor in ACNS would definitely increase enrollment in Chemistry courses, especially upper division courses, and attract students to the university and Chemistry Major.

Lastly, this proposal is intended to support President Haeger's mission to expand Health-related programs.

SEE ATTACHED SUPPORT LETTER FROM DR. RICHARD COAST AND TESTIMONY LETTER FROM MS. EMILIE OZELLO.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
No

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

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

Certifications

	4-10-2007
Department Chair/ Unit Head (if appropriate)	Date
	4-10-2007
Chair of college curriculum committee	Date
	4-10-2007
Dean of college	Date

For committee use only

	4-10-07
For University Curriculum Committee	Date

Action taken: _____ approved as submitted _____ approved as modified

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

COPIED FROM EMAIL

Sent: Tuesday, January 17, 2006

Dr. Lee;

I have talked with the other Exercise Science faculty, and all agree that this is a good idea. We are in favor of removing the minor in Exercise and Nutrition and replacing it with the minor in Applied Chemistry and Nutrition Science.

Richard Coast

At 01:23 AM 1/13/2006, you wrote:

>Happy Friday to Prof. Richard Coast...!

>This is to remind you of our short conversation associated with

>changing the MINOR program in Exercise and Nutrition Science

>tentatively to Applied Chemistry and Nutrition Science.

>The reasons for my proposal follow:

>

>1...The university has NOT generated many graduates over the years

>under the current NOMENCLATURE of the minor, probably one graduate

>every two

>years.

>

>2...The department which held two academic DOMAINS: Exercise Science,

>and Applied Chemistry and Nutrition Science were separated to the

>Department of Biological Sciences and School of Health Professions

>since the 2004 Fall semester.

>

>3...Lee who has been advising and conducting the minor program now

>administratively belongs to School of Health Professions.

>

>

>However, the students in the future minor program must take EXS 336:

>Exercise Physiology because EXS 336 is a prerequisite for NTS 370:

>Nutrition and Hormonal Changes during Exercise.

>

>Please call/email ME if you have any questions.

>

>

>I remain.....

>

>

>Chunhye Kim Lee

>Academic Director, Applied Chemistry and Nutrition Science

>Preceptorship in "Chemistry for Consumer Protection" and "Medical Nutrition"

>Telephone: (928) 523-6165

J. Richard Coast, Ph.D.
Professor of Exercise Science
Department of Biological Sciences
Northern Arizona University
Box 5640
Flagstaff, AZ 86011-5640

Ph: (928) 523-8018
Fax: (928) 523-4315
Email: Richard.Coast@nau.edu

Revised 08/06

>===== Original Message From Emilie Ozello <elo24@NAU.EDU> =====
Hi Dr. Lee!

This is Emily Ozello for SHP303 last semester.

I hope your semester has been going very well! I am writing to tell you that I received my PCAT (Pharmacy College Admissions Test) scores today and I did great! I received a 96 (out of 100) for my overall score and 99 in the chemistry section. I think I did so well in the chemistry section because Chemistry for Consumer Protection was so helpful. So, thank you!

Have a wonderful day and weekend,
Emilie

Emilie L. Ozello
Northern Arizona University, Biology-Health Professions Major
Resident Assistant, McKay Village Apartments
NAU Pre-Pharmacy Club Secretary
NAU Intersivity Worship Team Member
(928)-864-1414
"Be the change that you want to see in the world." ~Gandhi

From: Brandon Cruickshank <brandon.cruickshank@NAU.EDU>
 Subject: Re: MINOR IN APPLIED CHEMISTRY AND NUTRITION SCIENCE
 To: Nicole Morrow <Nicole.Morrow@NAU.EDU>, Barry.Lutz@NAU.EDU
 Cc: "Wayne A. Hildebrandt" <Wayne.Hildebrandt@NAU.EDU>

Hi Nicole and Barry,

The Department of Chemistry and Biochemistry does NOT support the proposed minor in Applied Chemistry and Nutrition Science for the following reasons:

- 1) The name, "Applied Chemistry", would imply that the minor is offered through the Department of Chemistry and Biochemistry. This assumption could negatively impact the reputation of our department if students are not adequately prepared by this minor, and employers, graduate schools, etc., assume that students received this minor through our department.
- 2) This proposed minor is not an 18-24 credit hour minor. It appears that all listed courses have prerequisites. For example, in order to take CHM 360, students must take a minimum of 7 credits of chemistry (CHM 130 and CHM 230), and most students would take more chemistry hours (CHM 151, CHM 152, CHM 235, and possibly CHM 238).
- 3) From what I understand, students taking this minor will be advised to take CHM 151, CHM 151L, CHM 152, CHM 235, and CHM 360. These courses add to 15 credit hours, which is only 1 course short (3 credit hours) of a chemistry minor. We view this proposed minor as essentially a chemistry minor AND an exercise/nutrition science minor. These minors are currently separate and should remain separate.
- 4) Many of the courses listed on this minor proposal are taught by only one faculty member at NAU. If this person were to leave NAU, would this minor continue to be offered.

Thank you,
 Brandon

Brandon Cruickshank, Ph.D.
 Associate Professor and Chair
 Department of Chemistry and Biochemistry
 Northern Arizona University
 Box 5698
 Flagstaff, AZ 86011-5698
 (928)523-9602
 Fax: (928)523-8111

At 01:59 PM 4/9/2007, you wrote:

At 11:24 AM 4/9/2007, you wrote:

Just wanted to alert you that this is going to UCC again tomorrow- 4/10/07. I have asked Chris Lee for a support letter from chemistry twice and have received nothing. Maybe someone can come from Chemistry.

Nicole
 Nicole Morrow
 Northern Arizona University
 Program Coordinator
 Academic Administration
 P.O. Box 6052

CURRICULUM REVIEW OF UNIVERSITY COURSE LINES

CURRENT STATUS

Below is a synopsis of each of the current University Course Lines with respect to units available per attempt and total units a student may earn for each course line. The catalog description of the courses is included after the synopsis.

Course Line	Units per Attempt	Total Units Allowed	Grading Basis
198	1-3	6	letter grade only
199	1-3	6	letter grade only
208	3	silent	pass-fail only
298	1-3	6	letter grade only
299	1-3	6	letter grade only
389	1-12	12	pass-fail only
398	1-3	6	letter grade only
399	1-3	6	letter grade only
408	1-12	12	pass-fail only
466	1-12	silent	pass-fail only
485	1-6	6	pass-fail only
497	1-6	6	pass-fail only
498	1-3	3	letter grade only
499	1-3	3	letter grade only

University Course Lines

We use the following courses for the in-depth study of an aspect, concept, or problem in existing plans of study. Such courses share a common purpose and style but are intended to make the curriculum more flexible. They can be used in any department and then carry the appropriate departmental code; see NAU's course catalog and schedule of classes (www.nau.edu/LOUIE) for more information.

- **198 Modular Learning Experience (1-3).** Foundations of intellectual inquiry. In-depth study of a substantive problem. Letter grade only. May be repeated for up to 6 units of credit. *A specific topic may be offered under this course line no more than three times.*
- **199 Modular Learning Experience (1-3).** Foundations of intellectual inquiry. In-depth study of a substantive problem. Letter grade only. May be repeated for up to 6 units of credit. *A specific topic may be offered under this course line no more than three times.*
- **208 Fieldwork Experience (3).** Supervised field experience in an appropriate organization, for students with limited background in a discipline. Pass-fail only. Prerequisite: permission of supervising department or college.
- **298 Modular Learning Experience (1-3).** In-depth study of an aspect, concept, or problem. Letter grade only. May be repeated for up to 6 units of credit. *A specific topic may be offered under this course line no more than three times.*
- **299 Modular Learning Experience (1-3).** In-depth study of an aspect, concept, or problem. Letter grade only. May be repeated for up to 6 units of credit. *A specific topic may be offered under this course line no more than three times.*
- **389 Cooperative Education (1-12).** Individualized preplanned cooperative employment experience related to your field of study or

career objectives. Pass-fail only. May be repeated for up to 12 units of credit. Fee required.

- **398 Modular Learning Experience (1-3).** In-depth study of an aspect, concept, or problem. Letter grade only. May be repeated for up to 6 units of credit. *A specific topic may be offered under this course line no more than three times.*
- **399 Modular Learning Experience (1-3).** In-depth study of an aspect, concept, or problem. Letter grade only. May be repeated for up to 6 units of credit. *A specific topic may be offered under this course line no more than three times.*
- **408 Fieldwork Experience (1-12).** Individualized supervised field experience in an appropriate agency or organization. Pass-fail only. May be repeated for up to 12 units of credit. Fee required.
- **466 Legislative Internship (1-12).** Supervised internship in the Arizona Legislature during spring term. Students are selected on a competitive basis, and you must apply during the fall term. (To be eligible, you must be a candidate for a bachelor's degree, have completed all lower-division requirements, and have attained senior status at the end of the fall term preceding the internship.) Course enrollment is handled by the associate provost for academic administration after the legislature has made its final selection. Pass-fail only.

- **485 Undergraduate Research (1-6).** Individualized original research under the supervision of a research advisor. Pass-fail only. May be repeated for up to 6 units of credit.
- **497 Independent Study (1-6).** Individualized approach to selected topics by guided reading and critical evaluation. Pass-fail only. May be repeated for up to 6 units of credit.
- **498 Senior Seminar (1-3).** Integrates theory and practice, with emphasis on historical, contemporary, and future issues. Letter grade only. May be repeated for up to 3 units of credit.
- **499 Contemporary Developments (1-3).** Examines recent trends and investigations in a selected area. Letter grade only. May be repeated for up to 3 units of credit. *A specific topic may be offered under this course line no more than three times.*

PROPOSAL

Below is the proposal for the change in the University Course lines. The catalog description of the courses is included after the synopsis.

*Effective
F '08.*

Course Line	Units per Attempt	Total Units Allowed	Grading Basis
199	1-3	6	letter grade only
208	1-6	12	pass-fail only
299	1-3	6	letter grade only
389	1-12	12	pass-fail only
399	1-3	6	letter grade only
408	1-12	12	pass-fail only

466	1-12	12	pass-fail only
485	1-6	6	pass-fail only
497	1-6	6	pass-fail or letter grade
499	1-3	3	letter grade only

Sciences would like @ 12 units

University Course Lines

We use the following courses for the in-depth study of an aspect, concept, or problem in existing plans of study. Such courses share a common purpose and style but are intended to make the curriculum more flexible. They can be used in any department and then carry the appropriate departmental code; see NAU's course catalog and schedule of classes (www.nau.edu/LOUIE) for more information.

- **199 Special Topics (1-3).** Foundations of intellectual inquiry. In-depth study of a substantive problem. Letter grade only. May be repeated for up to 6 units of credit. *A specific topic may be offered under this course line no more than three times.*
- **208 Fieldwork Experience (1-6).** Supervised field experience in an appropriate organization, for students with limited background in a discipline. Pass-fail only. Prerequisite: permission of supervising.
- **299 Special Topics (1-3).** In-depth study of an aspect, concept, or problem. Letter grade only. May be repeated for up to 6 units of credit. *A specific topic may be offered under this course line no more than three times.*

- **389 Cooperative Education (1-12).** Individualized preplanned cooperative ^{paid} employment experience related to your field of study or career objectives. Pass-fail only. May be repeated for up to 12 units of credit. Fee required.
- **399 Special Topics (1-3).** In-depth study of an aspect, concept, or problem. Letter grade only. May be repeated for up to 6 units of credit. *A specific topic may be offered under this course line no more than three times.*
- **408 Fieldwork Experience (1-12).** Individualized supervised field experience in an appropriate agency or organization. Pass-fail only. May be repeated for up to 12 units of credit. Fee required.
- **466 Legislative Internship (1-12).** Supervised internship in the Arizona Legislature during spring term. Students are selected on a competitive basis, and you must apply during the fall term. (To be eligible, you must be a candidate for a bachelor's degree, have completed all lower-division requirements, and have attained senior status at the end of the fall term preceding the internship.) Course enrollment is handled by the associate provost for academic administration after the legislature has made its final selection. Pass-fail only.
- **485 Undergraduate Research (1-6).** Individualized original research under the supervision of a research advisor. Pass-fail only ^{or letter grade}. May be repeated for up to 6 units of credit.

- **497 Independent Study (1-6).** Individualized approach to selected topics by guided reading and critical evaluation. Pass-fail or Letter Grade. May be repeated for up to 6 units of credit.
- **499 Contemporary Developments (1-3).** Examines recent trends and investigations in a selected area. Letter grade only. May be repeated for up to 6 units of credit. *A specific topic may be offered under this course line no more than three times.*

UNIVERSITY CURRICULUM COMMITTEE

2006-07

MEETING SIGN IN SHEET

DATE: April 10, 2007

	NAME		SIGNATURE
Cons	ALLEN, JIM	x	
yuma	GLASS, MERTON	x	Mert Glass
CENS	HAGOOD, JOHN	x	John Hagood
SBS	HAMMERSLEY, CHARLES	x	
SBS	HARDY-SHORT, DAYLE	x	Dayle HS
LIB	HILL, EMILY	x	Emily Hill
CENS	KOERNER, DAVID	x	
CC	KOZAK, KATHRYN (CCC)		Kathryn Kozak
Cons	LEE, CHUNHYE	x	Chunhye Lee
CENS	LI, DAN	x	Dan Li
CBA	MARIS, BRIAN	x	Brian Maris
COE	MEDINA, CATHERINE	x	Catherine Medina
	NORGARD, ERIC (ASNAU)		
CENS	POLLAK, PEGGY	x	Peggy Pollak
COE	RAYMOND, DEBORAH	x	Deborah Raymond
SBS	ROBYN, LINDA	x	
COE	RUWE, DONELLE	x	Donelle Ruwe
CBA	TALLMAN, GARY	x	Gary Tallman
CENS	URDANG, BRUCE	x	Bruce Urdang
COE	WILLIS, BECKY	x	

EX OFFICIO	SIGNATURE
BRADFORD, ERIC	Eric Bradford
DEEGAN, PATRICK	Patrick Deegan
HEINRICHS, JANET	
MAHONEY, EILEEN	
MARTIN, DARRELLE	Darrelle Martin
PITT, RON	Ron Pitt
RENSINK, PATRICIA	
WILLIAMS, LISA	Lisa Williams
GUESTS	SIGNATURE
Sherry Markel	
Christopher Lynch	Christopher Lynch
W Connell Council	
BARRY L. LUTZ	Barry Lutz
Brandon Cruickshank	Brandon Cruickshank
Valerie A. Carter	Valerie A Carter
Ed Hood	