

UNIVERSITY CURRICULUM COMMITTEE

September 25, 2007

3:00 p.m. – University Union, duBois Center, Agassiz Room

Agenda

OLD BUSINESS

I. MINUTES OF THE April 10, 2007 MEETING

NEW BUSINESS

I. Election of Chair for the UCC

II. CONSENT ITEMS

A. Diversity

HIS 331- Global Diversity, Spring 2008

HS 471 – Ethnic Diversity, Spring 2008

B. Women's Studies

1. Women's Studies

Department Name Change – Women's and Gender Studies'- Effective Fall 07

C. AGECE Transfer Policy

Policy Change

D. SCHOOL OF FORESTRY

1. FOR 203 – Project Learning Tree

Course Change – component change

2. FOR 204 – Project Wild

Course Change - component change

3. FOR 205 – Project Wild Aquatic

Course Change - component change

4. FOR 452 – Forest Pathology

Course Change – grading option change

E. COLLEGE OF ENGINEERING AND NATURAL SCIENCES

1. EXS 150, 190, 334, 334R, 336, 337, 360, 408C, 414C, 460, 460L, 465C, 485C, 497C

Course Change – prefix to BIO, some number changes- same level, co-convening

2. EXS 478 – Neural Control of Movement

Course Deletion

3. EXS 491 – Implementing Strength Conditioning Programs

Course Deletion

4. BIO 344 – Cellular and Molecular Biology

Course Change – prerequisites

F. Syllabus Policy Statements

Updated

III. ACTION ITEMS

A. COLLEGE OF HEALTH AND HUMAN SERVICES

1. Minor in Nutrition Science

Plan Name Change

B. COLLEGE OF ENGINEERING AND NATURAL SCIENCES

1. CS 110 – Intro to Object Oriented Programming

New Course

2. CS 248 – Foundations of Computer Science

New Course

3. CS 476C – Applied Capstone Design

New Course

4. B.S. Applied Computer Science

New Plan and Request for Implementation

C. Liberal Studies

CS 476C, capstone request

D. Election of Diversity Committee Members

Both from UCC and faculty at large

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 **New Plan**
Science

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.

The diversity subcommittee has voted online to approve HIS 331 for Global Diversity. –
Spring 2008

Also, I have had the opportunity to review HS 471 (formerly HP 471) and its course description revision. As this new course description meets our requirements based on our contingent approval I would like to approve this course for US Ethnic diversity.

~John

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John J. Doherty, MA MLS
Librarian, Arts & Letters Team Leader
Cline Library, Northern Arizona University
Flagstaff, AZ 86011-6022
928-523-8569 // 928-523-9180 (F)
John.Doherty@nau.edu

approved 9/25/07

X Ron Bitt

DIVERSITY COURSE/PROGRAM SUBMISSION FORM

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

U.S. Ethnic Diversity _____

Global Diversity Awareness X

Course Prefix and Number HIS 331

Course Title Feudal Japan (the 12th to the 18th century)

Justification:

This course on the political, social and cultural history of medieval feudal Japan meets all the fundamental criteria for qualifications as a Global Diversity course as established by the Diversity subcommittee

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

Check one: new course: x modified course: _____ existing course: _____

Department Contact Information:

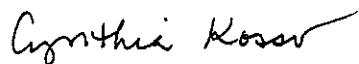
Name: Professor John Kong Leung

Phone Number X6209

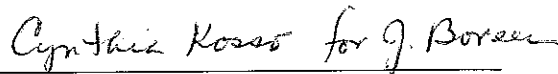
Email Address John.Leung@nau.edu

Campus Box Number 6023

Date of submission January 2007



Signature of Department Chair



Signature of Dean



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

LIBERAL STUDIES SYLLABUS COVER SHEET

Course/Prefix number: HIS 331

Course Title: Feudal Japan (the 12th to the 18th Century)

Credit hours: 3

Semester/Year this course will first be offered (example, Fall 2007): Fall 2007

Department: History

College: Arts and Letters

Contact Name: John Leung

Contact email: John.Leung@nau.edu

Dept. Chair Name: Cynthia Kosso

Dept. Chair email: Cynthia.Kosso@nau.edu

College Contact Name (if applicable):

College Contact email:

This course is New Existing

If a NEW COURSE, has this course been submitted to the University Curriculum Committee for approval as a new course? Yes No

This course is a Single section Multi-section

List names of faculty who may teach this course: Professor John K. Leung

Section enrollment cap: 35

Mode of delivery (select all that apply): Classroom IITV/Cable/Satellite Web Other:

(This information is for tracking purposes only. The mode of delivery will not be considered in the review of the course.)

Distribution Block (select one)

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

Thematic Focus (select all that apply)

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

Essential Skills addressed (select two)

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

Please have your Department Chair send the following by email as attachments to Patricia.Muster@nau.edu

1. Course Syllabus
2. Liberal Studies Syllabus Cover Sheet

Subject: Re: Fwd: change in name of Women's Studies program
From: Ron Pitt <Ronald.Pitt@NAU.EDU>
Date: Sat, 28 Jul 2007 15:36:28 -0700
To: Nicole.Morrow@NAU.EDU

Yes.

At 03:11 PM 7/26/2007, you wrote:

Do you want this as consent for UCC?
Nicole

Ron Pitt wrote:

X-Original-To: pitt@mailbox.nau.edu
Delivered-To: pitt@mailbox.nau.edu
Date: Wed, 20 Jun 2007 08:22:02 -0700
From: Liz Grobsmith <Liz.Grobsmith@NAU.EDU>
Subject: change in name of Women's Studies program
Sender: Council of Deans <COD-L@list1.ucc.nau.edu>
To: COD-L@LISTS.NAU.EDU
Reply-to: Liz.Grobsmith@NAU.EDU
Organization: Northern Arizona University
User-Agent: Thunderbird 2.0.0.4 (Windows/20070604)

I wanted to let you know that ABOR has officially approved of a program name change, from Women's Studies, to WOMEN'S AND GENDER STUDIES'. Please change your records/software accordingly.
Thank you.
Liz

approved 9/25/07 by UCC
x Ron Pitt

AGEC TRANSFER POLICY

If you transfer to NAU from an Arizona Community College under NAU's 1995-97, 1997-99, 1999-2001 or any future Undergraduate Catalog and your transcript certifies that you completed the Arizona General Education Curriculum (AGEC), you have satisfied NAU's liberal studies requirements. You are responsible for meeting the junior-level writing requirement and capstone course/experience that are part of the major requirements for your degree program.

Approved by UCC; January 25, 2000

Proposal for Change to AGEC TRANSFER POLICY

If you transfer to NAU from an Arizona Community College under NAU's 1995-97, 1997-99, 1999-2001 or any future Undergraduate Catalog and your transcript certifies that you completed the Arizona General Education Curriculum (AGEC), you have satisfied NAU's liberal studies requirements.

You are responsible for meeting the junior-level writing requirement and capstone course/experience that are part of the major requirements for your degree program.

If you are in the 2005-2006 or later NAU Academic Catalog you are also responsible for meeting the ethnic and global diversity requirements. These are university requirements and are not part of NAU's liberal studies.

approved 9/25/07
x Ron Biff

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies Diversity Both
2. Course change effective beginning of what term and year?
(ex. Spring 2008, Summer 2008) *See effective dates schedule.* Spring 08

3. College Consortium of Professional Schools 4. Academic Unit School of Forestry

5. Current course subject/catalog number FOR 203 Project Learning Tree

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

Project Learning Tree (PLT) is a national program of the American Forest Foundation. PLT is designed for formal and non-formal educators interested in learning and teaching environmental education. Letter grade only.

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

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

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

10. Does this change affect community college articulation? yes no
- If yes, explain how in the justification and provide supporting documentation from the affected institutions.**

Is the course a Common Course as defined by your Articulation Task Force? yes no

If yes, has the change been approved by the Articulation Task Force? yes no

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

If revised, how should it be revised? _____

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject /catalog number _____ b. Proposed units _____
- c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved?** Yes No
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
- d. Proposed to co-convene with _____ Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
- e. Proposed to cross-list with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
- f. Proposed long course title _____
(max 100 characters including spaces)
- g. Proposed short course title _____
(max 30 characters including spaces)
- h. Proposed catalog course description (max. 30 words, excluding requisites)
- i. Proposed grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
- j. May course be repeated for *additional* units? yes no
j.1. If yes, maximum units allowed? _____
j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
yes no
- k. Please check **ONE** of the following that most appropriately describes the proposed course change(s):
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
- l. Proposed prerequisites (must be completed before) _____
- m. Proposed corequisites (must be completed with) _____
- n. If course has no requisites, will all sections of the course require: *(If course has pre or co requisite, skip to question 12)*
Instructor consent Department consent No consent

Only fill in what is changing.

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



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

So that all Forestry "Project" courses (listed below) will be listed consistently as Activity courses. Some are currently listed as lecture, some as activity. These are one-weekend, 1 credit hour, hands-on activity courses for educators.

FOR 203 Project Learning Tree (currently LEC)
FOR 204 Project Wild (currently LEC)
FOR 205 Project Wild Aquatic (currently LEC)
FOR 207 Project Wet (currently ACT)

13. Approvals

James A. Alb 4/11/07
Department Chair/ Unit Head (if appropriate) Date

James A. Alb 4/11/07
Chair of college curriculum committee Date

J. J. Peronick 4/19/07
Dean of college Date

For Committee use only

Ron B. B.
For University Curriculum Committee Date

Action taken: approved approved as submitted 9/25/07 approved as modified

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

UNIVERSITY CURRICULUM COMMITTEE

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(ex. Spring 2008, Summer 2008) See effective dates schedule. Spring 08

3. College Consortium of Professional Schools 4. Academic Unit School of Forestry

5. Current course subject/catalog number FOR 204 Project Wild

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

Set of supplemental, interdisciplinary materials dealing with wildlife management concepts and issues that can be used for environmental education. Letter grade only.

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

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

	4/11/07
Department Chair/ Unit Head (if appropriate)	Date
	4/11/07
Chair of college curriculum committee	Date
	4/19/07
Dean of college	Date
For Committee use only	
	
For University Curriculum Committee	Date

Action taken: approved approved as submitted 9/25/07 approved as modified

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UNIVERSITY CURRICULUM COMMITTEE

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2. Course change effective beginning of what term and year?
(ex. Spring 2008, Summer 2008) *See effective dates schedule.* Spring 08
3. College Consortium of Professional Schools 4. Academic Unit School of Forestry

5. Current course subject/catalog number FOR 205 Project Wild Aquatic
6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).

Set of supplemental, interdisciplinary materials dealing with aquatic ecosystems in natural environments that can be used for environmental education. Letter grade only.

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

8. Is course an elective? or required for an academic plan/subplan?
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If yes, has the change been approved by the Articulation Task Force? yes no

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James A. All 4/11/07
Department Chair/ Unit Head (if appropriate) Date

James A. All 4/11/07
Chair of college/curriculum committee Date

J. H. Arlow 4/19/07
Dean of college Date

For Committee use only

Don B. Pitt
For University Curriculum Committee Date

Action taken: approved approved as submitted 9/25/07 approved as modified

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UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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2. Course change effective beginning of what term and year?
(ex. Spring 2008, Summer 2008) *See effective dates schedule.* Spring 2008
Fall 2007
3. College Consortium of Professional Schools 4. Academic Unit School of Forestry
5. Current course subject/catalog number FOR 452 Forest Pathology

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

Important forest tree diseases, their identification, ecology, and management. Co-convenes with FOR 552. 2 hrs. lecture, 3 hrs. lab. Letter grade or pass-fail. Prerequisite: (FOR 313 and FOR 314 and FOR 315 and FOR 316) or one BIO-Biology course

7. Is course currently cross-listed or co-convened? yes no
If yes, list course FOR 552
Will this continue? Yes

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

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

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

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

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

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Only fill in what is changing.

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



11. a. Proposed course subject /catalog number _____ b. Proposed units _____
- c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes No
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
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j.1. If yes, maximum units allowed? _____
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- k. Please check ONE of the following that most appropriately describes the proposed course change(s):
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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.

FOR 452 is a focus area course. These co-convened courses have never been offered P/F; possibly an oversight in the original course proposal that the courses are currently listed as BTH.

13. Approvals

James A. All 4/11/07
Department Chair/ Unit Head (if appropriate) Date

James A. All 4/11/07
Chair of college curriculum committee Date

J. Habonette 4/19/07
Dean of college Date

For Committee use only
Ron Bell
For University Curriculum Committee Date

Action taken: approved approved as submitted 9/25/07 approved as modified

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

Forestry 452 - Forest Pathology Course Syllabus

Course Prefix, Number and Title: FOR452, Forest Pathology

Credit Hours, Clock Hours: 3 credits,

Course Meets: Room 133, Tuesday 12:45 – 2:00 p.m. (lecture) and Thursday 12:45 – 4:45 p.m.

Instructor's Name: Dr. Robert Mathiasen

Office - Room 002, Southwest Forest Science Complex

Phone: 523-0882; e-mail: Robert.Mathiasen@nau.edu

Office Hours: open door or by appointment.

Course Prerequisites: None

Course Description

This course covers the identification, biology, epidemiology, economic and ecological importance and management of the most commonly occurring tree diseases in western forests. Widely distributed tree diseases in the following categories are discussed in detail - root diseases, stem decays, rust diseases, and mistletoes. Several economically and ecologically important tree diseases will be included under each of the preceding disease categories. Students will be required to develop a thorough knowledge of how to identify and manage the tree diseases selected for discussion. In addition, students will become familiar with pertinent (historical and current) scientific literature related to each of the tree diseases covered in the course. The roles tree diseases play in forest ecosystems will be included as an integral part of the course.

Course Objectives:

1. Students will learn how to identify each of the tree diseases discussed in the course under laboratory conditions, and whenever possible, under field conditions.
2. Students will learn the biological and epidemiological characteristics of each tree disease covered in the course.
3. Students will learn the economic and ecological importance of each tree disease discussed in the course.
4. Students will learn appropriate strategies for managing the selected tree diseases.
5. Students will become familiar with important scientific literature pertaining to each of the tree diseases discussed.

Course Structure/Approach: The emphasis of this course will be on students gaining a thorough knowledge of the biology of causal agents and the identification and management of the major diseases affecting trees in western forests. Major tree diseases in the following categories will be covered in detail: root diseases, stem decays, rusts, and mistletoes. This course is not designed as a survey course of a wide range of tree diseases, but will concentrate on those tree diseases that are the most important economically and ecologically in the western United States. Students taking the course will become extremely familiar with the identification and biology of the causal agents associated with the tree diseases, their epidemiology, distribution, management, and ecological importance. Collected specimens representing symptoms and signs of the tree diseases covered in the course will be brought into class frequently. Students will be expected to be able to identify tree diseases using collected specimens representing the selected tree diseases and in many cases under field conditions.

Field Trips: When possible, field trips to local forest areas to observe forest tree diseases will be arranged. These will be during laboratory sessions when possible, but one weekend field trip is scheduled for over the Veterans Day Holiday weekend (Nov. 10-12). Students not attending the weekend field trip will be given another assignment in lieu of attending the field trip. This assignment will be due on November 28. Arrangements for field trips will be discussed with students during the first and second class meetings. Transportation to field sites will be provided.

Required Textbook:

Sinclair, W. A., and H. H. Lyon. 2005. Diseases of trees and shrubs. Cornell University Press. (Second Edition)

Other readings will be required of students including specific scientific papers on different research efforts related to forest tree diseases covered in the course.

Other Key References:

Boyce, John S. 1966. Forest pathology. McGraw-Hill Book Company, NY, 572 p.

Geils, B., J. Tovar, and B. Moody. (Tech. Coords.). 2002. Mistletoes of North American conifers. USDA For. Serv. Gen. Tech. Rep. RMRS-GTR-98. 123 p.

Hawksworth, Frank G., and Robert F. Scharpf. 1984. Biology of dwarf mistletoes: Proceedings of the symposium. USDA Forest Service Gen. Tech. Report RM-111, 131 p.

Hawksworth, Frank G., and Del Wiens. 1996. Dwarf mistletoes: Biology, pathology and systematics. USDA Forest Service Agric. Handb. 709, 410 p.

Otrosina, William J, and Robert F. Scharpf. 1989. Research and management of Annosus root disease (*Heterobasidion annosum*) in western North America. USDA Forest Service Gen. Tech. Report PSW-116, 177 p.

Scharpf, Robert F. 1993. Diseases of Pacific Coast conifers. USDA Forest Service Agric. Handb. 521, 199 p.

Shaw, Charles G. And Glen A. Kile. 1991. Armillaria root disease. USDA Forest Service Agric. Handb. 691, 233 p.

Tainter, Frank H., and Fred A. Baker. 1996. Principles of forest pathology. John Wiley & Sons, NY, 805 p.

Walters, James W. 1975. An aid to identifying aspen diseases frequently encountered in the Southwest. USDA Forest Service, Southwest Region, Forest Insect and Disease Management Report R3-75-22, 12 p.

Walters, James W. 1978. A guide to forest diseases of southwestern conifers. USDA Forest Service, Southwest Region, Forest Insect and Disease Management Report R3-78-9, 36 p.

Ziller, Wolf G. 1974. The tree rusts of western Canada. Canadian Forestry Service Publ. No. 1329, 272 p.

Assignments: Assigned readings from the references will be used to cover material on each of the topics discussed in class. Because a detailed coverage of each tree disease included in the course will be emphasized, required readings will primarily be from the scientific literature specific to each disease.

Evaluation Methods: Course participants will be evaluated on the basis of their performance on quizzes, exams, participation on field trips, and other assignments.

Examinations: There will be one midterm (200 points) and a final exam (300 points). The final will be a comprehensive exam, but will emphasize material covered in the last half of the course. Each exam will consist of a combination of true/false, multiple choice, matching, short answer and essay questions. In addition, each exam will include the identification of selected tree diseases based on a variety of collected specimens representing symptoms or signs of the tree diseases covered in the course. In addition to the midterm and final exam, five short lab quizzes (20 points each) will be given at various times during the course. **The final exam will be in Room 133 on December 12 from 12:30 – 2:30 p.m.** Everyone must take the final at the NAU designated time. **No finals will be given early.**

Students will also be graded based on their participation with field trips or special assignments given in lieu of the one weekend long field trip.

Grading: Grades will be based on a total of 700 points: Midterm - 200 points; Final Exam - 300 points; five quizzes – 100 points; and field trip participation - 100 points. Grades will be assigned by earned points as follows:

- A – 630 to 700 points
- B - 560 to 629 points
- C – 490 to 559 points
- D – 420 to 489 points
- F - Less than 420 points

Course Policies: Policies for the course are described below under Northern Arizona University Policy Statements.

Attendance: Class attendance is the responsibility of each participant in the course. No penalty for not attending classes will be assessed, but it is the responsibility of each participant to acquire the material presented in classes they miss from the instructor or other class participants. If a class participant must miss the midterm they should notify the instructor in advance and make arrangements to take the exam at another time. Class participants will only be allowed to take a make-up exam or quiz if they have notified the instructor in advance that they will not be at the scheduled class meeting or on a pre-arranged field trip because of an illness, family emergency, or institutional excuse.

Northern Arizona University Policies

A summary of major university policies is found on the following web page for your information: <http://jan.ucc.nau.edu/academicadmin/policy.doc>



NORTHERN ARIZONA UNIVERSITY

UNIVERSITY GRADUATE COMMITTEE

GRADUATE CURRICULUM

PROPOSAL FOR GRADUATE COURSE CHANGE

1. New course effective with what term and year? (i.e., Spring 2007): **Fall 2008**
2. College: **Consortium of Professional Schools**
3. Department: **School of Forestry**
4. Course Subject/Catalog Number: **FOR 552**
5. Current catalog **title**, course **description**, and **units**: **Important forest tree diseases: their identification, ecology, and management. Co-convenes with FOR 452. Letter grade or pass-fail. 3 cr hrs.**
6. If co-convened or cross-listed, identify course: **FOR 452 Forest Pathology**
(Must be approved by UGC prior to submission to UCC. Both course syllabi must be submitted.)
7. Is the course elective or required
If required, for which plan?
(Must be approved by UGC prior to submission to UCC. Both course syllabi must be submitted.)
8. Will this change affect other courses or other academic units?
 Yes No
If Yes, letters of support from each department affected must accompany this form.

9. For the following, please 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 this proposed change?
 Yes No
If Yes, please attach a *Justification for Instructional Fees* form and indicate the new course change.
- 9.d. **Proposed** to co-convene with _____ Date Approved by UGC: _____
- 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 Pass/Fail Both
(If both, the course may be offered one way for each respective section.)

9.j. May **proposed** course change be repeated for *additional* units?

Yes No

If Yes, maximum units that may be repeated:

9.k. Please check **ONE** of the following that most accurately describes the format of the course:

- Lecture Only
- Lab Only
- Lecture and Lab Combined
- Clinical
- Research
- Seminar
- Field Studies
- Independent Study
- Activity
- Supervision

9.l. If the course will be delivered electronically, check **ONE** of the following:

- Web
- ITV
- Other (hybrid, for example). Please explain:

10. Prerequisites: (must be completed *before* taking proposed course):

11. Corequisites: (must be completed *with* proposed course):

12. If course has no requisites, what consent will be required for all sections?

(Check only one.)

- Instructor Consent
- Department Consent
- No Consent Required.

13. Justification for course change: **FOR 552 is a core course that can meet the ecosystem science requirement for the MF. These co-convened courses have never been offered P/F; possibly an oversight in the original course proposal that the courses are currently listed as BTH.**

14. Approvals

James A. All 4/11/07
 Department Chair (if appropriate) Date

James A. All 4/11/07
 Chair of college curriculum committee Date

[Signature] 4/19/07
 Dean of College Date

For University Graduate Committee use only

Approved: _____ Date _____

Forestry 552 - Forest Tree Diseases Course Syllabus

Course Prefix, Number and Title: FOR552, Forest Tree Diseases
Credit Hours, Clock Hours: 3 credits, two one hour lectures and one 3 hour laboratory
Course Meets: Room 133, Tuesday 12:45 – 2:00 p.m. (lecture) and Thursday 12:45 – 4:45 p.m.
(lecture and laboratory).

Instructor's Name: Dr. Robert Mathiasen
Office - Room 002, Southwest Forest Science Complex
Phone: 523-0882; e-mail: Robert.Mathiasen@nau.edu
Office Hours: open door or by appointment.

Course Prerequisites: Graduate standing or permission of instructor.

Course Description

This course covers the identification, biology, epidemiology, economic and ecological importance and management of the most commonly occurring tree diseases in western forests. Widely distributed tree diseases in the following categories are discussed in detail - root diseases, stem decays, rust diseases, and mistletoes. Several economically and ecologically important tree diseases will be included under each of the preceding disease categories. Students will be required to develop a thorough knowledge of how to identify and manage the tree diseases selected for discussion. In addition, students will become familiar with pertinent (historical and current) scientific literature related to each of the tree diseases covered in the course. The roles tree diseases play in forest ecosystems will be included as an integral part of the course.

Course Objectives:

1. Students will learn how to identify each of the tree diseases discussed in the course under laboratory conditions, and whenever possible, under field conditions.
2. Students will learn the biological and epidemiological characteristics of each tree disease covered in the course.
3. Students will learn the economic and ecological importance of each tree disease discussed in the course.
4. Students will learn appropriate strategies for managing the selected tree diseases.
5. Students will become familiar with important scientific literature pertaining to each of the tree diseases discussed.

Course Structure/Approach: The emphasis of this course will be on students gaining a thorough knowledge of the biology of causal agents and the identification and management of the major diseases affecting trees in western forests. Major tree diseases in the following categories will be covered in detail: root diseases, stem decays, rusts, and mistletoes. This course is not designed as a survey course of a wide range of tree diseases, but will concentrate on those tree diseases that are the most important economically and ecologically in the western United States. Students taking the course will become extremely familiar with the identification and biology of the causal agents associated with the tree diseases, their epidemiology, distribution, management, and ecological importance. Collected specimens representing symptoms and signs of the tree diseases covered in the course will be brought into class frequently. Students will be expected to be able to identify tree diseases using collected specimens representing the selected tree diseases and in many cases under field conditions.

Field Trips: When possible, field trips to local forest areas to observe forest tree diseases will be arranged. These will be during laboratory sessions when possible, but one weekend field trip is scheduled for over the Veterans Day Holiday weekend (Nov. 10-12). Students not attending the weekend field trip will be given another assignment in lieu of attending the field trip. This assignment will be due on November 28. Arrangements for field trips will be discussed with students during the first and second class meetings. Transportation to field sites will be provided.

Required Textbook:

Sinclair, W. A., and H. H. Lyon. 2005. Diseases of trees and shrubs. Cornell University Press. (Second Edition)

Other readings will be required of graduate students including specific scientific papers on different research efforts related to forest tree diseases covered in the course.

Recommended References:

Boyce, John S. 1966. Forest pathology. McGraw-Hill Book Company, NY, 572 p.

Geils, B., J. Tovar, and B. Moody. (Tech. Coords.). 2002. Mistletoes of North American conifers. USDA For. Serv. Gen. Tech. Rep. RMRS-GTR-98. 123 p.

Hawksworth, Frank G., and Robert F. Scharpf. 1984. Biology of dwarf mistletoes: Proceedings of the symposium. USDA Forest Service Gen. Tech. Report RM-111, 131 p.

Hawksworth, Frank G., and Del Wiens. 1996. Dwarf mistletoes: Biology, pathology and systematics. USDA Forest Service Agric. Handb. 709, 410 p.

Otrosina, William J, and Robert F. Scharpf. 1989. Research and management of Annosus root disease (*Heterobasidion annosum*) in western North America. USDA Forest Service Gen. Tech. Report PSW-116, 177 p.

Scharpf, Robert F. 1993. Diseases of Pacific Coast conifers. USDA Forest Service Agric. Handb. 521, 199 p.

Shaw, Charles G. And Glen A. Kile. 1991. Armillaria root disease. USDA Forest Service Agric. Handb. 691, 233 p.

Tainter, Frank H., and Fred A. Baker. 1996. Principles of forest pathology. John Wiley & Sons, NY, 805 p.

Walters, James W. 1975. An aid to identifying aspen diseases frequently encountered in the Southwest. USDA Forest Service, Southwest Region, Forest Insect and Disease Management Report R3-75-22, 12 p.

Walters, James W. 1978. A guide to forest diseases of southwestern conifers. USDA Forest Service, Southwest Region, Forest Insect and Disease Management Report R3-78-9, 36 p.

Ziller, Wolf G. 1974. The tree rusts of western Canada. Canadian Forestry Service Publ. No. 1329, 272 p.

Assignments: Assigned readings from the references will be used to cover material on each of the topics discussed in class. Because a detailed coverage of each tree disease included in the course will be emphasized, required readings will primarily be from the scientific literature specific to each disease.

Evaluation Methods: Course participants will be evaluated on the basis of their performance on exams, quizzes, and a small collection of tree disease specimens (mistletoes, rusts, decay fungi, etc.)

Examinations: There will be one midterm (200 points) and a final exam (300 points). The final will be a comprehensive exam, but will emphasize material covered in the last half of the course. Each exam will consist of a combination of true/false, multiple choice, matching, short answer and essay questions. In addition, each exam will include the identification of selected tree diseases based on a variety of collected specimens representing symptoms or signs of the tree diseases covered in the course. In addition to the midterm and final exam, four short quizzes (25 points each) will be given at various times during the laboratory. **The final exam will be in Room 133 on December 14 from 12:30 – 2:30 p.m.** Everyone must take the final at the NAU designated time. **No finals will be given early.**

Tree Disease Collection: Each student will also be required to complete and submit at the end of the semester a small tree disease collection (10 specimens) which will be worth 100 points. Each specimen should include information on the causal agent (common and scientific name plus authorities) associated with the tree disease, the host range and geographic distribution of the tree disease, its economic importance and a very brief description of management strategies, if any are appropriate.

Grading: Grades will be based on a total of 700 points: Midterm - 200 points; Final Exam - 300 points; Four Quizzes - 100 points, tree disease collection (100 points). Grades will be assigned by earned points as follows:

- A – 630 to 700 points
- B - 560 to 629 points
- C – 490 to 559 points
- D – 420 to 489 points
- F - Less than 420 points

Students will also be graded based on their participation with field trips or special assignments given in lieu of the one weekend long field trip.

Course Policies: Policies for the course are described below under Northern Arizona University Policy Statements.

Attendance: Class attendance is the responsibility of each participant in the course. No penalty for not attending classes will be assessed, but it is the responsibility of each participant to acquire the material presented in classes they miss from the instructor or other class participants. If a class participant must miss the midterm they should notify the instructor in advance and make arrangements to take the exam at another time. Class participants will only be allowed to take a make-up exam or quiz if they have notified the instructor in advance that they will not be at the scheduled class meeting or on a pre-arranged field trip because of an illness, family emergency, or institutional excuse.

Northern Arizona University Policies

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UNIVERSITY CURRICULUM COMMITTEE


PROPOSAL FOR COURSE DELETION

1. Course deletion effective at the **END** of what term and year?
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007
2. College Engineering and Natural Sciences 3. Academic Unit Biological Sciences
4. Current course subject and catalog number EXS 478
5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.)
EXS 478 NEURAL CONTROL OF MOVEMENT (3)
Examines motor behavior as part of the discipline of movement science, focusing on the underlying mechanisms and applications. Prerequisite: BIO 201 and BIO 202
6. Is this a Liberal Studies or Diversity Course? NO Liberal Studies Diversity Both
7. Is course currently cross-listed or co-convened? yes no X
If yes, list course _____
8. Is course an elective? X or required for an academic plan/subplan?
If required, for what academic plan/subplan? _____
If required, also submit *Proposal for Plan Change*.
9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.)
yes no X
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. Does this change affect community college articulation? yes no X
If yes, explain how in the justification and provide supporting documentation from the affected institutions.
- Is the course a Common Course as defined by your Articulation Task Force? yes no X
If yes, has the change been approved by the Articulation Task Force? yes no
- If this course is listed in the Course Equivalency Guide, should the listing be
changed to departmental elective credit OR changed to elective credit

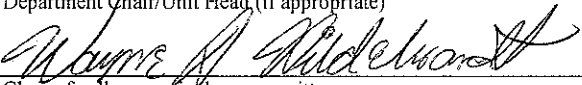
11. Justification for course deletion.

EXS 478 has not been taught for three years. It is not required for any plan, subplan or minor. It is not anticipated that this course will be offered again in the future. Students interested in neurobiology and/or motor control will be advised to take other biology courses or psychology courses in this area, such as Bio 535 neurobiology and behavior and PSY 350 physiological psychology.

12. Approvals



Department Chair/Unit Head (if appropriate) 4.24.07
Date

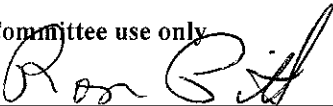


Chair of college curriculum committee April 23 2007
Date



Dean of college 30 May 07
Date

For Committee use only



For University Curriculum Committee Date

Action taken: approved approved as submitted 4/25/07 approved as modified

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

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE DELETION

1. Course deletion effective at the **END** of what term and year?
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007

2. College Engineering and Natural Sciences

3. Academic Unit Biological Sciences

4. Current course subject and catalog number EXS 491

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

EXS 491 IMPLEMENTING STRENGTH CONDITIONING PROGRAMS (2)

Organization and implementation of strength and conditioning exercise programs. Training methodology, measurement, and evaluation of resistance exercise prescription.

Prerequisite: EXS 490

6. Is this a Liberal Studies or Diversity Course? **NO** Liberal Studies Diversity Both

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

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

If required, for what academic plan/subplan? _____

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

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.)

yes no

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

10. Does this change affect community college articulation? yes no

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

Is the course a Common Course as defined by your Articulation Task Force? yes no

If yes, has the change been approved by the Articulation Task Force? yes no


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

11. Justification for course deletion.

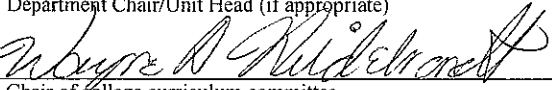
EXS 491 has not been taught in over six years. It is not required for any plan, subplan, or extant minor. Personnel are not available to teach it, and now that the exercise science program is part of the Biology Department, it is very unlikely that future hires will be available to teach it. Over the past six years, students interested in strength and conditioning have been advised to volunteer with the NAU varsity strength and conditioning program. Experience working with strength and conditioning professionals and with athletes is more valuable to students seeking a job in this area than is course credit.

The listed pre-requisite for this course, EXS 490, has already been eliminated.

12. Approvals



Department Chair/Unit Head (if appropriate) 4.24.07
Date



Chair of college curriculum committee April 23, 2007
Date



Dean of college 3 May 07
Date

For Committee use only



For University Curriculum Committee Date

Action taken: approved approved as submitted 9/25/07 approved as modified

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

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? NO Liberal Studies Diversity Both

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

3. College Engineering and Natural Sciences 4. Academic Unit Biological Sciences

5. Current course subject/catalog number BIO 344

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

BIO 344 CELLULAR AND MOLECULAR BIOLOGY (3)

Organization and function of biological molecules, cell diversity, cell structure and function, and cell interaction and differentiation. recommended: BIO 340. Prerequisite: BIO182 and BIO305W and CHM 152L

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?

**THIS CHANGE WILL NOT AFFECT
ANY OF THE PLANS/SUBPLANS,
EXCEPT IN ELMINATING A HIDDEN
REQUIREMENT (see below)**

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.

*This course (BIO 344) is a pre-requisite for BIO 425C/L; 426C/L; 439L; 440/L; 477, removing 305W as a pre-requisite for BIO 344 will remove 305W as an implicit prerequisite for these courses.

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 NOT LISTED

be left as is, or be revised?

If revised, how should it be revised? _____

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

Only fill in what is changing.

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

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

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

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

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

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

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

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

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

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

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

j.1. If yes, maximum units allowed? _____

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

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

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

l. Proposed prerequisites (must be completed before) BIO182 and CHM 152L – 305W DELETED

m. Proposed corequisites (must be completed with) _____

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

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

The purpose of eliminating BIO 305W as a pre-requisite to BIO 344 is to eliminate a "hidden" requirement in some of the Biology plans/subplans.

Problem: BIO 305W (microbiology writing course) is a pre-requisite for BIO 344 (cell and molec). BIO 305W cannot be taken without BIO 205, making it a de facto pre-requisite as well. Three BS Biology subplans (Fish and Wildlife, Physiology, Zoology) as well as the BS Ed. Biology degree do NOT explicitly require BIO 205/305W, but do implicitly, through BIO 344.


Students in the BS Biology subplans Zoology & Fish and Wildlife, and students in BS Ed Biology, are **required** to take BIO 326/LW (ecology) as their Junior Level Writing Course (Physiology allows either 326/LW or 205/305W). However, because BIO 344 has a pre-requisite of BIO 205/305W, these students are **covertly** required to take **both** junior level writing courses.

Ultimately, this requirement is unevenly applied (some students override into BIO 344 without 205/305W).-

Proposed Solution: Eliminate BIO 305W as a pre-requisite to BIO 344. Current instructors of BIO 344 have given their consent to this change.

This change will not affect curricula in other departments.

13. Approvals



Department Chair/ Unit Head (if appropriate) 4.24.07
Date



Chair of college curriculum committee April 23, 2007
Date



Dean of college 3 May 07
Date

For Committee use only


For University Curriculum Committee Date

Action taken: approved approved as submitted 9/25/07 approved as modified

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

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

1. This course is a Single section Multi-section

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

3. Section enrollment cap: _____

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

OR

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

OR

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

NEW LIBERAL STUDIES COURSE

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

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

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

Aesthetic and Humanistic Inquiry Cultural Understanding Lab Science

Science/Applied Science Social and Political Worlds

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

Creative Thinking Critical Reading Effective Oral Communication Effective Writing Critical Thinking

Ethical Reasoning Quantitative/Spatial Analysis Scientific Inquiry Use of Technology

7. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

Revised 8/06

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

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

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

If yes, which course(s)? _____

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

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

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

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

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

STUDENTS WITH DISABILITIES

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

INSTITUTIONAL REVIEW BOARD

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

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

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

ACADEMIC INTEGRITY

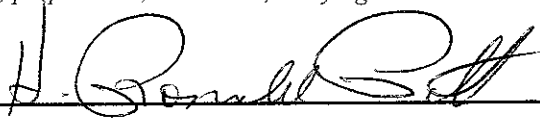
The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education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

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

ACADEMIC CONTACT HOUR POLICY

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

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

approved by  9.25.07

**Diversity Sub-committee
of University Curriculum Committee**

John Doherty, Chair – Sub-Committee Liberal Studies Committee John.Doherty@nau.edu	07-08	523-8569
John Hagood - Chair of UCC John.Hagood@nau.edu	2007-2008	523-6879
Catherine Medina - UCC Catherine.Medina@nau.edu	07-08	523-2143
Dena Reed YDR2@nau.edu	07-08	602-451-9302
Kathryn Kozak – UCC Kathryn.Kozak@coconino.edu	07-08	226-4277
Evie.Garcia – Faculty T.Evie.Garcia@nau.edu	07-08, 08-09	602-728-9508
David Ostergren David.Ostergren@nau.edu	07-08, 08-09	523-0701
John Leung, Faculty John.Leung@nau.edu	06-07, 07-08	523-6209
Frances Riemer, Faculty Frances.Riemer@nau.edu	06-07, 07-08	523-0352
Faculty Senate		
Ron Pitt, Ex Officio Ronald.Pitt@nau.edu		523-6900

Nominations for Diversity Subcommittee of UCC

Diversity issues are my passion and I would love to serve on the Diversity Subcommittee. It would require my participation via conference call or IITV since I am in Phoenix. As you will see on my vitae, I am Co- Founder of the Community of Inclusion & Support Through Dialogue in the College of Education and also a member of the COE RAcE/Equity Group. I served on the COE Curriculum Committee for six years. I am an Executive Committee Member of the American Psychological Association's Division 45: The Society for the Psychological Study of Ethnic Minority Issues, and am working on a grant to help the national divisions of APA become more welcoming of diverse groups. At the state level, I am currently President of the Arizona Psychological Association after having chaired the Ethnic Minority Affairs Committee for many years. I have presented in many national venues on issues of diversity and inclusion and am engaged in research projects regarding diversity. Curriculum that accurately addresses the contributions, needs, and perspectives of diverse groups here and internationally is something I have been working on at an individual and small group level for some time. Thanks for considering me for Member at Large of the Diversity Subcommittee of the University Curriculum Committee. My vitae is attached.

Y. Evie Garcia, Ph.D.
Associate Professor
Educational Psychology, Northern Arizona University
15601 N. 28th Avenue
Phoenix, AZ 85053
Phone: (602) 728-9508
y.evie.garcia@nau.edu

President, Arizona Psychological Association
<http://www.azpa.org>
Member-at-Large, APA Division 45 Executive Committee
<http://www.apa.org/divisions/div45>

I want to submit my candidacy for the Diversity sub- committee of the University Curriculum Committee on Diversity. The topic is of great interest to me, and I believe that I am well qualified in the field. I serve as a professor of Bilingual/Multicultural Education at NAU-Yuma. I have grown up in several cultures and am multi-lingual. My doctorate was obtained in feminist studies of English Literature, and most of my publications have been grounded in cultural studies. I believe that I could contribute significantly to the work of such a sub-committee.

Best,
Natalie Hess

Dr. Jose D. Colchado
Professor in Educational Leadership
NAU, Tucson
jose.colchado@nau.edu

I served as the Associate Vice President for Multicultural Affairs for two years during President Lovett's tenure.

I have over 20 years of experience as a consultant/evaluator for the Higher Learning Commission (HLC) of the North Central Association of Colleges and Universities. Among the areas on which I am called upon to focus when swerving on accreditation teams (usually two a year) is the area of diversity. During accreditation visits I review the institution's work in diversity including among other things faculty and staff hiring, student recruitment and retention, curricular content in general education and in the majors, campus climate, and support for faculty in integrating diversity in their teaching.

I have served on the Institutional Actions Committee of the HLC which reviews and recommends on all requests for accreditation after the accreditation site visit teams make their recommendations. This committee considers the institution's efforts in diversity when making its recommendation.

I have served as consultant to colleges and universities, public schools, government agencies, corporations, and non-profit organizations in their efforts to include and support diversity in their work.

I am interested in being selected to serve on the Diversity Sub-committee of the University Curriculum Committee (UCC). I have served on the College of Arts and Letters Curriculum Committee for the past three years, serving as the Chair for the last two years. This commitment has now come to a close and serving on the Diversity Sub-committee of the UCC seems a logical next step for me.

Thank you for your consideration.

Patrick Battles



**NORTHERN
ARIZONA
UNIVERSITY**

Center for Environmental Sciences and Education
School of Forestry

Northern Arizona University
Box 5694
Flagstaff, AZ 86011-5694
928-523-9333
928-523-7423 fax

September 20, 2007

Dear Colleagues,

I am applying for open position on the diversity sub-committee of the University Curriculum Committee. As an associate professor with a joint appointment in the Center for Environmental Sciences and Education and the School of Forestry, and a former assistant professor in the Department of Political Science, I have had the pleasure and opportunity to work with a wide range of students. The university's goal to enrich the undergraduate experience and develop good citizens of the world is laudable. I would like to be part of that effort.

In my classroom I make a conscious effort to create an inviting and comfortable atmosphere for a wide diversity of perspectives and experience. I teach natural resource policy and regularly address problems by introducing issues from multiple positions, goals, empowerment and historic context. I have had the opportunity to work with graduate students from China, Kazakhstan, Russia, Ukraine, Belarus, Israel, and the Navajo Nation. I have worked with students who are self funded and those in desperate need of full financial support. I have published on tribal participation in watershed management, minority under representation in visitorship at national parks, and international perspectives on protected area management. One of my personal goals is to increase the ranks of under represented groups in the natural sciences.

I served as chair of the Curriculum Committee in the College of Arts and Sciences, three years on the Liberal Studies Committee, three years in Environmental Sciences on the curriculum committee, and am now on a committee in Forestry to develop long term strategies for curriculum development.

If you have any further questions or concerns, please contact me at your convenience.

My best regards,

A handwritten signature in black ink, appearing to read 'David Ostergren'.

David Ostergren Ph.D.
Box 15018,
Phone (928) 523-0701; Email <david.ostergren@nau.edu>

AGEC TRANSFER POLICY

If you transfer to NAU from an Arizona Community College under NAU's 1995-97, 1997-99, 1999-2001 or any future Undergraduate Catalog and your transcript certifies that you completed the Arizona General Education Curriculum (AGEC), you have satisfied NAU's liberal studies requirements. You are responsible for meeting the junior-level writing requirement and capstone course/experience that are part of the major requirements for your degree program.

Approved by UCC; January 25, 2000

Proposal for Change to AGEC TRANSFER POLICY

If you transfer to NAU from an Arizona Community College under NAU's 1995-97, 1997-99, 1999-2001 or any future Undergraduate Catalog and your transcript certifies that you completed the Arizona General Education Curriculum (AGEC), you have satisfied NAU's liberal studies requirements.

You are responsible for meeting the junior-level writing requirement and capstone course/experience that are part of the major requirements for your degree program.


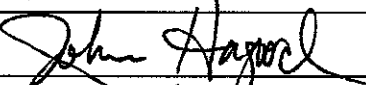

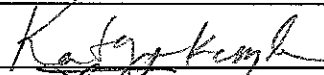



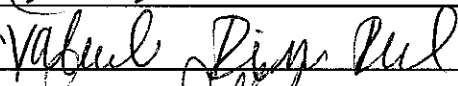
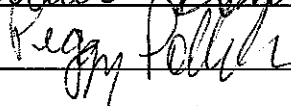
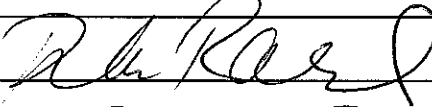
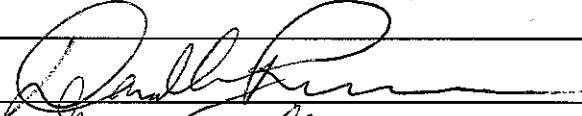

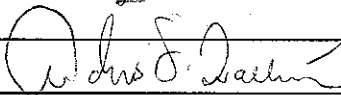
If you are in the 2005-2006 or later NAU Academic Catalog you are also responsible for meeting the ethnic and global diversity requirements. These are university requirements and are not part of NAU's liberal studies.

UNIVERSITY CURRICULUM COMMITTEE

2007-08

MEETING SIGN IN SHEET

DATE: September 25, 2007

NAME	SIGNATURE
BAIN, CRAIG	
BUTORAC, DARKO	
GLASS, MERTON	
HAGOOD, JOHN	
HAMMERSLEY, CHARLES	
KOLB, TOM	
KOZAK, KATHRYN (CCC)	
LEE, CHUNHYE	
LI, DAN	
MEDINA, CATHERINE	
Reid, Dena REID, KIMBERLY (ASNAU) Dina	
POLLAK, PEGGY	
PORTREE, MARTHA	
RAYMOND, DEBORAH	
RIEMER, FRANCES	
RUWE, DONELLE	
TALLMAN, GARY	
URDANG, BRUCE	
WALTERS, ANDY	
WILLIS, BECKY	