

**UCC Meeting
January 29, 2008
Agenda**

I.	Minutes of the 1/15/08 Meeting				
II.	Consent Agenda				
A.	College of Social and Behavioral Sciences				
	1	ANT 359W	Course Change	SP'08	prereq
	2	ANT 379	Course Change	SP'08	prereq
B.	College of Health and Human Services				
	1	HS 345	Course Change	F'08	Titles, Descr, Prereq
	2	HS 365	Course Change	F'08	Titles
	3	HS 405	Course Change	F'08	Titles
	4	HS 415	Course Change	F'08	Descr
	5	HS 425	Course Change	F'08	Descr
	6	HS 465	Course Change	F'08	Cat #465 to 335, Descr, Move fee
	7	NUR 408	Course Change	F'08	CrHt 1-12 to 1-5, Grading P/F to P/F and LTR
C.	The W. A. Franke College of Business				
	1	HA 100	Course Change	F'08	Units 3 to 1, Descr
	2	HA 220	Course Change	F'08	Cat#220 to 250
	3	HA 340	Course Change	F'08	Titles, Units 3 to 2, Descr
	4	CIS 440	Course Change	F'08	Prereq
	5	CIS 460	Course Change	F'08	Repeat rules & max units, Descr
	6	CIS 120	Memo	Summer 08	CLEP no longer accepted
D.	The School of Forestry				
	1	FOR 282 & 282H	Course Deletion	SP'08	Delete
	2	FOR 382 & 382H	Course Change	F'08	Delete prereq
E.	The College of Arts and Letters				
	1	MUS 351W	Course Change	F'08	Descr, Prereq
	2	MUS 353	Course Change	F'08	Descr
	3	MUS 455	Course Change	F'08	Descr, Prereq
	4	MUS 457	Course Change	F'08	Descr
F.	The College of Engineering and Natural Sciences				
	1	BIO 150	Course Change	F'08	Cat #150 to 154
	2	BIO 195	Course Change	F'08	Cat#195 to 192
	3	EE 348	Course Change	F'08	prereq
	4	EE 364	Course Change	F'08	prereq and addition of coreq
	5	EE 425	Course Change	F'08	Cat#425 to 325, prereq and addition
	6	EE 412	Course Change	F'08	title
	7	EE 430	Course Change	F'08	description

III.	Action Agenda				
	A.	The School of Forestry			
	1	FOR 310	New Course	F'08	
	2	FOR 317	New Course	F'08	
	3	FOR 318	New Course	F'08	
	4	FOR 425	New Course	F'08	
	5	FOR 444	New Course	F'08	
	6	FOR 450	New Course	F'08	
	7	Fire Ecology & Mgt UCERT	New Plan	F'08	
	8	BS Forestry Ecological Restoration Focus	Plan Change	F'08	Add FOR 251 and 443
	9	BS Forestry Forest Health Focus	Plan Change	F'08	add FOR 443
	B.	The College of Arts and Letters			
	1	ARH 355	New Course	F'08	
	2	ARH 356	New Course	F'08	
	3	ARH 430	New Course	F'08	
	4	HIS 370	New Course	F'08	
	5	HIS 377	New Course	F'08	
	6	HIS 384	New Course	F'08	
	7	REL 326	New Course	F'08	
	8	REL 332	New Course	F'08	
	9	REL 392	New Course	F'08	
	10	REL 421C	New Course	F'08	
	11	REL 441C	New Course	F'08	
	12	REL 451C	New Course	F'08	
	13	REL 481C	New Course	F'08	
	14	REL 491C	New Course	F'08	
	15	REL 352	New Course	F'08	Cross List w/ARH 370
	16	ARH 370	Course Change	F'08	cross-list with REL 352 and description, prerequisite
	17	BA Rel Studies	Plan Change	F'08	course requirements
	18	BA Rel Studies Ext	Plan Change	F'08	course requirements
	19	Minor Rel Studies	Plan Change	F'08	course requirements
	20	ENG 467C	New Course	F'08	
	21	BA English	Plan Change	F'08	wording and courses
	C.	The College of Social and Behavioral Sciences			
	1	AIS 460	New Course	F'08	Cross List w/ANT460
	2	ANT 460	Course Change	F'08	add cross-listing with new AIS 460
	3	ANT 109	New Course	F'08	
	4	ANT 377	New Course	F'08	
	5	ANT Minor	Plan Change	F'08	wording change
	6	CCJ 385	New Course	F'08	
	7	CCJ 395	New Course	F'08	
	8	CCJ 475	New Course	SP'08	
	9	Global Studies Minor	New Plan	F'08	
	10	BA/BS IS Plan	Plan Change	F'08	wording

	D.	The College of Education			
	1	EPS 406	New Course	SP'09	
	E.	The College of Health and Human Services			
	1	AT 315	New Course	Sp '09	
	2	BS AT	Plan Change	F'08	increase unit total and add course req
	3	BSEdSecED PE & School Health	Plan Change	F'08	wording in Teacher Prep Req
	4	BS Nursing RN Option Ext	Plan Change	F'08	redistribute requirements
	F.	The College of Engineering and Natural Sciences			
	4	BS Exercise Science	Plan Change	F'08	Incorporate new course numbers
	5	BSE Electrical Engineering	Plan Change	F'08	unit adjustments, course requirements
	G.	Syllabi Statement			
	1	Sensitive Course Content			

**UCC Meeting
January 15, 2008
Minutes**

I. Minutes of the 12/11/07 Meeting - approved w/change to item III. A.				
II. Consent Agenda - approved as presented.				
A. College of Social and Behavioral Sciences				
1	CJ to CCJ	Course Change	F'08	subject change
2	CJ 101	Course Change	F'08	subject (CJ to CCJ), title, description
3	CJ 198, 199, 215, 220, 270, 275, 299, 312, 315, 325, 331, 333, 340, 341, 345, 350, 360, 380, 389, 390, 398, 399, 408, 410, 422, 425, 450, 450C, 460, 466, 480, 485, 495, 497, 499	Course Change	F'08	subject change
4	CJ 210	Course Change	F'08	subject, course title, course descr change
5	CJ 250	Course Change	F'08	subject, course descr change
6	CJ 301	Course Change	F'08	subject, course title, course descr change
7	CJ 415	Course Change	F'08	subject, course title, course descr change
8	CJ 430	Course Deletion	F'08	delete
9	PAS 340	Course Change	F'08	course title and descr change
10	PAS 360	Course Change	F'08	course title and descr change
B. College of Engineering and Natural Sciences				
1	CS 110	Course Change	F'08	course title change
2	CS 122	Course Change	F'08	course title change
3	CS 122H	Course Change	F'08	course title change
4	CS 126	Course Change	F'08	course title change
5	CS 126R	Course Change	F'08	course title change
6	CS 136	Course Change	F'08	course title change
C. Liberal Studies				
1	REL 365	AHI	F'08	
2	BIO 482C	Capstone	F'08	
3	GLG 202	Science	F'08	
D. College of Arts and Letters				
1	ARH 380	Course Change	F'08	Descr, Requisites

III.	Action Agenda				
A.	College of Social and Behavioral Sciences - items approved w/ language added to item 5 making students aware they are not eligible for Latin Honors from NAU unless they complete 45 hours at NAU. Description changes in items 12, 13, and 14 and title change to items 15 and 16. description change in item 19 and change in item 21.				
	1	BAS AJS	SubPlan Change	F'08	courses
	2	BAS FS to ERS	SubPlan Change	F'08	Changing Subplan name from Fire Science Admin to Emergency Services Admin
	3	BAS Public Agency Admin	SubPlan Change	F'08	courses
	4	BAS Social and Community Service	SubPlan Change	F'08	courses
	5	BA and BS IS: Humanities or Public Management 90-30	Plan Change	F'08	corrections and additions to wording
	6	BA and BS IS: Admin of Justice	SubPlan Change	F'08	total units, courses, and wording
	7	BA and BS IS: Fire Science Admin	SubPlan Change	F'08	Changing Subplan name from Fire Science Admin to Emergency Services Admin, courses, wording
	8	BA and BS IS: Public Agency Service	SubPlan Change	F'08	courses, wording
	9	AIS 255	New Course	F'08	CLST w/ ES/WGS 255
	10	ES 255	New Course	F'08	new - CLST w/ AIS/WGS 255
	11	WGS 255	New Course	F'08	new - CLST w/ AIS/ES 255
	12	AIS 325	New Course	F'08	CLST w/ ES/WGS 325
	13	ES 325	New Course	F'08	new - CLST w/ AIS/WGS 325
	14	WGS 325	New Course	F'08	new - CLST w/ AIS/ES 325
	15	ES 425	New Course	F'08	new - CLST w/ WGS 425
	16	WGS 425	New Course	F'08	new - CLST w/ ES 425
	17	BA and BS IS: Women's Studies	Plan Change	F'08	incorporating the Women's Studies to Women's and Gender Studies changes - prefix WST to WGS, courses and title
	18	DIS 303	New Course	F'08	new
	19	CJ 345W	Course Change	F'08	subject, course title, course descr, requisites change
	20	CJ 355	Course Change	F'08	subject, course title, course descr, requisites change
	21	CJ Minor	Plan Change	F'08	Changes incorporate CJ to CCJ
	22	BS Criminal Justice	Plan Change	F'08	Changing degree name from BS Criminal Justice to BS Criminology and Criminal Justice, prefix from CJ to CCJ, and wording
B.	College of Arts and Letters - item approved.				
	1	WLLC 141	New Course	F'08	
C.	Liberal Studies - item approved.				
	1	WLLC 141	CU	F'08	
D.	College of Engineering and Natural Sciences - items approved.				
	1	BS Computer Science	Plan Change	F'08	wording
	2	BIO 416	New Course	F'08	new
	3	BIO 450	New Course	F'08	new
	4	BIO 482C	New Course	F'08	new
	5	BS Biomedical Science (extended major)	New Program	F'08	new



NORTHERN ARIZONA
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Memorandum

TO: University Curriculum Committee

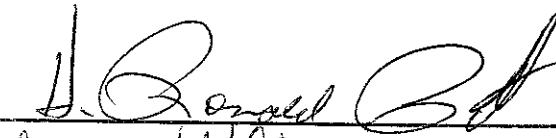
cc: Marc Chopin, Associate Dean

FROM: Craig VanLengen, CIS Area Coordinator

RE: Removing CLEP Acceptance for CIS 120 Intro to Computer Information Systems

Since the content of CIS 120 has changed to integrated concepts and software proficiency the CLEP examination no longer matches the entire content of the course and will no longer be accepted for CIS 120 credit. This should begin with the ~~Summer~~ ^{Fall} 2008 session.

Approved:



Approved UCC

1/29/08

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.*

Sp 2008

3. College SBS

4. Academic Unit ANT

5. Current course subject/catalog number ANT 359W

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

ANT 359W PROSEMINAR IN ARCHAEOLOGY (3)

Method and theory in archaeology; lab experience with major materials classes. Required for major. This course fulfills NAU's junior-level writing requirement. Letter grade only. Prerequisite: Admission to Anthropology (BA) or Anthropology-Extended (BA) or Anthropology-International Cultural Immersion-Extended (BA) or Anthropology (BAILS) and Junior Status or higher and (STA 270 or (BA 201 or ECO 201) or PSY 230) JWRT

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.

Soc is NOT impacted, as Soc 365 is already listed in Ant general program requirements.

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

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

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

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

If this course has been listed in the *Course Equivalency Guide*, should that listing

be left as is, or be revised?

If revised, how should it be revised? _____

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

Only fill in what is changing.

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

Seminar Field Studies Independent Study Activity Supervision

l. Proposed prerequisites (must be completed before) X

Prerequisite: Admission to Anthropology (BA) or Anthropology-Extended (BA) or Anthropology-International Cultural Immersion-Extended (BA) or Anthropology (BIS) and Junior Status or higher and PSY 230 or SOC 365 or STA 270. JWRT

m. Proposed corequisites (must be completed with) _____

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

Instructor consent

Department consent

No consent

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

This edit brings course prerequisite statement into agreement with the general program description (already approved) and LOUIE/PeopleSoft conventions.

13. Approvals

Department Chair/ Unit Head (if appropriate)

11/27/07

Date

Chair of college curriculum committee

1-3-08
Date

Dean of college

Date

For Committee use only

For University Curriculum Committee

1/29/08
Date

Action taken: approved as submitted approved as modified

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

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.

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. Sp 2008

3. College SBS 4. Academic Unit ANT

5. Current course subject/catalog number ANT 379

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

ANT 379 BIOLOGICAL ANTHROPOLOGY (3)

In-depth survey of topics and methods in physical anthropology: paleoanthropology, primate ecology, method and theory. Required for major. Letter grade only. Prerequisite: Admission to Anthropology (BA) or Anthropology-Extended (BA) or Anthropology-International Cultural Immersion-Extended (BA) or Anthropology (BAILS) and Junior Status or higher and (STA 270 or (BA 201 or ECO 201) or PSY 230)

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.

Soc is NOT impacted, as Soc 365 is already listed in Ant general program requirements.

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

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

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

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

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

If revised, how should it be revised? _____

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

Only fill in what is changing.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Seminar Field Studies Independent Study Activity Supervision

l. Proposed prerequisites (must be completed before) X

Prerequisite: Admission to Anthropology (BA) or Anthropology-Extended (BA) or Anthropology-International Cultural Immersion-Extended (BA) or Anthropology (BIS) and Junior Status or higher and PSY 230 or SOC 365 or STA 270.

m. Proposed corequisites (must be completed with) _____

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

Instructor consent

Department consent

No consent

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

This edit brings course prerequisite statement into agreement with the general program description (already approved) and with LOUIE/PeopleSoft conventions.


13. Approvals


Department Chair/Unit Head (if appropriate) _____ Date 11/27/07

Chair of college curriculum committee _____ Date 1-25-08

Dean of college _____ Date _____

For Committee use only


For University Curriculum Committee _____ Date 1/29/08

Action taken: approved as submitted _____ approved as modified

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

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.

University Curriculum Committee

Proposal for Course Change

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

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

3. College Health & Human Services 4. Academic Unit/Department Health Sciences

5. Current course subject/catalog number HS 345

<p>6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog /www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).</p> <p>HS 345 Physical Activity for Middle School Students Teaching of appropriate middle-school physical activities with integrated health concepts. 2 hrs. lecture, 2 hrs. lab.</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>HS 345 Physical Education for Middle School Students Teaching of appropriate middle-school physical activities with integrated health concepts. Candidates must satisfactorily complete key assessments to be eligible to enter student teaching or internship placements. 2 hrs. lecture, 2 hrs. lab.</p>
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7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes No
If yes, explain and provide supporting documentation from the affected departments.

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

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

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

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

CURRENT	PROPOSED
Current course subject/catalog number	Proposed course subject/catalog number
Current number of units/credits	Proposed number of units/credits
Current Course Fee yes <input type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input type="checkbox"/> or Delete <input type="checkbox"/>
Current Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>	Proposed Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>
Current Repeat for additional Units	Proposed Repeat for additional Units
Current Max number of units	Proposed Max number of units
Current Prerequisite (HP 325 or HS 325) and (HP 465 or HS 465) with grades greater than or equal to C and Corequisite: HS 408	Proposed Prerequisite (HP 325 or HS 325) and (HP 465 or HS 465 or HS 335) with grades greater than or equal to C and Corequisite: HS 408
Current Co-requisite	Proposed Co-requisite
Current Co-Convene with	Proposed Co-Convene with
Current Cross List with	Proposed Cross List with
Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies <input type="checkbox"/> Diversity <input type="checkbox"/>	

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

Physical activity is only one aspect of quality physical education. Changing the title to Physical Education for Middle School Students more accurately reflects course content and student outcomes.

Secondly, the statement regarding meeting key assessment expectations is necessary to include for consistency with the COE criteria for admittance to student teaching. These requirements are currently listed in course syllabi, and are being added to COE catalog descriptions. It is necessary for consistency to also specify these requirements in the catalog under the BSEd. HS degree plan.

Changes to course prerequisites would be necessary if HS 465 is renamed to HS 335.

10. Approvals

W. W. [Signature] 12/4/07
Department Chair/ Unit Head (if appropriate) Date

Debra J. [Signature] 12/5/07
Chair of college curriculum committee/Date

[Signature] 12/6/07
Dean of college/Date

For Committee use only
[Signature] 1/29/07
For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

University Curriculum Committee Proposal for Course Change

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

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

3. College Health & Human Services 4. Academic Unit/Department Health Sciences

5. Current course subject/catalog number HS 365

<p>6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog /www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).</p> <p>HS 365 PHYSICAL ACTIVITY FOR SPECIAL POPULATIONS (3) Physical activities and teaching methods adapted to the needs and abilities of exceptional children and adults.</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>HS 365 PHYSICAL EDUCATION FOR SPECIAL POPULATIONS (3) Physical activities and teaching methods adapted to the needs and abilities of exceptional children and adults.</p>
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7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes No
If yes, explain and provide supporting documentation from the affected departments.

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

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

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

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

CURRENT	PROPOSED
Current course subject/catalog number	Proposed course subject/catalog number
Current number of units/credits	Proposed number of units/credits
Current Course Fee yes <input type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input type="checkbox"/> or Delete <input type="checkbox"/>
Current Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>	Proposed Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>
Current Repeat for additional Units	Proposed Repeat for additional Units
Current Max number of units	Proposed Max number of units
Current Prerequisite	Proposed Prerequisite
Current Co-requisite	Proposed Co-requisite
Current Co-Convvene with	Proposed Co-Convvene with
Current Cross List with	Proposed Cross List with

Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies Diversity

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

Physical activity is only one aspect of quality physical education. Changing the title to Physical Education for special populations more accurately reflects course content and student outcomes.

10. Approvals

[Signature] 12/4/07
Department Chair/ Unit Head (if appropriate)/ Date

[Signature] 12/5/07
Chair of college curriculum committee/Date

[Signature] 12/6/07
Dean of college/Date

For Committee use only

[Signature] 1/29/08
For University Curriculum Committee/Date

Action
taken:



approved as submitted

approved as modified

University Curriculum Committee Proposal for Course Change

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

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

3. College Health & Human Services 4. Academic Unit/Department Health Sciences

5. Current course subject/catalog number HS 405

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog
[/www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)).

HS 405 HEALTH PROMOTION IN ADVENTURE SETTING (2)
Theories, current research, appropriate curricula, and practices in integrating adventure programming in K-12 schools. 1 hr. lecture, 2 hrs. lab. Instructor's consent required.

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

HS 405 **PHYSICAL EDUCATION** IN ADVENTURE SETTING (2)
Theories, current research, appropriate curricula, and practices in integrating adventure programming in K-12 schools. 1 hr. lecture, 2 hrs. lab. Instructor's consent required.

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

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

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

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

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

CURRENT	PROPOSED
Current course subject/catalog number	Proposed course subject/catalog number <i>PHYS 100</i>
Current number of units/credits	Proposed number of units/credits
Current Course Fee yes <input type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input type="checkbox"/> or Delete <input type="checkbox"/>
Current Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>	Proposed Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>
Current Repeat for additional Units	Proposed Repeat for additional Units
Current Max number of units	Proposed Max number of units
Current Prerequisite	Proposed Prerequisite
Current Co-requisite	Proposed Co-requisite
Current Co-Convvene with	Proposed Co-Convvene with
Current Cross List with	Proposed Cross List with
Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies <input type="checkbox"/> Diversity <input type="checkbox"/>	

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

Changing the title to Physical Education in an Adventure Setting more accurately reflects course content and student outcomes.

10. Approvals

W. H. [Signature] 12/4/07
Department/Chair/ Unit Head (if appropriate)/ Date

Debi [Signature] 12/5/07
Chair of college curriculum committee/Date

Tom [Signature] 12/6/07
Dean of college/Date

For Committee use only
Ben [Signature] 1/29/08
For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

University Curriculum Committee Proposal for Course Change

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

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

Fall 2008

3. College Health & Human Services

4. Academic Unit/Department Health Sciences

5. Current course subject/catalog number HS 415

6. Current catalog **title**, course **description** and **units**. (Cut and paste from current on-line academic catalog
[/www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)).

HS 415 PLANNING AND IMPLEMENTING SCHOOL HEALTH EDUCATION (3)
Teaching methods, curricula, and strategies used for health promotion in school settings.

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

HS 415 PLANNING AND IMPLEMENTING SCHOOL HEALTH EDUCATION (3)
Teaching methods, curricula, and strategies used for health promotion in school settings. **Candidates must satisfactorily complete key assessments to be eligible to enter student teaching or internship placements.**

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

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

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

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

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

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

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

The statement regarding meeting key assessment expectations is necessary to include for consistency with the COE criteria for admittance to student teaching. These requirements are currently listed in course syllabi, and are being added to COE catalog descriptions. It is necessary for consistency to also specify these requirements in the catalog under the BSEd. HS degree plan.

10. Approvals

[Signature] 12/4/07
 Department Chair/ Unit Head (if appropriate)/ Date

[Signature]
 Chair of college curriculum committee/Date

[Signature] 12/6/07
 Dean of college/Date

For Committee use only
[Signature] 1/29/08
 For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

University Curriculum Committee
Proposal for Course Change

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

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

Fall 2008

3. College Health & Human Services

4. Academic Unit/Department Health Sciences

5. Current course subject/catalog number HS 425

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog [/www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)).

HS 425 PLANNING AND IMPLEMENTING SCHOOL PHYSICAL EDUCATION (3)

Clinical application and refinement of effective teaching skills and curriculum development. 2 hrs. lecture, 2 hrs. lab.

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

HS 425 PLANNING AND IMPLEMENTING SCHOOL PHYSICAL EDUCATION (3)

Clinical application and refinement of effective teaching skills and curriculum development. **Candidates must satisfactorily complete key assessment to be eligible to enter student teaching or internship placements.** 2 hrs. lecture, 2 hrs. lab.

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

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

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

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

If revised, how should it be revised? _____

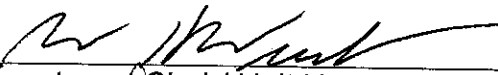
IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

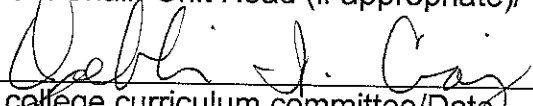
CURRENT	PROPOSED
Current course subject/catalog number	Proposed course subject/catalog number
Current number of units/credits	Proposed number of units/credits
Current Course Fee yes <input type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input type="checkbox"/>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

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

The statement regarding meeting key assessment expectations is necessary to include for consistency with the COE criteria for admittance to student teaching. These requirements are currently listed in course syllabi, and are being added to COE catalog descriptions. It is necessary for consistency to also specify these requirements in the catalog under the BSEd. HS degree plan.

10. Approvals

 12/4/07
Department Chair/ Unit Head (if appropriate)/ Date

 12/5/07
Chair of college curriculum committee/Date

 12/6/07
Dean of college/Date

For Committee use only

 1/29/08
For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

University Curriculum Committee

Proposal for Course Change

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

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

3. College Health & Human Services 4. Academic Unit/Department Health Sciences

5. Current course subject/catalog number HS 465

<p>6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog /www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).</p> <p>HS 465 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL (3) Advanced analysis of teaching appropriate elementary school physical activities with integrated health concepts. Coconvenes with HP 550. 2 hrs. lecture, 2 hrs. lab.</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>HS 335 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL (3) Appropriate methods and content of teaching elementary school physical education with integrated health concepts. Candidates must satisfactorily complete key assessment to be eligible to enter student teaching or internship placements. 2 hrs. lecture, 2 hrs. lab.</p>
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7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes No
 If yes, explain and provide supporting documentation from the affected departments.

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

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

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

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

CURRENT	PROPOSED
Current course subject/catalog number 465	Proposed course subject/catalog number 335
Current number of units/credits	Proposed number of units/credits
Current Course Fee yes <input checked="" type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input checked="" type="checkbox"/> or Delete <input type="checkbox"/>
Current Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>	Proposed Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>
Current Repeat for additional Units	Proposed Repeat for additional Units
Current Max number of units	Proposed Max number of units
Current Prerequisite	Proposed Prerequisite
Current Co-requisite	Proposed Co-requisite
Current Co-Convene with	Proposed Co-Convene with
Current Cross List with	Proposed Cross List with
Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies <input type="checkbox"/> Diversity <input type="checkbox"/>	

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

The course number should change from HS 465 to HS 335 to better reflect when this course should be taken in the program of study. It was originally HS 335, prior to changing the course title to HS 465 in 2002 to allow graduate students to count it as credit toward their degree, and also to allow the course to coconvene with HS 550. The Master's in Physical Education has been cut, suggesting there is no longer any need to coconvene HS 465 with HS 550. Finally, the course number has led to confusion among students when they are advised to take HS 465 earlier in their career, and when this class is a prerequisite to 300 level courses (e.g. HS 345, 375).

The statement regarding meeting key assessment expectations is necessary to include for consistency with the COE criteria for admittance to student teaching. These requirements are currently listed in course syllabi, and are being added to COE catalog descriptions. It is necessary for consistency to list these requirements in the catalog under the BSEd. HS degree plan.

The course description should also be revised to more accurately reflect course outcomes, which have recently been refined and revised to meet national standards following program review.

Must also remove the statement about course "coconvenes with HS 550", as that course is no longer offered concurrently with HS 465 (335)

10. Approvals

[Signature] 12/4/07
Department Chair/ Unit Head (if appropriate)/ Date

Debi J. Craig 12/5/07
Chair of college curriculum committee/Date

[Signature] 12/6/07
Dean of college/Date

For Committee use only
Ron B. [Signature] 1/29/08
For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

University Curriculum Committee Proposal for Course Change

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

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

Fall 2008

3. College Health and Human Services

4. Academic Unit/Department Nursing

5. Current course subject/catalog number

NUR 408

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

[/www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)).

NUR 408 FIELDWORK EXPERIENCE (1-12). Individualized supervised field experience in an appropriate agency or organization. Pass-fail only. Fee required. No repeat limit.

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

NUR 408 FIELDWORK EXPERIENCE **(1-5)**. Individualized supervised field experience in an appropriate agency or organization. Pass-fail **and Letter grade**. Fee required. No repeat limit.

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

8. Does this change affect community college articulation? Yes No xx

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 xx

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 N/A

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

Current course subject/catalog number	Proposed course subject/catalog number
Current number of units/credits 1-12	Proposed number of units/credits 1-5
Current Course Fee yes <input type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input type="checkbox"/> or Delete <input type="checkbox"/>
Current Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail X or Both <input type="checkbox"/>	Proposed Grading Option* Letter Grade xx Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>
Current Repeat for additional Units	Proposed Repeat for additional Units
Current Max number of units	Proposed Max number of units
Current Prerequisite	Proposed Prerequisite
Current Co-requisite	Proposed Co-requisite
Current Co-Convene with	Proposed Co-Convene with
Current Cross List with	Proposed Cross List with

Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies Diversity

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

The current 2007-2008 catalog has the undergraduate nursing program and courses for our new curriculum 5 semester nursing program that begins with students admitted for Spring 2008.

Students admitted for Fall 2007 and earlier follow the old 6 semester curriculum in the 2006-2007 catalog. The last cohort of students admitted under the old 6 semester nursing curriculum will graduate in Spring 2010.

Several courses from the 06-07 catalog, namely NUR 211, 350, and 450, have fewer credit hours in the new 5 semester nursing curriculum (07-08 catalog). To adjust these courses that are listed in the 07-08 catalog for the old curriculum students, NUR 211, NUR 350, and NUR 450 are supplemented with NUR 408 courses.

For example, NUR 350 in the old curriculum was 9 credits. NUR 350 in the new curriculum is 6 credits. Students under the old curriculum will enroll in NUR 350 (6 credits) plus NUR 408 (3 credits) to complete the old curricular plan.

- Similarly old curriculum NUR 211 was 8 credits, new curriculum NUR 211 is 7 credits. Old curriculum students will enroll in NUR 211 (7 credits) and NUR 408 (1 credit).
- NUR 450 old curriculum was 8 credits and NUR 450 new curriculum is 3 credits, so old curriculum students will enroll in NUR 450 (3 credits) and NUR 408 (5 credits).

It is critical that these 408 courses be offered as Letter Grade as the courses are being delivered as designed under the old curriculum, so students are doing assignments and other coursework for the old curriculum credit hour load.

10. Approvals

Caroline Ellermann 12/04/07
Department Chair/ Unit Head (if appropriate)/ Date

Debi J. Craig 12/5/07
Chair of college curriculum committee/Date

Tom Schulz 12/6/07
Dean of college/Date

For Committee use only
[Signature] 1/29/08
For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

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

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

OR

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

OR

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

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

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

TOPICS COURSE ONLY

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

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

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

Revised 9/06

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.

University Curriculum Committee Proposal for Course Change

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

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

Fall 2008

3. College Franke College of Business

4. Academic Unit/Department HRM

5. Current course subject/catalog number

HA220

6. Current catalog **title**, course **description** and **units**. (Cut and paste from current on-line academic catalog
[/www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)).

HA 220 INTRODUCTION TO PROPERTY MANAGEMENT (3)
Introduces professional housekeeping and its administration, maintenance of physical plant, and employee supervision.
Prerequisite or Corequisite: HA 100 or International Exchange Student Group

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

HA **250** INTRODUCTION TO PROPERTY MANAGEMENT (3)
Introduces professional housekeeping and its administration, maintenance of physical plant, and employee supervision. Prerequisite or Corequisite: HA 100 or International Exchange Student Group

7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes No
If yes, explain and provide supporting documentation from the affected departments.
This class is a required class for both the HRM and IHM degrees.

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

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

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

If revised, how should it be revised? The course equivalency guide would need to articulate to HA250 instead of HA220.

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

Current course subject/catalog number HA220	Proposed course subject/catalog number HA250
Current number of units/credits	Proposed number of units/credits
Current Course Fee yes <input type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input type="checkbox"/> or Delete <input type="checkbox"/>
Current Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>	Proposed Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>
Current Repeat for additional Units	Proposed Repeat for additional Units
Current Max number of units	Proposed Max number of units
Current Prerequisite	Proposed Prerequisite
Current Co-requisite	Proposed Co-requisite
Current Co-Convene with	Proposed Co-Convene with
Current Cross List with	Proposed Cross List with
Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies <input type="checkbox"/> Diversity <input type="checkbox"/>	

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

It is preferable that students take HA210 and HA240 before taking this class. By changing the course number, students will take this course after completing the others.

HA220 course change

10. Approvals

Lead M Ag 11/22/07

Mull 11/19/07

Department Chair/ Unit Head (if appropriate)/ Date

Walter B. Brown 11/28/07

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

Q. on B. J.

1.29.08

For University Curriculum Committee/Date

Action taken:



approved as submitted

approved as modified

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

1. This course is a Single section Multi-section

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

3. Section enrollment cap: _____

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

OR

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

OR

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

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

6. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

1. 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)

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

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

If yes, which course(s)? _____

4. 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
School of Hotel and Restaurant Management
Fall 2008

COURSE SYLLABUS

HA 250: PROPERTY MANAGEMENT (Housekeeping, Laundry, and Maintenance/Engineering)

Credit Hours: 3

Co-requisite: HA100 or permission from the instructor

Meeting Time: MW – Section 01 @ 1:50pm to 3:05pm in HRM bldg #33a, room #109
- Section 02 @ 4:00pm to 5:15pm in HRM bldg #33a, room #109

Office Hours: MW, 3pm-4pm and TTH, 9:30am-10:30am OR I'll gladly make an appt w/ you.
Located in the AHRRC Bldg#32, Rm #107

Instructor: Suzanne L. Woods, M.Ed., C.H.E.

Telephone: 523 -1610

E-Mail: Suzanne.Woods@nau.edu

Course Description:

This course introduces students to the management of housekeeping, laundry and engineering departments in large hotels. It covers planning, organizing, scheduling and administering personnel, material, equipment and supplies emphasizing the direction and control of housekeeping and laundry operations. The topics of security, safety, on-premise laundries, and environmental sustainability are discussed. Problem-solving, managerial styles, operational case studies and application problems have been incorporated in the course. In addition, HA 220 introduces the subject of physical plant and building operations, with particular emphasis on energy conservation.

Course Objectives:

1. Understand the structure of housekeeping, laundry and engineering departments.
2. Staff and schedule the housekeeping workforce in a large hotel.
3. Learn how to maximize personnel productivity in housekeeping operations.
4. Control expenses in the housekeeping department and manage inventories.
5. Apply operational procedures in housekeeping and engineering situations.
6. Acquire sanitation and cleaning knowledge.
7. Learn budgets and cost controls.
8. Learn basic knowledge related to maintenance, water and wastewater, electrical systems, and Heating, Ventilation & Air Conditioning (HVAC).
9. Discuss and apply principles of environmental sustainability to hospitality and tourism operations.

Required Materials:

Housekeeping Management, by Matt A. Casado. John Wiley & Sons, New York, N.Y.
ISBN 0-471-25189-5. Available from the NAU Bookstore.

Course pack. Available at Staples, 2625 N Woodlands Blvd, 214-8424.

**** **Note taking in this course is critical** ****

Work expected from students:

1. To participate in class discussions, exercises and group work.
2. To read the assigned chapters before the scheduled class.

3. To prepare for assignments, quizzes and exams.
4. To hand in all required assignments on time.

- **Attendance, Participation and Class Requirements:** *You are to attend and participate in class. You are responsible for what is covered. Attendance will be taken.*
- *All homework, assignments, quizzes & exams will be due on the scheduled day. Late work will be accepted ONLY with prior discussion with instructor and will be discounted 50%.*
- *Copying or plagiarism will be grounds for dismissal from this course.*
- *To receive credit for the hands-on laboratory requirement, ALL 12 hours of work in the housekeeping department at the Inn at NAU must be completed by December 9th, 2007 in order to receive any points. ****See lab hour guidelines in Vista online for details on the evaluation criteria for this component of the course *****

Assignments and Evaluation:

1. Progress Quizzes (2 @ 25 pts ea)	50 points – 13%
2. Homework/In-class work	25 points – 07%
3. Midterm Exam	75 points – 20%
4. 12 hours of lab work/Lab Journal	75 points – 20%
5. Group project (Written & Oral Presentation)	75 points – 20%
6. Final examination	75 points – 20%
TOTAL	375 points 100%

Grading Scale:

- A = 337 to 375 points
- B = 300 to 336 "
- C = 261 to 299 "
- D = 225 to 261 "
- F = below 225 "

Important Due Dates:

- **Progress Quiz #1 online -WEEK OF** September 24th; closes Friday, 28th by 5:00pm
- **Midterm Exam in class** – Wednesday, October 15th.
- **Progress Quiz #2 online - WEEK OF** November 12th; closes Friday, 16th by 5:00pm
- **Group Project: Written Reports/Presentations in class** – **WEEK OF** November 26th.
- **12 lab hours - completed by Sunday, December 9th.**

Final Examination in class...

Section 01: Wednesday, December 12th, 12:30pm – 2:30pm, rm#109

Section 02: Monday, December 10th, 3:00pm – 5:00pm, rm#109

******The instructor reserves the right to make announced modifications to this syllabus******

HRM Attendance Policy

*For 3 hr. classes that meet **once** a week:*

**One free absence with no penalty*

(The instructor has the discretion to allow additional non-penalized absences for sufficiently serious reasons.)

For every additional absence after the 1 free absence, 5% of the total points of the course will be subtracted from the student's final points in the course.

Two penalized absences will result in a loss of a letter grade (missing 3 full weeks of class).

*For 3 hr. classes that meet **twice** a week:*

**2 free absences with no penalty*

(The instructor has the discretion to allow additional non-penalized absences for sufficiently serious reasons.)

For every additional absence after the 2 free absences, 2.5% of the total points of the course will be subtracted from the student's final points in the course.

Four penalized absences will result in one letter grade loss (missing 3 full weeks of class).

*For 3 hr. classes that meet **three** times per week:*

**3 free absences with no penalty*

(The instructor has the discretion to allow additional non-penalized absences for sufficiently serious reasons.)

For every additional absence after the 3 free absences, 1.7% of the total points of the course will be subtracted from the student's final points in the course.

Nine absences will result in one letter grade loss (missing 3 full weeks of class).

** Institutional excuses are to be counted as the 1, 2, or 3 free HRM absences. It is NAU policy that institutional excuses may not be penalized. All other absences are penalized.*

Mandated by NAU from Deans and Colleges

"University education aims to expand student understanding and awareness. Thus it necessarily involves engagement with a wide range of information, ideas and creative representations. In the course of college studies, students can expect to encounter--and critically appraise--materials that may differ from and perhaps challenge familiar understandings, ideas and beliefs. Students are encouraged to discuss these matters with faculty."

Disruptive Behavior Policy

Prohibited Conduct (as defined in the NAU Student Handbook)...

"Interfering with university or university-sponsored activities including, but not limited to, classroom related activities, studying, teaching, research, intellectual or creative endeavor, administration, service or the provision of communication, computing or emergency services."

The sanction for disruptive classroom behavior is:

j) Classroom conduct: Each university may adopt procedures regarding student conduct that takes place while participating in academic activities. These procedures may outline sanctions including, but not limited to, lower-level warnings, administrative drop from a particular class, or other sanctions as appropriate.

Examples of disruptive classroom behavior...

- Late to class
- Text messaging on cell phones while class is in session
- Cell phones ring and students respond in class or leave class to respond
- Students talking amongst themselves while lecture is being presented

These aforementioned behaviors violate sanction “J” in the student handbook. If these negative behaviors persist, the result could be an administrative drop from the class.

When entering the classroom the following is requested...

- Be on-time
- Cell phones are to be turned off
- Cell phones are not to be taken out during class
- Unrelated student conversations are not allowed

University Curriculum Committee

Proposal for Course Change

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

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

3. College FCB 4. Academic Unit/Department HRM

5. Current course subject/catalog number HA340

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog
[/www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)).

HA 340 BEVERAGE AND BAR OPERATIONS (3)

Introduces the history of the beverage industry and the production and classification of alcoholic beverages. The sales, service, and control system of the alcoholic beverage industry are also discussed. Prerequisite: must be twenty-one years of age or older.
 Prerequisite: HA 240 and Admission to Hotel & Restaurant Mgt (BS) or Intl Hospitality Mgt (BS) or Restaurant Management (CERT) or Intl Tourism Mgt (CERT)

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

HA 340 BEVERAGE **PRODUCTION AND SERVICE** (2)

Introduces the history of the beverage industry and the production and classification of alcoholic **and non-alcoholic** beverages. The sales, service, and control systems of the beverages are also discussed.
 Prerequisite: HA 240 and Admission to Hotel & Restaurant Mgt (BS) or Intl Hospitality Mgt (BS) or Restaurant Management (CERT) or Intl Tourism Mgt (CERT)

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

8. Does this change affect community college articulation? Yes No

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

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

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

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

Current course subject/catalog number HA340	Proposed course subject/catalog number HA340
Current number of units/credits 3	Proposed number of units/credits 2
Current Course Fee yes x <input type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input type="checkbox"/> or Delete <input type="checkbox"/>
Current Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>	Proposed Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>
Current Repeat for additional Units	Proposed Repeat for additional Units
Current Max number of units	Proposed Max number of units
Current Prerequisite	Proposed Prerequisite
Current Co-requisite	Proposed Co-requisite
Current Co-Convene with	Proposed Co-Convene with
Current Cross List with	Proposed Cross List with

Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies Diversity

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

Student exit surveys indicates a lack of knowledge in beverage management. The present version of the course is an elective, we are reformatting the course, removing the bar management component and making the course required.

10. Approvals

Received by ^{H2M} CURRICULAR CHAIR 11/27

R. Callum 11/19/07

Department Chair/ Unit Head (if appropriate)/ Date

Mark P. Cohen 11/28/07

Chair of college curriculum committee/Date

[Signature]
Dean of college/Date

For Committee use only

Don BSA

1-29-08

For University Curriculum Committee/Date

Action

taken:



approved as submitted

approved as modified

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

1. This course is a Single section Multi-section

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

3. Section enrollment cap: _____

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

OR

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

OR

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

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

6. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

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

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

If yes, which course(s)? _____

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

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

W. A. Franke College of Business,
School of Hotel and Restaurant Management

HA 340; BEVERAGE PRODUCTION AND SERVICE

Semesters Offered:	Fall and Spring
Credit Hours:	2
Instructor's Name:	Dr. Wally Rande, Ed. D.
Office Phone:	928-523-1710
Email Address:	wally.rande@nau.edu
Office address:	Office #6, School of Hotel Restaurant Building
Office Hours:	Mon – Thur. 9-10:15, Fridays by appointment
Textbook:	Grossman's Cyclopedia, The Concise Guide To Wines, Beers, and Spirits by Harriet Lembeck, ISBN: 9780762412105
Required Readings	Course pack available at the NAU Bookstore

Course prerequisites

HA 240 and admission to Hotel & Restaurant Mgt (BS) or Intl Hospitality Mgt (BS) or Restaurant Management (CERT) or Intl Tourism Mgt (CERT)

Course description

HA 340 introduces the student to the history of the beverage industry and the production and classification of alcoholic **and non-alcoholic** beverages. The sales, service, and control systems of the beverages are also discussed.

Course structure

The method of delivery of the course material will vary to facilitate the different ways students learn. The varying instruction methods will include, lecture, videos, discussion, guest speakers, and demonstration: Your grade will be based on class participation, assignments, exams, quizzes and projects.

Course Objectives / Content:

Upon successful completion of the course, you will be able to:

1. Trace the history and development of alcoholic beverages.
2. State both the positive and negative aspects alcoholic beverages have had on the social development of the world.
3. State the three types of drink mixing methods and give at least two drinks made by each method
4. Explain the distinctive characteristics of rum, vodka, gin, whiskey, scotch, and tequila.
5. Develop the components of an effective system to control internal theft in a beverage operation.
6. Set-up a control system for the purchases, storage and dispensing of the various types of alcoholic beverages.
7. Define the classification and production methods of the various types and classifications of beverages.

Course Objectives / Content, cont:

8. State the three levels of laws and regulations controlling the sale and service of alcoholic beverages.
9. Identify the white and red wines from a list of the leading wines of the world.
10. State the characteristic of ports, stouts, lagers, ales, and pilsners.
11. State the key components of a successful coffee program.
12. Describe the difference between a cognac and a brandy, and champagne and a sparkling wine.
13. Describe the key components of beverage menus for food service operations

Method of Evaluation / Grading System

Final Course Grade Breakdown			
Class Participation/Attendance	50	100% - 89%	A
FINAL	125	88% - 79%	B
MIDTERM	100	78% - 69%	C
QUIZZES [4]	100	68% - 60%	D
Project / Presentation	100	Below 60%	F
Article Reviews	75		
TOTAL	550		

Course policies

Attendance Policy:

You are expected to attend all scheduled class periods; your participation in class discussions enriches the educational benefit for all students.

The Breakdown of the HRM Attendance Policy is as Follows:

- You are allowed to miss two classes without penalty
- Each absence in excess of the two will result in a reduction of your final grade of 2.5%
- Excused absences are doctor's appointments, interviews, and institutional excuses from other courses.
- You must have documentation and notify me prior to the date you will be absent for it to be considered as an excused absence.

Incompletes:

I look forward to all students completing their course work. However, only those circumstances that follow the guidelines spelled out in the Northern Arizona University Undergraduate Catalog and/or Student Handbook will be considered as conditions for an incomplete grade.

Quizzes / Midterm / Final Exam

YOU ARE RESPONSIBLE FOR ALL of the material presented in class and from all the class assignments; lectures, guest lectures, videos, readings from the text, [whether discussed in class or not] Quizzes will be given to monitor your progress in the course and to ensure that you are keeping up with the readings and class assignments. Quizzes are closed book and notes.

You are responsible to keep up with the assigned readings of the course. The readings will follow the order of the course outline. The dates for the quizzes and exams will be announced, therefore make-up quizzes or exams will not be given unless you have a documented excuse, let me know of your absence prior to the date of the exam or quiz. .

Statement on plagiarism and cheating:

ACADEMIC DISHONESTY is a form of misconduct that is subject to disciplinary action under the Student Code of Conduct and includes the following: cheating, fabrication, fraud, facilitating academic dishonesty and plagiarism.

- Plagiarism: any attempt to knowingly or deliberately pass off other's work as your own.
- Cheating: any attempt to gain an unfair advantage over one's fellow students.
- Fabrication: any attempt to present information that is not true when the author knows the information presented is false.
- Fraud: any attempt to deceive an instructor or administrative officer of the university.
- Facilitating Academic Dishonesty: any attempt to assist an act of academic dishonesty by another individual.

University Policies

All students, faculty and staff are required to abide by the Northern Arizona University Policy Regarding Prohibited Discrimination, Harassment, and Other Inappropriate Behaviors. Details of the policy can be found at <http://www4.nau.edu/diversity/swale.asp>.

POLICY ON ACADEMIC DISHONESTY

Violations of the Student Code of Conduct which exclusively involve issues of Academic Dishonesty are normally dealt with by faculty and academic administrators, rather than the Dean of Students. Allegations of academic dishonesty may be initiated by both students, and faculty or where appropriate, by administrative personnel. Informal procedures (see sections I and II of the policy at <http://www4.nau.edu/stulife/handbookdishonesty.htm>) apply when the student has no previous record of academic dishonesty after an examination of the records by the Associate Provost for Academic Administration, and when the proposed sanctions do not include suspension or expulsion of the student. Formal procedures (see section III of this policy at <http://www4.nau.edu/stulife/handbookdishonesty.htm>) apply when there is a record of previous academic dishonesty, or when there are other aggravating circumstances or when recommended sanctions include suspension or expulsion.

ACADEMIC INTEGRITY means that students and faculty jointly agree to adhere to a code of conduct appropriate to the mutually trusting relationship that must exist between student and teacher. Those values will not allow either to take credit for work not their own, or to be deceitful in any way, or to take unfair advantage of other students or of each other, or to be other than totally truthful and straightforward in all that they do.

Course outline

1. Introduction to the Course
2. Introduction to alcoholic and non-alcoholic beverages
3. Worldwide consumption patterns
4. Alcoholic Beverages
 - a. Classification of alcoholic beverages
 - b. Fermentation
 - i. Wine
 - ii. Beer
 - iii. sakes
 - c. Distillation
 - i. Liquors
 1. Brown
 2. White
 - ii. Liqueurs
5. Non-alcoholic Beverages
 - a. Coffee
 - b. Teas
 - c. Waters
6. Developing a beverage program
 - a. Beverage menus
 - b. Sales
7. Control systems for beverages
 - a. Inventory systems
 - b. Pricings
8. Beverage service methods.
9. Beverage Laws and Regulations
 - a. Local
 - b. State
 - c. Federal

University Curriculum Committee
Proposal for Course Change

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

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

3. College The W. A. Franke College of Business 4. Academic Unit/Department Computer Information Systems

5. Current course subject/catalog number CIS 440

6. Current catalog **title**, course **description** and **units**. (Cut and paste from current on-line academic catalog
[/www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)).

CIS 440 WEB TECHNOLOGY AND DEVELOPMENT (3)

Software development for establishing a business presence on the web. Topics include the web, web servers, e-commerce, application modeling and design, tools and languages, and site architecture. Prerequisite: CIS 310

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

CIS 440 WEB TECHNOLOGY AND DEVELOPMENT (3)

Software development for establishing a business presence on the web. Topics include the web, web servers, e-commerce, application modeling and design, tools and languages, and site architecture. Prerequisite: **CIS 220 and CIS 310**

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

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

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

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

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

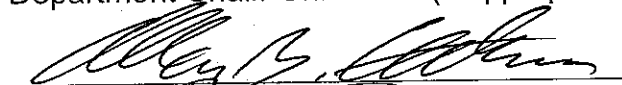
Current course subject/catalog number	Proposed course subject/catalog number
Current number of units/credits	Proposed number of units/credits
Current Course Fee yes <input type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input type="checkbox"/> or Delete <input type="checkbox"/>
Current Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>	Proposed Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>
Current Repeat for additional Units	Proposed Repeat for additional Units
Current Max number of units	Proposed Max number of units
Current Prerequisite CIS 310	Proposed Prerequisite CIS 220 and CIS 310
Current Co-requisite	Proposed Co-requisite
Current Co-Convene with	Proposed Co-Convene with
Current Cross List with	Proposed Cross List with
Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies <input type="checkbox"/> Diversity <input type="checkbox"/>	


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

The CIS 220 course prerequisite was removed for CIS 310. The CIS 440 course requires the student to have both the CIS 220 and CIS 310 course content background to successfully complete the course.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date


Chair of college curriculum committee/Date


Dean of college/Date

For Committee use only

[Handwritten Signature]

1/29/08

For University Curriculum Committee/Date

Action taken:



approved as submitted

approved as modified

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

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

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

OR

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

OR

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

NEW LIBERAL STUDIES COURSE

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

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

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

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

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

TOPICS COURSE ONLY

Revised 9/06

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

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

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

1. 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)

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

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

If yes, which course(s)? _____

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

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

University Curriculum Committee Proposal for Course Change

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

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

Fall 2008

3. College The W. A. Franke
College of Business

4. Academic Unit/Department Computer Information
Systems

5. Current course subject/catalog number

CIS 460

6. Current catalog **title**, course **description** and **units**. (Cut and paste from current on-line academic catalog
[/www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)).

CIS 460 ADVANCED TOPICS IN
INFORMATION TECHNOLOGY (3)

Topics cover emerging technologies in the use and development of information systems.
Instructor's consent required. Letter grade only.
Prerequisite: CIS 360 or ACC 300

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

CIS 460 ADVANCED TOPICS IN INFORMATION
TECHNOLOGY (3)

Topics cover emerging technologies in the use and development of information systems. Letter grade only. Prerequisite: CIS 360 or ACC 300. **May be repeated for up to 6 hours of credit; not the same subject.**

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

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

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

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

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

Current course subject/catalog number	Proposed course subject/catalog number
Current number of units/credits	Proposed number of units/credits
Current Course Fee yes <input type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input type="checkbox"/> or Delete <input type="checkbox"/>
Current Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>	Proposed Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>
Current Repeat for additional Units 0	Proposed Repeat for additional Units 1
Current Max number of units 1	Proposed Max number of units 6 hours
Current Prerequisite	Proposed Prerequisite
Current Co-requisite	Proposed Co-requisite
Current Co-Convene with	Proposed Co-Convene with
Current Cross List with	Proposed Cross List with

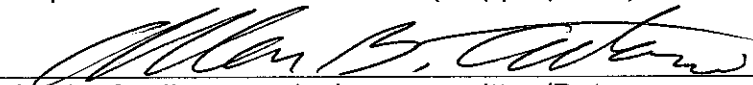
Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies Diversity

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

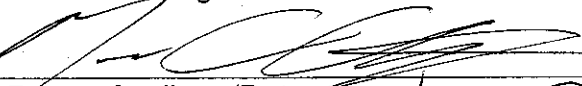
When the CIS 460 course was created the intent was to use it for different current topics in the computer information systems field and allow repeat for different topics. The current course is not repeatable.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date



Chair of college curriculum committee/Date



Dean of college/Date



For Committee use only

H. Donald B. J.

1/29/08

For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name: _____

College Contact email: _____

1. This course is a Single section Multi-section

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

3. Section enrollment cap: _____

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

OR

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

OR

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

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

6. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

1. 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)

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

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

If yes, which course(s)? _____

4. 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**
The W. A. Franke College of Business

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928-523-7331 fax
www.franke.nau.edu

Memorandum

TO: University Curriculum Committee

cc: Marc Chopin, Associate Dean

FROM: Craig VanLengen, CIS Area Coordinator

RE: Removing CLEP Acceptance for CIS 120 Intro to Computer Information Systems

Since the content of CIS 120 has changed to integrated concepts and software proficiency the CLEP examination no longer matches the entire content of the course and will no longer be accepted for CIS 120 credit.

Summer '08

University Curriculum Committee
Proposal for Course Deletion

1. Course deletion effective at the end of what term and year?
(ex. Spring 2008, Summer 2008) Spring 08 1081

2. College Academic Affairs 3. Academic Unit/Department School of Forestry

4. Current course subject and catalog number FOR 282 and 282H

5. Current catalog title
Ecological Restoration Principles (-Honors)

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

7. Is this 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?
Was previously required for Ecological Restoration focus area in Forestry, now being revised to not require this

If required, for what academic plan/subplan? course.
If required, also submit Proposal for Plan Change.

9. Is this course required or an elective in any other plan?(major, minor, certificate) 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 changed been approved by the Articulation Task Force? Yes No

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

11. Justification for course deletion.

This course was part of the Ecological Restoration focus area in Forestry. That focus area has been revised with a new set of requirements. Relevant material from this course has been integrated into other courses and FOR 282 is no longer needed in the focus area.

12. Approvals

James D. All 1/7/08
Department Chair/Unit Head (if appropriate)/ Date

James A. Alt 1/7/08
Chair of college curriculum committee/ Date

Susama Nakwezi 1/10/08
Dean of college/Date

For Committee use only
Don B. A. 1/29/08
For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

Note: Submit original to associate provost's office

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies Diversity Both
- Are you removing this course from Liberal Studies? Yes No

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

3. College School of Forestry 4. Academic Unit _____

5. Current course subject/catalog number FOR 382 and FOR 382H

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

FOR 382 ECOLOGICAL RESTORATION APPLICATIONS (3)

Examples and applications of ecological science related to restoring natural structures and processes of ecosystems. Coconvenes with FOR 582. Letter grade only. Instructor's consent required. Prerequisite: FOR 282 SAS

7. Is course currently cross-listed or co-convened? yes no
If yes, list course FOR 582
Will this continue? yes

8. Is course an elective? or required for an academic plan/subplan?
If required, for what academic plan/subplan? Ecological Restoration focus area
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 Ecological Restoration
(max 100 characters including spaces)

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

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

FOR 382 ECOLOGICAL RESTORATION (3)

Principles and applications of ecology related to restoring natural structure, function, and composition of ecosystems. Coconvenes with FOR 582. Letter grade only.

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

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

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

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

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

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

l. Proposed prerequisites (must be completed before) Delete FOR 282 Ecological Restoration Principles as a pre-requisite

m. Proposed corequisites (must be completed with) _____

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

Instructor consent

Department consent

No consent

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

This focus area is being revised to include a new introductory course (FOR 251 Introduction to Wildland Fire) and so the existing prerequisite for FOR 382 Ecological Restoration Applications is no longer applicable. The name change from **Ecological Restoration Applications** to **Ecological Restoration** more aptly describes the course.

13. Approvals

James A. All 1/7/08
Department Chair/ Unit Head (if appropriate) Date

James A. All 1/7/08
Chair of college curriculum committee Date

Dr. Samia Moxueu 1/10/08
Dean of college Date

For Committee use only
Don 1/29/08
For University Curriculum Committee Date

Action taken: approved as submitted approved as modified

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

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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

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

3. College Arts and Letters 4. Academic Unit Music

5. Current course subject/catalog number MUS 351W

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).
MUS 351W TEACHING METHODS I (3)

Provides in-depth information to prospective music educators about effective classroom-management skills and techniques, theories and philosophies of learning, and opportunities to strengthen verbal skills. Letter grade only. Prerequisite: Admission to Music Ed Major (BMED) and (Junior Status or higher) and 2.50 cumulative GPA. JWRT

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?

BMED – Choral
If required, for what academic plan/subplan? BMED - Instrumental

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

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

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

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

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

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

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

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

If revised, how should it be revised? _____

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

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

Only fill in what is changing.

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

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

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

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

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

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

Provides information to prospective music educators about history and philosophy of music education, effective motivation and classroom management techniques, theories and principles of learning, assessment techniques, and advocacy strategies. Prerequisites: BMED major in Choral or Instrumental Music Education, MUS 200, Junior Status or higher and a 2.50 cumulative GPA. JWRT

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) MUS 200

m. Proposed corequisites (must be completed with) _____

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

12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.
The new course description accurately reflects the topics explored in the course.

13. Approvals

Todd E. Sullivan 11/8/07
Department Chair/ Unit Head (if appropriate) Date

Jeff D. Bugard 12/4/07
Chair of college curriculum committee Date

Dean of college Date

For Committee use only

Don B. [Signature] 1/29/08
For University Curriculum Committee Date

Action taken: approved as submitted approved as modified

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

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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

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

3. College Arts and Letters 4. Academic Unit Music

5. Current course subject/catalog number MUS 353

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
MUS 353 TEACHING METHODS II (2)

Provides foundations needed to develop competencies in state and national standards of music education, cultural diversity, and curriculum and assessment in music teaching methods. Prerequisite: MUS 351W with grade greater than or equal to C

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

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

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

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

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

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

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

Only fill in what is changing.

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

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

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

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

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

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

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

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

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

A one semester study and application of the methods, materials, and instructional procedures related to elementary school general music teaching. Prerequisites: MUS 351W with a grade of C or higher and a 2.50 cumulative GPA.

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

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

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

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

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

yes no

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

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

Seminar Field Studies Independent Study Activity Supervision

l. Proposed prerequisites (must be completed before) _____

m. Proposed corequisites (must be completed with) _____

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

Instructor consent Department consent No consent

12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.
The new course description accurately reflects the content explored in the course.

13. Approvals

 Todd E. Sullivan 11/8/07
Department Chair/ Unit Head (if appropriate) Date

 Jeff Oberly 12/4/07
Chair of college curriculum committee Date

Dean of college Date

For Committee use only
 Ron B... 1/22/08
For University Curriculum Committee Date

Action taken: approved as submitted approved as modified

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

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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

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

3. College Arts and Letters 4. Academic Unit Music

5. Current course subject/catalog number MUS 455

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
MUS 455 TEACHING METHODS III (2)

Interactive course broadens knowledge of instructional strategies and materials and issues currently in the forefront of music education. Prerequisite: MUS 353W with a grade greater than or equal to C

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

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

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

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

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

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

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

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

Only fill in what is changing.

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

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

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

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

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

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

A first semester study and application of the pedagogical and administrative knowledge and skills related to performing ensemble teaching at the elementary, middle and high school levels. Prerequisites: MUS 351W and MUS 353 with grades of C or higher and a 2.50 cumulative GPA.

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) MUS 351W MUS 353

m. Proposed corequisites (must be completed with) _____

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

12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.
The new course description accurately reflects the content explored in the course.

13. Approvals

Todd E. Sullivan 11/8/07
Department Chair/ Unit Head (if appropriate) Date

Jeff D. Buzard 12/4/07
Chair of college curriculum committee Date

Dean of college Date

For Committee use only
Ron B. A. 1/29/08
For University Curriculum Committee Date

Action taken: approved as submitted approved as modified

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

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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

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

3. College Arts and Letters 4. Academic Unit Music

5. Current course subject/catalog number MUS 457

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
MUS 457 TEACHING METHODS IV (2)

Choral conducting and techniques for instrumental majors, instrumental conducting and techniques for choral and general music specialists, practical application of methods and materials for public school teaching. Prerequisites: acceptance into CEE's program for the B.M.Ed. in music education with a choral or instrumental emphasis plus MUS 455 with a grade of C or better.

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?

BMED – Choral
If required, for what academic plan/subplan? BMED - Instrumental
If required, also submit *Proposal for New Plan or Plan Change*.

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

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

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

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

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. Only fill in what is changing.

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

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

A second semester study and application of the pedagogical and administrative knowledge and skills related to performing ensemble teaching at the elementary, middle and high school levels. Prerequisites: MUS 455 with a grade of C or higher and a 2.50 cumulative GPA.

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

12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.
The new course description accurately reflects the content explored in the course.

13. Approvals

<u>Yodd E. Sullivan</u>	<u>11/8/07</u>
Department Chair/ Unit Head (if appropriate)	Date
<u>Jeff D. Beard</u>	<u>12/4/07</u>
Chair of college curriculum committee	Date
<u>John Bore</u>	<u>12/4/07</u>
Dean of college	Date
For Committee use only	
<u>Ron B</u>	<u>1/22/08</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 college dean, department chair, and Academic Information Office.

University Curriculum Committee

Proposal for Course Change

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

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

3. College CENS 4. Academic Unit/Department BIO

5. Current course subject/catalog number BIO 150

<p>6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog /www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).</p> <p>BIO 150 THE ART AND SCIENCE OF HUMAN MOVEMENT (3)</p> <p>Introduces the study of human exercise and provides a broad-based understanding of applications of human movement to health and science. SAS</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>BIO 154 THE ART AND SCIENCE OF HUMAN MOVEMENT (3)</p> <p>Introduces the study of human exercise and provides a broad-based understanding of applications of human movement to health and science.SAS</p>
--	--

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

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

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

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

If revised, how should it be revised?

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

CURRENT	PROPOSED
Current course subject/catalog number BIO 150	Proposed course subject/catalog number BIO 154

Current number of units/credits	Proposed number of units/credits
Current Course Fee yes <input type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input type="checkbox"/> or Delete <input type="checkbox"/>
Current Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>	Proposed Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>
Current Repeat for additional Units	Proposed Repeat for additional Units
Current Max number of units	Proposed Max number of units
Current Prerequisite	Proposed Prerequisite
Current Co-requisite	Proposed Co-requisite
Current Co-Convene with	Proposed Co-Convene with
Current Cross List with	Proposed Cross List with

Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? No Liberal Studies Diversity

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

The Biology Department is requesting that this course number (BIO 150) be changed to (BIO 154) because there is currently a BIO 150 in the ATF and the course at NAU is not the same thus the request to change the number. The original request to change EXS 150 to BIO 150, which was approved by the UCC 11/20/07, was in error and the Biology Department would like to correct the oversight.

10. Approvals

Manishk Watwani 12.07.07
Department Chair/ Unit Head (if appropriate)/ Date

Dr. C. E. Wayne Haldebrandt
Chair of college curriculum committee/Date

L. J. Hueneke 17 Dec 07
Dean of college/Date

For Committee use only

Don G. A. 1/29/08
For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

University Curriculum Committee
Proposal for Course Change

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

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

3. College CENS 4. Academic Unit/Department BIO

5. Current course subject/catalog number BIO 195

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog
[/www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)).

BIO 195 INTRODUCTION TO EXERCISE SCIENCE (3)

Overview of the biological basis of human movement and function, including health, disease, and human performance. Provides information on the subject matter, career opportunities, and current literature in exercise science

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

BIO 192 INTRODUCTION TO EXERCISE SCIENCE (3)

Overview of the biological basis of human movement and function, including health, disease, and human performance. Provides information on the subject matter, career opportunities, and current literature in exercise science.

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

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

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

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

If revised, how should it be revised?

University Curriculum Committee Proposal for Course Change

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

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

3. College Engineering & Natural Sciences 4. Academic Unit/Department Electrical Engineering

5. Current course subject/catalog number EE 348

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog
[/www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)).

EE 348 FUNDAMENTALS OF SIGNALS AND SYSTEMS (4)
Modeling of continuous-time and discrete-time signals; Fourier analysis and frequency response; analysis of linear systems; sampling and filtering; Laplace and Z transforms; transfer functions.

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

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

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

Is the course a Common Course as defined by your Articulation Task Force? Yes No

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

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

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

Current course subject/catalog number	Proposed course subject/catalog number
Current number of units/credits	Proposed number of units/credits
Current Course Fee yes <input type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input type="checkbox"/> or Delete <input type="checkbox"/>
Current Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>	Proposed Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>
Current Repeat for additional Units	Proposed Repeat for additional Units
Current Max number of units	Proposed Max number of units
Current Prerequisite EE 280 and (EGR 225 or CENE 225) with grades greater than or equal to C	Proposed Prerequisite EE 280, EE 325 and CENE 225 with grades greater than or equal to C
Current Co-requisite	Proposed Co-requisite
Current Co-Convene with	Proposed Co-Convene with
Current Cross List with	Proposed Cross List with

Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies Diversity

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

Our ABET accreditation reviewer expressed a formal concern that our curriculum was in danger of not meeting program outcome 'A' within criterion 3 (an ability to apply knowledge of mathematics, science and engineering). He stated, "There is no apparent effort to address these difficulties early in the curriculum." In response, we have renumbered and moved Engineering Analysis II (which was EE 425 to EE 325) from the 8th to the 5th semester to remedy this concern. This ABET concern resulted from our own assessment process that found that students were weak in the attainment of our related outcomes 3.1 & 3.2, and that was affecting their performance in several junior courses, including this one. The renumbered EE 325 course will now be positioned as a prerequisite for Signals and Systems (EE 348) instead of being taken after this course in the senior year. The previous course, EE 425, was only required for the electrical engineering emphasis majors, so now having this course required of all EE majors should not only satisfy our accreditation, but also improve their readiness for this course, Signals and Systems. ~~The CENE-225 prerequisite was no longer necessary, since EE-325 has CENE-225 as a prerequisite.~~

10. Approvals

David R Scott 1-14-2008

Department Chair/ Unit Head (if appropriate)/ Date

Wayne A. Rieckhoff 1/15/2008

Chair of college curriculum committee/Date

L. J. Huenneke 16 Jan 08

Dean of college/Date

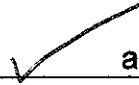
For Committee use only

Ron B D 1/29/08

For University Curriculum Committee/Date

Action taken:

approved as submitted



approved as modified

Joint Statement for UCC Meeting on 1-29-08

The Departments of Mathematics and Statistics and the Department of Electrical Engineering have agreed to the following modifications to the proposals for EE 325 and EE 348. The reason for the modification is that the Department of Mathematics and Statistics felt that the material being covered in EE 325 was beginning to violate the original intent of the catalog description. As a result, the Electrical Engineering Department agrees to limit the course material to the catalog description. In addition, the two departments agree to meet to develop a new course that helps the EE department better meet its accreditation requirements and serve the best interest of students in both departments.

EE 325 Changes

In section 8, the proposed prerequisites and co-requisites will no longer be changed and should now be left blank. The last statement in the section 9, the justification, will also be deleted:

Engineering Analysis I (CENE 225) was added as a co-requisite to ensure that students are adequately prepared for the material in this class.

EE 348 Changes

In section 8, the proposed prerequisite was:

EE 280 and EE 325 with grades greater than or equal to C

But instead the proposed prerequisite will now be:

EE 280, EE 325 and CENE 225 with grades greater than or equal to C

This results in the last statement in section 9, the justification, being deleted:

The CENE 225 prerequisite was no longer necessary, since EE 325 has CENE 225 as a prerequisite.

Janet McShane, Chair, Department of Mathematics and Statistics

David R Scott

David Scott, Chair, Department of Electrical Engineering

University Curriculum Committee Proposal for Course Change

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

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

3. College Engineering & Natural Sciences 4. Academic Unit/Department Electrical Engineering

5. Current course subject/catalog number EE 364

<p>6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog /www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).</p> <p>EE 364 FUNDAMENTALS OF ELECTROMAGNETICS (4) Static electric and magnetic fields. Time varying electromagnetic fields and Maxwell's equations. Application to traditional circuit theory, RF circuit components, transmission lines, electromagnetic interference and electromagnetic compatibility.</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p>
--	---

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

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

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

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

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

Current course subject/catalog number	Proposed course subject/catalog number
Current number of units/credits	Proposed number of units/credits
Current Course Fee yes <input type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input type="checkbox"/> or Delete <input type="checkbox"/>
Current Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>	Proposed Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>
Current Repeat for additional Units	Proposed Repeat for additional Units
Current Max number of units	Proposed Max number of units
Current Prerequisite Prerequisite: PHY 262 with grade greater than or equal to C	Proposed Prerequisite Prerequisite: PHY 262 and EE 325 with grades greater than or equal to C
Current Co-requisite none	Proposed Co-requisite EE 325
Current Co-Convene with	Proposed Co-Convene with
Current Cross List with	Proposed Cross List with

Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies Diversity

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

Our ABET accreditation reviewer expressed a formal concern that our curriculum was in danger of not meeting program outcome 'A' within criterion 3 (an ability to apply knowledge of mathematics, science and engineering). He stated, "There is no apparent effort to address these difficulties early in the curriculum." In response, we have renumbered and moved Engineering Analysis II (which was EE 425 to EE 325) from the 8th to the 5th semester to remedy this concern. This ABET concern resulted from our own assessment process that found that students were weak in the attainment of our own related outcomes 3.1 & 3.2, and that was affecting their performance in several junior courses, including this one. The EE 325 course will now be positioned as a prerequisite or co-requisite for Electromagnetics I (EE 364) instead of being taken after this course in the senior year. Material most helpful to EE 364 will be taught early in EE 325 for maximum benefit. EE 425 was only required for the electrical engineering emphasis majors, so now having EE 325 required of all EE majors should not only satisfy our accreditation, but also improve their performance in this course.

10. Approvals

David R Scott 1-14-2008
Department Chair/ Unit Head (if appropriate)/ Date

Wayne A. Gudebeck 1/15/2008
Chair of college curriculum committee/Date

L. J. Huennke 16 Jan 08
Dean of college/Date

For Committee use only Ron B. J. 1/19/08
For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

University Curriculum Committee Proposal for Course Change

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

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

3. College Engineering & Natural Sciences 4. Academic Unit/Department Electrical Engineering

5. Current course subject/catalog number EE 425

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog
www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).

EE 425 ENGINEERING ANALYSIS II (3)
Analysis tools for electrical and mechanical systems with computer implementations. Typical topics include matrix and vector algebra, curve fitting, transform methods, Fourier analysis, partial differential equations, and boundary value problems.

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

EE **325** ENGINEERING ANALYSIS II (3)
Analysis tools for electrical and mechanical systems with computer implementations. Typical topics include matrix and vector algebra, curve fitting, transform methods, Fourier analysis, partial differential equations, and boundary value problems.

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

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

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

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

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

Current course subject/catalog number EE 425	Proposed course subject/catalog number EE 325
Current number of units/credits	Proposed number of units/credits
Current Course Fee yes <input checked="" type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input checked="" type="checkbox"/> or Delete <input type="checkbox"/>
Current Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>	Proposed Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>
Current Repeat for additional Units	Proposed Repeat for additional Units
Current Max number of units	Proposed Max number of units
Current Prerequisite MAT 239 and (EE 222 or CS 126) with grades greater than or equal to C	Proposed Prerequisite MAT 239, CENE 225 and (EE 222 or CS 126) with grades greater than or equal to C
Current Co-requisite	Proposed Co-requisite CENE 225
Current Co-Convene with	Proposed Co-Convene with
Current Cross List with	Proposed Cross List with

Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies Diversity

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

We are proposing to change EE 425 to EE 325 so that students will learn how to apply mathematical concepts to electrical engineering earlier than is currently required. Our accreditation reviewer from ABET, which accredits engineering and technology programs, expressed a formal concern regarding a key learning outcome (ability to apply mathematical concepts). He stated that "Performance in upper level courses indicates weak attainment of this outcome by department majors. The major requirements include a course, EE 425, addressing a set of important mathematical tools. This course, however, is given in the eighth and final semester. There is no apparent effort to address these difficulties early in the curriculum." By changing EE 425 to EE 325 and moving it to the 5th semester, as a pre or co-requisite for Electromagnetics I (EE 364) and prerequisite for Signals and Systems (EE 348), we are directly addressing ABET's concern about this learning outcome. EE 425 was only required for students in one emphasis, but EE 325 will be required of all EE majors which should improve their ability to apply concepts that they have gained in their mathematics courses to material in all their junior and senior courses. Engineering Analysis I (CENE 225) was added as a co-requisite to ensure that students are adequately prepared for the material in EE 325 related to probability and statistics.

10. Approvals

David R Scott

1-14-2008

Department Chair/ Unit Head (if appropriate)/ Date

Wayne A. Walden

1/15/08

Chair of college curriculum committee/Date

L J Huenneke *16 Jan 08*

Dean of college/Date

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[Signature]

1/29/08

For University Curriculum Committee/Date

Action taken:



approved as submitted

approved as modified

University Curriculum Committee Proposal for Course Change

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

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

3. College Engineering & Natural Sciences 4. Academic Unit/Department Electrical Engineering

5. Current course subject/catalog number EE 412

<p>6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog <small>/www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm</small>).</p> <p>EE 412 ADVANCED DIGITAL DESIGN (3) Top-down design methods using hardware descriptive languages (HDL), logic synthesis and timing analysis, FPGA design from high-level specification prototype.</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>EE 412 DIGITAL SYSTEMS DESIGN (3) Top-down design methods using hardware descriptive languages (HDL), logic synthesis and timing analysis, FPGA design from high-level specification prototype.</p>
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7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes No
If yes, explain and provide supporting documentation from the affected departments.

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

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

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

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

Current course subject/catalog number	Proposed course subject/catalog number
Current number of units/credits	Proposed number of units/credits
Current Course Fee yes <input type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input type="checkbox"/> or Delete <input type="checkbox"/>
Current Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>	Proposed Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>
Current Repeat for additional Units	Proposed Repeat for additional Units
Current Max number of units	Proposed Max number of units
Current Prerequisite	Proposed Prerequisite
Current Co-requisite	Proposed Co-requisite
Current Co-Convene with	Proposed Co-Convene with
Current Cross List with	Proposed Cross List with

Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies Diversity

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

The current title of this course with the word "Advanced" is somewhat misleading, so the new title reflects a better and more standard description of the course.

10. Approvals

David R Scott 1-14-2008
Department Chair/ Unit Head (if appropriate)/ Date

Wayne A. Kilduff 1/15/2008
Chair of college curriculum committee/Date

L J Huennike 16 Jan 08
Dean of college/Date

For Committee use only

Bob B *1/29/08*

For University Curriculum Committee/Date

Action
taken:



approved as submitted

approved as modified

University Curriculum Committee Proposal for Course Change

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

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

3. College Engineering & Natural Sciences 4. Academic Unit/Department Electrical Engineering

5. Current course subject/catalog number EE 430

<p>6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).</p> <p>EE 430 COMMUNICATIONS SYSTEMS (3) Theory and applications of electronic communications; spectral analysis, modulation, and demodulation techniques, transmitting and receiving systems. 2 hrs. lecture, 3 hrs. lab.</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>EE 430 COMMUNICATIONS SYSTEMS (3) Theory and applications of electronic communications; spectral analysis, modulation, and demodulation techniques, transmitting and receiving systems. 3 hrs. lecture.</p>
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7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes No
If yes, explain and provide supporting documentation from the affected departments.

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

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

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

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

Current course subject/catalog number	Proposed course subject/catalog number
---------------------------------------	--

Current number of units/credits	Proposed number of units/credits
Current Course Fee yes <input type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input type="checkbox"/> or Delete <input type="checkbox"/>
Current Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>	Proposed Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>
Current Repeat for additional Units	Proposed Repeat for additional Units
Current Max number of units	Proposed Max number of units
Current Prerequisite	Proposed Prerequisite
Current Co-requisite	Proposed Co-requisite
Current Co-Convene with	Proposed Co-Convene with
Current Cross List with	Proposed Cross List with

Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies Diversity

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

This elective course is currently being taught as a 3 hour lecture course, so we are trying to bring the catalog into congruence with current practice. We feel that students at the senior level should not generally need laboratory instruction, but should be able to work in the laboratory on homework that may need laboratory equipment to complete.

10. Approvals

David R Scott 1-14-2008
 Department Chair/ Unit Head (if appropriate)/ Date

Wayne A. Kildebeck 1/15/2008
 Chair of college curriculum committee/Date

L. J. Huennke 16 Jan 08
 Dean of college/Date

For Committee use only

[Signature] 1/29/08
 For University Curriculum Committee/Date

Action taken: 1 approved as submitted approved as modified

University Curriculum Committee
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) *See effective dates schedule.* Fall 2008 1087
3. College Academic Affairs 4. Academic Unit /Department School of Forestry
5. Course subject/catalog number FOR 310 6. Units/Credit Hours 3
7. Long course title Forest Ecology for Professionals
(max 100 characters including spaces)
8. Short course title (max. 30 characters including spaces) Forest Ecol for Professionals
9. Catalog course description (max. 30 words, excluding requisites).

Introduction to Forest Ecology. Addresses the biotic and abiotic aspects of forest ecosystems that affect structure, composition and function of forests at the individual, population, community, landscape and ecosystem levels.

10. Grading option:
Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
11. Co-convened with _____ 11a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)
12. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
13. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? yes no
(ex. PES 100)
14. Prerequisites (must be completed **before** proposed course) _____
15. Corequisites (must be completed **with** proposed course) _____
16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes no
Name of plan? UG Fire Ecology and Management Certificate
Note: If required, a new plan or plan change form must be submitted with this request.

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

18. Names of current faculty qualified to teach this course: Pete Fule, Andrea Thode, Molly Hunter, Tom Kolb, Kristen Waring

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

This course is developed for the Undergraduate Fire Ecology and Management Certificate and is one of six new courses proposed for this certificate. The Undergraduate Fire Ecology and Management Certificate is targeted at wildland firefighters in the federal land management agencies and the Bureau of Indian Affairs. Certain firefighter positions are being moved from the technical GS-462 Forestry Technician job description to the professional series GS-401 Fire Management Specialist (401-series) job description. The 401-series requires a bachelor's degree in biological sciences, agriculture, natural resources management, or related discipline that is appropriate to the position being filled, or requires a combination of education and experience. With these requirements, many people in positions that are being converted to the 401-series do not qualify for their own job. Most people will be using a combination of education and experience to qualify for their position and will need to obtain 24 undergraduate credit hours with 18 credit hours in 300 or 400 level courses. Firefighters have through 2009 to meet the requirements of their job or alternative hiring will take place. In addition, firefighters in lower-level positions will need to take courses in order to advance into the higher level 401-series jobs in the future.

This course in particular is based off one of our current undergraduate classes; FOR313/314: Forest Ecology I and II. This new course is different in several ways. First, it takes a seven unit team taught class and distills it to a three unit class taught by 1-2 instructors. This new course is different in that the target audience consists of professionals in fire management and thus do not need a focus on management, but a focus on ecological concepts. The skills and knowledge of the proposed audience are different than our typical forestry undergraduate student. Writing skills may not be as strong but on the ground experience is extensive and a perspective of how fire works and moves through different systems is inherent in their experience. In addition, they are familiar with management on the ground and how the "real world" of land management works. Often students have not been in school for 10-30 years and are not familiar with reading text books or journal articles but are familiar with management documents. These differences require different tactics in teaching strategies and hence an additional reason for the new course.

For Official AIO Use Only: Component Type Consent Topics Course
--

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

20. This course is a Single section Multi-section

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

22. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking

Quantitative Reasoning Scientific Inquiry

25. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

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

GO TO question 35

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 35



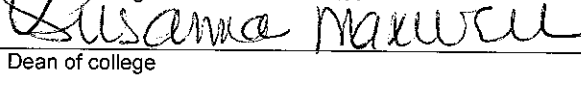
NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

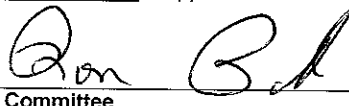
33. Does this proposal replace or modify an existing course or experience? yes no
If yes, which course(s)? _____

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

35. Approvals

 Department Chair (if appropriate)	_____	1/4/08 Date
 Chair of college curriculum committee	_____	1/4/08 Date
 Dean of college	_____	1/8/08 Date

For Committees use only

For Liberal Studies Committee	_____	Date
Action taken: modified _____ Approved as submitted _____ Approved as _____		1/29/08 Date
For University Curriculum Committee	_____	Date

Action taken: 	_____ Approved as submitted _____ Approved as modified _____
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Please attach Syllabus here.

NORTHERN ARIZONA UNIVERSITY
School of Forestry
Undergraduate Fire Ecology Certificate Program

FOR 310: Forest Ecology for Professionals

Course number: FOR 310
Lead Instructors: Andi Thode, Molly Hunter
Course Time: Monday – Friday 8:00am – 5:00pm

Contact: Molly Hunter: 928-523-6650, Andi Thode: 928-523-5457
Please use the internal email in Vista to contact us.

Course Location: Coconino NF, SO office
1824 S. Thompson St.
Flagstaff, AZ 86001

Course Prerequisites: none

Course Description:

This course is designed to introduce the student to the field of forest ecology. Forest Ecology is the study of forest ecosystems. We will be addressing the biotic and abiotic aspects of forest ecosystems that affect structure, composition, and function of forests. These concepts will be addressed at the individual, population, community, landscape and ecosystem levels. The course includes sections in adaptations, entomology/pathology, wildlife, community ecology, ecosystem processes, disturbance and landscape ecology.

Course Format:

Oct. 15th – Nov. 4th: On-line portion of the class
Nov. 5th – Nov. 16th: On-campus portion of the class (Note: no class on Nov. 12th)

This class consists of three weeks of reading, assignments and quizzes that are done before attending the class on the NAU campus. Reading assignments and quizzes start October 15th. The “pre-work” assigned for this class is critical. The on-line quizzes and assignments are part of the final grade for the course. The course is designed this way for your own sanity. You will be in-class from 8 am to 5 pm, Monday thru Friday for two weeks. In order to absorb the amount of information that is presented, you need to do the reading before hand. In addition, we do not want to have you in class for 8 hours a day and then give you 4 hours of homework each night. Because a two week short-course does not allow for the necessary homework time that would accompany a semester long class, we are asking you to do the readings ahead of time.

Required Text:

Barnes, B.B., et al. 1998. Forest Ecology. 4th Edition. John Wiley and Sons, N.Y.

COURSEWORK

On-line Coursework

Readings

Readings will be assigned starting October 15th with the on-line portion of the class. There will be an average of 2-3 hours of reading a day in preparation for the on-campus portion of the class. **DO NOT FALL BEHIND ON THE READINGS** or it will be very difficult to catch up! Due to the structure of this course, a lot of information will be presented in a short amount of time. We want you to be as prepared as possible to absorb this information.

Quizzes

On-line quizzes will be given for the different sections of readings. Quizzes are available under the “Assessments” tab in Vista. Read through “taking assessments” in the navigating Vista tutorial.

On-campus Coursework

Lab Assignments/Group work

The on-campus portion of the class will include field-trips where data is collected for the Lab assignments. The class will be broken into workgroups that will collect and analyze data together. However, each student is responsible for their own lab write-up.

Exams

There will be two exams and final. Only major topics and concepts from the first two exams will be included in the final.

PERFORMANCE EVALUATION

The rubric or guideline below describes the characteristics of excellent academic work, as well as levels that are less than excellent. The rubric is organized around “answering a question”, as on a traditional test, but the guidelines below can be easily adapted for presentations, reports, and the mid-term essays.

- **Excellent:** Clearly and completely addresses the question. Thorough and logical development of thoughts. Points supported by literature. Correct grammar and spelling, citations in proper format.
- **Good:** Complete or nearly complete in addressing the question. Thoughts are generally logically and thoroughly expressed. Most arguments or questions of fact are supported by the literature. Only minor errors of grammar, spelling, or citation format.
- **Needs Improvement:** Incomplete answer or discussion that is tangential to the question. Thoughts sometimes illogical or incomplete. Arguments or questions of fact sporadically supported by the literature. Moderate errors of grammar, spelling, or citation format.
- **Poor:** Answer mostly fails to address the question. Thoughts often illogical or incomplete. Arguments or questions of fact rarely supported by the literature. Substantial errors of grammar, spelling, or citation format.

Grades are given as follows:

- A (90-100%)
- B (80-89%)
- C (70-79%)
- D (60-69%)
- F (59% or below)

Points are earned as followed:

Participation and Attendance	5%
Quizzes	25%
Lab/group work	25%
Mid-Term Exams (15% each)	30%
Final Exam	15%
Total	100%

Statement on plagiarism and cheating:

Plagiarism and cheating will not be tolerated in this course. Any instance will result in failure of the assignment and depending on the circumstances, failure in the course. Any two instances will result in failure in the course.

SCHEDULE AND READINGS:

A schedule of readings and quizzes is available on the course homepage.

Northern Arizona University Policy Statements

All relevant university policies are incorporated into this syllabus by reference: please see <http://jan.ucc.nau.edu/academicadmin/plcystmt.html> for short summary of the following University policies: the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies. There is also a link to NAU policy statements on the course webpage.

University Curriculum Committee
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) *See effective dates schedule.* Fall 2008 1087
3. College Academic Affairs 4. Academic Unit /Department School of Forestry
5. Course subject/catalog number FOR 317 6. Units/Credit Hours 3
7. Long course title Silviculture and Fire Applications
(max 100 characters including spaces)
8. Short course title (max. 30 characters including spaces) Silviculture and Fire Apps
9. Catalog course description (max. 30 words, excluding requisites).

Introduction to silvicultural treatments and underlying ecological concepts. Learn to distinguish stand structures by species, size, age and horizontal spatial pattern, and identify common silvicultural practices and link them to fire applications.

10. Grading option:
Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
11. Co-convened with _____ 11a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)
12. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
13. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? yes no
(ex. PES 100)
14. Prerequisites (must be completed **before** proposed course) FOR 310
15. Corequisites (must be completed **with** proposed course) _____
16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes no
Name of plan? UG Fire Ecology and Management Certificate
Note: If required, a new plan or plan change form must be submitted with this request.

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

18. Names of current faculty qualified to teach this course: Alex Finkral Kristen Waring

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

This course is developed for the Undergraduate Fire Ecology and Management Certificate and is one of six new courses proposed for this certificate. The Undergraduate Fire Ecology and Management Certificate is targeted at wildland firefighters in the federal land management agencies and the Bureau of Indian Affairs. Certain firefighter positions are being moved from the technical GS-462 Forestry Technician job description to the professional series GS-401 Fire Management Specialist (401-series) job description. The 401-series requires a bachelor's degree in biological sciences, agriculture, natural resources management, or related discipline that is appropriate to the position being filled, or requires a combination of education and experience. With these requirements, many people in positions that are being converted to the 401-series do not qualify for their own job. Most people will be using a combination of education and experience to qualify for their position and will need to obtain 24 undergraduate credit hours with 18 credit hours in 300 or 400 level courses. Firefighters have through 2009 to meet the requirements of their job or alternative hiring will take place. In addition, firefighters in lower-level positions will need to take courses in order to advance into the higher level 401-series jobs in the future.

This course in particular is based off our current undergraduate classes; FOR315/315: Silviculture I and II. This new course is different in several ways. First, it takes a six unit class and distills it to a three unit class. It also focuses on how silviculture is important in fire management. This new course is different in that the target audience consists of professionals in fire management and thus do not need a focus on management, but a focus on ecological and silvicultural concepts. The skills and knowledge of the proposed audience are different than our typical forestry undergraduate student. Writing skills may not be as strong but on the ground experience is extensive and a perspective of how fire works and moves through different systems is inherent in their experience. In addition, they are familiar with management on the ground and how the "real world" of land management works. Often students have not been in school for 10-30 years and are not familiar with reading text books or journal articles but are familiar with management documents. These differences require different tactics in teaching strategies and hence an additional reason for the new course.

For Official AIO Use Only: Component Type Consent Topics Course
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If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

20. This course is a Single section Multi-section

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

22. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking

Quantitative Reasoning Scientific Inquiry

25. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

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

GO TO question 35

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 35


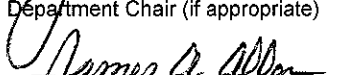

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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


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

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

35. Approvals

	1/4/08
Department Chair (if appropriate)	Date
	1/4/08
Chair of college curriculum committee	Date
	1/8/08
Dean of college	Date

For Committees use only

For Liberal Studies Committee	Date
Action taken: _____ Approved as submitted	_____ Approved as
modified _____	_____
	1/29/08
For University Curriculum Committee	Date

Action taken: Approved as submitted _____ Approved as modified _____

Please attach Syllabus here.

~Course Syllabus~

Silviculture and Fire Applications

FOR 317, 3 credits

Winter session 2007-2008

Hybrid online/field trip course

Instructors (email): Dr. Kristen M. Waring (Kristen.waring@nau.edu) and Dr. Alex Finkral (alex.finkral@nau.edu)

Online office hours: TBA

Prerequisites: FOR 310: Forest Ecology for Professionals or instructor consent

Course description: In the simplest terms, silviculture is applied forest ecology. Throughout the course, you will be introduced to both silvicultural treatments and underlying ecological concepts. By the end of the course, you should be able to distinguish stand structures by species, size, age and horizontal spatial pattern. You will be able to identify the most common silvicultural practices and link them to fire applications and have the knowledge and tools to select an appropriate prescription for a given stand.

Learning Outcomes:

Module 1:

1. Understand what silviculture is and how it applies to forest management.
2. List and describe the four stages of stand development.
3. Discuss forest strata, the four crown classes, and how these relate to fire.
4. List the steps involved in both gene conservation and tree breeding programs; understand how genetic gain in trees is calculated.
5. Describe basic regeneration mechanisms for trees.
6. Discuss the differences between natural and artificial regeneration and the advantages/disadvantages of both.
7. Understand the role of site preparation in silviculture; know why different methods are applied and the means of applying them.

Module 2:

1. Learn the different intermediate treatments and regeneration methods and be able to describe the difference between them.
2. Understand the intermediate treatments: pruning, release operations, herbicides, fertilization, and thinning in natural forests, the different techniques employed, and reasons for implementing each treatment.
3. Learn the most common regeneration methods, variations of those, and where to properly apply them.
4. Understand how silviculture differs among forest types and how those differences affect the type of intermediate treatments and / or regeneration method chosen for a particular stand.

5. Know and understand the important role of management objectives in silviculture.

Module 3:

1. Understand the complexity of management objectives.
2. Know how to apply silviculture to meet multiple management objectives by synthesizing and applying knowledge from Modules 1 and 2.
2. Understand the basics of prescription writing; develop a prescription to reduce fire hazard.

Course Structure:

Students will learn primarily through online content and interaction. The course is broken into three learning modules that begin with underlying silvicultural principles, continue into young stands and regeneration, followed by mature stand treatments and finally with using silviculture to meet multiple resource objectives. Fire and fuels will be a repeating theme throughout each module. The content will be applied in a field setting during the final 3 days of the course, which will involve field activities and synthesis of course content.

Required Text:

Smith, D.M., Larson, B.C., Kelty, M.J. and P.M.S. Ashton. 1997. *The Practice of Silviculture: Applied Forest Ecology. 9th Edition.* John Wiley & Sons, Inc. New York, NY. 537pp.

Required Readings:

Additional readings from the scientific literature will be assigned and posted on VISTA.

Optional and Additional Resources:

Avery, T.E. and H.E. Burkhart. 2002. *Forest Measurements, 5th edition.* McGraw-Hill, Inc. New York, NY. 408pp.

Zobel, B. and Talbert, J. 1984. *Applied Forest Tree Improvement.* John Wiley & Sons, Inc. New York, NY. 505pp.

Oliver, C.D., and B.C. Larson. 1996. *Forest Stand Dynamics.* John Wiley & Sons, Inc., New York, NY. 537 pp.

Kohm, K.A. and J.F. Franklin. 1997. *Creating a Forestry for the 21st Century.* Island Press. Washington, D.C. 475pp.

Helms, J.A. 1998. *The Dictionary of Forestry.* Society of American Foresters, Bethesda, MD. 210pp.

Tentative Course Outline:

Module 1: Introduction, stand development, and stand initiation

- Introduction to stand dynamics
- Tree breeding and applied forest tree improvement
- Regeneration ecology
- Site preparation
- Natural and artificial regeneration

Module 2: Intermediate treatments and regeneration methods

- Pruning
- Tree response to treatment
- Release operations, herbicides, and fertilization
- Stand density concepts
- Thinning
- Silvicultural systems
- Pure, even-aged stands
- Multiaged stands
- Mixed-species stands

Module 3: Meeting multiple resource objectives with silviculture

- Harvesting: methods and equipment (overview)
- Thinning for fuels
- Damaging agents / forest health
- Watershed concerns and objectives
- Wildlife habitat
- Timber objectives
- Agroforestry / international forestry
- Recreation objectives
- Landscape level objectives

Field Component: Writing prescriptions to meet fuel reduction objectives

Assessment of learning outcomes:

Three exams will be used to assess student knowledge of course material. Questions will be designed to specifically stimulate student thinking and “real-world” application of course content. Additional assignments will assess ability to solve and understand the quantitative aspects of the course, integrate information or respond to thought-provoking questions. Finally, online discussions will be used to facilitate interaction and dialog between students. During the field component, students will use stand data to write a prescription for fire hazard reduction, thus synthesizing and applying course content.

Grading

Exams	3 @ 100 pts	300 pts
Assignments	3 @ 10 pts	30 pts
	3 @ 20 pts	60 pts
	2 @ 40 pts	80 pts
Final lab assignment	1 @ 60 pts	60 pts
Participation in online discussions	40 pts	40 pts
	TOTAL	570 pts

A	90-100%
B	80-89.9%
C	70-79.9%
D	60-69.9%
F	<60%

POLICY STATEMENTS

COURSE POLICY

Students are expected and required to participate in the course in a respectful, courteous manner. This includes all components of the course but is especially pertinent to online discussions and group interactions. Respectful and courteous means using polite language, recognizing and accepting other opinions that do not agree with yours, and in general being a good citizen.

Northern Arizona University Policy Statements

All relevant university policy statements are incorporated into this syllabus by reference: please see <http://jan.ucc.nau.edu/academicadmin/plcystmt.html> for a short summary of the following University policies: the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies. There is also a link to NAU policy statements on the course webpage.

Classroom Management Statement. Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere

for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.

University Curriculum Committee
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) *See effective dates schedule.* Fall 2008 1087
3. College Academic Affairs 4. Academic Unit /Department School of Forestry
5. Course subject/catalog number FOR 318 6. Units/Credit Hours 3
7. Long course title Fuel Treatments and Modeling
(max 100 characters including spaces)
8. Short course title (max. 30 characters including spaces) Fuel Treatments and Modeling
9. Catalog course description (max. 30 words, excluding requisites).

History of fire management in the United States. Discussion of fuel treatments available, along with their success and ecological effects. Learn fuel models as a way to evaluate which fuel treatment is most appropriate in a given stand.

10. Grading option:
Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
11. Co-convened with _____ 11a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)
12. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
13. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? yes no
(ex. PES 100)
14. Prerequisites (must be completed *before* proposed course) FOR 310 3/7
15. Corequisites (must be completed *with* proposed course) _____
16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes no
Name of plan? UG Fire Ecology and Management Certificate
Note: If required, a new plan or plan change form must be submitted with this request.

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

18. Names of current faculty qualified to teach this course: Pete Fule Andrea Thode Molly Hunter

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

This course is developed for the Undergraduate Fire Ecology and Management Certificate and is one of six new courses proposed for this certificate. The Undergraduate Fire Ecology and Management Certificate is targeted at wildland firefighters in the federal land management agencies and the Bureau of Indian Affairs. Certain firefighter positions are being moved from the technical GS-462 Forestry Technician job description to the professional series GS-401 Fire Management Specialist (401-series) job description. The 401-series requires a bachelor's degree in biological sciences, agriculture, natural resources management, or related discipline that is appropriate to the position being filled, or requires a combination of education and experience. With these requirements, many people in positions that are being converted to the 401-series do not qualify for their own job. Most people will be using a combination of education and experience to qualify for their position and will need to obtain 24 undergraduate credit hours with 18 credit hours in 300 or 400 level courses. Firefighters have through 2009 to meet the requirements of their job or alternative hiring will take place. In addition, firefighters in lower-level positions will need to take courses in order to advance into the higher level 401-series jobs in the future.

This course contains completely new content from any of our undergraduate courses and focuses on the use of a forest stand model and the fire and fuels extension of that model. This course builds on FOR317: Silviculture and Fire Applications. This new course is also different in that the target audience consists of professionals in fire management and thus do not need a focus on management, but a focus on silvicultural and modeling concepts. The skills and knowledge of the proposed audience are different than our typical forestry undergraduate student. Writing skills may not be as strong but on the ground experience is extensive and a perspective of how fire works and moves through different systems is inherent in their experience. In addition, they are familiar with management on the ground and how the "real world" of land management works. Often students have not been in school for 10-30 years and are not familiar with reading text books or journal articles but are familiar with management documents. These differences require different tactics in teaching strategies and hence an additional reason for the new course.

For Official AIO Use Only: Component Type Consent Topics Course
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If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

20. This course is a Single section Multi-section

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

22. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

25. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

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

GO TO question 35

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 35

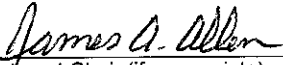
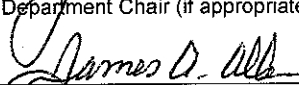
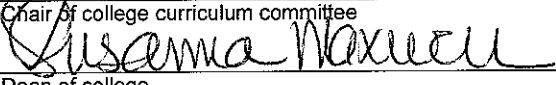
NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

35. Approvals

 Department Chair (if appropriate)	<u>1/4/08</u> Date
 Chair of college curriculum committee	<u>1/4/08</u> Date
 Dean of college	<u>1/8/08</u> Date

For Committees use only

For Liberal Studies Committee

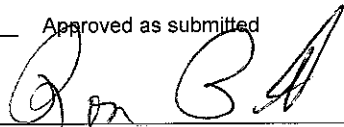
Date

Action taken:

modified

Approved as submitted

Approved as



1/29/08
Date

For University Curriculum Committee

Date

Action taken:

Approved as submitted

Approved as modified



Fuel Treatments and Modeling
FOR 318, 3 credits
Offered Spring semester, hybrid online/field trip course

Instructor (email): TBA
Online office hours: TBA

Prerequisites: FOR 310: Forest Ecology for Professionals and FOR317: or instructor consent

Course description: Fire is an important component of many forest ecosystems that has been suppressed since the early 1900's. These same forests now have an abundance of available fuels and high tree densities, leading to high fire hazard. This course will briefly cover the history of fire management in the United States and a sampling of forest types in which fuel treatments may be necessary. Much of the content will delve into the variety of fuel treatments available, along with their success and ecological effects. The second half of the course will present fuel models as a way to evaluate which fuel treatment is most appropriate in a given stand. Students will work on a fuel modeling project using the Forest Vegetation Simulator – Fire and Fire Effects (FVS-FFE) model in a hands-on application of a commonly used model.

Learning Outcomes:

1. Describe the history of fire management in the US and why it is critical to management of forests today.
2. Explain the differences and similarities between fuel treatments and restoration.
3. List common objectives of fuel treatments.
4. Describe the fire regimes of the US with a focus on the relationship between forest type, fire regime and fuel treatment.
5. Install forest plots to measure fuels and calculate fuel biomass.
6. Describe in depth the most common fuel treatments used, including their effectiveness and appropriate application.
7. Understand the effects of fuel treatments on wildlife, soils, vegetation, insects and pathogens, and introduced species.
8. Discuss the placement of fuel treatments within a landscape.
9. Critically review available information and make decisions regarding the best fuel treatment for a given location.
10. Understand the basis for fuel treatment modeling and the available models.
11. Know how to use FVS to model fuel treatments and understand and use the results to choose the appropriate fuel treatment for a stand.

Course Structure:

Students will learn primarily through online content and interaction. The course will be taught in two modules, with the second module focused on learning to use and apply results from a common fuel model. One week will be spent on the NAU campus for field trips and model instruction.

Required Text: None.

Required Readings:

Readings from the scientific literature will be assigned and available on VISTA.

Course Outline:

Module 1: Fuel Treatments

1. Introduction
 1. History of fire management in the US
 2. Restoration vs. fuel treatments
 3. Objectives of fuel treatments
2. Sample of forest types with fire as disturbance
 1. Western
 2. Southeast
 3. Northeast
 4. Relationship of forest type with fuel treatment
3. Measuring fuels
 1. Understory trees and shrubs
 2. Downed wood
 3. Canopy fuels
4. Types of treatments
 1. Prescribed fire
 2. Thinning
 3. Understory treatments
 4. Combinations and effectiveness of treatments
 5. Restoration
 6. Other
5. Treatment effects
 1. Wildlife
 2. Soils
 3. Vegetation
 4. Insects and pathogens
 5. Introduced species
6. Placement of treatments within the landscape
 1. Where should they be located?
 2. Spatial pattern
 3. Examples

Module 2: Fuel treatment modeling

1. Fuel modeling background
2. Available fuel models evaluation
3. FVS
4. Fuel treatment modeling project

Assessment of learning outcomes:

Two exams will be used to assess student knowledge of Module 1 course content. Assignments will be used to help students apply concepts; graded and ungraded self-assessment quizzes will also be used to facilitate understanding of the assigned readings and content. Online discussions will facilitate dialog and interaction among students and provide access to varying viewpoints and experience.

Grading

Grading is by letter-grade. Grades will be calculated as follows:

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

Exams	2 @ 100 pts	200 pts
Assignments	2 @ 40 pts	80 pts
Quizzes	3 @ 10 pts	30 pts
Participation in online discussions	40 pts	40 pts
Fuel treatment modeling project	200 pts	200 pts
	TOTAL	550 pts

POLICY STATEMENTS

COURSE POLICY

Students are expected and required to participate in the course in a respectful, courteous manner. This includes all components of the course but is especially pertinent to online discussions and group interactions. Respectful and courteous means using polite language, recognizing and accepting other opinions that do not agree with yours, and in general being a good citizen.

Northern Arizona University Policy Statements

All relevant university policy statements are incorporated into this syllabus by reference: please see <http://jan.ucc.nau.edu/academicadmin/plcystmt.html> for a short summary of the following University policies: the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies. There is also a link to NAU policy statements on the course webpage.

Classroom Management Statement. Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.

University Curriculum Committee
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) *See effective dates schedule.* Fall 2008 1087
3. College Academic Affairs 4. Academic Unit /Department School of Forestry
5. Course subject/catalog number FOR 425 6. Units/Credit Hours 3
7. Long course title Forest Management Applications in GIS
(max 100 characters including spaces)
8. Short course title (max. 30 characters including spaces) Forest Management Apps in GIS
9. Catalog course description (max. 30 words, excluding requisites).

Geographic Information Systems (GIS) and its use in forestry and fire management. Emphasis on concepts and material relevant to fire-related disciplines and specialties. Specific training in ARC/GIS software through on-line training.

10. Grading option:
Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
11. Co-convened with _____ 11a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)
12. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
13. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? yes no
(ex. PES 100)
14. Prerequisites (must be completed **before** proposed course) _____
15. Corequisites (must be completed **with** proposed course) _____
16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes no
Name of plan? Undergraduate Fire Ecology Certificate
Note: If required, a new plan or plan change form must be submitted with this request.

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

18. Names of current faculty qualified to teach this course: Andrea Thode, Steve Dewhurst,
 JJ Smith

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

This course is developed for the Undergraduate Fire Ecology and Management Certificate and is one of six new courses proposed for this certificate. The Undergraduate Fire Ecology and Management Certificate is targeted at wildland firefighters in the federal land management agencies and the Bureau of Indian Affairs. Certain firefighter positions are being moved from the technical GS-462 Forestry Technician job description to the professional series GS-401 Fire Management Specialist (401-series) job description. The 401-series requires a bachelor's degree in biological sciences, agriculture, natural resources management, or related discipline that is appropriate to the position being filled, or requires a combination of education and experience. With these requirements, many people in positions that are being converted to the 401-series do not qualify for their own job. Most people will be using a combination of education and experience to qualify for their position and will need to obtain 24 undergraduate credit hours with 18 credit hours in 300 or 400 level courses. Firefighters have through 2009 to meet the requirements of their job or alternative hiring will take place. In addition, firefighters in lower-level positions will need to take courses in order to advance into the higher level 401-series jobs in the future.

This course in particular is based off one of our current graduate level classes; 525: GIS and Spatial Techniques in Forestry. This new course is different in several ways. First, it takes a graduate level course and distills it into an undergraduate course. This new course is different in that the target audience consists of professionals in fire management and thus do not need a focus on management, but a focus on the practical application of a tool. The skills and knowledge of the proposed audience are different than our typical forestry undergraduate student. Writing skills may not be as strong but on the ground experience is extensive and a perspective of how fire works and moves through different systems is inherent in their experience. In addition, they are familiar with management on the ground and how the "real world" of land management works. Often students have not been in school for 10-30 years and are not familiar with reading text books or journal articles but are familiar with management documents. These differences require different tactics in teaching strategies and hence an additional reason for the new course.

This course does not focus heavily on the theory or history of Geographic Information Systems (GIS) but instead focuses heavily on the practical use of GIS in forestry and fire management. Examples and exercises are based solely on forestry and fire management issues and topics.

For Official AIO Use Only:

Component Type

Consent

Topics Course

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

20. This course is a Single section Multi-section

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

22. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

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

TOPICS COURSE ONLY

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

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

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

GO TO question 35

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 35

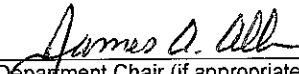
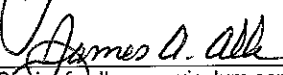

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

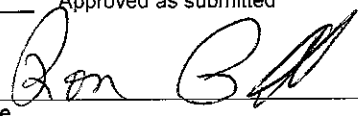
33. Does this proposal replace or modify an existing course or experience? yes no
If yes, which course(s)? _____

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

35. Approvals

 Department Chair (if appropriate)	_____	1/4/08 Date
 Chair of college curriculum committee	_____	1/4/08 Date
 Dean of college	_____	1/8/08 Date

For Committees use only

For Liberal Studies Committee	_____	Date
Action taken: modified	_____ Approved as submitted	_____ Approved as modified
For University Curriculum Committee		1/29/08 Date

Action taken: Approved as submitted _____ Approved as modified _____

Syllabus – School of Forestry

Forest Management Applications in GIS

Course number: FOR 425
Time and place: Distance-delivered + in-person; 6-weeks on-line and 1-week in-residence
Prerequisites: none
Instructor: Steve Dewhurst
Office: Room 237, Southwest Forest Science Complex
E-mail: Steve.Dewhurst@nau.edu
Office hours: via e-mail, TBA

Textbook: None

Course description:

This is a distance-delivered course on Geographic Information Systems (GIS) which is designed as a component of the 401-series certificate program. It is specifically designed to meet the needs of in-service professionals who wish to enhance their understanding and knowledge of GIS and its use in natural resources management. Emphasis will be placed on concepts and material relevant to those in fire-related disciplines and specialties. Practical training in ARC/GIS software will be provided through on-line training materials,

The course will be comprised of 3 major elements:

- 1) Completion by students of 2 Arc/GIS training modules developed, and managed by Environmental Systems Research Institute. These will provide the students with a background in the functional elements of the Arc/GIS software, and their use in natural resources management applications. Enrollment fees for these modules are covered in the course fee.
- 2) Flash video e-lectures, delivered via Flash-enabled web-browser. Each e-lecture will be accompanied by brief written introductory material, written summary material, and web-links to supplementary information and content. The e-lectures will provide students with lecture and demonstration material equivalent to that delivered in our in-residence lecture classes. E-lectures will include video of PowerPoint presentations, ARC/GIS demonstrations, and other software applications accompanied by a voice-over of lecture, explanation, and demonstration material. The intent is to replicate the lecture and lab-demonstration experience that would be achieved in-person.
- 3) Students will attend a 5-day in-residence intensive laboratory experience on the Flagstaff campus. This experience will provide a setting and facilities within which students will undertake hands-on projects using ARC/GIS software. The objective of this experience will be to gain practical proficiency with GIS software, and complete a practical project using datasets, concepts, and techniques introduced through the on-line training modules and e-lectures. Students will also attend guest lectures by NAU staff on GIS facilities, use, and applications.

In addition, weekly interactive discussions will be held (via electronic discussion group) Saturday mornings, 9-11 AM, Arizona time. Participation in these discussions is strongly encouraged.

Desired Course Outcomes:

Upon the successful completion of this course, students should be able to demonstrate:

1. A general knowledge of geographic and spatial analysis techniques commonly used in natural resources-related applications.
2. A depth and breadth of understanding of geographic and spatial analysis techniques relevant to in-service professionals and fire-related specialties.
3. Sufficient knowledge of Arc/GIS or other GIS software to actually initiate and conduct a small project in their field of interest.
4. Understanding of the relationship between types of spatial data commonly encountered in natural resources- and fire-related applications.
5. An awareness of the software, hardware, and data resources available to support geographic and spatial analysis.

Grading:

Grading is by letter-grade. Grades will be calculated as follows:

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

(40%) Quizzes: a GIS and/or remote sensing application in the students' field of interest

(40%) Research Project: the application of GIS techniques to a student-defined management question or problem.

(20%) Participation in on-line discussions.

In addition, successful completion of the ESRI on-line training modules "Learning ARC/GIS desktop" and "Creating and Integrating Data for Natural Resource Applications" are required for a passing grade. Proof of completion is the Training Certificate provided by ESRI at the conclusion of each course.

Course Outline

Week 1: 1/7 -1/13

Students begin ARC/GIS training module "Learning ARC/GIS desktop"

E-lecture: "GIS systems overview" (2 hours)

Saturday, Jan 12, 9-11 AM Arizona time: Interactive discussion

January 13, 11:59 PM (midnight) Arizona time. Deadline for students to complete

e-lecture Quiz 1

Week 2:1/14 – 1/20

Students continue ARC/GIS training module "Learning ARC/GIS desktop"

E-lecture: "Data types, data sources, principles of GIS data analysis" (2 hours)

Saturday, Jan 19, 9-11 AM Arizona time: Interactive discussion

January 20, 11:59 PM (midnight) Arizona time. Deadline for students to complete
e-lecture Quiz 2

Week 3: 1/21 – 1/27

January 27, 11:59 PM (midnight) Arizona time. Deadline for students to complete
ARC/GIS training module "Learning ARC/GIS desktop"

E-lecture: "Points, lines, polygons, and rasters: Analysis and presentation
techniques" (2 hours)

Saturday, Jan 16, 9-11 AM Arizona time: Interactive discussion

January 27, 12 PM (midnight) Arizona time. Deadline for students to complete e-
lecture Quiz 3

Week 4: 1/28 – 2/3

Students begin ARC/GIS training module "Creating and Integrating Data for
Natural Resource Applications"

E-lecture: "Natural resources and fire: information needs and data products" (2
hours)

Saturday, Feb 2, 9-11 AM Arizona time: Interactive discussion

February 3, 11:59 PM (midnight) Arizona time. Deadline for students to complete
e-lecture Quiz 4

Week 5: 2/4 – 2/10

February 10, 11:59 PM (midnight) Arizona time: Deadline for students to
complete "Creating and Integrating Data for Natural Resource
Applications"

E-lecture: "Designing GIS projects: from concept to end-user" (2 hours)

Saturday, Feb 9, 9-11 AM Arizona time: Interactive discussion

February 10, 11:59 PM (midnight) Arizona time. Deadline for students to

complete e-lecture Quiz 5

Week 6: 2/11 – 2/17

E-lecture: “Additional ARC/GIS modules and extensions” (2 hours)

E-lecture: “Datasets available for student projects” (2 hours)

Saturday, Feb 16, 9-11 AM Arizona time: Interactive discussion

February 17, 11:59 PM (midnight) Arizona time. Deadline for students to

complete e-lecture Quiz 6

Week 7: 2/25-2/29 (tentative)

M-F, 9-4 PM: In-residence assisted laboratory experience, NAU campus,

Flagstaff

Final Project Due: 5PM, February 29.

Northern Arizona University Policy Statements

All relevant university policy statements are incorporated into this syllabus by reference: please see <http://jan.ucc.nau.edu/academicadmin/plcystmt.html> for a short summary of the following University policies: the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies. There is also a link to NAU policy statements on the course webpage.

Classroom Management Statement. Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional

responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.

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

18. Names of current faculty qualified to teach this course: Martha Lee

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

This course is developed for the Undergraduate Fire Ecology and Management Certificate and is one of six new courses proposed for this certificate. The Undergraduate Fire Ecology and Management Certificate is targeted at wildland firefighters in the federal land management agencies and the Bureau of Indian Affairs. Certain firefighter positions are being moved from the technical GS-462 Forestry Technician job description to the professional series GS-401 Fire Management Specialist (401-series) job description. The 401-series requires a bachelor's degree in biological sciences, agriculture, natural resources management, or related discipline that is appropriate to the position being filled, or requires a combination of education and experience. With these requirements, many people in positions that are being converted to the 401-series do not qualify for their own job. Most people will be using a combination of education and experience to qualify for their position and will need to obtain 24 undergraduate credit hours with 18 credit hours in 300 or 400 level courses. Firefighters have through 2009 to meet the requirements of their job or alternative hiring will take place. In addition, firefighters in lower-level positions will need to take courses in order to advance into the higher level 401-series jobs in the future.

This course in particular is based off one of our current undergraduate classes; FOR445: Wilderness Management. This new course is different in that the target audience consists of professionals in fire management and thus brings a different perspective to a course that focuses on wilderness management and the development of a wilderness management plan. The skills and knowledge of the proposed audience are different than our typical forestry undergraduate student. Writing skills may not be as strong but on the ground experience is extensive and a perspective of how fire works and moves through different systems is inherent in their experience. In addition, they are familiar with management on the ground and how the "real world" of land management works. Often students have not been in school for 10-30 years and are not familiar with reading text books or journal articles but are familiar with management documents. These differences require different tactics in teaching strategies and hence an additional reason for the new course. This course is specifically designed to pull from the knowledge of the manager and for the manager to work with their home unit in developing a wilderness management plan. This is not possible to do with the "typical" undergraduate class.

For Official AIO Use Only: Component Type Consent Topics Course
--

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

20. This course is a Single section Multi-section

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

22. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

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

TOPICS COURSE ONLY

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

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

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

GO TO question 35

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 35


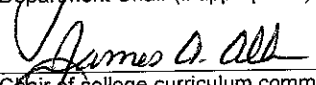
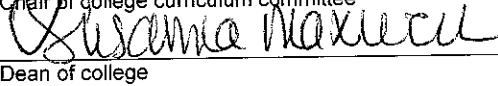
NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

35. Approvals

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

For Committees use only

For Liberal Studies Committee

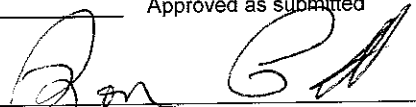
Date

Action taken:

Approved as submitted

Approved as

modified



Date

For University Curriculum Committee

Action taken:

✓

Approved as submitted

Approved as modified

Please attach Syllabus here.

**NORTHERN ARIZONA UNIVERSITY
School of Forestry**

**FOR 444
Wilderness Management for Professionals
Fall 2008**

Class Hours:

Distance-delivered + in-person, dynamic dating 1
6 weeks on-line, 1 week in residence

Credit Hours: 3

Instructor:

Dr. Marty Lee

Office: Rm. 241, Forestry, NAU Mountain Campus

Office Phone: 928-523-6644

E-mail: martha.lee@nau.edu -- Use this e-mail only for emergencies--all e-mail
correspondence for this course should normally be sent using Blackboard
Vista Mail

Office Hours: Because this is an online class I will be holding office hours on-line
from the "chat room" in Bb Blackboard Vista on Wednesdays from 8-9
p.m. (Arizona Time). If you call me by phone at my office, please leave a
message and I will get back to you ASAP. Please feel free to e-mail me in
Blackboard Vista Mail.

Course Prerequisites: none

Course Description:

After more than 40 years of experience, we are just now recognizing the management implications of designating large and small tracts of lands for permanent preservation. This course is designed specifically for natural resource professionals and will examine wilderness management issues from a multi-disciplinary approach, using current and historical readings along with sharing professional knowledge and first-hand experiences to begin to understand the complexities involved in managing these areas.

Learning Outcomes:

1. Describe the philosophical, historical, legal, ecological, social and cultural aspects of lands managed under the Wilderness Act.
2. Gain knowledge and understanding of wilderness and wilderness management through sharing knowledge and experiences in resource management with other managers.
3. Describe strategies for managing wilderness visitors.
4. Think about and articulate a personal land ethic as it applies to wilderness and wilderness management.
5. Design and present a wilderness planning, management or research project that relates to the professional's current work position and interests that could be implemented on the ground.

Course Structure:

The course includes two elements: We will discuss what is meant by the term wilderness, both philosophically and from a management perspective. We will discuss current wilderness management laws and policies, paying particular attention to what is allowed and prohibited in designated Wilderness and issues such as prescribed fire, grazing, mining, water, Native American rights, and recreation use. We will use the required text "Wilderness Management" by Hendee and Dawson as the primary source of information and basis for our discussions. You will have lots of opportunity to share your experiences and knowledge with the other class members. There is much we will learn from each other! This part of the class is divided into seven learning modules:

- What is wilderness and why do we manage it?
- History of American wilderness and wilderness management
- The Wilderness Act and the Wilderness Preservation System
- Wilderness management and planning
- Wilderness use and users
- Fire in wilderness ecosystems
- The future of wilderness

For the second element of the course students will design a project of interest to you and relevant to your work situation. You will propose either a research or management project related to wilderness use, users, or management. You will present your proposal to the class during your three days on the NAU Mountain Campus. See the Wilderness Proposal icon on the home page for more details.

Textbooks:

Hendee, J. and C. Dawson. 2002. Wilderness management, 3rd edition. Fulcrum Publishing, Golden, CO. ISBN #1-55591-855-7

Leopold, Aldo. A sand county almanac -- whatever edition you have is fine

Other Readings:

Other readings will be provided as reserve readings through the NAU library reserve -- click on the reserve readings icon on the home page. The readings are listed by author and if you click on the reading it should appear. Let me know if you have problems accessing the readings and I will contact the NAU Cline Library.

Video Clips

During the course you will be asked to view two clips from a video titled "Wild by Law." This video does a great job of tracing the history of the wilderness movement in this country and the origins and signing of the Wilderness Act. You will view these clips in modules 2 and 3.

Weekly Schedule:

See the Course Schedule for the weekly schedule of readings, discussion questions, and assignment due dates

Evaluation Methods:

Getting Started quiz and practice assignments: Before you begin the readings, study questions, essays, and discussion question, you will have practice and be tested over the nuts and bolts of navigating around the course and the various types of assignments and activities you will be doing -- these exercises are worth 15 points (4% of your grade). You must complete the Getting Started Quiz before the rest of the course content will not be released until you get 100% on the quiz. I encourage you to have the quiz and practice assignments completed by the third day of class.

Study Questions: At the conclusion of each chapter in the Hendee and Dawson book, the author(s) provide study questions. We will use these questions as a basis for our discussions. You will be responsible for answering the questions for the required readings in your on-line journal. We will be reading about and discussing a different topic each week. The study questions for a particular module are due on Wednesday of each week (by 11:59 p.m.) Each set of study questions is worth 10 points for a total of 70 points (18% of your grade). The rubric I will use for grading your study questions is described in the Study and Discussion Questions section below.

Discussion Questions: Each module will have a discussion question that we will discuss as a group. This is where you can share your ideas and experiences with your fellow classmates. The discussions will be scored as class participation points -- worth a total of 70 points (18% of your grade). Discussions are to be completed by the end of each Module -- on Friday of each week (by 11:59 p.m.)

Assignments: There will be 4 written essays each worth 30 points (total 120 pts or 30% of your grade) Essay topics:

- What is wilderness?
- Find your special Wilderness
- Loving Wilderness to death!
- Developing your own wilderness ethic

Wilderness Research or Management Proposal: 120 points (30% of your grade). See the Wilderness Proposal icon for details about the proposal. You will turn in the topic of your proposal early on so be thinking about it as soon as you can. I will also ask you for a progress on how your proposal is coming along--this will be due midway through the class.

Grading System:

Getting Started Quiz and Assignments = 15 points
Essays: 4 @ 30 pts each = 120 points
Study Questions: 7 sets of questions @ 10 pts each = 70 points
Participation in discussion questions: 7 questions @ 10 pts each = 70 points
Individual project proposal = 120 points

Total= 395 points

A = 354-395; B = 315-353; C = 275-314; D = 236-274; F = 235 or below

Course Policies:

Attendance and Assignments:

Just as in a traditional classroom you are to complete all Web response assignments and participation requirements by their due date and time. Failure to complete the study questions or discussions on time is the same as an absence. If you have not completed an assignment or module by the assigned due date you will be considered absent, unless you have a documented excuse. Documented absences (such as illness, family emergencies, pre-existing work-related commitments) are the only exception to the rule. Please communicate any problems or concerns regarding absences to me ahead of time if possible.

Makeup Work:

All assignments must be turned in on the specified due date. Late assignments will not be accepted unless there is a compelling reason for the lateness. Points will be deducted from late papers.

How Much Time Should You Spend Working on This Course?

The Arizona Board of Regents has defined a unit of credit for the institutions under its jurisdiction (including NAU) as a minimum of 45 units of work per term (or semester). By this definition, an unit of work is the equivalent of 50 minutes of class time. For lecture-discussion courses, this requirement equates to at least 15 contact units and a minimum of 30 units of work outside the classroom for each unit of credit--or 45 units of work for each unit of credit. This equates to 135 contact hours for a 3 credit class or roughly 6,750 minutes. Spread out over 7 weeks this equates to approximately 16 hours per week you should spend on the class. This includes all the readings, answering study questions in your journal, participating in the discussion, and completing the essays and the project/proposal.

Useful Wilderness and Wilderness Management Websites:

These are useful websites for information on wilderness areas, management, policy, images, education, and a host of other topics. You likely have additional web based resources available through your own agency intra-net resources:

- <http://www.carhart.wilderness.net> - Arthur Carhart National Wilderness Training Center. Training course schedules, on-line training opportunities, education and information, and decision guides.
- <http://leopold.wilderness.net> - Aldo Leopold Wilderness Research Institute. Wilderness-related research, publications, current issues in wilderness management
- <http://www.wilderness.net> - Probably your best source for all things wilderness: news, agency policies, laws, wilderness area locator and fact sheets, linked to Leopold Institute research and Carhart training opportunities, education resources, toolboxes, link to International Journal of Wilderness

Agency sites:

- <http://www.blm.gov/nlcs/wilderness/index.html> - Bureau of Land Management wilderness internet home page
- <http://www.fws.gov> - U.S. Fish and Wildlife Service internet home page
- <http://www.fs.fed.us> - U.S. Forest Service internet home page
- <http://www.srs.fs.fed.us/trends> - U.S. Forest Service visitor use trends information
- <http://www.wilderness.nps.gov> - National Park Service wilderness
- <http://www.wilderness.nps.gov/tbnew.cfm> - NPS wilderness managers toolbox

Other useful websites:

- Leave No Trace, Inc. - <http://www.lnt.org>
- Student Conservation Association - <http://www.thesca.org> - conservation internships, conservation crews
- American Hiking Society - <http://www.americanhiking.org> - volunteer vacations work group
- Wilderness volunteers - <http://www.wildernessvolunteers.org> - volunteer work groups
- University of Idaho Wilderness Research Center - <http://www.cnr.uidaho.edu/wrc> - research and teaching about the human dimensions of wilderness
- University of Montana Wilderness Institute - <http://www.forestry.umt.edu/research/MFCES/programs/wi> - education programs, projects

Northern Arizona University Policies:

All relevant university policies are incorporated into this syllabus by reference: please see <http://jan.ucc.nau.edu/academicadmin/plcystmt.html> for a short summary of the following University policies: the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies. There is also a link to NAU policy statements on the course webpage.

Tentative Course Schedule

Module	Date	Topic	Readings	Journal Assignment	Discussion Questions	Other
GETTING STARTED		Everything about the class: expectations, all you need to know to succeed in the class!				Complete the getting started quiz and the practice assignments by 11:59 p.m. Wednesday, October 31
1	10/29-11/2	What is Wilderness?	H&D chpt 1, pp. 3-25	Answer chpt. 1 study questions 1-10 by Wednesday	Complete discussion of module 1 question by 11/2 (Fri)	
2	11/5-11/9	History of American Wilderness Management	H&D chpt 2, pp. 31-47; Scott chapter (on reserve); Deloria chapter (on reserve)	Answer chpt. 2 study questions 1-9 and question 10 about the Deloria reading by Wednesday	Complete discussion of module 2 question by 11/9 (Fri)	View video clip #1 as part of this module Essay #1 is due Monday, Nov. 5 by 11:59 p.m. Your topic proposal is due Monday, Nov. 5 by 11:59 p.m.
3	11/12-11/16	The Wilderness Act and the Wilderness Preservation System	H&D chpt. 4, pp. 101-123; H&D chpt. 6, pp. 175-189	Answer chpt. 4 study questions 1-6 & chpt. 6 study questions 1-6 by Wednesday	Complete discussion of module 3 question by 11/16 (Fri)	View video clip #2 as part of this module Proposal project progress report is due Friday, Nov. 16 by 11:59 p.m.
4	11/19-11/23	Wilderness Management and Planning	H&D chpt. 7, pp. 191-207; H&D chpt. 8, pp. 209-229	Answer chpt 7 study questions 1-9 & chpt. 8 study questions 1-9 by Wednesday	Complete discussion of module 4 question by 11/23 (Fri)	Essay #2 is due Monday, Nov. 19 by 11:59 p.m.

Module	Date	Topic	Readings	Journal Assignment	Discussion Questions	Other
5	11/26-11/30	Wilderness Use and Users	H&D chpt. 14, pp. 373-11; www.srs.fs.fed.us/trends	Answer chpt. 14 study questions 1-10 by Wednesday	Complete discussion of module 5 question by 11/30 (Fri)	
6	12/3-12/7	Fire in Wilderness Ecosystems	H&D chpt. 11, pp. 287-319	Answer chpt. 11 study questions 1-10 by Wednesday	Complete discussion of module 6 question by 12/2 (Fri)	Essay #3 is due Monday, Dec. 3 by 11:59 p.m.
7	12/10-12/14 (12/11-13 is on the NAU Campus) View complete on-campus schedule	Future of Wilderness	H&D chpt. 17, pp. 505-512 Cole, D.N. 2001. Management dilemmas that will shape wilderness in the 21st century. (reserve reading) Hammit, W. E. and R. M. Schuster. 2000. Wilderness use in the next 100 years. (reserve reading) Chavez, D. J. 2000. Wilderness visitors in the 21st century: Diversity, day use, perceptions and preferences. (reserve reading)	Refer to Module 7 Journal Assignment for the study questions. Have them posted by Wednesday 12/12 at 11:59 p.m.	See Module 7 for the discussion question. We will discuss this question during the NAU on-campus visit. Have a response ready to discuss by Wednesday 12/12 at 8:00 a.m.	Essay #4 and Individual Project Proposal are due on Dec. 12 by 11:59 p.m. Proposal presentations are scheduled for Thursday, Dec. 13, 1-5 p.m.

University Curriculum Committee
Proposal for New Course

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

2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) *See effective dates schedule.* Fall 2008 1087

3. College Academic Affairs 4. Academic Unit /Department School of Forestry

5. Course subject/catalog number FOR 450 6. Units/Credit Hours 3

7. Long course title Fire Forest Ecology for Professionals
(max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Fire Forest Ecol for Professionals

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

Wildland fire is a disturbance force with important ecological and social implications in most of the world's ecosystems. This course integrates ecological and cultural aspects of wildland fire, providing an ecological foundation for fire managers and professionals.

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

11. Co-convened with _____ 11a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)

12. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

13. May course be repeated for additional units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? yes no
(ex. PES 100)

14. Prerequisites (must be completed **before** proposed course) FOR 310

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

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes no
Name of plan? UG Fire Ecology and Management Certificate

Note: If required, a new plan or plan change form must be submitted with this request.

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

18. Names of current faculty qualified to teach this course: Pete Fulé, Andrea Thode, Molly Hunter

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

This course is developed for the Undergraduate Fire Ecology and Management Certificate and is one of six new courses proposed for this certificate. The Undergraduate Fire Ecology and Management Certificate is targeted at wildland firefighters in the federal land management agencies and the Bureau of Indian Affairs. Certain firefighter positions are being moved from the technical GS-462 Forestry Technician job description to the professional series GS-401 Fire Management Specialist (401-series) job description. The 401-series requires a bachelor's degree in biological sciences, agriculture, natural resources management, or related discipline that is appropriate to the position being filled, or requires a combination of education and experience. With these requirements, many people in positions that are being converted to the 401-series do not qualify for their own job. Most people will be using a combination of education and experience to qualify for their position and will need to obtain 24 undergraduate credit hours with 18 credit hours in 300 or 400 level courses. Firefighters have through 2009 to meet the requirements of their job or alternative hiring will take place. In addition, firefighters in lower-level positions will need to take courses in order to advance into the higher level 401-series jobs in the future.

This course in particular is based off one of our current co-convened classes; FOR451/551 Fire Ecology and Management. This new course is different in that the target audience consists of professionals in fire management and thus do not need a focus on management, but a focus on ecological concepts and how fire effects different ecological systems. The skills and knowledge of the proposed audience are different than our typical forestry undergraduate student. Writing skills may not be as strong but on the ground experience is extensive and a perspective of how fire works and moves through different systems is inherent in their experience. In addition, they are familiar with management on the ground and how the "real world" of land management works. Often students have not been in school for 10-30 years and are not familiar with reading text books or journal articles but are familiar with management documents. These differences require different tactics in teaching strategies and hence an additional reason for the new course.

For Official AIO Use Only:

Component Type

Consent

Topics Course

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

20. This course is a Single section Multi-section

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

22. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

25. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

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

GO TO question 35

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 35

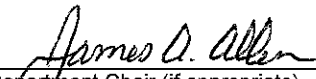
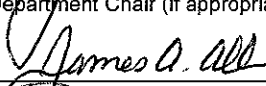
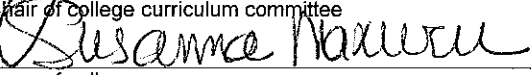
NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

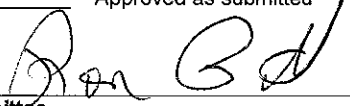
33. Does this proposal replace or modify an existing course or experience? yes no
If yes, which course(s)? _____

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

35. Approvals

 Department Chair (if appropriate)	<u>1/4/08</u> Date
 Chair of college curriculum committee	<u>1/4/08</u> Date
 Dean of college	<u>1/8/08</u> Date

For Committees use only

For Liberal Studies Committee	Date
Action taken: modified _____ Approved as submitted _____ Approved as	
 For University Curriculum Committee	<u>1/29/08</u> Date

Action taken: _____ Approved as submitted _____  Approved as modified

FIRE ECOLOGY FOR PROFESSIONALS

Course number: FOR 450
Time and place: Monday – Friday 8:00 am – 5:00 pm
Prerequisites: FOR 310: Forest Ecology for Professionals or instructor consent
Instructor: Molly Hunter (928-523-6650, molly.hunter@nau.edu)
Course location: To be determined

Text: Fire in California's Ecosystems, Hardcover: 576 pages. University of California Press, 1st edition. ISBN: 0520246055

COURSE DESCRIPTION

Wildland fire is a disturbance force with important ecological and social implications in most of the world's ecosystems. This course integrates ecological and cultural aspects of wildland fire, providing a broad foundation for people interested in natural resource management, fire management, and ecological science. We will begin with basics of fire behavior, fuels, and weather. Next we will look at fire regimes and the ecological effects of fire at various scales ranging from individual organisms to landscapes and continents. Case Studies from around the country will tie concepts learned at the start of the course to different ecosystems with real on the ground issues. The historical interaction of humans with fire will set the stage for understanding principles, techniques, and challenges in present-day fire management, the final portion of the course. Key issues include restoring fire as an ecological disturbance factor, managing fire in growing urban-rural-wildland interface areas, and integrating fire management with other natural resource management practices. The course will include lecture, discussion of the literature, and independent projects.

In particular, topics that are covered in this course include:

- Fire in the Context of Ecological Theory
- Fire Regimes
- Reconstructing and Predicting Fire Histories/Paleo Fire Histories
- Fire Effects on Soils-Physical and Chemical
- Fire Effects on Watersheds
- Fire and Plant Interactions: Individuals, Populations and Communities
- Fire and Insect and Pathogen Interactions
- Fire and Animal Interactions
- Invasive species
- Case Study: Southeast Forests
- Case Study: Boreal and PNW coastal forests
- Case Study: Chaparral
- Case Study: Southwest Forests and Woodlands
- Case Study: Southwest Ponderosa Pine
- Fire Management: Indigenous and traditional use of fire
- Fire Management: Overview, history of fire management
- Fire Management: economics, postfire activities
- Fire Management: Air quality, cultural resources

COURSE FORMAT

January 14th – February 1st: On-line portion of the class

February 4th – February 15th : On-campus portion of the course

This class consists of three weeks of reading, assignments, and quizzes that are done before attending the class (location to be determined). Reading assignments and quizzes start January 14th. The “pre-work” assigned for this class is critical. The on-line quizzes and assignments are part of the final grade for the course. The course is designed this way for to help you absorb material presented in a short amount of time. You will be in class from 8 am to 5 pm, Monday thru Friday for two weeks and there will be little time for reading and homework during this time. Thus, we are asking you to do the readings ahead of time.

Coursework

On-line coursework

Readings

Readings will be assigned starting January 14th with the on-line portion of the class. There will be an average of 2-3 hours of reading per day in preparation for the on-campus portion of the class. DO NOT FALL BEHIND ON THE READINGS or it will be very difficult to catch up.

Quizzes

On-line quizzes will be given for the different sections of the readings. Quizzes are available under the “Assessments” tab in Vista. Read through “taking assessments” in the navigating Vista tutorial.

On-campus coursework

Discussions

Discussions will be led by two students per topic. Student pairs will select a topic on the first day of class (with instructor consent) and pick one to two scientific journal articles that are relevant to the topic. Discussion leaders will summarize the papers (one each) and then lead a 35 min discussion with the class about the papers. Students will be required to turn in two specific questions or comments about each topic.

Lab Assignments/Group work

The on-campus portion of the class will include field trips where data is collected for the Lab assignments. The class will be broken into workgroups that will collect and analyze data together. However, each student is responsible for their own lab write-up.

Exams

There will be two exams and one final exam. Only major topics and concepts from the first two exams will be included in the final.

PERFORMANCE EVALUATION

The rubric or guideline below describes the characteristics of excellent academic work, as well as levels that are less than excellent. The rubric is organized around “answering a question”, as on a traditional test, but the guidelines below can be easily adapted for presentations, reports, and exams.

- **Excellent:** Clearly and completely addresses the question. Thorough and logical development of thoughts. Points supported by literature. Correct grammar and spelling, citations in proper format.
- **Good:** Complete or nearly complete in addressing the question. Thoughts are generally logically and thoroughly expressed. Most arguments or questions of fact are supported by the literature. Only minor errors in grammar, spelling, or citation format.
- **Needs improvement:** Incomplete answers or discussion that is tangential to the question. Thoughts sometimes illogical or incomplete. Arguments or questions of fact sporadically supported by the literature. Moderate errors or grammar, spelling, or citation format.
- **Poor:** Answer mostly fails to address the question. Thoughts often illogical or incomplete. Arguments or questions of fact rarely supported by the literature. Substantial errors of grammar, spelling or citation format.

Grades are given as follows:

- A (90-100%)
- B (80-89%)
- C (70-79%)
- D (60-69%)
- F (59% or below)

Points are earned as followed:

Quizzes	20%
Lab/group work	20%
Discussion	15%
Mid-term exams (15% each)	30%
Final Exam	15%

Statement on plagiarism and cheating:

Plagiarism and cheating will not be tolerated in this course. Any instance will result in failure of the assignment and depending on the circumstances, failure in the course.

Schedule of readings and quizzes

A schedule of readings and quizzes is available on the course homepage.

Northern Arizona University Policy Statements

All relevant university policy statements are incorporated into this syllabus by reference: please see <http://jan.ucc.nau.edu/academicadmin/plcystmt.html> for a short summary of the following University policies: the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies. There is also a link to NAU policy statements on the course webpage.

Classroom Management Statement. Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.

University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College School of Forestry

2. Academic Unit/Department School of Forestry

3. Academic Plan Name Undergraduate Fire Ecology and Management Certificate

4. Subplan (if applicable)? _____

5. Effective Date FALL 2008

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

7.

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

(<http://www4.nau.edu/ajo/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 and strikethrough what is being deleted.

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

The NAU School of Forestry Undergraduate Fire Ecology Certificate is designed to help wildland fire professionals meet federal GS-401 (Fire Management Officer) training requirements. The certificate is a total of 15 credits, 9 of which must be taken at NAU. In order to satisfy the requirements of the certificate, all courses must be taken for a letter grade, and a minimum cumulative GPA of 2.5 must be achieved in these courses. One class must be taken from each of following areas of study:

- Fire Ecology
FOR 450, or other course approved by your NAU advisor
- Ecology, Biology and Environmental Science
FOR 310, or other course approved by your NAU advisor
- Fuel Management
FOR 317~~2~~³318, or other course approved by your NAU advisor
- Measurement, Analysis and Technology
FOR 351~~2~~⁴425, or other course approved by your NAU advisor
- Management, Planning and Policy
FOR 360~~2~~⁴444, or other course approved by your NAU advisor

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

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

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

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

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

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

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

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

During the course of the certificate program we expect students to gain the following knowledge and skills:

1. An understanding of ecological adaptations of forests including genetic variation and adaptations as well as the basic concepts of tree reproduction, growth and structure.
2. Students will be able to characterize the biogeochemical processes of forested ecosystems.
3. Comprehension of population models, predator-prey relationships, habitat selection and quality, and the interactions of wildlife and their required resources.
4. An understanding of plant community and biodiversity concepts in forest ecology.
5. An understanding of disturbance terminology and regime characteristics, the role and importance of native and introduced species and succession terminology and life-history characteristics.
6. An understanding of landscape ecology concepts, terminology and the importance of scale in space and time.
7. An understanding of forest ecology and how fire effects animals, plants, soils, and watersheds.
8. An understanding of fire regimes in different vegetation types and how that relates to land management.
9. An understanding of what silviculture is and how it applies to forest and fire management as well as basic concepts of stand development, forest strata, regeneration, site preparation, and intermediate treatments.
10. An understanding of how silvicultural and ecological concepts relate to fuel treatments, fire effects and land management.
11. An understanding of basic GIS concepts and how ArcGIS can be applied directly to forest and fire management issues.
12. An understanding of basic vegetation and fire monitoring terminology, protocols and data as well as fire behavior and fire effects models.
13. An understanding of the philosophical, historical, legal, ecological, social and cultural aspects of land management and how that relates to fire management.

Upon completion of the certificate program:

1. Certificate recipients will understand the importance of forest and fire ecology as well as fire science concepts to land management and fire management.
2. Certificate recipients will have a working familiarity with fire effects and/or fire behavior models
3. Certificate recipients will be prepared to apply their knowledge to their daily jobs and to land management.

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

Fire Ecology and Fire Science are growing fields in Arizona, nationally and internationally. The effects of long term ecological change through grazing, fire suppression and invasive species has brought wildland fires to the attention of public land managers, researchers, average citizens and legislators in this country. In Arizona, Governor Janet Napolitano has recently put forth an effort to develop a "20 Year Strategy to Restore Arizona's Forests," and fire is a central issue in this effort. However, management is ahead of academia in this realm and the School of Forestry is currently working on developing several fire ecology and fire science programs to answer the need for educated wildland fire ecologists and wildland fire scientists and to help further develop the research needed to support and direct state and federal land management.

The School of Forestry is currently working towards three interconnected fire ecology and fire science programs at NAU:

1. an undergraduate Wildland Fire Science Focus Area,
2. an Undergraduate Fire Ecology and Management Certificate, and possibly
3. a graduate Fire Ecology and Management Certificate that will tie in with the M.F and M.S. programs.

The UCC approved the Wildland Fire Focus Area last academic year and it is currently being implemented. The focus of this proposal is the Undergraduate Fire Ecology and Management Certificate. This certificate is designed to meet changing standards in the federal government for wildland firefighters. Due to the last 5+ years of large fire events, the federal government has become increasingly concerned with firefighter safety on wildland fires. This has resulted in changes in training and in the basic requirements for firefighter education, wherein all federal employees in the GS-401 Fire Management Specialist series ("401-series") are required to obtain supplemental college-level training related to wildland fire. This requirement was developed under the sponsorship of the Federal Fire and Aviation Leadership Council and composed of representatives from the Bureau of Indian Affairs, Bureau of Land Management, Fish and Wildlife Service and the Forest Service. The 401-series now requires either a bachelor's degree in biological sciences, agriculture, natural resources management, or related discipline that is appropriate to the position being filled, or a combination of education and experience. With these requirements, many people in positions that are being converted to the 401-series do not qualify for their own job. Most people will be using a combination of education and experience to qualify for their position and will need to obtain 24 undergraduate credit hours with 18 credit hours in 300 or 400 level courses. Firefighters have through 2009 to meet the requirements of their job or alternative hiring will take place. In addition, firefighters in lower-level positions will need to take courses in order to advance into the higher level 401-series jobs in the future. This provides a great opportunity for Northern Arizona University to become one of the leaders in distance learning for fire ecology and fire science by providing an education to firefighters across the nation.

Currently, several universities are offering distance learning or extension classes to help fill the 401-series need. One of the leaders in this effort is the University of Idaho (Idaho). NAU and Idaho are both in the Natural Resource Distance Learning Consortium. The NAU Fire Ecology and Fire Science Program has been developed to mirror Idaho's program so that class offerings and resources are two-fold. This will help NAU quickly rise to the top of distance learning in fire ecology and fire science, as well as help NAU and Idaho recruit more students through our collaborative efforts.

The Undergraduate Fire Ecology and Management Certificate provides a series of courses that build on each other and provide the educational needs for Wildland firefighters. This is different than approaches taken at many schools where students take random classes to meet their 401 requirements. The SOF proposed program provides a series of classes that provide critical information for firefighters to become educated fire managers on the land. These courses are designed to provide a basic background in wildland fire and the effects of wildland fire.

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

We have secured a non-tenure track faculty member through Distance Learning to help develop and teach the Undergraduate Fire Ecology and Management Certificate. This position has been filled and started during the Fall 2007 semester. Besides this, no new faculty, space or equipment is needed.

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

<u>James A. Allen</u>	<u>1/4/08</u>
Department Chair/ Unit Head (if appropriate)	Date
<u>James A. Allen</u>	<u>1/4/08</u>
Chair of college curriculum committee	Date
<u>Susanna Maxwell</u>	<u>1/8/08</u>
Dean of college	Date

For committee use only

<u>Ben Riff</u>	<u>1/29/08</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.

NAU School of Forestry Undergraduate Fire Ecology and Management Certificate

The NAU School of Forestry Undergraduate Fire Ecology Certificate is designed to help wildland fire professionals meet federal GS-401 (Fire Management Officer) training requirements. The certificate is a total of 15 credits, 9 of which must be taken at NAU. In order to satisfy the requirements of the certificate, all courses must be taken for a letter grade, and a minimum cumulative GPA of 2.5 must be achieved in these courses. In addition, one class must be taken from each of the following areas of study:

- Fire Ecology
- Ecology, Biology and Environmental Science
- Fuel Management
- Measurement, Analysis and Technology
- Management, Planning and Policy

Course Number	Course	Units	Prerequisites	Semester Offered
Fire Ecology				
FOR 450*	Fire Ecology for Professionals	3	FOR 310 or instructor consent	Spring
Ecology, Biology and Environmental Science				
FOR 310*	Forest Ecology for Professionals	3	none	Fall
Fuel Management				
FOR 317*	Silviculture and Fire Applications	3	FOR 310 or instructor consent	Winter
FOR 318*	Fuel Treatments and Modeling (FVS and FFE)	3	FOR 317	Spring
Measurement, Analysis and Technology				
FOR 425*	Forest Management Applications in GIS	3	none	Spring
FOR 351**	Fire Monitoring and Modeling	3	FOR 310 or instructor consent	Fall or Spring
Management, Planning and Policy				
FOR 444*	Wilderness Management for Professionals	3	none	Fall
FOR 360**	Natural Resources Policy	3	none	Fall or Spring

* A new course proposed as part of this certificate proposal.

**An existing course that is already approved and in the catalog.

Educational Objectives of the Program:

We expect certificate candidates have basic writing, speaking and computational skills that would be expected in a wildland fire fighting position. We expect certificate candidates to be proficient in fundamentals of computer operation (some basic Windows based operating system / software experience) and we have provided on-line training links to help them with this.

During the course of the certificate program we expect students to gain the following knowledge and skills:

14. An understanding of ecological adaptations of forests including genetic variation and adaptations as well as the basic concepts of tree reproduction, growth and structure.
15. Students will be able to characterize the biogeochemical processes of forested ecosystems.
16. Comprehension of population models, predator-prey relationships, habitat selection and quality, and the interactions of wildlife and their required resources.
17. An understanding of plant community concepts in forest ecology, niche and niche differentiation concept and biodiversity concepts.
18. An understanding of disturbance terminology and regime characteristics, the role and importance of native and introduced species and succession terminology and life-history characteristics
19. An understanding of landscape ecology concepts, terminology and the importance of scale in space and time.
20. An understanding of what silviculture is and how it applies to forest and fire management as well as basic concepts of stand development, forest strata, regeneration, site preparation, and intermediate treatments.
21. An understanding of how silvicultural and ecological concepts relate to fuel treatments, fire effects and land management.
22. An understanding of basic GIS concepts and how ArcGIS can be applied directly to forest and fire management issues.
23. An understanding of basic vegetation and fire monitoring terminology, protocols and data as well as fire behavior and fire effects models.
24. An understanding of the philosophical, historical, legal, ecological, social and cultural aspects of land management and how that relates to fire management.

Upon completion of the certificate program:

1. Certificate recipients will understand the importance of forest and fire ecology as well as fire science concepts to land management and fire management.
2. Certificate recipients will have a working familiarity with fire effects and/or fire behavior models
3. Certificate recipients will be prepared to apply their knowledge to their daily jobs and to land management.



NORTHERN
ARIZONA
UNIVERSITY

School of Forestry

January 4, 2008

MEMORANDUM

To: Susanna Maxwell, Vice Provost for Academic Personnel

From: Jim Allen, Interim Executive Director *J.A.A.*

Re: Proposed Undergraduate Fire Ecology and Management Certificate

Attached is a package that includes a proposal for a new undergraduate certificate program and proposals for the six new courses that are part of this certificate. In addition to the six new courses, two existing courses (FOR 351 and FOR 360) will also be available to students pursuing this certificate. The new courses will be offered in various formats, almost all of which would be considered distance learning. The most common format will be a hybrid approach involving on-line components combined with a week or two of classroom and field instruction.

This certificate, which we call the Undergraduate Fire Ecology and Management Certificate, is designed to serve federal government employees who work on wildland fire management issues. More specifically, it is designed to meet the needs of all employees in the GS-401 (Fire Management Officer) job series, who have been required to take a total of 24 credit hours of college-level training in areas related to wildland fire ecology and management if they don't already have a related college degree. While they can get these credits in a number of ways, and they are not required to obtain a certificate, we believe that offering a formal certificate will be a significant attraction for GS-401 personnel and cause many of them to choose NAU over our competitors.

This certificate is not designed for our Forestry B.S.F. students, so it is not expected that B.S.F. students will take the new courses to meet any degree requirements, other than possibly general electives. For the most part, the hybrid nature of these courses will preclude full-time B.S.F. students from taking these courses, even if they wanted to do so.

We have been offering courses to GS-401 personnel for a full year, now. Distance Learning has provided very substantial support for this effort, mainly by funding a three-year faculty position in Wildland Fire Science, which we filled this past fall when we hired Dr. Molly Hunter. Additional instruction has been provided by our current faculty, either as part of their overall load or as supplemental instruction, with the latter being paid for by Distance Learning.

Offering this certificate is not only an important service to our federal colleagues, but it is also a tremendous opportunity to raise our profile within the professional forestry and wildland fire management communities. I expect a number of benefits, including immediate enrollment benefits as federal employees seek us out to fulfill their training needs, but also longer term benefits, such as referrals of potential undergraduate and graduate students to our programs by the federal employees and more research cooperative agreements with federal land management agencies.

University Curriculum Committee

Proposal for new Academic Plan, Plan change, or Plan Deletion

<p>1. College <u>Academic Affairs</u></p>	<p>2. Academic Unit/Department <u>School of Forestry</u></p>						
<p>3. Academic Plan Name <u>BS Forestry</u></p>	<p>4. Subplan (if applicable)? <u>Ecological Restoration Focus Area</u></p>						
<p>5. Effective Date <u>FALL 2008</u></p>							
<p>6. Is this proposal for a :</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> New Plan</td> <td style="width: 33%;"><input type="checkbox"/> Plan Change</td> <td style="width: 33%;"><input type="checkbox"/> Plan Deletion</td> </tr> <tr> <td><input type="checkbox"/> New Subplan</td> <td><input checked="" type="checkbox"/> Subplan Change</td> <td><input type="checkbox"/> Subplan Deletion</td> </tr> </table>		<input type="checkbox"/> New Plan	<input type="checkbox"/> Plan Change	<input type="checkbox"/> Plan Deletion	<input type="checkbox"/> New Subplan	<input checked="" type="checkbox"/> Subplan Change	<input type="checkbox"/> Subplan Deletion
<input type="checkbox"/> New Plan	<input type="checkbox"/> Plan Change	<input type="checkbox"/> Plan Deletion					
<input type="checkbox"/> New Subplan	<input checked="" type="checkbox"/> Subplan Change	<input type="checkbox"/> Subplan Deletion					

<p>7. For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the <i>current</i> on line academic catalog: http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm <i>Be sure you include all catalog text that pertains to this plan change</i></p> <p><i>For New Plans, leave this column blank.</i></p> <p>FOR 282; FOR 382; FOR 408 or 485 One additional 3 unit course selected with approval of focus area coordinator</p>	<p>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing and strikethrough what is being deleted. <i>(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.)</i></p> <p>FOR 251; FOR 382/382H; FOR 408 or 485. One additional 3 unit course selected with approval of focus area coordinator</p> <p>Also, FOR 443 will be added to the list of approved electives.</p>
--	--

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

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

<input type="checkbox"/>	a. verify satisfactory completion of a non course requirement.
<input type="checkbox"/>	b. indicate admission to a major.
<input type="checkbox"/>	c. will not be used.

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

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

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

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

With the introduction of a new course this year entitled FOR 251 (Introduction to Wildland Fire), it has been decided that the new course would be a highly appropriate choice to require for the Ecological Restoration Focus Area. Our primary rationale for this decision is that the effects of wildland fire and the use of prescribed fire are both critical considerations when restoring southwestern forest ecosystems. This proposed change will also allow the former FOR 282/FOR 382 sequence to be streamlined so as to avoid both redundancy and scheduling problems.

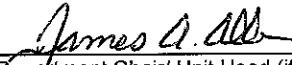


FOR 443 Ecology and Management of Introduced Species in Forests and Rangelands is a new course introduced to the forestry program last year. The School of Forestry curriculum committee and the Ecological Restoration focus area coordinator agree that this course is an acceptable elective choice for the focus area, especially since the process of ecological restoration often involves attempts to control non-native species.

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.
no

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

Certifications

	1/7/08
Department Chair/ Unit Head (if appropriate)	Date
	1/7/08
Chair of college curriculum committee	Date
	1/8/08
Dean of college	Date

For committee use only

	1/19/08
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.

Ecological Restoration Focus Area

Ecological restoration involves repairing the damage done by humans to the earth's ecosystems.

Courses and Work in the Ecological Restoration Focus Area

- Examples include working for recovery of endangered species' populations, removing "exotic" species, restoring the flow of rivers affected by dams.
- In southwestern forests, severe wildfires are a major concern for restoration.
- Focus area includes a class in restoration principles (FOR 251), a field-based applications class (FOR 382), an elective class, and an independent senior project.

This is a unique focus area in that students develop and complete an independent senior project. Appropriate projects include faculty-directed research as well as supervised restoration work with government agencies or non-profit organizations.

Students choose between FOR 485 Undergraduate Research or FOR 408 Fieldwork Experience to fulfill this requirement. FOR 485 is appropriate for students who discover new knowledge by conducting a research project while FOR 408 is appropriate for students interested in management who can commit to 160 hours of restoration related work with an agency.

You must earn a grade of "C" or better in each focus area course. Please note that some courses may have prerequisites. Courses taught every year; however, semester and year of course offering are based on best available information, and could change. All focus areas require a minimum of 6 hours in 300- or 400-level courses.

Ecological Restoration (12 hours)

Required:

FOR 251 (3; fall) Introduction to Wildland Fire

FOR 382 (3; fall) Ecological Restoration

FOR 408 (3; any) Fieldwork Experience **or** FOR 485 (3; any) Undergraduate Research

Select one from the following courses:

FOR 230 Multicultural Perspectives on Environmental Management (3; spring)

FOR 240 Introduction to Conservation Biology (3; spring)

FOR 250 Arizona Forests and Wildlife

FOR 270 Native American Ecology

FOR 283 Forestry in the Wildland-Urban Interface (3; spring)

FOR 351 Fire Monitoring and Modeling (3; spring)

FOR 370 Indigenous Conservation knowledge (3; spring)

FOR 415 Developing World Forests (3; spring)

FOR 430 Leadership and the Environment (3; spring)

FOR 441 Sustainable Forestry in Tropical Ecosystems (3; changes)

~~FOR 443 Ecology of Introduced Species (3; spring)~~

Revised 11/1/07/07

FOR 445 Wilderness Management (3; fall)
FOR 447 Human-Forest Interactions from Community Perspective (3; fall)
FOR 451 Fire Ecology and Management (3; spring)
FOR 452 Forest Pathology (3; spring odd)
FOR 453 Forest Entomology (3; spring even)
FOR 454 Integrated Forest Health (3; spring)
FOR 465 Watershed Restoration (3; spring odd)
FOR/BIO 479 Ecosystem Ecology (3;spring even)

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

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

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

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



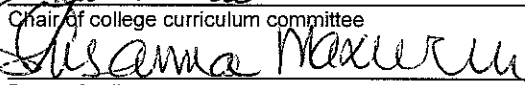
FOR 443 (Ecology and Management of Introduced Species in Forests and Rangelands) is a new course that was approved by the UCC last year and is being offered this year for the first time. Because it covers introduced species, which are responsible for many of our worst forest health problems, the School of Forestry curriculum committee and the Forest Health focus area coordinator agree that this course is a highly acceptable elective choice for the focus area.

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.
no

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

Certifications

	1/7/08
Department Chair/ Unit Head (if appropriate)	Date
	1/7/08
Chair of college curriculum committee	Date
	1/8/08
Dean of college	Date

For committee use only

	1/29/08
For University Curriculum Committee	Date

Action taken: ✓ approved as submitted _____ approved as modified

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

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2008
See effective dates schedule.
3. College Arts and Letters 4. Academic Unit Humanities, Arts, and Religion
5. Course subject/catalog number ARH 355 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 Modernist Art Theory and Criticism
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Modernist Art Theory and Criticism
11. Catalog course description (max. 30 words, excluding requisites).
Theory and criticism written by modernist artists, critics, and historians.
12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes No
15. Please check **ONE** of the following that most appropriately describes the course:
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) ARH 142
17. Corequisites (must be completed *with* proposed course) _____
18. If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19)*:
instructor consent department consent No consent
19. Is the course needed for a plan of study (major, minor, certificate)? yes no
Name of new plan? _____
Note: A new plan or plan change form must be submitted with this request.
20. Does course duplicate content of existing courses within or outside of your college? yes no

If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

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

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

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

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

This course strengthens the offerings in the Art History program by adding a course that has not yet been taught on a regular basis. It will complement courses offered in modern and contemporary art history, as well as the practices of many students in the School of Art. The course will be valuable to art history students, who will become more familiar with the impact of criticism and theory on the practices of both art and art history, and to students in the Schools of Art and Communication, who will have a more precise knowledge of the ideas that are often applied to their practices.

24. Names of current faculty qualified to teach this course Thomas Patin, George Speer

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

27. Relationship to 8-term Plan: This course is not required for graduation. However, taking the course satisfies, in part, the requirements for ARH credits above the 100-level. See Degree Progression Plan below.



Bachelor of Arts

ART HISTORY

2007-2008 Undergraduate Catalog

Degree Progression Plan

Freshman Year					
1 st term			2 nd term		
ARH 141, 142, 143, or 145	Western Art to 1400, Western Art Arts of Native North America, Africa, and Oceania since 1400, Intro to the Arts of Asia	3	ARH 141, 142, 143, or 145	Western Art to 1400, Western Art Arts of Native North America, Africa, and Oceania since 1400, Intro to the Arts of Asia	3
ENG 105 or MAT 114	Critical Reading & Writing or Quantitative Reasoning	4 3	ENG 105 or MAT 114	Critical Reading & Writing or Quantitative Reasoning	4 3
LS	Language (101) (CU)	4	LS	Language (102) (CU)	4
LS	Liberal Studies	3	LS	Liberal Studies	3
FYE 101	First Year Experience	1	GE	General Elective	3
Total units			14-15	Total units	
16-17					
Sophomore Year					

3 rd term			4 th term		
ARH 141, 142, 143, or 145	Western Art to 1400, Western Art Arts of Native North America, Africa, and Oceania since 1400, Intro to the Arts of Asia,	3	ARH XXX	*ARH Elective- 200 Level or Higher	3
<i>Minor Course</i>	See Catalog or Advisor	3	<i>Minor Course</i>	See Catalog or Advisor	3
<i>LS</i>	Language (201) (LS Elective)	4		Language (202)	4
<i>LS</i>	Liberal Studies	3	<i>LS</i>	Liberal Studies	3
<i>LS</i>	Liberal Studies (SCI: LAB)	4	<i>GE</i>	General Elective	3
Total units			Total units		
17			16		

Junior Year					
5 th term			6 th term		
ARH XXX	*ARH Elective- 200 Level or Higher	3	HAR 301W or ARH 300W	Junior Level Writing Seminar	3
ARH XXX	*ARH Elective- 200 Level or Higher	3	ARH XXX	*ARH Elective- 200 Level or Higher	3
<i>Minor Course</i>	See Catalog or Advisor	3	<i>Minor Course</i>	See Catalog or Advisor	3
<i>LS</i>	Liberal Studies	3	<i>GE</i>	General Elective	3
<i>GE</i>	General Elective	2	<i>GE</i>	General Elective	3
			<i>Students must see a college advisor before early enrollment in the 7th term.</i>		
Total units			Total units		
14			15		

Senior Year					
7 th term			8 th term		
ARH XXX	*ARH Elective- 300 or 400 Level	3	ARH 440C	Topics in Art History	3
ARH XXX	*ARH Elective- 300 or 400 Level	3	ARH XXX	*ARH Elective- 300 or 400 Level	3
<i>Minor Course</i>	See Catalog or Advisor	3	<i>Minor Course</i>	See Catalog or Advisor	3
<i>GE</i>	General Elective	3	<i>GE</i>	General Elective	3
<i>GE</i>	General Elective	3			
<i>Students need to submit graduation application in the 7th term.</i>					
Total units			Total units		
15			12		

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

PROGRAM INFORMATION

Students may not use ARH prefix courses to meet any liberal studies requirements.
Students must earn a grade of "C" or better in all ARH courses.

*Amongst these 21 units of electives ARH majors must take at least 1 course above the 100 level in 4 of the following 5 areas:

- Ancient (Greek/Etruscan/Roman): ARH 340, 341, 342, and topics classes Medieval/Northern as approved by advisor
- Renaissance/Italian Renaissance/Baroque: ARH 343, 344, 345, 346 and topics classes as approved by advisor
- Modern (19th C./20th C. to 1945/20th C. since 1945/ Hist. of Photo): ARH 257, 347, 351, 352, 353 and topics classes as approved by advisor
- Native American/Pre-Columbian (Native N. Am. Art/Meso-American Art): ARH 361, 365 and topics classes as approved by advisor
- Asian (Arts of Japan/Arts of China/Buddhist Art/Islamic Art): ARH 269, 270, 370, 380 and topics classes as approved by advisor

GENERAL INFORMATION

- Honors students complete different requirements to meet NAU's liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
 - 35 units of liberal studies courses: <http://www4.nau.edu/aio/Articulation/LScourselist.htm>
 - 6 units of diversity courses: <http://www4.nau.edu/aio/Articulation/DiversityCourseList/htm>
 - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: <http://www.nau.edu/comp/placement.html>
- Math placement: <http://www.math.nau.edu/master.html>! <http://www.math.nau.edu/odin.html>
- Cum GPA 2.0 or higher to graduate

42. Approvals

Center for the Arts Date 11/20/07
Department Chair (if appropriate)

Jeff D. Burgess Date 12/4/07
Chair of college curriculum committee

John Brown Date 12/4/07
Dean of college

For Committees use only

For Liberal Studies Committee

Date

Action taken:

_____ Approved as submitted

_____ Approved as modified

Ron G. J.
For University Curriculum Committee

Date

1/29/08

Action taken:

J Approved as submitted

_____ Approved as modified

COURSE OUTLINE: (Readings and handouts are in your text or on Vista. Read *before* coming to class.)

WEEK 1 Introduction: Syllabus/course info, etc.

Barrett, "Different Criteria" (Vista)
Harrison and Wood, "General Introduction," page 1
[Handout: Modernism]

PART I: ART, EXPRESSION, & IDEA (EXPRESSIONISM)

WEEK 2 Endell, "The Beauty of Form and Decorative Art," 59
Kandinsky, "Concerning the Spiritual in Art," 82
Tolstoy, "What is Art?" (Vista)
Freud, "On Dreams," 21
[Handout: Freud]
Kokoschka, "On the Nature of Visions," 97
Bahr, "Expressionism," 116

WEEK 3 Rosenberg, "The American Action Painters," 589
Lewitt, "Paragraphs on Conceptual Art," 846
Lewitt, "Sentences on Conceptual Art," 849
Kosuth, "Art After Philosophy," 852

WEEK 4 Review of Part I
PAPER #1 DUE ON PART I

PART II: ART, SOCIETY, & POLITICS (INSTRUMENTALISM)

WEEK 5 Read, "What is Revolutionary Art?," 510
Bloch, "Discussing Expressionism," 530
Schapiro, "The Social Bases of Art," 514
[Handouts: two on Marxism]
Marinetti, "The Foundation and Manifesto of Futurism," 146
Boccioni, "Futurist Painting: Technical Manifesto," 150
Hülsenbeck, "First German Dada Manifesto," 257
Hülsenbeck, "What is Dadaism?," 259
Hülsenbeck, from "En Avant Dada," 260
Breton, "First Manifesto of Surrealism," 447
KOMFUT, "Programme Declaration," 333
Rodchenko, "Slogans" and Organizational Programme..., 339
Rodchenko and Stepanova, "Programme..., 341
Gan, "from *Constructivism...*," 343

WEEK 6 Benjamin, "The Work of Art in the Age of Mechanical Reproduction," 520
Adorno, Letter to Benjamin, 527
Adorno, "Commitment," 779
[Handout: Frankfurt School]

WEEK 7 Review of Part II
PAPER #2 DUE ON PART II

PART III: NATURE, THE PRIMITIVE, & THE ESSENTIAL (NATURALISM)

WEEK 8 Emerson, "Nature" (Vista)
Cezanne, Letters to Emile Bernard, 33
Denis, "Cezanne," 39
Derain, Letters to Vlaminck, 63
Rubin, "Modernist Primitivism" (Vista)
Maacke, "Masks," 95
Nolde, "On Primitive Art," 96
Shevchenko, "Neo-Primitivism," 99

WEEK 9 Gouma-Peterson & Matthews, "The Feminist Critique of Art History," pp. 329-342 only (Vista)
Lippard, "Judy Chicago, Talking to Lucy Lippard" (Vista)
Holder, "Another Cuntree" (Vista)
[Handout: Feminisms; Women & Art]

WEEK 10 Review of Part III
PAPER #3 DUE ON PART III

PART IV: ART & FORM (FORMALISM)

WEEK 11 Fry, "An Essay in Aesthetics," 75
Bell, "The Aesthetic Hypothesis," 107
Barr, "Cubism and Abstract Art," 381
[Handouts: Kant, Formalism]

WEEK 12 Greenberg, "Avant-Garde & Kitsch," 539
Greenberg, "Modernist Painting," 773
[Handout: Greenberg]
Fried, "Three American Painters," 787
Fried, "Art and Objecthood," 835
[Handout: Fried]

WEEK 13 Review of Part IV
PAPER #4 DUE ON PART IV

PART V: THE PROBLEM OF POSTMODERNISM

WEEK 14 Haacke, "Statement," 930
Foster, "The Expressive Fallacy" (Vista)
Gouma-Peterson & Matthews, "The Feminist Critique of Art History," pp. 346-350 only (Vista)
Krauss, "The Originality of the Avant-Garde," 1032
Foster, "The Primitive Unconscious" (Vista)
[Two handouts on Postmodernism]

WEEK 15 Review of Part V
PAPER #5 DUE ON PART V

WEEK 16 In-class Course Review
FINAL PAPER DUE

ASSESSMENT OF STUDENT LEARNING OUTCOMES:

Methods of Assessment:

1) Discussion (25 points):

Given the structure of the seminar, which is based on class discussions, it is imperative that you attend each class, participate actively, and demonstrate your knowledge of the assigned readings.

At least once during the semester the members of each group will act as "discussion partners." Discussion partners will help lead or facilitate discussion through the presentation of questions, comments, or materials pertinent to the topics under consideration on a particular day. In addition, individuals *are required* to contribute to discussions throughout the term. A lack of participation or attendance will lower your final grade.

2) 5 typewritten essays written in groups (each 10 points):

Essays will demonstrate your understanding of an issue or a group of issues covered in class (instructions on Vista). See sample assignments below.

Due dates: see schedule. No late papers accepted. There will be no make-ups, or re-writes.

3) Final Paper written individually (25 points):

A comprehensive paper on the course content written individually (instructions on Vista). See sample assignments below.

Due date: See schedule. No late papers accepted. There will be no make-ups, or re-writes.

NOTE: You must submit TWO copies of your final paper (one will be placed in your assessment file)

GRADING SYSTEM:

ALL assignments must be completed in order to pass the course, unless you provide the instructor with a valid written medical or institutional letter discussing why this will not be possible (notes from the Fronske health center are not acceptable). With proper documentation, your remaining grades will be averaged together.

The grading scale for the course is as follows:

- 90%-100% =A
- 80%-89% =B
- 70%-79%=C
- 60%-69%=D
- Below 59%=F

Grading Rubric for Assignments:

Objective	Mastery (90 – 100; A)	Commendable (80 – 89; B)	Average (70-79; C)	Below Expectations (60-69; D)	Unsuccessful (0-59; F)
Thoughtfully contemplate art through careful observation and supported interpretation	Clearly outstanding work; goes beyond requirements of course and demonstrates careful looking at art while making supported, accurate interpretations	Superior work; goes slightly above requirements of course and demonstrates careful looking at art and making supported and generally accurate interpretations	Meets course objectives, but does not exceed them; demonstrates looking at art but some interpretations may be unsupported or inaccurate	Does not meet most course objectives; demonstrates poor art observations skills lacking in supported interpretations	Does not meet course objectives for careful observation and supported interpretation as stated
Effectively use written language to clearly and accurately communicate about art	Clearly outstanding work that follows guidelines covered for each type of writing; communication is clear, precise, to the point, grammatically correct	Superior work that follows the majority of guidelines covered for each type of writing; communication is mostly clear, precise, to the point, grammatically correct	Average work that follows some of guidelines covered for each type of writing; communication is somewhat lacking in clarity, precision, getting to the point, and/or grammatical correctness	Work does not meet most guidelines covered for each type of writing; communication is lacking in overall clarity, precision, getting to the point, and/or grammatical correctness	Work does not meet stated objective

Course Policies:

Late Assignments: There will be **NO** makeup writing assignments unless there is a **valid medical written excuse** (from the doctor, hospital, etc), or a **valid institutional excuse presented** (or notification that it will be forthcoming) **within 24 hours** of the missed exam or assignment. A missed assignment will be counted as a zero.

Statement on Plagiarism and Cheating: The Department of Humanities, Arts, and Religion considers cheating and plagiarism serious issues and deals with them severely. Any student found cheating or plagiarizing will fail the exam or assignment, and may be removed from the class.

Cell Phones and Other Electronic Devices: ALL cell phones, pagers, beeping watches and any other form of electronic device **MUST BE SWITCHED** off **BEFORE** you enter the classroom. If one of these devices goes off, you will be asked to leave the class for the remainder of the period.

University Policies: see attached sheet on the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies.

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

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

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

3. College Arts and Letters 4. Academic Unit Humanities, Arts, and Religion

5. Course subject/catalog number ARH 356 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 Contemporary Art Theory and Criticism
(max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Contemporary Art Theory

11. Catalog course description (max. 30 words, excluding requisites).
Theory and criticism written by artists, critics, and historians since the 1970s.

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

13. Is this a topics course? Yes No

14. May course be repeated for additional units? yes no
a. If yes, maximum units allowed?
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes No

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

16. Prerequisites (must be completed before proposed course) ARH 142

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 12 credits if ARH

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

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

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

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

21. Will this course affect other academic plans, academic units, or enrollment? yes no

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

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

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

This course strengthens the offerings in the Art History program by adding a course that has not yet been taught on a regular basis. It will complement courses offered in modern and contemporary art history, as well as the practices of many students in the School of Art. The course will be valuable to art history students, who will become more familiar with the impact of criticism and theory on the practices of both art and art history, and to students in the Schools of Art and Communication, who will have a more precise knowledge of the ideas that are often applied to their practices.

24. Names of current faculty qualified to teach this course Thomas Patin, George Speer

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

26. Will present library holdings support this course? yes

27. Relationship to 8-term Plan: This course is not required for graduation. However, taking the course satisfies, in part, the requirements for ARH credits above the 100-level. See Degree Progression Plan below.



Bachelor of Arts

ART HISTORY

2007-2008 Undergraduate Catalog

Degree Progression Plan

Freshman Year					
1 st term			2 nd term		
ARH 141, 142, 143, or 145	Western Art to 1400, Western Art Arts of Native North America, Africa, and Oceania since 1400, Intro to the Arts of Asia	3	ARH 141, 142, 143, or 145	Western Art to 1400, Western Art Arts of Native North America, Africa, and Oceania since 1400, Intro to the Arts of Asia	3
ENG 105 or MAT 114	Critical Reading & Writing or Quantitative Reasoning	4	ENG 105 or MAT 114	Critical Reading & Writing or Quantitative Reasoning	4
LS	Language (101) (CU)	3	LS	Language (102) (CU)	3
LS	Liberal Studies	4	LS	Liberal Studies	4
FYE 101	First Year Experience	3	GE	General Elective	3
Total units 14-15			Total units 16-17		
Sophomore Year					
3 rd term			4 th term		
ARH 141, 142, 143, or 145	Western Art to 1400, Western Art Arts of Native North America, Africa, and Oceania since 1400, Intro to the Arts of Asia,	3	ARH XXX	*ARH Elective- 200 Level or Higher	3
Minor Course	See Catalog or Advisor	3	Minor Course	See Catalog or Advisor	3
LS	Language (201) (LS Elective)	4		Language (202)	4

LS	Liberal Studies	3	LS	Liberal Studies	3
LS	Liberal Studies (SCI: LAB)	4	GE	General Elective	3
Total units 17			Total units 16		

Junior Year

5 th term			6 th term		
ARH XXX	*ARH Elective- 200 Level or Higher	3	HAR 301W or ARH 300W	Junior Level Writing Seminar	3
ARH XXX	*ARH Elective- 200 Level or Higher	3	ARH XXX	*ARH Elective- 200 Level or Higher	3
Minor Course	See Catalog or Advisor	3	Minor Course	See Catalog or Advisor	3
LS	Liberal Studies	3	GE	General Elective	3
GE	General Elective	2	GE	General Elective	3
			<i>Students must see a college advisor before early enrollment in the 7th term.</i>		
Total units 14			Total units 15		

Senior Year

7 th term			8 th term		
ARH XXX	*ARH Elective- 300 or 400 Level	3	ARH 440C	Topics in Art History	3
ARH XXX	*ARH Elective- 300 or 400 Level	3	ARH XXX	*ARH Elective- 300 or 400 Level	3
Minor Course	See Catalog or Advisor	3	Minor Course	See Catalog or Advisor	3
GE	General Elective	3	GE	General Elective	3
GE	General Elective	3			
<i>Students need to submit graduation application in the 7th term.</i>					
Total units 15			Total units 12		

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

PROGRAM INFORMATION

Students may not use ARH prefix courses to meet any liberal studies requirements. Students must earn a grade of "C" or better in all ARH courses.

*Amongst these 21 units of electives ARH majors must take at least 1 course above the 100 level in 4 of the following 5 areas:

- Ancient (Greek/Etruscan/Roman): ARH 340, 341, 342, and topics classes Medieval/Northern as approved by advisor
- Renaissance/Italian Renaissance/Baroque: ARH 343, 344, 345, 346 and topics classes as approved by advisor
- Modern (19th C./20th C. to 1945/20th C. since 1945/ Hist. of Photo): ARH 257, 347, 351, 352, 353 and topics classes as approved by advisor
- Native American/Pre-Columbian (Native N. Am. Art/Meso-American Art): ARH 361, 365 and topics classes as approved by advisor
- Asian (Arts of Japan/Arts of China/Buddhist Art/Islamic Art): ARH 269, 270, 370, 380 and topics classes as approved by advisor

GENERAL INFORMATION

- Honors students complete different requirements to meet NAU's liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
 - 35 units of liberal studies courses:
<http://www4.nau.edu/aio/Articulation/LScourcelist.htm>
 - 6 units of diversity courses:
<http://www4.nau.edu/aio/Articulation/DiversityCourseList/htm>
 - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: <http://www.nau.edu/comp/placement.html>
- Math placement:
<http://www.math.nau.edu/master.html>?<http://www.math.nau.edu/odin.html>
- Cum GPA 2.0 or higher to graduate

42. Approvals

Center for Learning

11/20/07

Department Chair (if appropriate)

Date

Chair of college curriculum committee

J. D. Bogen

12/4/07

Date

Dean of college

Jean Bore

Date

For Committees use only

For Liberal Studies Committee

Date

Action taken:

Approved as submitted

Approved as modified

Don B. [Signature]

1/29/08

For University Curriculum Committee

Date

Action taken:

✓

Approved as submitted

Approved as modified

COURSE OUTLINE:

All the readings and handouts are on Vista. Be sure to download, print, and read *before* coming to class. (Bibliographies are for your future use, *not* for class discussion.)

- WEEK 1** **Introduction:** Syllabus/course info, etc.
 Introduction to modernist and more recent terminology
Vista: Download syllabus, assignments, etc.
 Download handouts: List of Key Terms; Postmodernism; Research Resources
 Download bibliographies: 438/538 Bibliography; Modernism; Postmodernism

PART I: REVIEWING MODERNIST THEORY

- WEEK 2** **Expressionism, Instrumentalism, and Naturalism**
 Tolstoy, "What is Art?"
 Schapiro, "The Social Bases of Art"
 Gouma-Peterson & Matthews, "The Feminist Critique of Art History" (329-342)

- WEEK 3** **Formalism**
 Greenberg, "Modernist Painting"
 Fried, "Art & Objecthood"
 Handouts: Greenberg; Fried
 Bibliographies: Formalism

PART II: "THEORY"

- WEEK 4** **Semiotics, Part I**
 Hall, "Introduction" (1-6 and 15-35)
 Handouts: Semiotics
 Bibliographies: Semiotics/Deconstruction/Discourse
 Paper #1 Due on Part I
- WEEK 5** **Semiotics, Part II**
 Hall, "The Work of Representation" (36-39; 61-63)
 Barthes, "The Photographic Message"
 Barthes, "Myth Today"
 Solomon-Godeau, "Photography After Art Photography"
 Handouts: Semiotics Analysis Chart
- WEEK 6** **Deconstruction**
 Derrida, "Memoirs of the Blind" (1-3 and 44-52)
 Foster, "The Expressive Fallacy"
 Handouts: Deconstruction
- Simulation**
 Baudrillard, "The Precession of Simulacra"
 Krauss, "The Originality of the Avant-Garde"
- WEEK 7** **Discourse Analysis**
 Hall, "Where is the Subject?"
 Hall, "The Work of Representation" (41-56)
 Foucault, "Panopticism" from *Discipline and Punish* (200-209)
 Althusser, "Ideology and Ideological State Apparatuses" (66-88)
 Bennett, "The Exhibitionary Complex" (81-97)
 Handouts: Subjectivity
 Bibliographies: Subjectivity

PART III: GENDER & ETHNICITY

- WEEK 8** **Second Generation Feminism**
 Jehlen, "Gender"
 Gouma-Peterson & Mathews, "The Feminist Critique of Art History"

(same as previous download, 346-350)
Pollock, "Modernity and the Spaces of Femininity"
Handouts: Feminisms
Bibliographies: Feminism
Paper #2 Due on Part II

WEEK 9 **Film Theory: The Male (and Other) Gaze(s)**
Olin, "Gaze" (208-213)
Mulvey, "Visual Pleasure and Narrative Cinema"
Houser, "I, Abject"
Handouts: Abjection & Carnavalesque; Freud; Lacan
Bibliographies: Abjection

Building Patriarchy
Segal, "Norman Rockwell and the Fashioning of American Masculinity"
Cohan, "The Spy in the Gray Flannel Suit" (43-49, 55-59)
Handouts: Masquerade & Performativity

WEEK 10 **The Art of Exclusion**
Appiah, "Race"
Sollors, "Ethnicity"
Berger, "Race and Representation"
Wallace, "Defacing History"
Boime, "The Art of Darkness"
Handouts: Multiculturalism, Postcolonialism, Transnationalism
Bibliographies: Multiculturalism, Postcolonialism, Transnationalism

WEEK 11 **The Imaginary "Other" of Colonialism**
Deane, "Imperialism/Nationalism"
Hall, "The Spectacle of the Other" (257-261)
Bhabha, "The Other Question"
Nochlin, "The Imaginary Orient" (33-51)

Colonialism and Native Identity
Cahodas, "Elizabeth Hickox and Karuk Basketry"
McLerran, "Woven Chantways"
Fisher, "In Search of the 'Inauthentic' "

PART IV: NEW ART HISTORY, NEW MUSEOLOGY, AND VISUAL CULTURE

WEEK 12 **New Art History, New Museology and Institutional Criticism**
Haacke, "Statement"
Krauss, "The Cultural Logic of the Late Capitalist Museum"
Nemerov, "Doing the Old America"
Preziosi, "Modernity Again: The Museum as Trompe L'oeil"
Bibliographies: New Art History; New Museology
Paper #3 Due on Part III

WEEK 13 **Visual Culture Studies**
Krauss, "Visual Culture Questionnaire"
Rogoff, "Studying Visual Culture"
Sekula, "The Body and the Archive"
Handouts: Mitchell: Myths About Visual Culture; Visual Culture Studies Chart
Bibliographies: Visual Culture Studies

PART V: OTHER RECENT DIRECTIONS & REACTIONS

WEEK 14 **Other Ideas**
Bataille, "Architecture," "Slaughterhouse," and "Museum"
Rajchman, "Abstraction"
Bourriaud, excerpt from *Relational Aesthetics*
Handouts: Deleuze & Guattari

Paper #4 Due on Part IV

WEEK 15 **Reactions to “Postmodernism”**
Kramer, “Modernism and Its Enemies”
Kimball, “The Rape of the Masters”
Will, “Privilging Postmodernism”
Gablik, “Dancing with Baudrillard”
Handouts: Political Correctness
Paper #5 Due on Part V

WEEK 16 Course Review/Open Discussion
FINAL PAPER DUE

ASSESSMENT OF STUDENT LEARNING OUTCOMES:

Methods of Assessment:

1) Discussion (20 points):

Given the structure of the seminar, which is based on class discussions, it is imperative that you attend each class, participate actively, and demonstrate your knowledge of the assigned readings.

At least once during the semester the members of each group will act as “discussion partners.” Discussion partners will help lead or facilitate discussion through the presentation of questions, comments, or materials pertinent to the topics under consideration on a particular day. In addition, individuals *are required* to contribute to discussions throughout the term. A lack of participation or attendance will lower your final grade.

2) 5 typewritten essays written in groups, each valued as follows: #1=10 points; #2=10 points; #3=15 points; #4=10 points; #5=10 points.

Essays will demonstrate your understanding of an issue or a group of issues covered in class (instructions on Vista). See sample assignments below.
Due dates: see schedule. No late papers accepted. There will be no make-ups, or re-writes.

3) Final Paper written individually (25 points):

A comprehensive paper on the course content written individually (instructions on Vista). See sample assignments below.
Due date: See schedule. No late papers accepted. There will be no make-ups, or re-writes.

NOTE: You must submit TWO copies of your final paper (one will be placed in your assessment file).

GRADING SYSTEM:

ALL assignments must be completed in order to pass the course, unless you provide the instructor with a valid written medical or institutional letter discussing why this will not be possible (notes from the Fronske health center are not acceptable). With proper documentation, your remaining grades will be averaged together.

The grading scale for the course is as follows:

90%-100% =A
80%-89% =B
70%-79%=C
60%-69%=D
Below 59%=F

Grading Rubric for Assignments:

Objective	Mastery (90 – 100; A)	Commendable (80 – 89; B)	Average (70-79; C)	Below Expectations (60-69; D)	Unsuccessful (0-59; F)
Thoughtfully contemplate art through careful observation and supported interpretation	Clearly outstanding work; goes beyond requirements of course and demonstrates careful looking at art while making supported, accurate interpretations	Superior work; goes slightly above requirements of course and demonstrates careful looking at art and making supported and generally accurate interpretations	Meets course objectives, but does not exceed them; demonstrates looking at art but some interpretations may be unsupported or inaccurate	Does not meet most course objectives; demonstrates poor art observations skills lacking in supported interpretations	Does not meet course objectives for careful observation and supported interpretation as stated
Effectively use written language to clearly and accurately communicate about art	Clearly outstanding work that follows guidelines covered for each type of writing; communication is clear, precise, to the point, grammatically correct	Superior work that follows the majority of guidelines covered for each type of writing; communication is mostly clear, precise, to the point, grammatically correct	Average work that follows some of guidelines covered for each type of writing; communication is somewhat lacking in clarity, precision, getting to the point, and/or grammatical correctness	Work does not meet most guidelines covered for each type of writing; communication is lacking in overall clarity, precision, getting to the point, and/or grammatical correctness	Work does not meet stated objective

Course Policies:

Late Assignments: There will be **NO** makeup writing assignments unless there is a **valid medical written excuse** (from the doctor, hospital, etc), or a **valid institutional excuse presented** (or notification that it will be forthcoming) **within 24 hours** of the missed exam or assignment. A missed assignment will be counted as a zero.

Statement on Plagiarism and Cheating: The Department of Humanities, Arts, and Religion considers cheating and plagiarism serious issues and deals with them severely. Any student found cheating or plagiarizing will fail the exam or assignment, and may be removed from the class.

Cell Phones and Other Electronic Devices: ALL cell phones, pagers, beeping watches and any other form of electronic device **MUST BE SWITCHED** off **BEFORE** you enter the classroom. If one of these devices goes off, you will be asked to leave the class for the remainder of the period.

University Policies: see attached sheet on the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies.

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2008
See effective dates schedule.
3. College Arts and Letters 4. Academic Unit Humanities, Arts, and Religion
5. Course subject/catalog number ARH 430 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 Methods in Art History
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Methods in Art History
11. Catalog course description (max. 30 words, excluding requisites).
~~An overview of Methodologies in and theories of the practice of art history.~~
12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for additional units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes No
15. Please check ONE of the following that most appropriately describes the course:
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) 6 credits of 300-level ARH prefixed classes
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 12 credits if ARH
19. Is the course needed for a plan of study (major, minor, certificate)? yes _____ no
Name of new plan?
Note: A new plan or plan change form must be submitted with this request.
20. Does course duplicate content of existing courses within or outside of your college? yes no
If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

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

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

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

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

This course strengthens the offerings in the Art History program by adding a course that has not yet been taught on a regular basis. This course encourages students to deepen their knowledge and understanding of the practice of art history. The course introduces students to a range of significant scholarly debates as well as different kinds of art-historical methods and approaches used by historians of art and visual culture; provides students with academic training in art historical research using both traditional methods and more recently developed approaches; enables students to make effective use of materials in developing and completing a research project. As a result, students will develop a more precise knowledge of the assumptions and methodologies that are applied in their practices.

**Alexandra Carpino, Zsuzsanna
 Gulacsi, Alyce Jordan, Jennifer
 McLerran, Greta Murphy,
 Thomas Patin, George Speer**

24. Names of current faculty qualified to teach this course

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

26. Will present library holdings support this course? yes

27. Relationship to 8-term Plan: This course is not required for graduation. However, taking the course satisfies, in part, the requirements for ARH credits above the 100-level. See Degree Progression Plan below.



Bachelor of Arts

ART HISTORY

2007-2008 Undergraduate Catalog

Degree Progression Plan

Freshman Year						
1 st term			2 nd term			
ARH 141, 142, 143, or 145	Western Art to 1400, Western Art Arts of Native North America, Africa, and Oceania since 1400, Intro to the Arts of Asia	3	ARH 141, 142, 143, or 145	Western Art to 1400, Western Art Arts of Native North America, Africa, and Oceania since 1400, Intro to the Arts of Asia	3	
ENG 105 or	Critical Reading & Writing or	4	ENG 105 or	Critical Reading & Writing or	4	

MAT 114	Quantitative Reasoning	3		MAT 114	Quantitative Reasoning	3			
LS	Language (101) (CU)	4		LS	Language (102) (CU)	4			
LS	Liberal Studies	3		LS	Liberal Studies	3			
FYE 101	First Year Experience	1		GE	General Elective	3			
Total units				14-15	Total units				16-17

Sophomore Year

3 rd term				4 th term					
ARH 141, 142, 143, or 145	Western Art to 1400, Western Art Arts of Native North America, Africa, and Oceania since 1400, Intro to the Arts of Asia,	3		ARH XXX	*ARH Elective- 200 Level or Higher	3			
<i>Minor Course</i>	See Catalog or Advisor	3		<i>Minor Course</i>	See Catalog or Advisor	3			
LS	Language (201) (LS Elective)	4			Language (202)	4			
LS	Liberal Studies	3		LS	Liberal Studies	3			
LS	Liberal Studies (SCI: LAB)	4		GE	General Elective	3			
Total units				17	Total units				16

Junior Year

5 th term				6 th term					
ARH XXX	*ARH Elective- 200 Level or Higher	3		HAR 301W or ARH 300W	Junior Level Writing Seminar	3			
ARH XXX	*ARH Elective- 200 Level or Higher	3		ARH XXX	*ARH Elective- 200 Level or Higher	3			
<i>Minor Course</i>	See Catalog or Advisor	3		<i>Minor Course</i>	See Catalog or Advisor	3			
LS	Liberal Studies	3		GE	General Elective	3			
GE	General Elective	2		GE	General Elective	3			
					<i>Students must see a college advisor before early enrollment in the 7th term.</i>				
Total units				14	Total units				15

Senior Year

7 th term			8 th term		
ARH XXX	*ARH Elective- 300 or 400 Level	3	ARH 440C	Topics in Art History	3
ARH XXX	*ARH Elective- 300 or 400 Level	3	ARH XXX	*ARH Elective- 300 or 400 Level	3
<i>Minor Course</i>	See Catalog or Advisor	3	<i>Minor Course</i>	See Catalog or Advisor	3
<i>GE</i>	General Elective	3	<i>GE</i>	General Elective	3
<i>GE</i>	General Elective	3			
	<i>Students need to submit graduation application in the 7th term.</i>				
Total units			Total units		
15			12		

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

PROGRAM INFORMATION

Students may not use ARH prefix courses to meet any liberal studies requirements. Students must earn a grade of "C" or better in all ARH courses.

*Amongst these 21 units of electives ARH majors must take at least 1 course above the 100 level in 4 of the following 5 areas:

- Ancient (Greek/Etruscan/Roman): ARH 340, 341, 342, and topics classes Medieval/Northern as approved by advisor
- Renaissance/Italian Renaissance/Baroque: ARH 343, 344, 345, 346 and topics classes as approved by advisor
- Modern (19th C./20th C. to 1945/20th C. since 1945/ Hist. of Photo): ARH 257, 347, 351, 352, 353 and topics classes as approved by advisor
- Native American/Pre-Columbian (Native N. Am. Art/Meso-American Art): ARH 361, 365 and topics classes as approved by advisor
- Asian (Arts of Japan/Arts of China/Buddhist Art/Islamic Art): ARH 269, 270, 370, 380 and topics classes as approved by advisor

GENERAL INFORMATION

- Honors students complete different requirements to meet NAU's liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
 - 35 units of liberal studies courses:
<http://www4.nau.edu/aio/Articulation/LScourcelist.htm>
 - 6 units of diversity courses:
<http://www4.nau.edu/aio/Articulation/DiversityCourseList/htm>

- 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU

- English placement: <http://www.nau.edu/comp/placement.html>
- Math placement: <http://www.math.nau.edu/master.html>?<http://www.math.nau.edu/odin.html>
- Cum GPA 2.0 or higher to graduate

42. Approvals

Justin W. Liberty

11/20/07
Date

Department Chair (if appropriate)

Jeff D. Boyer

12/4/07
Date

Chair of college curriculum committee

John Baker

Dean of college

Date

For Committees use only

For Liberal Studies Committee

Date

Action taken:

Approved as submitted

Approved as modified

Ron B. J.

1/29/08
Date

For University Curriculum Committee

Action taken:

Approved as submitted

✓

Approved as modified

College of Arts and Letters
Department of Humanities, Arts, and Religion

ART HISTORY 430: Methods in Art History

[3 credit hours]

Day/Time:

Building/Room:

Instructor:

Office:

Office Phone:

E-mail:

Office Hours:

Course Prerequisite: 6 credits of 300-level ARH prefixed classes

COURSE DESCRIPTION AND OBJECTIVES:

This course is a synoptic overview of methodologies in and theories of the practice of art history. The topic of this course is not the history of art, but the history and theory of the practice of art history.

The discipline of art history periodically surges into “crisis.” The demise of formalism as a guiding tenet, or connoisseurial appreciation as a general guide, plunged the field into confusion during the 1970s and 1980s when the battle raged over “social histories of art” or “revisionism”; since the mid 1990s the debate has been between “visual studies” versus “normative art history.” The course takes this confusion as itself worthy of study, but seeks to make the current state of the affairs more understandable by delving into the history and methodology of the discipline. The ultimate goal is to bring students closer to finding their own positions within the field of art history by reflecting upon the historiography of visual art and images.

This course encourages students to deepen their knowledge and understanding of the practice of art history. The course introduces students to a range of significant scholarly debates as well as different kinds of art-historical methods and approaches used by historians of art and visual culture; provides students with academic training in art historical research using both traditional methods and more recently developed approaches; enables students to make effective use of materials in developing and completing a research project. As a result, student will develop a more precise knowledge of the assumptions and methodologies that are applied in their practices.

This course will provide students with the opportunity to increase their knowledge of the history of art history and theory through reading and discussing key writings on the art historical methodology. Further, students will engage in those ideas by writing a series of short essays about the reading materials and through in-depth discussions. The longer and more in-depth research project at the end of the semester is designed to provide each student with a greater understanding of the topic.

Student Learning Expectations/Outcomes for this Course:

In the process of participating in this course, students will have an opportunity to develop:

- A greater knowledge of the key ideas that have shaped the practices of art history since its inception.
- A better understanding of the relationship of the development of art historical methodologies to art historical practices.
- An understanding of the range of scholarly debates on art historical practice as well as different kinds of art-historical methods and approaches used by historians of art and visual culture.

- Further academic training in art historical research using both traditional methods and more recently developed approaches.
- Effective use of materials in developing and completing a research project; students will develop a more precise knowledge of the assumptions and methodologies that are applied in their practices.
- Their abilities to write and speak in a clear, coherent, and cohesive fashion, employing appropriate art historical vocabulary.

Course Structure/Format: The course will be taught in a seminar format, requiring intensive discussion of reading materials and examples of visual art. Brief introductory lectures will be combined with class discussions to develop knowledge of the topic, critical thinking and effective oral communication. Writing assignments, completed outside of class, will be designed to develop effective writing skills, particularly as they apply to the understanding and analysis of art history, as well as artistic production. For the success of the course, it is imperative that ALL readings be completed BEFORE class.

TEXTBOOK AND REQUIRED MATERIALS:

Required textbook: Donald Preziosi, *The Art of Art History*, London and New York: Oxford University Press, 1998.

In addition, there is a small packet of required readings located on Vista.

Optional textbook: Laurie Adams, *The Methodologies of Art*, Boulder: Westview Press, 1996.

COURSE OUTLINE:

Each week will address a set of assigned readings dealing with one general methodological approach. The readings are either in your textbooks or on the Vista site. Be sure to read your assignments *before* class.

WEEK 1 COURSE INTRODUCTION

Course Information

Preziosi, "Introduction" (p. 9) and "Art History: Making the Visible Legible"
Ferne, "A History of Methods" (Vista)

WEEK 2 INTRO TO RESEARCH TECHNIQUES & ART HISTORICAL LITERATURE

(Class will meet in Cline Library)

Reference books, general histories/surveys, monographs, catalogues (catalogue raisonné, exhibition catalogues), studies in iconography, theory, criticism, books on technique, journal articles. Discussion and analysis different types of art history research/writing.

WEEK 3 ART AS HISTORY (early art history)

(Adams, chapter 6)

Preziosi, "Introduction" (p. 21)

Davis, "Winckelmann Divided"

Winckelmann, "Reflections..."

Vasari, from *The Lives of the Artists* (esp. p. 35 to end) (Vista)

WEEK 4 ICONOGRAPHY AND SEMIOLOGY

(Adams, chapter 3 and pp 133-148)

Preziosi, "Introduction" (p. 227)

Damisch, "Semiotics and Iconography"

Bal and Bryson, "Semiotics and Art History"

Panofsky, "Et in Arcadia Ego"

Cikovsky, "The Ravages of the Axe" (Vista)

Assignment #1 due

- WEEK 5 STYLE**
 (Adams, chapter 2)
 Preziosi, "Introduction" (p. 109)
 Summers, "Form..."
 Gombrich, "Style"
 Wölfflin, "Principles of Art History"
Assignment #2 due
- WEEK 6 SOCIAL ART HISTORY**
 (Adams, chapter 4)
 Hauser, "The Philosophy of Art History" (Vista)
 Clark, "The Conditions of Artistic Creation" (Vista)
 Clark, "Introduction" to *The Painting of Modern Life* (Vista)
 Green and Mort, "Visual Representation and Cultural Politics" (Vista)
 Bryson, "Image, Discourse, Power" (Vista)
Assignment #3 due
- WEEK 7 WORKSHOP on final research projects**
 (Professor meets with students individually)
Assignment #4 due
- WEEK 8 THE GENDERED SUBJECT**
 (Adams, chapter 5)
 Preziosi, "Introduction" (p. 339)
 Salomon, "The Art Historical Canon: Sins of Omission"
 Tickner, "Sexuality and/in Representation"
 Pollock, "Feminism/Foucault" (Vista)
- WEEK 9 DECONSTRUCTION**
 (Adams, pp 149-162 and Ch. 8)
 Preziosi, "Introduction" (p. 397)
 Melville, "The Temptation of New Perspectives"
 Heidegger, "The Origin of the Work of Art"
 Schapiro, "The Still Life as a Personal Object"
 Derrida, "Restitutions..."
Assignment #5 due
- WEEK 10 THE OTHER: ART HISTORY AND/AS MUSEOLOGY**
 (Adams, none)
 Preziosi, "Introduction" (p. 451)
 Mitchell, "Orientalism and the Exhibitionary Order"
 Coombs, "Inventing the 'Postcolonial' "
 Duncan, "The Art Museum as Ritual"
 Preziosi, "The Art of Art History"
 Preziosi, "Afterword"
Assignment #6 due
- WEEK 11 VISUAL CULTURE STUDIES**
 (Adams, none)
 Walker, "Visual Culture..." (Vista)
 Barthes, "The Rhetoric of the Image" (Vista)
 Rogoff, "Studying Visual Culture" (Vista)
 Bal, "Visual Poetics: Reading with the Other Art" (Vista)
 Bryson, "The Natural Attitude" (Vista)
 Pratt, "From the Victoria Nyanza to the Sheraton San Salvador" (Vista)
Assignment #7 due
- WEEK 12 WORKSHOP on final research projects**
 (Professor meets with students individually)
Assignment #8 due
- WEEKS 13—15: STUDENT PRESENTATIONS OF FINAL PAPER**

ASSESSMENT OF STUDENT LEARNING OUTCOMES:

Methods of Assessment:

1) Discussion (20 points):

Given the structure of the seminar, which is based on class discussions, it is imperative that you attend each class, participate actively, and demonstrate your knowledge of the assigned readings.

At least once during the semester each student or small group of students is required to *lead* discussions each meeting by acting as “discussion partners.” Discussion partners will help lead or facilitate discussion through the presentation of questions, comments, or materials pertinent to the topics under consideration on a particular day. In addition, individuals *are required* to contribute to discussions throughout the term. A lack of participation or attendance will lower your final grade.

2) 8 typewritten essays written in groups (5 points each):

Essays will demonstrate your understanding of an issue or a group of issues covered in class (instructions on Vista). See sample assignments below.

Due dates: see schedule. No late papers accepted. There will be no make-ups, or re-writes.

3) Presentation of final paper (20 points): Instructions on Vista. **Due date:** see schedule.

4) Final Research Paper written individually (20 points):

A comprehensive paper on the course content written individually (instructions on Vista). See sample assignments below.

Due date: See schedule. No late papers accepted. There will be no make-ups, or re-writes.

NOTE: You must submit TWO copies of your final paper (one will be placed in your assessment file).

GRADING SYSTEM:

ALL assignments must be completed in order to pass the course, unless you provide the instructor with a valid written medical or institutional letter discussing why this will not be possible (notes from the Fronske health center are not acceptable). With proper documentation, your remaining grades will be averaged together.

The grading scale for the course is as follows:

- 90%-100% =A
- 80%-89% =B
- 70%-79%=C
- 60%-69%=D
- Below 59%=F

Grading Rubric for Presentations and Written Assignments:

Objective	Mastery (90 – 100; A)	Commendable (80 – 89; B)	Average (70-79; C)	Below Expectations (60-69; D)	Unsuccessful (0-59; F)
Thoughtfully contemplate art through careful observation and	Clearly outstanding work; goes beyond requirements of course and	Superior work; goes slightly above requirements of course and demonstrates	Meets course objectives, but does not exceed them; demonstrates looking at art	Does not meet most course objectives; demonstrates poor art observations	Does not meet course objectives for careful observation and

supported interpretation	demonstrates careful looking at art while making supported, accurate interpretations	careful looking at art and making supported and generally accurate interpretations	but some interpretations may be unsupported or inaccurate	skills lacking in supported interpretations	supported interpretation as stated
Effectively use written language to clearly and accurately communicate about art	Clearly outstanding work that follows guidelines covered for each type of writing; communication is clear, precise, to the point, grammatically correct	Superior work that follows the majority of guidelines covered for each type of writing; communication is mostly clear, precise, to the point, grammatically correct	Average work that follows some of guidelines covered for each type of writing; communication is somewhat lacking in clarity, precision, getting to the point, and/or grammatical correctness	Work does not meet most guidelines covered for each type of writing; communication is lacking in overall clarity, precision, getting to the point, and/or grammatical correctness	Work does not meet stated objective

Course Policies:

Late Assignments: There will be **NO** makeup writing assignments unless there is a **valid medical written excuse** (from the doctor, hospital, etc), or a **valid institutional excuse presented** (or notification that it will be forthcoming) **within 24 hours** of the missed exam or assignment. A missed assignment will be counted as a zero.

Statement on Plagiarism and Cheating: The Department of Humanities, Arts, and Religion considers cheating and plagiarism serious issues and deals with them severely. Any student found cheating or plagiarizing will fail the exam or assignment, and may be removed from the class.

Cell Phones and Other Electronic Devices: ALL cell phones, pagers, beeping watches and any other form of electronic device **MUST BE SWITCHED** off **BEFORE** you enter the classroom. If one of these devices goes off, you will be asked to leave the class for the remainder of the period.

University Policies: see attached sheet on the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies.

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

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

Lecture-style course on the history of sport in the United States from the colonial era to the present. Topics include race, class, gender, urbanization, immigration, and globalization.

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for *additional* units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) HIS 291 or HIS 292
17. Corequisites (must be completed *with* proposed course) _____
18. If course has no requisites, will all sections of the course require (*If course has pre or co requisite, skip to question 19*):
instructor consent department consent no consent

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

Name of new plan? _____

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

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

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

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

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

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

Course has been offered as a 299 Topics in Popular Culture twice previously. To be in synch with new History Articulation plan, thematic lecture courses based on 200 level surveys need to be 300 level rather than 200 level. This will also ensure that students have had some US history survey work as a prerequisite. Creating the course as its own number reflects current faculty's interest in teaching the course on a semi-frequent basis.

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

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

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

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

LIBERAL STUDIES ONLY

Contact name: Heather Martel

Contact email: Heather.Martel@nau.edu

Dept. Chair name: Cynthia Kosso

Dept. Chair email: Cynthia.kosso@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: Amundson, Meeks
29. Section enrollment cap: 35

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

OR

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

OR

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

NEW LIBERAL STUDIES COURSE

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

Discontinued

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

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

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

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

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

TOPICS COURSE ONLY

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

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

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

42. Approvals

Cynthia Kosso

Cynthia Kosso, Ph.D. 10/9/07
Department Chair (if appropriate) Date

John Buzant 11/6/07
Chair of college curriculum committee Date

Alan Borer 11/6/07
Dean of college Date

For Committees use only

For Liberal Studies Committee Date

Action taken: _____ Approved as submitted _____ Approved as modified _____
Ron GSD 1/29/08
For University Curriculum Committee Date

Action taken: _____ Approved as submitted _____ Approved as modified _____
✓

College of Arts and Letters
Department of History
History 370: History of U.S. Sports

Semester:
Time:
Credits: 3 units
Instructor: Dr. Michael A. Amundson
Office: BS 206
Office Hours:
Pre-Requisites:

Course Description

This course examines the interaction of sport (including recreation, games, and leisure) and US society from pre-contact to the present. Focusing mainly on the last two centuries, the subdiscipline of sport history is centered in current cultural studies that seek to better understand history by looking at cultural expressions and power constructions through the forms, artifacts, and representation of sport in the United States. In many ways, this course will use a broad definition of sport as a window to a number of major topics in American history including gender, race, religion, ethnicity, leisure, industrialization, urbanization, and the media. Although the emphasis of the course will be on the major sports of baseball, basketball, football, and track and field, other sports and recreations, including rodeo, skiing, boxing, mountain biking, hiking, polo and even professional wrestling will be discussed.

Mission of Liberal Studies

The Mission of the Liberal Studies Program is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish this mission Northern Arizona University provides a Liberal Studies Program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world.

Liberal Studies Distribution Block

Cultural Understanding

Liberal Studies Essential Skills

Critical Thinking

Critical thinking includes the skills - particularly as applied to one's own work - of 1) articulating the meaning of a statement, 2) judging the truth of a statement, keeping in mind possible biases, 3) determining whether a conclusion is warranted by the evidence provided.

Student Learning Outcomes

Students should be able to:

- Identify major themes in the history of American Sport as listed in the course description above.
- Compare and contrast historiographical arguments presented in readings and lectures with broad themes discussed in class
- Located and evaluate primary sources that support and/or critique major themes of the course.

Student Learning Outcomes

Content Goal: In-depth study of American Sports history from 1600 to the present.

Students are encouraged to think about how historical narratives are constructed. They are introduced to historiographic debates and try to apply them in their own work.

Skills Goals: Refine students' understanding and mastery of academic history through assignments that ask them to do increasingly more complex analysis.

- 1) Students are encouraged to
 - a) extract meaning from primary and secondary sources
 - b) compare their findings with other evidence from the period
 - c) formulate conclusions about the issue under study
 - d) test these ideas against additional evidence and the ideas of other historians
 - e) develop their own historical interpretations
 - f) see how conflicting evidence, alternative perspectives, and society's concerns inform our evaluations of the past.

Assessment of Student Learning Outcomes

Methods

Requirements: There will be three types of assignments for this course:

In Class Exams: There are three in-class exams based on lectures, reading, and videos. Each exam will be worth 100 points and will include both objective and essay questions. The approximate dates of these exams are on the schedule below. Students should bring a blue book for the exam.

Response Essays: There are five take-home response essays due based on the five required books due on the dates on the schedule below. Each essay will be worth 25 points and will be based on essay questions provided by the instructor. Each should be about 800 words (3 double spaced typed pages) long.

Primary Source Papers: There are three, 25 point, primary source papers due on the date of each in-class exam. Primary sources are artifacts of the period they describe such as newspaper reports, oral interviews, photographs, etc. For this assignment, each student must select a source from the period under study (up to 1890 for #1, 1890-1950 for #2, and 1950-present for #3) and then do a combination description/analysis of the source. This 800 word paper should *briefly* (1 page) describe or summarize the source and then analyze its significance to explaining its broad connections to course themes (2 pages). All sources must be approved by the instructor PRIOR to writing the analysis. Potential sources can be found in old magazines and newspapers such as *Outing* or the *Coconino Sun* (available on microfilm at Cline library), in special collections at Cline, and on the internet. Please pay close attention to special instructions provided for each of these papers in class.

Timeline: Exams and primary source papers are schedule at the 5th, 10th, and Finals Weeks.
Response essays on the readings are scheduled every three weeks.

Course Structure

The context of the course will come from lecture, films, and other class activities. In addition, there are five required books that will take more focused looks at particular sports, people, and events. These readings will become the basis for required response essays. All books are available at the campus bookstore and online at places such as amazon.com.

Books and Required Readings

Goldstein, *Playing for Keeps: A History of Early Baseball*
Ritchie, *Major Taylor: The Extraordinary Career of a Champion Bicycle Racer*
Cayleff, *Babe: The Life and Legend of Babe Didrikson Zaharias*
Bissinger, *Friday Night Lights: A Town, a Team, and a Dream*
Lafeber, *Michael Jordan and the Rise of Global Capitalism*

Recommended Readings

Some readings may be recommended over the course of the class and when possible made available through VISTA.

Course Outline

Tentative Lecture Topic Outline and Due Dates

I. Introduction, Native American Sports, and Early American Folk Games to 1800

- A. Introduction
- B. Native American Sports
 - 1. *A Game with the Gods* video
- C. Early American Folk Games

II. Rise of Organized Sports, 1800-1890

- A. Setting for 19th century Sports
- B. The Sporting Fraternity and its Spectacles
- C. The Baseball Fraternity and the rise of the National Game
 - 1. *Baseball* vol 1 video
- D. **Response paper on *Playing for Keeps* Due September 15**
- E. 19th Century Sporting Communities
- F. Rise of Intercollegiate Sports
- G. **Exam I September 29; Primary Source I due**

III. Ascendancy of Organized Sports, 1890-1950

- A. Setting for Organized Sports, 1890-1950
- B. **Response Paper on *Major Taylor* Due October 6**
- C. Rise of Organized Youth Sports, 1890-1920
- D. Age of Sports Heroes
- E. Baseball's Golden Age
- F. Rise of Organized Women's Sports
- G. **Response Paper on *Babe* due October 27**
- H. Club Sports Go Public
 - 1. *Legends of American Skiing* Video
- I. Intercollegiate Football
- J. **Exam II November 3; Primary Source II due**

IV. Age of Televised Sports

- A. Setting for Organized Sports since 1950
 - 1. *The Unreal Story of Professional Wrestling* video
- B. Racial and Gender Equity
 - 1. *Jackie Robinson* video
- C. **Response Paper on *Friday Night Lights* due November 17**
- D. American Sports in the International Arena
- E. Professional Team Sports
- F. College Sports in a National Arena
- G. Generation X Sports
- H. **Response paper on *Michael Jordan* due December 8**
- I. **Exam III December 13: 7:30; Primary Source III due**

Grading System

3 exams @ 100 pts	300 pts
5 response essays @ 25 pts	125 pts
<u>3 primary source papers @ 25 pts</u>	<u>75 pts</u>
Total	500 pts

A: 90% and above; B: 80-89%; C: 70-79%; D: 60-69%; F: 59% and below

Course Policies

Retests/make-up Tests

ACADEMIC DISHONESTY:

According to the NAU student handbook, plagiarism is “the attempt to pass off other’s work as your own” and is a violation of the Student Code of Conduct. When in doubt, talk to the professor. Anyone found to be plagiarizing or any other form of academic dishonesty will be dealt with according to the NAU Students Handbook at: <http://www4.nau.edu/stulife.handbookdishonesty.htm>

ATTENDANCE:

Students should make every effort to attend class. If unavoidable, students should obtain the missed material from a classmate and then make an appointment with the instructor to review the material. If a student misses more than one week of classes, the student should contact the instructor immediately. No make-up exams will be granted without written evidence of personal illness, family emergency, or longstanding, unavoidable conflict. If a student knows that a test will be missed because of one of the above, the student should inform the instructor prior to the exam. If a make-up is granted, students will have 1 week from the time of their return to class to take the exam or a zero will be recorded. Extended absences will be dealt with on an individual basis.

Students are also encouraged to come to class on time. If you come late, please do not disrupt the class. Continuing lateness will be dealt with on an individual basis. All make-up exams will be given according to the history department's weekly make-up schedule: Fridays, 4-5:30pm LA 204.

University Policies

NORTHERN ARIZONA UNIVERSITY POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

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

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website <http://www4.nau.edu/diversity/swale.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 Birk, Office of Grant and Contract Services, at 928-523-8288.

ACADEMIC INTEGRITY

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

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

ACADEMIC CONTACT HOUR POLICY

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

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

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course [FROM HIS this is a new course, and new to liberal studies]

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2008
See effective dates schedule.
3. College CAL 4. Academic Unit History
5. Course subject/catalog number HIS 377 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title African-American History since 1865
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Black History since 1865
11. Catalog course description (max. 30 words, excluding requisites).
African-American history since 1865, with emphasis on gender, culture, resistance and protest movements, the current urban crisis, and diverse black ideologies such as pan-Africanism and Nationalism.
12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) Sophomore status or higher
17. Corequisites (must be completed *with* proposed course) _____

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

instructor consent

department consent

no consent

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

Name of new plan? _____

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

20. Does course duplicate content of existing courses within or outside of your college? yes no

If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

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

21. Will this course affect other academic plans, academic units, or enrollment? yes no

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

22. Is a potential equivalent course offered at a community college (lower division only)? yes no

If yes, does it require listing in the *Course Equivalency Guide*? yes no

Please list, if known, the institution, subject/catalog number of the course. _____

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

African-American history has a long, rich historiography and is an essential part of a well-rounded history curriculum. We hope that, by taking this course, students will gain a deeper understanding of the role of race in U.S. history and an appreciation of the evolving black struggle for freedom. We will emphasize the diversity of the black experience in the United States by paying particular attention to black women's history and gender, the dynamics of black popular culture, the history of black resistance and protest movements, and the variety of black ideologies such as pan-Africanism and Nationalism. We believe that this course clearly supports both the history department's and the university's mission of promoting multicultural understanding.

24. Names of current faculty qualified to teach this course Dr. Leilah Danielson

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 Note that we will work with library staff to further develop its holdings in this subject

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

LIBERAL STUDIES ONLY

Contact name: Leilah Danielson

Contact email: Leilah.Danielson@nau.edu

Dept. Chair name: Cynthia Kosso

Dept. Chair email: Cynthia.Kosso@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: Dr. Leilah Danielson

29. Section enrollment cap: 35

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

OR

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

OR

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

NEW LIBERAL STUDIES COURSE

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

Discontinued

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science/Applied Science Lab Science

Social and Political Worlds

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

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

33. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

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

GO TO question 42

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

If yes, which course(s)? _____

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

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

42. Approvals

Cynthia Kosso
Cynthia Kosso, Ph.D.

10/9/07

Department Chair (if appropriate)

J. D. Berg
Chair of college curriculum committee

11/6/07
Date

Alan Boren
Dean of college

11/6/07
Date

For Committees use only

For Liberal Studies Committee

Date

Action taken:

Approved as submitted

Approved as modified

Don *ESJ*
For University Curriculum Committee

1/29/08
Date

Action taken:

✓

Approved as submitted

Approved as modified

College of Arts and Letters
Department of History
American Thought and Culture since 1865/HIS 377

Semester: TBA

Time: TBA

Credits: 3

Instructor: Dr. Leilah Danielson

Office: LA 314

Office hours: TBA

Prerequisites: Sophomore status or higher; HIS 291 and HIS 292 are recommended

Course description

Cultural and intellectual history converge in exploring the values, perceptions, ideas, literature and the arts of a society and how and why they have changed over time. With this broad understanding of our task in mind, we will focus our attention on the following themes:

- the Darwinian revolution – its challenge to Protestant dominance in the late 19th century, and the various ways it shaped American thought and culture;
- the impact of industrialization and urbanization, consumerism and mass culture on American culture and identity, and how intellectuals and artists have responded to and represented these changes;
- the evolution of racist thinking and how African Americans and others have challenging such thinking;
- the origins and literary and artistic expressions of realism, naturalism, modernism, and the aesthetics and politics of postmodernism;
- the relationship between domestic culture and ideology and U.S. empire;
- the rise and decline of American liberalism, and its critics;
- how and why ideas about gender and sexuality have changed over time;
- the role of the intellectual and artist in society, and the ongoing debate over the relationship between art and politics; and
- the culture wars – debates over American diversity, the canon, and multiculturalism.

Mission of Liberal Studies

The Mission of the Liberal Studies Program is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish this mission Northern Arizona University provides a Liberal Studies Program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world.

Liberal Studies

Cultural understanding: By tracing the evolution of ideas and cultural formations in the United States since the late nineteenth century, this course fosters an appreciation of the

relationship between historical context and human expression and values. The use of primary sources (textual and visual), writing assignments, and discussions fosters critical and ethical engagement in the major themes and questions related to the human condition and its creative expressions over the last 150 years.

Liberal Studies Essential Skills

The reading and writing requirements for this course will foster effective writing skills.

Student Learning Outcomes

Through lectures, readings, films, discussions, and writing assignments, students will engage with and critically examine the major problems, themes, and debates in the history of American thought and culture in the United States since the Civil War.

Specifically,

- 1. Four short summaries of an assigned primary source reading (5% each)** On the first day of class, you will be assigned four primary sources for which you will write summaries over the course of the semester. Each summary should be typed, double-spaced, and 1-2 pages long, and is due at the beginning of class on the day the reading is to be discussed. It should condense what you have read and put the author's ideas into your own words.
- 2. One book review (20%)** Write a 3-4 page, double-spaced, book review of one of the three assigned monographs (i.e. Glenn, Moore, or Klein), due on the day we discuss the book. Like a summary, a book review describes the book's central argument(s) and evidence. But it also provides an assessment and evaluation of the book – i.e. Has the author persuasively argued the thesis to your satisfaction? Why or why not? Has the book challenged you intellectually, increasing your knowledge, raising new questions, and/or presenting the material in a novel, even provocative manner? Would you recommend any or all of these books, and at what level -- secondary, undergraduate, graduate? What book on this subject still needs to be written?
- 3. Three written exams (20 % each)** There will also be three take-home exams (see syllabus for dates). You will be required to answer one of two essay questions. The question will ask you to integrate and analyze lecture materials, readings, and primary sources and to develop your own, educated arguments. The exams must be 5-7 pages long, typed and double-spaced, with no more than one-inch margins. Note: *I will take very seriously any infractions of the university rules regarding academic integrity* – particularly regarding the issue of plagiarism (see Appendix F of NAU's student handbook).
- 4. Participation** As you will note below, there will be numerous discussions based on the readings and films throughout the semester. Participation in these discussions is essential for doing well in this course; indeed, I reserve the right to adjust your final grade by a couple of points according to the quality and regularity of your participation.

Grading System

The grades will be calculated as

A: 90% and above; B: 80-89%; C: 70-79%; D: 60-69%; F: 59% and below

- **Four short summaries of an assigned primary source reading (5% each)**
- **One book review (20%)**
- **Three written exams (20 % each)**

Course Structure

Approximately 60% of class time will be devoted to lectures, while the remaining 40% will be devoted to discussion of the themes developed in the lectures and the required readings. The lectures will provide much of the factual foundation for the course, as well as an overview of some important themes and historical debates.

Books and Required Reading

1. David Hollinger and Charles Capper, eds., *The American Intellectual Tradition*, vol. 2 (2001)
2. R. Laurence Moore, *Selling God: American Religion in the Marketplace of Culture* (1994)
3. Susan Glenn, *Female Spectacle: The Theatrical Roots of Modern Feminism* (2000)
4. Christina Klein, *Cold War Orientalism: Asia in the Middlebrow Imagination* (2003)
5. E-RESERVE readings

Recommended Readings

The introductory essays in David Hollinger and Charles Capper, eds., *The American Intellectual Tradition*, vol. 2 should provide the necessary background for this course.

Course Outline

Date	FROM GENTILITY TO REALITY
Meeting 1	Introduction
Meeting 2	The Genteel Tradition and the Incorporation of America <i>Lecture</i>
Meeting 3	Realism, Naturalism, and the Challenge to Victorianism Reading: Howells, "Pernicious Fiction" (H&C); Theodore Dreiser, "Free" in Howard Fast, ed., <i>The Best Short Stories of Theodore Dreiser</i> (e-reserve) <i>Lecture and discussion of reading 1/24</i>
Meeting 4	Social Darwinism, Positivism, and Social Science Reading: Sumner, "Sociology" (H&C); Ward, "Mind as a Social Factor" (H&C) <i>Lecture</i>
Meeting 5	Pragmatism and Progressive Reform Reading: James, "What Pragmatism Means" (H&C); Dewey, "Philosophy and Democracy" (H&C); Addams, "The Subjective Necessity of Social Settlements" (H&C)

	<i>Lecture</i>
Meeting 6	<i>Discussion of reading 1/26 and 1/31</i>
Meeting 7	The Crisis of Cultural Authority and the Strenuous Life Reading: Roosevelt, "The Strenuous Life" (e-reserve) <i>Lecture</i>
Meeting 8	Race, Empire, and African-American Protest Reading: W.E.B. Du Bois, selection from <i>The Souls of Black Folk</i> (H&C); Gail Bederman, "'The White Man's Civilization on Trial'" in <i>Manliness and Civilization</i> , 45-76 (e-reserve) <i>Lecture and discussion of reading 2/7 and 2/9</i>
Meeting 9	Religion and American Capitalism <i>Discussion: Moore, Selling God</i>
	MODERNITY AND MODERNISM
Meeting 10	Cosmopolitanism and American Modernism Reading: Bourne, "Trans-National America" (H&C) <i>Lecture</i>
Meeting 11	Primitivism and Relativism: Boasian Anthropology Reading: Mead, selection from <i>Coming of Age in Samoa</i> (H&C) <i>Film: Margaret Mead: An Observer Observed</i>
Meeting 12	<i>Discussion of film and reading 2/16 and 2/21</i>
Meeting 13	Feminism and the New Woman <i>Discussion: Glenn, Female Spectacle</i>
Meeting 14	Culture, Race, and Resistance Reading: Robin D.G. Kelley, "The Riddle of the Zoot: Malcolm Little and Black Cultural Politics during World War II" in <i>Race Rebels</i> , 161-82 (e-reserve) <i>Film: Without Fear or Shame</i>
Meeting 15	<i>Discuss film and reading 3/2</i>
Meeting 16	Mass Culture and the Working Class Reading: Adorno and Horkheimer, "The Culture Industry: Enlightenment as Mass Deception" reprinted in Daring, ed., <i>The Cultural Studies Reader</i> , 31-41 (e-reserve); Lizabeth Cohen, "Encountering Mass Culture" in <i>Making a New Deal</i> , 99-158 (e-reserve) <i>Lecture and discussion</i>
Meeting 17	Culture, Labor, and the Left Reading: Lizabeth Cohen, "Workers' Common Ground" in <i>Making a New Deal</i> , 323-61 (e-reserve); Sidney Hook, "Communism without Dogmas" (H&C); Mike Gold, "Go Left, Young Writers" (e-reserve) <i>Lecture</i>
Meeting 18	<i>Discussion of reading 3/14</i>
	POSTMODERNITY AND DIVERSITY
Meeting 19	The New York Intellectuals and Cold War Liberalism Reading: Bell, "The End of Ideology in the West" (H&C); Arendt, "Ideology and Terror" (H&C); Niebuhr, selection from <i>The Children of Light and the Children of Darkness</i> (H & C); Rostow, selection from <i>The Stages of Economic Growth</i> (H&C)

	<i>Lecture</i>
Meeting 20	<i>Discussion of reading 3/28</i>
Meeting 21	Race, Culture, and the Cold War <i>Discussion: Klein, Cold War Orientalism</i>
Meeting 22	Jazz, Youth Culture, and the Beats Reading: George Lipsitz, "Land of a Thousand Dances" in Larry May, ed., <i>Recasting America</i> , 267-84 (e-reserve) <i>Lecture</i>
Meeting 23	60's Revolts and the Search for Authenticity Reading: Mills, "Letter to the New Left" (H&C); King, selection from "Letter from a Birmingham Jail," (H&C); Gerhardt, "Politicizing Pleasure" in <i>Desiring Revolution</i> , 81-116 (e-reserve) <i>Lecture</i>
Meeting 24	<i>Discussion of reading 4/6 and 4/11</i>
Meeting 25	Conservative Crosscurrents Reading: John Crowe Ransom, "Reconstructed but Unregenerate" (H&C); Samuel Huntington, "The Democratic Distemper" (H&C) <i>Lecture</i>
Meeting 26	The Postmodern Turn Reading: Butler, selection from <i>Gender Trouble</i> (H&C); Rorty, "Science as Solidarity" (H&C); Cornel West, "The New Cultural Politics of Difference" reprinted in Daring, ed., <i>The Cultural Studies Reader</i> , 256-67 (e-reserve) <i>Lecture</i>
Meeting 27	<i>Film: Running Fence</i>
Meeting 28	<i>Discussion of film and reading 4/18 and 4/20</i>

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course [FROM HIS this is a new course, and new to liberal studies]

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2008
See effective dates schedule.
3. College CAL 4. Academic Unit History
5. Course subject/catalog number HIS 384 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Hopi History
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Hopi History
11. Catalog course description (max. 30 words, excluding requisites).

Overview of Hopi history from "pre-colonial" times to the present.

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

15. Please check **ONE** of the following that most appropriately describes the course:

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

16. Prerequisites (must be completed *before* proposed course) HIS 293
17. Corequisites (must be completed *with* proposed course) _____

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

instructor consent department consent no consent

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

Name of new plan? _____

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

20. Does course duplicate content of existing courses within or outside of your college? yes no

If yes, list any courses this course may have duplicative material with and estimate percentage of duplication: _____

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

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

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

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

This course should be offered because of NAU's proximity to Hopi and to contribute towards the university's commitment to Native American studies.

24. Names of current faculty qualified to teach this course Lomayumtewa C. Ishii

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

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

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

LIBERAL STUDIES ONLY

Contact name: Loma Ishii

Contact email: Lomayumtew.Ishii@nau.edu

Dept. Chair name: Cynthia Kosso

Dept. Chair email: Cynthia.Kosso@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: Loma Ishii

29. Section enrollment cap: 35

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

OR

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

OR

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

NEW LIBERAL STUDIES COURSE

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

Discontinued

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science/Applied Science

Lab Science

Social and Political Worlds

32. Skills (check): *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.

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

Cynthia Kosso

Cynthia Kosso, Ph.D.

10/9/07

Department Chair (if appropriate)

Jeff D. Beyer

11/6/07

Chair of college curriculum committee

Jean Bore

Date

11/6/07

Dean of college

Date

For Committees use only

For Liberal Studies Committee

Date

Action taken:

Approved as submitted

Approved as modified

Don Bell

1/29/08

For University Curriculum Committee

Date

Action taken:

✓

Approved as submitted

Approved as modified

College of Arts and Letters
Department of History
HIS 384 Hopi History

Semester:

Time:

Credits: 3 units

Instructor: Lomayumtewa C. Ishii, Ph.D.

Office: SBS West 214

Office Hours: 1pm - 2pm T/W/Th Other times by appointment

Pre-Requisites: HIS 293

Course Description

This course presents students with an overview of Hopi history from “pre-colonial” times to the present. Since Hopi culture has become enigmatic within popular culture, we will examine how Hopis have been represented through various texts. As well, this course will examine Hopi authority in those representations, and understand the usefulness and importance of a Hopi-centered, historical perspective. Historiography will be a major component in this course in order to critically examine what has been produced on Hopis and how we may use history to understand the past, present, and future. NOTE: There will be no examinations of esoteric, religious, or spiritual aspects of Hopi culture.

Mission of Liberal Studies

The Mission of the Liberal Studies Program is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish this mission Northern Arizona University provides a Liberal Studies Program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world.

Liberal Studies Distribution Block

This course meets the university's **Cultural Understanding** block for Liberal Studies. This course examines the literature, history, and cultural practices that will provide students with an experience of a diverse culture, and provide an analytical framework that facilitates an awareness of how culture shapes the Hopi history and their human experience.

Liberal Studies Essential Skills

Effective writing will be the main essential skill assessed for the purposes of Liberal Studies.

However, this course will incorporate critical thinking, reading, writing and discussion in order to gain a broader understanding of Hopi history and historiography. Each of these skills will be reflected in students writing assignments, film reviews, presentations and class discussions.

Student Learning Outcomes

- This course is designed to enable students recognize various factors and contexts that have influenced Hopi history, the production of Hopi history, and the usefulness of Hopi history within various social, political, economic, tribal, and scientific contexts.
- Students will be able to critically interpret Hopi history from a variety of sources and become familiar with Hopi authoritativeness in the creation and use of Hopi history.

- Students will also be able to comprehend and articulate an informed view of Hopi history and how it is represented by academic and non-academic worlds.
- As part of the Cultural Understanding block of liberal studies, students will gain an understanding and appreciation for the diverse nature of Hopi history and culture.

Assessment of Student Learning Outcomes

Student assessment will be based on how they assess descriptions of Hopi history, discern levels of historical authoritativeness from a variety of sources, and explain the processes of applying an interpretive, historical approach for Hopi history. The methods for incorporating the above will be based on Dr. Ishii's research design model which includes levels of historical authoritativeness, Survival, Adaptation, Resistance, and Persistence (SARP), and the State of Native America. This design is a model that reflects the field of American Indian history and American Indian Studies.

ASSIGNMENTS:

1. Final examination	100 points
2. Article reviews (4x50)	200 points
3. Film reviews (5x25)	125 points
4. Essays (4x25)	100 points
(Based on assigned readings)	
5. Attendance(5x14)	70 points
6. Book review (4x50)	200 points
TOTAL	795 points

Course Structure

The primary teaching methods for this class are lecture, reading, discussions, essays, films, sound recordings, and guest lecturers. There will be a final examination.

Books, films, and Required Readings

1. Courlander, Harold. Fourth World of the Hopis. Crown Publishers: New York, 1971.
2. James. Harry C. Pages From Hopi History. The University of Arizona Press: Tucson, 1996.
3. Qoyawayma, Polingaysi. No Turning Back: A Hopi Indian Woman's Struggle to Live in Two Worlds. The University of New Mexico Press: Albuquerque, 1964.

Other texts that are strongly recommended:

- a. Courlander, Harold. Hopi Voices: Recollections, Traditions, and Narratives of the Hopi Indians. The University of New Mexico Press: Albuquerque, 1982.
- b. Nequatewa, Edmund. Truth of a Hopi. Northland Press: Flagstaff, 1967.

2. Films

- a. "Surviving Columbus"
- b. "Itam Hakim Hopiit"
- c. "Beyond the Mesas"
- d. "Imagining Indians"

All of these films, except for "Beyond the Mesas," are available at Cline Library.

Recommended Readings

1. Dictionary
2. Thesaurus
3. Strunk and White. Elements of Style. Any edition.

Grading System

I will determine your grade on a point system on the assignments and attendance. Your letter grade will be determined by the percentage of points you make out of the grand total of points possible for the course.

A	90 to 100% of the total points
B	80 to 89%
C	70 to 79%
D	60 to 69 %
F	59% and below

Course Policies

ATTENDANCE: As a student of this university, you have accepted the obligation of class attendance. Regular attendance is your responsibility as is being in class on time. Only officially sanctioned absences and grave illnesses (with a doctor's note) will be accepted. Each unexcused absence will lower your grade by half a letter grade. Absences and consistent lateness will adversely affect your grade.

PARTICIPATION: Class discussions are an essential part of this course. You are expected to come to class prepared to discuss the reading and writing assignments. Participation is crucial to this class. Participation involves having assignments done on time, being conversant with the materials and handouts, participating in class activities, and showing up to class on time.

DEADLINES: You are responsible for completing all work for the course on time. Assignments are due at the beginning of class. No late papers or assignments will be accepted after the assigned due date. **REPEAT--NO LATE PAPERS OR ASSIGNMENTS WILL BE ACCEPTED AFTER THE ASSIGNED DUE DATE.**

PLAGIARISM: "It will be well to ask yourself if you fully understand what constitutes plagiarism for the range of meaning for the word is wide. At one extreme is the gross offense of trying to pass off as one's own the exact words of another; at the other is the subtle matter of borrowing a fine phrase to dress up one's own writing. In between are varying degrees of plagiarism that puzzles students. Through ignorance, students may, in all honesty, misuse their sources; but they are nonetheless guilty, for ignorance cannot be an acceptable excuse for wrongdoing."*

*Sears, Donald. A. Harbrace Guide to the Library and Research Paper, 4th Edition.
H.B.J.: New York, 1984, p. 38.

University Policies

For complete policies, see NAU's Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity Policies.

COURSE SCHEDULE-Subject to change

WEEK ONE

- 8/31 Introduction
Hopi history/historiography
9/2 Lecture: SARP, State of Native America

WEEK TWO

- 9/7 RA#1 7-33 Courlander
Film #1, review due 9/14
9/9 Lecture: Levels of Historical Authoritativeness
Assign Essay #1 due 9/16

WEEK THREE

- 9/14 Current events
9/16 Open discussions
RA#2, III, IV, V, Courlander

WEEK FOUR

- 9/21 RA#3, XV, XVI, XVII Courlander
33-58 James
9/23 Assign Essay #2, due 9/30
Lecture: SARP revisited

WEEK FIVE

- 9/28 Discuss research project
9/30 Assign research project, due 10/26
RA#4 77-99 James

WEEK SIX

- 10/5 Film #3, review due 10/12
RA#5 100-122 James
10/7 Lecture: Levels of H.A. revisited

WEEK SEVEN

- 10/12 Midterm review
10/14 Midterm examination

WEEK EIGHT

- 10/19 Film #4 review due 10/26
RA#7 185-192 James
10/21 Assign Essay#3 due 10/28

WEEK NINE

- 10/26 Assign article review #1 due 11/2
RA#7 185-192 James
10/28 Open discussions
RA#8 201-222 James

WEEK TEN

- 11/2 Research presentations
RA#9 Parts 1,2,3 PQ
11/4 Research presentations

WEEK ELEVEN

- 11/9 Assign Book review due 11/18

Research presentations
11/11 RA#10, Parts 4,5,6 PQ

WEEK TWELVE

11/16 Film review #5 review due 11/30
11/18 Lecture: Hopi historiography
RA#11, parts 7,8,9 PQ

WEEK THIRTEEN

11/23 Assign article review #2 due 11/30
11/25 Holiday

WEEK FOURTEEN

11/30 Discuss article reviews
RA#12, parts 10,11,12,13,14, epilogue PQ
12/2 Current events

WEEK FIFTEEN

12/7 Open discussions
12/9 Final exam review

WEEK SIXTEEN

12/14 FINAL EXAMINATION, Wednesday, 12:30-2:30PM.

HAVE A GREAT AND SAFE SEMESTER BREAK

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2008
See effective dates schedule.
3. College Arts and Letters 4. Academic Unit HAR
5. Course subject/catalog number REL 326 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Early Christian Life and Literature
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Early Christian Life&Lit
11. Catalog course description (max. 30 words, excluding requisites).

Investigation through canonical and non-canonical texts of issues, challenges, and conflicts involved in the formative period of Christianity from Jesus to the end of the second century. CU

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

15. Please check **ONE** of the following that most appropriately describes the course:

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

16. Prerequisites (must be completed *before* proposed course) Sophomore status or higher, plus completion of ENG 105 or equivalent.

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

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

- instructor consent department consent no consent

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

Name of new plan? _____

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

20. Does course duplicate content of existing courses within or outside of your college? yes no **X**

If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

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

21. Will this course affect other academic plans, academic units, or enrollment? yes no **X**

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

22. Is a potential equivalent course offered at a community college (lower division only)? yes no

If yes, does it require listing in the *Course Equivalency Guide*? yes no

Please list, if known, the institution, subject/catalog number of the course. _____

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

Over the last ten years, the existing REL 220 course (originally REL 320) has been overtasked with trying to serve two distinct pedagogical purposes: one as an introductory survey of the New Testament as a body of literature, and the other as an investigation of early Christianity as a religious phenomenon. Dissatisfaction with the result on the part of both the instructor and the students has led to the decision to create a separate course cut free from the constraints of the biblical canon, able to offer a more historically justifiable spectrum of source material, and focused on a more thematic exploration of the issues that shaped early Christianity. At the same time, it was considered desirable to retain the very popular survey of New Testament writings as REL 220.

24. Names of current faculty qualified to teach this course Jason BeDuhn

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 41.

LIBERAL STUDIES ONLY

Contact name: Arne Hassing

Contact email: Arne.Hassing@nau.edu

Dept. Chair name: Curtis Hinsley

Dept. Chair email: Curtis.Hinnsley@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: Jason BeDuhn

29. Section enrollment cap: 35

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-32.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 36-37.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 38-40.

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Reasoning

32. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

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

GO TO question 41

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

37. 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 41

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

If yes, which course(s)? _____

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

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

41. Approvals

<i>Justin W. Smith</i>	11/11/07
Department Chair (if appropriate)	Date
<i>John D. Boyd</i>	12/4/07
Chair of college curriculum committee	Date
<i>Jean Boer</i>	12/4/07
Dean of college	Date

For Committees use only

For Liberal Studies Committee

Date

Action taken:

_____ Approved as submitted

_____ Approved as modified

Bon G. G.

1/29/08

For University Curriculum Committee

Date

Action taken:

✓ _____ Approved as submitted

_____ Approved as modified

College of Arts and Letters
Department of Humanities, Arts, and Religion

REL 326: EARLY CHRISTIAN LIFE & LITERATURE
Spring, 2009

T/Th 9:35-10:50

Professor: Jason BeDuhn, Ph.D.

Office: Riles 110

Office hours: MW 2-3 PM

3 credit hours

Phone: 523-8892

e-mail: jason.beduhn@nau.edu

Course Description

This course offers an investigation of the formative period of the Christian tradition, from the first public address made by Jesus of Nazareth in the early first century to the end of the second century of the Christian era. It aims to provide the resources and methods by which students can work towards a comprehensive understanding of the major sources, conditions, issues, challenges, and conflicts involved in the development of Christianity from a small Jewish sect into a significant force in the religious life of West Asia, South Europe, and North Africa. In the process students will confront the difficulties faced when one seeks to reconstruct a total picture of past lives from limited historical sources, and learn how to apply models of comparative religion to understanding various aspects of early Christian thought and practice. Because practically no archaeological remains from before the third Christian century can be positively identified as Christian, we rely heavily on written texts of the period. The course draws on the entire spectrum of early Christian writings, both those later canonized as the New Testament, and the many other texts – in many cases just as widely read and valued – that eventually were left out of the Bible. We will bring to these sources both a phenomenological orientation, seeking to understand the experiences of the people they describe, and the tools of literary criticism, trying to discern the role the texts served in the ongoing development of Christian identity.

This is a Liberal Studies course in the **cultural understanding** distribution block. The mission of the Liberal Studies program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a diverse and dramatically changing world. To accomplish the mission of liberal studies, the university provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program, students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation. Courses in the cultural understanding block enhance students' understanding of different cultures of the world through the study of language, literature, religion, and artistic creations or other disciplines. These courses provide students with an experience of diverse cultures different from their own, and an analytic framework that facilitates awareness of how cultures vary and shape human experience. Students will become more familiar with cultures of the world and develop an appreciation for the unique features and perspectives of varied cultural traditions. In addition to discipline specific skills enabling the student to bring the religious studies approach to cultural material, this course will emphasize **effective writing**, an essential skill defined in the university's Liberal Studies program.

Student Learning Expectations and Outcomes

As outcomes of active participation in this course, students are expected to

(1) be able to identify major themes and core issues in early Christian thought and practice as reflected in the literature of the movement, to reflect sufficiently on their own distance from the world of the text to formulate questions of understanding, and to communicate their insights and questions in a clear and concise manner;

(2) be able to express their own reactions to ideas and arguments of the earliest Christian leaders, and reflect upon the factors of distance (in time, circumstance, culture, social norms, even physics) that produce varying degrees of comfort or discomfort with the material;

(3) be able to demonstrate a grasp of basic concepts, and facility with basic tools, used in the historical and comparative study of religions;

(4) be able to identify issues of reconstruction and interpretation, compare and assess proposals and arguments, and effectively communicate the process and conclusions of their own investigations;

Course Format

The course will be conducted in a *lecture* format, with opportunity for questions and discussion, supplemented occasionally by videos, slides, and other materials.

Required Texts

Wayne Meeks, *The First Urban Christians* (Yale 1983)

Luke Johnson, *Religious Experience in Earliest Christianity* (Fortress 1998)

Maxwell Staniforth, *Early Christian Writings* (Penguin 1968)

Bible or New Testament

Vista-site primary texts:

non-canonical gospels, acts, and letters

Fragments of Marcion, Montanus, Valentinus; selected Nag Hammadi texts

Justin Martyr, Irenaeus, *Martyrdom of Perpetua*

Evaluation of Student Performance

Required Assignments

1. A *mid-term examination*: **100 points**.

2. A *final examination*: **100 points**.

3. Two five-page *essays* on questions posed by the professor: 50 points each = **100 points**.

4. A ten-page *research paper* on a topic chosen in consultation with the professor: **100 points**.

5. Active *participation* in the class proceedings: **50 points**.

Grades will be assigned according to the following scale:

405-450 points (90% +) A

360-404 points (80% +) B

315-359 points (70% +) C

270-314 points (60% +) D

0-269 points (59% -) F

Assessment of Outcomes

Course exams will require identification of key terms and concepts, as well as providing short answers that demonstrate a synthetic grasp of developments and interpretive issues concerning early Christianity. Essays will require organized, analytical responses to

questions or problems posed regarding key determinative factors in the emergence of the Christian religion, and will be assessed by five categories of performance: (1) formal requirements of length, format, and typography, (2) grammar, syntax, and paragraphing, (3) organization and consistency of focus, (4) citation and effective use of sources, (5) accuracy and argument. Essays that fall below the program standard of a successful level of performance will be re-written following individual consultation with the professor for supplemental points towards the assignment grade. The research paper will require identification of a problem and relevant sources in consultation with the professor, formulation of a research plan, refinement of a thesis, and production of a paper assessed by the same five categories of performance listed above. Participation in the class will be assessed by preparedness, relevance, clarity, and succinctness.

Policies and Procedures

Class attendance and preparedness are the responsibility of the individual student, and will be informally monitored by the instructor by means of calling on students from the roster for comment on a specific portion of the day's topic. The value of both attendance and preparation will become readily apparent through the rewards of performance and comprehension. The dates for tests and work due are unnegotiable; extensions or make-up exams will not be scheduled except in the most extraordinary, fully documented circumstances. The class period extends for the full 75 minutes scheduled. Students are expected to follow a minimum standard of classroom etiquette. Food, drink, newspapers, and cell-phones have no place in the classroom. Laptop computers may be used only with the permission (which can be withdrawn at any time) of the professor. Disagreement will be expressed with respect and justified by reasons drawn from the methods recognized in the academic discipline of religious studies. If you are unsure about the university rules governing classroom conduct and the respective roles of the instructor and the student, please refer to the student handbook, or ask me for clarification.

A student caught cheating on a test fails the course completely, regardless of the number of points the student has earned on other work. A student who plagiarizes part or all of a written assignment will receive an F for the assignment and further disciplinary proceedings at my discretion. Plagiarism occurs when a student claims credit for work he or she has not done personally, and includes turning in a paper written by another student, or putting sentences or ideas originally expressed by someone else into a paper without noting their source. By this stage of your education, you should have mastered the ability to properly distinguish in writing between your own and another's ideas through the use of quotation, paraphrase, and footnoting.

Class Calendar

Week One -- Jan 18-20

Historical and cultural background

Week Two -- Jan 25-27

Stories of the Founder: Biographical

Week Three -- Feb 1- 3

Stories of the Founder: Status and Authority

Week Four -- Feb 8-10

Stories of the Founder: Teaching and Expectations

Week Five -- Feb 15-17

Proselytization and Conversion

Week Six -- Feb 22-24
Defining Identity and Boundaries

Week Seven -- Mar 1-3
The Experience of Being Christian

Week Eight -- Mar 8-10
Early Christian Pluralism: the Jewish-Christian split

Week Nine -- Mar 15-17
Early Christian Pluralism: Practical and Ideological Divisions

SPRING BREAK: Mar 21-25

Week Ten -- Mar 29-31
Messiah or God: Christological Issues

Week Eleven -- Apr 5-7
To Fix the World or Abandon It: Cosmological Issues
Marcion, Gnosticism

Week Twelve -- Apr 12-14
Letter or Spirit: Authority Issues
Montanism, canon formation

Week Thirteen -- Apr 19-21
Body or Soul: Anthropological Issues

Week Fourteen -- Apr 26-28
Radical or Successful: Social Issues

Week Fifteen -- May 3-5
Two Centuries of Development and Diversification

FINAL EXAM: Tuesday, May 10, 7:30-9:30

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2008
See effective dates schedule.
3. College Arts and Letters 4. Academic Unit HAR
5. Course subject/catalog number REL 392 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Health, Healing, and Religion
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Health, Healing, and Religion
11. Catalog course description (max. 30 words, excluding requisites).

Examines illness, healing, and religion in cross-cultural perspective, investigating how illness, health, and wellness are understood in a variety of cultural and religious contexts. CUG

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

15. Please check **ONE** of the following that most appropriately describes the course:

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

16. Prerequisites (must be completed *before* proposed course) Sophomore status or higher, plus completion of ENG 105 or equivalent.

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

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

instructor consent department consent no consent

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

Name of new plan? _____

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

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

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

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

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

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

As part of the new university initiative in the health sciences and professions, including a component of medical humanities, the NAU Religious Studies program is adding this course as its contribution, reflecting broad interest and great potential value to students in health-related programs and career paths, as well as those interested in careers in law, business, psychology, and communication. Understanding global perspectives on issues of physical and mental health, death & dying, and medical ethics is vital to informed citizens operating in the increasingly globalized society and marketplace of the twenty-first century.

24. Names of current faculty qualified to teach this course Bruce M. Sullivan

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? **It is expected that demand for this course will rapidly outpace the current faculty able to offer it. Consequently, REL is submitting a request for a faculty line dedicated to this area in connection with the university-wide initiative.**

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 41.

LIBERAL STUDIES ONLY

Contact name: Arne Hassing

Contact email: Arne.Hassing@nau.edu

Dept. Chair name: Curtis Hinsley

Dept. Chair email: Curtis.Hinsley@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: Bruce M. Sullivan

29. Section enrollment cap: 35

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-32.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 36-37.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 38-40.

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Reasoning

32. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

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

GO TO question 41

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

37. 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 41

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

41. Approvals

<i> Curtis M. Vandyke </i>	<i> 11/11/07 </i>
Department Chair (if appropriate)	Date
<i> Jay D. Bueger </i>	<i> 12/4/07 </i>
Chair of college curriculum committee	Date
<i> Jean Bowen </i>	<i> 12/4/07 </i>
Dean of college	Date

For Committees use only

For Liberal Studies Committee

Date

Action taken:

Approved as submitted

Approved as modified

Don B...

1/29/08

For University Curriculum Committee

Date

Action taken:

✓

Approved as submitted

Approved as modified

REL 392 Health, Healing & Religion

Prof. Bruce M. Sullivan

Office hours: XX
Office: Riles 311
Email: bruce.sullivan@nau.edu

Semester, Year
Meetings: XX in room XX
3 credit hours
My website: <http://oak.ucc.nau.edu/bms>
Phone: 523-0244

Course Prerequisites: Sophomore status or higher, plus completion of ENG 105 or equivalent.

Course Description

Examines illness, healing, and religion in cross-cultural perspective, investigating how illness, health and wellness are understood in a variety of cultural and religious contexts.

Liberal Studies: This is a Liberal Studies course in the **Cultural Understanding** distribution block. The mission of the Liberal Studies program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a diverse and dramatically changing world. To accomplish the mission of liberal studies, the university provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program, students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation. In addition to discipline specific skills, this course will emphasize **critical thinking**, an essential skill defined in the University's Liberal Studies Program.

As a course in the Cultural Understanding block in Liberal Studies, REL 392 will enhance a student's understanding of different cultures of the world through the study of various religions, and provide an analytic framework that facilitates awareness of how cultures vary and shape human experience. Students will become more familiar with cultures of the world and develop an appreciation for the unique features and perspectives of varied cultural traditions.

This course also fulfills the university's requirement for a course in **Global Awareness**. REL 392 enables students to acquire an understanding of the perspectives of non-Western peoples, particularly with regard to their religious, cultural, and intellectual traditions. Study of various approaches to religious conceptions of health and wellness, and various approaches to healing, will enhance a student's understanding of human diversity.

This course also provides credit in the Religious Studies major or minor.

Student Learning Expectations & Outcomes

One usually benefits from a course to the extent that one makes the effort to excel, to grow intellectually and develop one's abilities. Active engagement with the content of this course will enable the student

(1) to describe and critically examine ways in which illness and wellness are placed in a meaningful context in diverse cultures, and how this process is almost always bound up with religious, spiritual, and ethical concerns. (critical thinking: an outcome linked to the Cultural Understanding distribution block)

(2) to describe and critically examine how many of the beliefs, strategies, and practices that characterize traditional cultures also appear in major world religions such as Christianity, Hinduism, and

Buddhism, putting healing in these traditions in a broad comparative context. (critical thinking: an outcome linked to the Cultural Understanding distribution block)

(3) to describe and critically examine continuities between traditional, explicitly religious, approaches to health, healing and wellness, and modern medical approaches. (critical thinking: an outcome linked to the Cultural Understanding distribution block)

(4) to describe and critically examine variations between cultures that shape human experience. (critical thinking: an outcome linked to the Cultural Understanding distribution block)

Assessment of Student Learning Outcomes

Exams assess factual knowledge of readings and critical thinking about the readings. Papers assess the student's ability to think critically about issues encountered in the course, and express that critical thinking effectively in formal academic writing. Please see below for the guidelines on writing. Discussion of readings and leadership of a discussion session assess the student's ability to think critically and communicate effectively about issues encountered in the course.

Methods of Assessment

Each student will participate in discussion of readings during the semester (assesses critical thinking about course material).

A midterm exam and final exam will include both objective questions (such as multiple-choice) and essay questions (assesses critical thinking about course material).

Each student will write an academic paper analyzing some of the issues raised in the novel *Lying Awake*, in which a modern Catholic nun has experiences that might be understood as mystical visions of the divine, or as manifestations of a medical condition that could be treated (assesses critical thinking about course material).

Each student will lead the class discussion of one chapter from the Barnes & Sered volume during weeks 8 to 15, and hand in an outline of the discussion themes before class (assesses critical thinking about course material).

Each student will choose a topic for a term paper, formulate a thesis statement, and write an academic paper analyzing aspects of religion, health and healing (assesses critical thinking about course material).

Assessment will be based on a combination of the following means of evaluating student performance, each having the value indicated:

- 1) Discussion of readings (25 points = 5%)
- 2) Midterm exam (100 points = 20%)
- 3) Paper analyzing *Lying Awake* (100 points = 20%).
- 4) Term paper (125 points = 25%)
- 5) Discussion leadership on one reading (50 points = 10%)
- 6) Final exam (100 points = 20%)

The grading scale for the course will be as follows:

90%+ = A; 80%+ = B; 70%+ = C; 60%+ = D; below 60% = F.

With 500 points to be earned during the semester, 450 points would constitute an A, etc. Extra credit beyond the course requirements should not be expected. Should a special event such as a relevant lecture or film occur, all students will have an equal opportunity to earn any extra credit.

Timeline for Assessment

See below for the course outline and schedule of readings.

Course Structure & Approach

ER: Kenneth Zysk. "Medicine & Buddhist Monasticism" and "Indian Medicine in Buddhism Beyond India", pp. 38-70 in *Asceticism & Healing in Ancient India: Medicine in the Buddhist Monastery* (Oxford U.P., 1991).

ER: Raoul Birnbaum, "Chinese Buddhist Traditions of Healing & the Life Cycle," in *Healing & Restoring: Health & Medicine in the World's Religious Traditions*, pp. 33-57.

Week 8 Buddhism in America: Barnes & Sered, chapters 3, 13, 21 & 27.

Week 9 Catholic Christians in America: Barnes & Sered, chapters 1, 6, 12 & 22.

Week 10 Protestant Christians in America: Barnes & Sered, chapters 2, 5, 7 & 16.

Week 11 Native Americans & social justice: Barnes & Sered, chapters 4, 8, 11, 18 & 24.

Week 12 New Age religious traditions: Barnes & Sered, chapters 15, 19, 23 & 28.

Week 13 **Term paper is due.**
African American religions: Barnes & Sered, chapters 9, 10, 17 & 20.

Week 14 Jewish, Muslim & South Asian communities: Barnes & Sered, chaps. 14, 25 & 26.

Week 15 Perspectives on religion, health and healing.
Barnes & Sered, chapters 29, 30 & 31.

Final exam: at the scheduled time for this course.

Course Policies

Being registered for this course means that the student accepts the specified course policies and agrees to abide by them, and that the student accepts the course requirements and agrees to fulfill them.

Every student enrolled in this course is responsible for recognizing the distinction between the student's own ideas and those from another source, and for indicating that difference in the universally accepted fashion through appropriate use of quotation marks and citation of sources. Use of the words and ideas of others in a written assignment without giving them credit by citing the sources of that information is called plagiarism. Plagiarism on an assignment for this course will result in a grade of zero for the assignment, and constitutes grounds for further disciplinary proceedings by NAU. Please see the university's statement regarding this matter in the *NAU Undergraduate Catalog* under the heading "Academic Integrity."

Class attendance is the responsibility of the student. Active engagement with the content of this course requires regular attendance, and there is no substitute for your presence in the classroom. Consequently, attendance is strongly encouraged, as those who attend will learn more and therefore be more successful in this course. Please see the university's statement regarding this matter in the *NAU Undergraduate Catalog* under the heading "Classroom Attendance." While the class is in session, you will have my full attention, and I expect that you will have the courtesy to give me your full attention. This means that all electronic equipment (cell phones, MP3 players, etc.) must be turned off during class to avoid distractions. Also, it is expected that students will come to class on time, be attentive while present, and stay for the full duration of the class. To do otherwise, or to talk to other students in the class while class is in session, is distracting to fellow students and disruptive of the class. If on some occasion you will be forced to come late or leave early, please inform me ahead of time.

A makeup exam is available for an exam missed due to approved and documented university activities such as a fieldtrip (with paperwork submitted beforehand). Additional time will be allowed for a

documented illness that prevents a student from taking an exam or completing an assignment as scheduled.

Please see the additional page of policy statements from NAU appended to the syllabus.

Recommended Readings in addition to assigned readings

Barnes, Linda L. *Needles, Herbs, Gods and Ghosts: China, Healing, and the West to 1848*. Harvard University Press, 2005.

Levin, Jeff. *God, Faith, and Health: Exploring the Spirituality-Healing Connection*. John Wiley & Sons, 2002.

McClenon, James. "Shamanic Healing, Human Evolution, and the Origin of Religion." *Journal for the Scientific Study of Religion* 36.3, (Sept. 1997): 345-54.

Raguram, R., et al. "Traditional community resources for mental health: a report of temple healing from India." *BMJ (British Medical Journal)* 325:38-40 (6 July, 2002).

Sloan, Richard. *Blind Faith: The Unholy Alliance of Religion and Medicine*. St. Martin's Press, 2006.

Van Ness, P.H. "Epidemiology and the Study of Religion." *Religion* 33 (2003): 147-59.

Guidelines for Writing Papers

The papers you will write in this course must have the following features.

(1) A thesis statement:

This is a proposition; it presents a position. In your essay, you seek to advocate that position, so you present arguments in support of that position. In short, your thesis must be a statement that can be debated. A thesis statement is not simply a description of a general topic, nor is it a statement of purpose for the essay. It is a statement of a point of view.

Example: **The Chinese Buddhist religious tradition's approach to healing and wellness is based on a holistic conception of the person.**

This proposition is one that can be advocated and could be debated.

Counter-example: **In this essay, I will discuss religious healing.**

This is a statement of intent, identifying a general topic, but it is **not** a position, it cannot be advocated or debated, and it is therefore **not** a thesis statement.

(2) An argument in support of your thesis statement:

Using what you know about the topic you have chosen (including what you discover by research), formulate an argument in support of your position. Your objective is to persuade the reader that your point of view is correct. Think of as many valid reasons as you can that support your point of view. Assemble these into a coherent series. Use your own reason and logic, but use also statements drawn from authoritative sources about the topic as evidence. Your argument for your position would be strengthened by taking account of the other side of the debate. Think also about counter-arguments to your position, and try to undercut their validity or diminish their significance as effective arguments against your position. To have a persuasive argument in favor of your position, you will need several

reasons. And please note that evidence alone is not an argument, but is to be used in support of an argument that you formulate.

(3) A conclusion:

Once you have completed your argument in favor of your thesis, state the thesis again and try to persuade the reader that you have successfully advocated your viewpoint.

(4) The usual academic form:

Your essay must have a bibliography, and cite the sources of your material, including the page(s) from which each quotation is taken or from which material is paraphrased. **To do otherwise is plagiarism.** Citing the source of the material quoted or paraphrased simply by use of parentheses with author and page number in the body of your essay is sufficient; for example, (Kinsley, p. 48). Then at the end of the paper, give the complete bibliographic information.

Evaluation: Since one purpose of the term paper is to reflect on the significance of the ideas and practices encountered in various texts, half of the basis of evaluation will be the extent to which your essay shows evidence that you have critically reflected on the material, evaluating arguments in the material and the use of supporting evidence for those arguments. And since expressing one's thoughts clearly is one of the most important skills that one can acquire through formal education, half of the basis of evaluation will be the clarity, coherence and communicative aptitude of your paper's presentation. Part of this aptitude includes such basic linguistic skills as correct spelling and grammar, appropriateness of vocabulary, and stylistic g

University Curriculum Committee
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) *See effective dates schedule.* Fall 2008
3. College SBS 4. Academic Unit /Department Anthropology
5. Course subject/catalog number ANT 109 6. Units/Credit Hours 3

7. Long course title Anthropology of Sports: Ancient and Modern Sports in Cross-Cultural Perspective
(max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Anthropology of Sports

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

Explores ancient and modern sports from the viewpoints of anthropology. Topics include definitions; evolution, form, and capabilities of the human body; anthropological theories of sports; ancient sports; and modern sports.

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

11. Co-convened with N/A 11a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)

12. Cross-listed with N/A
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

13. May course be repeated for additional units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? yes no
(ex. PES 100)

14. Prerequisites (must be completed *before* proposed course) None

15. Corequisites (must be completed *with* proposed course) None

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes no
Name of plan? N/A

Note: If required, a new plan or plan change form must be submitted with this request.

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

18. Names of current faculty qualified to teach this course: **Christian Downum, Corinna Kelner,
Jill Dubisch, Cathy Small**

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

This course is the only offering at NAU that approaches sports from a worldwide, cross-cultural framework. The course synthesizes the relevant understanding of sports from the viewpoints of biological anthropology, cultural anthropology, archaeology, and linguistic anthropology. The course helps students place modern sports in the Western World into a worldwide comparative framework that looks across cultures and through time. The unique aspects of the course are found in: seeking cross-cultural definitions of concepts such as work, leisure, play, games, and sports; incorporating the principles of genetics and biological evolution into an understanding of the form and capabilities of the human body as these relate to sports; evaluating modern sports in the Western World against a framework of sports as they have been practiced across the world's cultures and in ancient times; examining the function and meaning of sports in cultures through the application of anthropological theory; reviewing selected ancient sports to contrast the cultural practices and values of the ancient world with those of the modern world; applying the principles of anthropological analysis to issues such as the role of race and gender in sports; evaluating modern sports such as soccer, American football, and the Olympic games in anthropological terms. This course has broad appeal to NAU students in general, and especially for NAU athletes and sports fans who wish to understand the broader implications and meanings of the sporting endeavor.

See attached syllabus for more information.

For Official AIO Use Only:

Component Type

Consent

Topics Course

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: Christian E. Downum

Contact email: Chris.Downum@nau.edu

Dept. Chair name: George Gumerman

Dept. Chair email: George.Gumerman@NAU.EDU

College Contact name : Larry Gould

College Contact email: Larry.Gould@nau.edu

20. This course is a Single section Multi-section

21. List names of faculty who may teach this course: **Christian Downum, Corinna Kelner, Jill Dubisch, Cathy Small**

22. Section enrollment cap: **35**

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

25. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

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

GO TO question 35

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

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

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

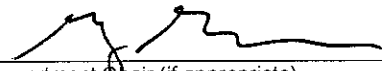
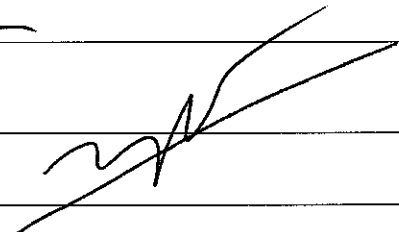
33. Does this proposal replace or modify an existing course or experience? yes no

If yes, which course(s)? _____

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

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

35. Approvals

Department Chair (if appropriate)		12/10/07 Date
Chair of college curriculum committee		1/3/08 Date
Dean of college		Date

For Committees use only

For Liberal Studies Committee

Date

Action taken:

modified

Approved as submitted

Approved as

For University Curriculum Committee

Date

Action taken:

✓

Approved as submitted

Approved as modified

Please attach Syllabus here.

Social and Behavioral Sciences, Department of Anthropology
ANT 109: ANTHROPOLOGY OF SPORTS
Fall, 2008
3 Credit Hours

Instructor: Dr. Christian E. Downum
Office: Building 98D Room 109i *Phone:* 928-523-6275
Email: For all course related email please use WebCT email
If all else fails use Emergency Email: Chris.Downum@nau.edu

COURSE PRE-REQUISITES: None

COURSE DESCRIPTION: This course reviews the topic of sports from the viewpoints of anthropology. The reviews human physical and cultural evolution as these pertain to sports, and adopts a broadly comparative analysis of sports in multiple cultural settings.

LIBERAL STUDIES INFORMATION:

Mission: This course fits with the mission of Liberal Studies in that it seeks to “prepare students to live responsible, productive, and creative lives as citizens in a dramatically changing world.”

This course takes the position that sports are a non-trivial aspect of the human experience, and that sports are an immensely important component of modern life. This course helps to fulfill the mission of Liberal Studies by inviting students to take a broader view of their own lives in cross-cultural and long-term historical perspective. It is fitting that sports should be understood from the viewpoint of anthropology. Anthropology seeks a holistic view of cultural phenomena, looking at the elements of human culture as they exist in all of the world’s places and times. Sports, as a widespread and culturally significant human phenomenon, are best understood not by looking just at modern sports, but by examining the whole range of known sporting behavior, including sports as they were practiced in ancient times and in traditional, non-Western cultures. The course helps students to cope with diversity in the world’s cultural beliefs and practices by focusing the viewpoints of anthropology on a universal component of human existence: play, games, and sports. By understanding the broader cultural contexts and meanings of sports, students will be able to generalize this perspective into other arenas of life and come to a more nuanced and sophisticated view of their place in the world and in the history of humanity.

Distribution Block: This course will fit the distribution block of **Cultural Understanding**.

Cultural Understanding is addressed in this course by a review of concepts of culture and how various cultures around the world (in various places and times) have defined, conceived, and participated in play, games, and sports. The course reviews what is known of sports in the ancient world and in traditional cultures worldwide. The course takes the position that modern principles of sports (secularity, equality of participation, bureaucratization, quantification, record-keeping, rationality, and specialization) are unique to the modern, industrialized world and did not necessarily characterize sports in other cultures and other times. The course encourages students to understand the cultural values embedded in the sports of ancient times

and traditional cultures, as a way of contextualizing modern sports in the industrialized world, particularly as they are practiced in Western societies. The course presents an evolutionary view of world cultures by examining sports at the level of bands, tribes, and more complex societies such as chiefdoms and states. In doing so, the course adopts a broad, cross-cultural comparative view of play, games, and sports.

STUDENT LEARNING EXPECTATIONS/OUTCOMES FOR THIS COURSE: Students completing this course will be able to accomplish the following outcomes.

- Provide cross-culturally valid definitions of sports, leisure, play, games, contests, competition, rituals, and spectacles
- Analyze the values and principles of sports from a cross-cultural perspective
- Synthesize the role of religion and ritual in sports
- Summarize the evolution, form, and capabilities of the human body, including running, jumping, and throwing
- Provide cross-cultural perspectives on sex and gender in sports
- Analyze the role of human variation and concepts of race in sports performance and sports mythologies
- Summarize major anthropological theories and anthropological explanations of culture and the role of sports in culture
- Review sports as they are practiced in non-industrialized, non-Western societies, such as the Mesoamerican Ball Game, Trobriand Cricket, and running
- Provide a symbolic and cultural analysis of modern sports such as American football, the Olympic Games, and soccer

ASSESSMENT OF STUDENT LEARNING OUTCOMES: The major requirements of this course are reading online lectures and associated reading materials, completing quizzes and exams, writing synthetic essays, and participating in class discussions. Students will be evaluated in terms of their mastery of the basic concepts and case studies in the anthropology of sports, as well as their critical thinking skills as applied to anthropological analysis of sports.

To evaluate students' understanding of the principles of anthropology, there will be a series of quizzes and exams that will test students' comprehension of basic course subject matter. To evaluate critical thinking skills, students will be asked to analyze a series of discussion questions dealing with case studies in the anthropology of sports. The questions for discussion will focus on understanding sports from the viewpoints of other cultures and time periods besides those of the modern, Western world. Discussions will be evaluated in terms of how well students effectively communicate the anthropological principles presented in this course and how well they draw upon examples from non-Western cultures.

The following instruments will be used to assess student learning outcomes:

1) Students will provide cross-culturally valid definitions of sports, leisure, play, games, competitions, rituals, and spectacles and critically evaluate these definitions. Knowledge of scholarly efforts to define these terms will be tested by objective questions on quizzes and exams. Critical evaluations of these concepts will be assessed by evaluating student responses to open-ended exam questions and discussion questions (including online discussions).

2) Students will offer summaries of the archaeological record of human physical and cultural evolution and apply this understanding to the evolution of sports. Quizzes and exams will test students' understanding of the empirical record of human evolution. Critical thinking about this

record and its scholarly interpretation will be evaluated through open-ended questions posed on exams and through written responses to discussion questions.

3) Students will offer summaries of major anthropological theories relating to the analysis of sports and will critically appraise these theories in terms of weaknesses and strengths. Comprehension of theories will be tested in quizzes and exams. Critical evaluation of theories will be evaluated via a series of open-ended exam short essays and discussion questions.

4) Students will present the major principles of modern sports and compare these to ancient sports and sports in the non-Western world. Knowledge of non-modern and non-Western sports will be evaluated through objective quiz and exam questions that probe students' comprehension of case studies. Critical comparison of modern and ancient/non-Western sports will be evaluated by examining student responses to written exam and discussion questions (including discussions).

METHODS OF GRADING:

Grading will be on a 90-80-70-60 percent scale, with these percentages representing the minimum values for a grade of A, B, C, and D, respectively. Your course percentage will be figured as the fraction of points achieved out of a possible 500 course points. Point breakdowns for the grading system are as follows:

- Quizzes- 200
- Exams- 200
- Discussions - 100

TOTAL POINTS POSSIBLE- 500

COURSE STRUCTURE/APPROACH: The objectives of this course are to impart a substantial anthropologically-based knowledge of sports in a worldwide, cross-cultural, transhistorical context. The course is structured according to 5 Learning Modules that contain individual lectures of related subject matter. Students will be responsible for reading all lectures and the readings that are associated with the lectures. Each week will there will be offered a minimum of 2 discussions to which all students will contribute. Students will be expected to synthesize the important scientific principles and theories presented in the course and to challenge the assumptions and conclusions of this subject matter by applying critical thinking skills.

COURSE CALENDAR: Please see the online course calendar available on the course menu.

TEXTBOOK AND REQUIRED MATERIALS: All readings will be made available online, accessible through links that will be provided in reading lists and lectures. Several of our readings will be from two books, so if you wish to purchase these books on your own. The books are:

The Anthropology of Sport, by Kendall Blanchard (Revised Edition, 1995, Bergin & Garvey, Westport, CT, ISBNB 0-89789-330-1)

>*From Ritual to Record: The Nature of Modern Sports*, by Allen Guttman. (1978, Columbia University Press, ISBN 0-23103-993-X)

ANT 109 COURSE OUTLINE

- **MODULE 1: INTRODUCTION AND BASIC DEFINITIONS**
- **MODULE 2: THE PHYSICAL SIDE OF SPORTS**
- **MODULE 3: EXPLAINING SPORTS WITH ANTHROPOLOGY**
- **MODULE 4: ANCIENT SPORTS AND GAMES**
- **MODULE 5: MODERN SPORTS AND GAMES**

Schedule of Lectures

Module Number	Lecture Number	Topics
1	1	Introduction to the Anthropology of Sports
	2	Definition of Sports and Sports-Related Terms
	3	Sports and Religion
	4	Ancient Sports vs. Modern Sports
2	5	Form and Athletic Abilities of the Human Body
	6	The Inheritance of Sports Abilities
	7	Race and Sports
	8	Sex and Gender in Sports
3	9	Sports and the Human Mind
	10	How Anthropologists Explain Sports
	11	Sports and Cultural Values
4	12	The Original Sport: Hunting and Gathering
	13	The Ancient Mesoamerican Ball Game
	14	The Ancient Olympics
5	15	A Cultural Perspective on American Football
	16	Soccer in Cross-Cultural Perspective
	17	The Modern Olympics

COURSE POLICIES: These are some important course policies:

- Additional readings and course materials are available on request; I've got lots of stuff that I couldn't include as required readings but I'll be very happy to encourage additional study and reading
- All students are expected to attend all classes
- Please, unless it is truly an emergency, no requests for early or late quizzes or exams
- Makeup quizzes and exams will be allowed only in the case of a documented emergency or institutionally-approved absence
- No tolerance for academic dishonesty (including but not limited to cheating and plagiarism; for definitions and policies, please see the [NAU Student Handbook](#), below)

NAU policies

- NORTHERN ARIZONA UNIVERSITY POLICY STATEMENTS

NORTHERN ARIZONA UNIVERSITY POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

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

You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), the academic ombudsperson (928-523-9368), or NAU's Office of Affirmative Action (928-523-3312).

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.

INSTITUTIONAL REVIEW BOARD

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

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from

further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Melanie Birk, Office of Grant and Contract Services, at 928-523-8288.

ACADEMIC INTEGRITY

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

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU's Student Handbook.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours 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.

- **ACADEMIC DISHONESTY**

Academic Dishonesty

POLICY ON ACADEMIC DISHONESTY

Violations of the Student Code of Conduct which **exclusively** involve issues of Academic Dishonesty are normally dealt with by faculty and academic administrators, rather than the Dean of Students. Allegations of academic dishonesty may be initiated by both students, and faculty or where appropriate, by administrative personnel. Informal procedures (see sections I and II of this Appendix) apply when the student has no previous record of academic dishonesty after an examination of the records by the Associate Provost for Academic Administration, and when the proposed sanctions do not include suspension or expulsion of the student. Formal procedures (see section III of this Appendix) apply when there is a record of previous academic dishonesty, or when there are other aggravating circumstances or when recommended sanctions include suspension or expulsion.

ACADEMIC INTEGRITY means that students and faculty jointly agree to adhere to a code of conduct appropriate to the mutually trusting relationship that must exist between student and teacher. Those values will not allow either to take credit for work not their own, or to be

deceitful in any way, or to take unfair advantage of other students or of each other, or to be other than totally truthful and straightforward in all that they do.

ACADEMIC DISHONESTY is a form of misconduct that is subject to disciplinary action under the Student Code of Conduct and includes the following: cheating, fabrication, fraud, facilitating academic dishonesty and plagiarism.

1. **Plagiarism:** any attempt to knowingly or deliberately pass off other's work as your own.
2. **Cheating:** any attempt to gain an unfair advantage over one's fellow students.
3. **Fabrication:** any attempt to present information that is not true when the author knows the information presented is false.
4. **Fraud:** any attempt to deceive an instructor or administrative officer of the university.
5. **Facilitating Academic Dishonesty:** any attempt to assist an act of academic dishonesty by another individual.

Furthermore, any attempt to facilitate any act of academic dishonesty on the part of oneself or others shall constitute a violation of this policy.

STUDENT DISCIPLINARY PROCEDURES

The following procedures are intended to carry out the policy and procedures described by the Student Disciplinary Procedures Sections 5-403-A-4, 5-403-D-G, and the Code of Conduct. **The student who is charged with the misconduct may be assisted throughout the proceeding by an adviser of his/her own choosing, who may be an attorney. The adviser's role is limited to assisting the student. The adviser may not speak on behalf of the student unless: (1) the evidence or arguments on behalf of the academic unit are presented by an attorney or law student; or (2) special circumstances require the need for such representation, e.g., a handicapping condition which limits ability of the student to present evidence on his/her own behalf.**

I. Informal Academic Procedures - Written records are to be kept at all levels.

A. Standard Academic Units

a. Professor/Student Academic Dishonesty Procedures

Upon receipt of a referral or discovery of an alleged violation, the professor shall proceed as follows: The professor will call a meeting between himself/herself and the student (respondent) and try to resolve the matter at that level. If unable to do so, the matter is referred to the next level.

b. Departmental Academic Dishonesty Procedures

Upon receipt of a referral or discovery of an alleged violation, the Chair shall proceed as follows: The Chair will call a meeting of the complainant(s), the respondent(s), the Chair and anyone else the Chair deems appropriate, and try to resolve the matter at that level. If unable to do so, the matter is referred to the next level.

c. College/School/Center Academic Dishonesty Procedures

Upon receipt of a referral or discovery of an alleged violation, the Dean shall proceed as follows: The Dean will call a meeting of the complainant(s), the respondent(s), the Chair, the Dean and anyone else the Dean deems appropriate, and try to resolve the matter at that level. If unable to do so, the matter is referred to the next level.

B. Other Academic Units Dishonesty Procedures

Upon receipt of a referral or discovery of an alleged violation, the person responsible for the Academic Unit in question shall proceed as follows: The person responsible for the Academic Unit, for example, the Registrar's Office, will call a meeting of the complainant(s), the respondent(s), himself/herself and anyone else deemed appropriate by the person responsible and try to resolve the matter at that level. If unable to do so, the matter is referred to the next level.

C. Matters not solved by A or B

Upon receipt of a referral or discovery of an alleged violation the Office of the Provost shall proceed as follows: The Office of the Provost or designee will call a meeting of the complainant(s), the respondent(s), himself or his representative and anyone else deemed appropriate by the Provost. The sanction(s) recommended by the Office of the Provost shall be final. If Formal Procedures are to be followed, refer to Student Disciplinary Procedures 5-403-D-G.

II. Informal Academic Procedures Sanctions

a. Any level in the informal procedure (see I A. B. or C. above) may initiate sanctions described in the Code of Conduct and may initiate and recommend sanctions less severe than those.

b. See Student Disciplinary Procedures 5-403-A-4 for appeals of informal procedures and sanctions.

III. Formal Procedures

See Student Disciplinary Procedures 5-403-D-G.

ACADEMIC VIOLATIONS GUIDELINES

It is the responsibility of the individual faculty member to identify instances of academic dishonesty and recommend penalties to the department chair and/or dean in keeping with the severity of the violation. If it is determined that the violation is minor, the faculty member may decide the only necessary action is a conference with the student and/or verbal chastisement. Should it be determined that the violation merits a more severe penalty than verbal chastisement, the faculty member may decide that one of the following progressive penalties is appropriate:

1. Assign the student extra course work.
2. Require the assignment or examination to be repeated.
3. Reduce the grade on the assignment or examination.
4. Award a zero grade on the assignment or examination.
5. Reduce course grade by one letter grade.
6. Award a failing grade in the course.

If the academic dishonesty occurs prior to the last withdrawal date of the semester, the faculty member may require the student to remain enrolled in the course.

Before taking action on a penalty, the faculty member must check with the department chair and/or dean and the Associate Provost for Academic Administration for any record of previous academic dishonesty. The severity of the penalty shall depend on the nature of the infraction, the degree to which the academic project involved affects the course grade, and the past record of academic dishonesty of the student.

If the student has a past record of academic dishonesty, the minimum penalty shall be a failing grade in the academic project connected with the violation. In addition, the faculty member may, through appropriate departmental channels, recommend actions more severe than those listed above such as suspension, and/or dismissal from the university. Any request of this nature will be coordinated with the Office of Student Life.

WRITTEN DOCUMENTATION OF THE PENALTY IMPOSED AT ANY LEVEL MUST BE FORWARDED TO THE ASSOCIATE PROVOST FOR ACADEMIC ADMINISTRATION.

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

18. Names of current faculty qualified to teach this course: **Christian Downum, Corinna Kelner**

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

This course is the only offering at NAU that explores in depth and from a scientific perspective the origins and nature of the worldwide human physical variation that underpins modern racial classifications. The course provides a valuable science-based foundation for understanding the physical differences among the world's human populations that have contributed to the cultural and social construction of the race concept. The course provides students with the scientific knowledge, principles, and theoretical perspectives needed to evaluate arguments about the genetic and phenotypic validity of human racial "types."

From: Warren Lucas <warren.lucas@nau.edu>
Date: December 5, 2007 2:06:26 PM MST
To: George Gumerman <george.gumerman@NAU.EDU>
Subject: Re: race class

I forwarded your message to the faculty for comments. As I received no objections from the faculty, the SSW Department has no objections to the Anthropology Department developing and offering the course ANT 377, Anthropology of Race.
Warren Lucas

For Official AIO Use Only: Component Type Consent Topics Course

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: Christian E. Downum

Contact email: Chris.Downum@nau.edu

Dept. Chair name: George Gumerman

Dept. Chair email: George.Gumerman@NAU.EDU

College Contact name : Larry Gould

College Contact email: Larry.Gould@nau.edu

20. This course is a Single section Multi-section

21. List names of faculty who may teach this course: Christian Downum, Corinna Kelner

22. Section enrollment cap: 35

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

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

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

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

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

25. 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

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

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

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

GO TO question 35

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

35. Approvals

Department Chair (if appropriate) 12/10/07
Date

Chair of college curriculum committee ~~1-3-08~~
Date

Dean of college Date

For Committees use only

For Liberal Studies Committee

Date

Action taken:

modified

Approved as submitted

Approved as

For University Curriculum Committee

Date

Action taken:

✓

Approved as submitted

Approved as modified

Please attach Syllabus here.

Social and Behavioral Sciences, Department of Anthropology
ANT 377: ANTHROPOLOGY OF RACE
Fall, 2008
3 Credit Hours

Instructor: Dr. Christian E. Downum
Office: Building 98D Room 109i *Phone:* 928-523-6275
Email: For all course related email please use WebCT email
If all else fails use Emergency Email: Chris.Downum@nau.edu

COURSE PRE-REQUISITES: None

COURSE DESCRIPTION: This course reviews the topics of human physical variation and racial categorization from the viewpoints of biological and physical anthropology.

LIBERAL STUDIES INFORMATION:

Mission: This course fits with the mission of Liberal Studies in that it seeks to “prepare students to live responsible, productive, and creative lives as citizens in a dramatically changing world.”

The way in which this course seeks to do that is by imparting a scientific understanding of the critically important concept of race, as viewed by biological and physical anthropology. Few of humanity’s ideas have had more of an impact on human happiness, health, and achievement than notions about how human beings can be sorted into discrete, physically-based types known as “races.” Yet, there is very little scientific understanding among most citizens about the nature of human genetic and physical variation. This course seeks to give students a more scientifically-informed, nuanced, and critical view of human variation and the racial categories handed down to us by our forebears. The course seeks to foster in students a scientific understanding of worldwide human physical variation, its origins, its genetic basis, and its evolutionary history. This course will achieve the mission of Liberal Studies by preparing students to better understand the human physical diversity that they will encounter throughout their lives, and to more fully comprehend how this variation has often been arbitrarily sub-divided to serve cultural and social purposes, rather than foster scientific understanding.

Distribution Block: This course will fit the distribution block of **Science**.

Science is addressed in this course by presenting principles of genetics and evolution as the foundation for understanding human physical variation. The course presents scientific information and theories relating to human variation in skin color, eye color and shape, hair color and shape, body stature and shape, head size and shape, intelligence, athletic abilities, and health. The course traces the emergence of modern western scientific thought and philosophy by reviewing concepts of human variation that were entertained in ancient Egypt, Greece, the Roman Empire, and across the ancient Islamic world. The course then reviews how human variation was viewed and explained in early Christian times, in Medieval Europe, by Enlightenment philosophers, and by early scientific thinkers in Europe and the United States.

This course emphasizes how thinking about human physical variation has changed through time, and how scientific approaches have contributed to our understanding of this variation. A major theme of the course involves comparison between genetically-grounded, population-based views of human variation and evolutionary change, versus typological, static views of human variation. Students who take this course will learn the genetic, environmental, and evolutionary forces that scientists believe underlie human physical variation, and they will learn how to apply these principles to critique modern typological schemes for classifying humanity.

STUDENT LEARNING EXPECTATIONS/OUTCOMES FOR THIS COURSE: Students completing this course will be able to accomplish the following outcomes.

- Offer and critically evaluate the history of racial classification and the multiple anthropological definitions of the term "race"
- Synthesize the biological bases of human variation, including genetics and environmental influences
- Summarize the evolution of anatomically modern humans and evaluate the significance of human evolution to human physical variation
- Synthesize the critical differences between typological and population-based thinking about human physical variation
- Summarize and critically evaluate the genetic and physiological bases for worldwide variation in human skin color, hair color and shape, eye color and shape, body stature and shape, and head size and shape
- Define and critically evaluate the terms "intelligence" and "Intelligence Quotient"
- Provide a critique of intelligence testing and its use to rank racial types
- Summarize critically evaluate the history of the Eugenics Movement
- Describe and evaluate worldwide laws and social trends with respect to marriage and mating patterns outside of socially-defined racial groups
- Summarize and critique postulated relationships between race and health
- Synthesize and critically examine the supposed relationship between race and sports performances worldwide
- Offer an assessment of the current status and future of the concept of "race" and its impact on the world's populations

ASSESSMENT OF STUDENT LEARNING OUTCOMES: The major requirements of this course are reading online lectures and associated reading materials, completing quizzes and exams, writing synthetic essays, and participating in class discussions. Students will be assessed according to their mastery of the basic scientific definitions, concepts, methods, and theories involved in the study of human physical variation.

Mastery of course subject matter and skills related to Scientific Inquiry will be assessed based on the following instruments:

(1) Comprehension of the history of racial classification, the history of "race science," and multiple anthropological definitions of the term "race" will be evaluated through items on quizzes and exams that ask students to correctly identify, synthesize, and summarize the major historical events and ideas relating to human physical variation. Synthetic essays will be evaluated in terms of writing, accuracy of content, and logical structure of arguments.

(2) Understanding of the principles of genetics and evolution will be evaluated by a combination of objective quiz and exam items and short problems that present hypothetical scenarios of genetic transmission and change in genetic frequencies. Student performance will depend on understanding random processes of genetic assortment, probable genetic outcomes assessed as

percentages or ratios, shifts in mean values of allele frequencies, and other mathematical characterizations.

(3) Grasp of the principles of typological vs. population thinking will be assessed through a combination of open-ended, short exam essays and discussion questions. Students will be presented with examples of how human physical variation has been described according to statistical, population-based studies, as well as alternative views that rely on typological principles to characterize human variation. Students will provide their summaries of how each scenario fits with the principles of population-based or typological approaches. Discussion questions will be evaluated according to a rubric that scores how well students respond to the central focus of the question and how well they draw upon course material in creating positions and arguments.

(4) Ability to apply scientific understanding to real-world cases will be evaluated by presenting students with contemporary news articles and public advocacy regarding human physical variation. Students will apply principles of scientific inquiry to a series of discussion questions. In this set of exercises, student will be presented with implicit examples of typological thinking, drawn from various news articles, historical writings, and racial advocacy websites. Students will demonstrate their abilities to apply scientific principles and thinking by identifying the underlying assumptions and logic used in the articles and websites, and evaluating these in light of the scientific principles and empirical understandings gained in this course.

METHODS OF ASSESSMENT:

Grading will be on a 90-80-70-60 percent scale, with these percentages representing the minimum values for a grade of A, B, C, and D, respectively. Your course percentage will be figured as the fraction of points achieved out of a possible 500 course points. Point breakdowns for the grading system are as follows:

- Quizzes- 200
- Exams- 200
- Discussions - 100

TOTAL POINTS POSSIBLE- 500

COURSE STRUCTURE/APPROACH: The objectives of this course are to impart a scientific understanding of the nature of worldwide human variation and the concept of race. The course is structured according to seven Learning Modules that contain individual lectures of related subject matter. Students will be responsible for reading all lectures and the readings that are associated with the lectures. Each week there will be offered a minimum of two discussions to which all students will contribute. Students will be expected to synthesize the important factual matter presented in the course and to challenge the assumptions and conclusions of this subject matter by applying critical thinking skills.

COURSE CALENDAR: Please see the online course calendar available on the course menu.

TEXTBOOK AND REQUIRED MATERIALS: All readings will be made available online, accessible through links that will be provided in reading lists and lectures. Several of our readings will be from two books, so if you wish to purchase these books on your own. The books are:

Mapping Human History: Genes, Race, and Our Common Origins, by Steve Olson (2002, Houghton Mifflin Company, ISBN 0-618-35210-4)

The Race Myth: Why We Pretend Race Exists in America, by Joseph L. Graves, Jr. (2005, Plume, published by Penguin Group, ISBN 0-452-28658-1)

ANT 377 COURSE OUTLINE

- **MODULE 1: INTRODUCTION AND HISTORY OF THE CONCEPT OF "RACE"**
- **MODULE 2: THE BIOLOGICAL BASIS OF HUMAN VARIATION**
- **MODULE 3: HUMAN EVOLUTIONARY CHANGES AND RACE**
- **MODULE 4: RACIAL CLASSIFICATIONS**
- **MODULE 5: HUMAN POPULATIONS**
- **MODULE 6: HUMAN INTELLIGENCE AND THE EUGENICS MOVEMENT**
- **MODULE 7: CONTEMPORARY ISSUES**

Schedule of Lectures

Module Number	Lecture Number	Topics
1	1	Course Introduction
1	2	Early History of the Concept of Race
1	3	Modern History of the Concept of Race
2	4	What It Means to be Human: The Biological Basis of All Human Beings
2	5	Introduction to Human Genetics: How Genes Relate to Race
2	6	Introduction to Evolutionary Theory: How Evolution Affects Concepts of Race
3	7	Early Human Evolution: The Origins of Humanity
3	8	Later Human Evolution: Emergence of Anatomically Modern Humans
3	9	When Did Modern Human Variation Begin? Implications for Modern "Races"
4	10	Typological Thinking vs. Population Thinking: "Types" of People, or "Groups" of People?
4	11	Early Racial Typologies
4	12	Modern Racial Typologies
5	13	Skin Color: What It Is, How It Came to Be, and What It Means
5	14	Color and Form of Human Eyes and Hair
5	15	Variation in Human Bodies, Heads, and Teeth
6	16	Intelligence Testing and Race
6	17	The "Bell Curve"
6	18	The Eugenics Movement

7	19	Race and Marriage
7	20	Race and Health
7	21	Race and Sports

COURSE POLICIES: These are some important course policies:

- Additional readings and course materials are available on request; I've got lots of stuff that I couldn't include as required readings but I'll be very happy to encourage additional study and reading
- All students are expected to attend all classes
- Please, unless it is truly an emergency, no requests for early or late quizzes or exams
- Makeup quizzes and exams will be allowed only in the case of a documented emergency or institutionally-approved absence
- No tolerance for academic dishonesty (including but not limited to cheating and plagiarism; for definitions and policies, please see the NAU Student Handbook, below)

NAU policies

NORTHERN ARIZONA UNIVERSITY POLICY STATEMENTS

NORTHERN ARIZONA UNIVERSITY POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

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

You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), the academic ombudsperson (928-523-9368), or NAU's Office of Affirmative Action (928-523-3312).

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.

INSTITUTIONAL REVIEW BOARD

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

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

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact 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 F of NAU's Student Handbook.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours 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."

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Academic Dishonesty

POLICY ON ACADEMIC DISHONESTY

Violations of the Student Code of Conduct which **exclusively** involve issues of Academic Dishonesty are normally dealt with by faculty and academic administrators, rather than the Dean of Students. Allegations of academic dishonesty may be initiated by both students, and faculty or where appropriate, by administrative personnel. Informal procedures (see sections I and II of this

Appendix) apply when the student has no previous record of academic dishonesty after an examination of the records by the Associate Provost for Academic Administration, and when the proposed sanctions do not include suspension or expulsion of the student. Formal procedures (see section III of this Appendix) apply when there is a record of previous academic dishonesty, or when there are other aggravating circumstances or when recommended sanctions include suspension or expulsion.

ACADEMIC INTEGRITY means that students and faculty jointly agree to adhere to a code of conduct appropriate to the mutually trusting relationship that must exist between student and teacher. Those values will not allow either to take credit for work not their own, or to be deceitful in any way, or to take unfair advantage of other students or of each other, or to be other than totally truthful and straightforward in all that they do.

ACADEMIC DISHONESTY is a form of misconduct that is subject to disciplinary action under the Student Code of Conduct and includes the following: cheating, fabrication, fraud, facilitating academic dishonesty and plagiarism.

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2. **Cheating:** any attempt to gain an unfair advantage over one's fellow students.
3. **Fabrication:** any attempt to present information that is not true when the author knows the information presented is false.
4. **Fraud:** any attempt to deceive an instructor or administrative officer of the university.
5. **Facilitating Academic Dishonesty:** any attempt to assist an act of academic dishonesty by another individual.

Furthermore, any attempt to facilitate any act of academic dishonesty on the part of oneself or others shall constitute a violation of this policy.

STUDENT DISCIPLINARY PROCEDURES

The following procedures are intended to carry out the policy and procedures described by the Student Disciplinary Procedures Sections 5-403-A-4, 5-403-D-G, and the Code of Conduct. **The student who is charged with the misconduct may be assisted throughout the proceeding by an adviser of his/her own choosing, who may be an attorney. The adviser's role is limited to assisting the student. The adviser may not speak on behalf of the student unless: (1) the evidence or arguments on behalf of the academic unit are presented by an attorney or law student; or (2) special circumstances require the need for such representation, e.g., a handicapping condition which limits ability of the student to present evidence on his/her own behalf.**

I. Informal Academic Procedures - Written records are to be kept at all levels.

A. Standard Academic Units

a. Professor/Student Academic Dishonesty Procedures

Upon receipt of a referral or discovery of an alleged violation, the professor shall proceed as follows: The professor will call a meeting between himself/herself and the student (respondent) and try to resolve the matter at that level. If unable to do so, the matter is referred to the next level.

b. Departmental Academic Dishonesty Procedures

Upon receipt of a referral or discovery of an alleged violation, the Chair shall proceed as follows: The Chair will call a meeting of the complainant(s), the respondent(s), the Chair and anyone else the Chair deems appropriate, and try to resolve the matter at that level. If unable to do so, the matter is referred to the next level.

c. College/School/Center Academic Dishonesty Procedures

Upon receipt of a referral or discovery of an alleged violation, the Dean shall proceed as follows: The Dean will call a meeting of the complainant(s), the respondent(s), the Chair, the Dean and anyone else the Dean deems appropriate, and try to resolve the matter at that level. If unable to do so, the matter is referred to the next level.

B. Other Academic Units Dishonesty Procedures

Upon receipt of a referral or discovery of an alleged violation, the person responsible for the Academic Unit in question shall proceed as follows: The person responsible for the Academic Unit, for example, the Registrar's Office, will call a meeting of the complainant(s), the respondent(s), himself/herself and anyone else deemed appropriate by the person responsible and try to resolve the matter at that level. If unable to do so, the matter is referred to the next level.

C. Matters not solved by A or B

Upon receipt of a referral or discovery of an alleged violation the Office of the Provost shall proceed as follows: The Office of the Provost or designee will call a meeting of the complainant(s), the respondent(s), himself or his representative and anyone else deemed appropriate by the Provost. The sanction(s) recommended by the Office of the Provost shall be final. If Formal Procedures are to be followed, refer to Student Disciplinary Procedures 5-403-D-G.

II. Informal Academic Procedures Sanctions

a. Any level in the informal procedure (see I A. B. or C. above) may initiate sanctions described in the Code of Conduct and may initiate and recommend sanctions less severe than those.

b. See Student Disciplinary Procedures 5-403-A-4 for appeals of informal procedures and sanctions.

III. Formal Procedures

See Student Disciplinary Procedures 5-403-D-G.

ACADEMIC VIOLATIONS GUIDELINES

It is the responsibility of the individual faculty member to identify instances of academic dishonesty and recommend penalties to the department chair and/or dean in keeping with the severity of the violation. If it is determined that the violation is minor, the faculty member may decide the only necessary action is a conference with the student and/or verbal chastisement. Should it be determined that the violation merits a more severe penalty than verbal chastisement, the faculty member may decide that one of the following progressive penalties is appropriate:

1. Assign the student extra course work.
2. Require the assignment or examination to be repeated.
3. Reduce the grade on the assignment or examination.
4. Award a zero grade on the assignment or examination.
5. Reduce course grade by one letter grade.

6. Award a failing grade in the course.

If the academic dishonesty occurs prior to the last withdrawal date of the semester, the faculty member may require the student to remain enrolled in the course.

Before taking action on a penalty, the faculty member must check with the department chair and/or dean and the Associate Provost for Academic Administration for any record of previous academic dishonesty. The severity of the penalty shall depend on the nature of the infraction, the degree to which the academic project involved affects the course grade, and the past record of academic dishonesty of the student.

If the student has a past record of academic dishonesty, the minimum penalty shall be a failing grade in the academic project connected with the violation. In addition, the faculty member may, through appropriate departmental channels, recommend actions more severe than those listed above such as suspension, and/or dismissal from the university. Any request of this nature will be coordinated with the Office of Student Life.

WRITTEN DOCUMENTATION OF THE PENALTY IMPOSED AT ANY LEVEL MUST BE FORWARDED TO THE ASSOCIATE PROVOST FOR ACADEMIC ADMINISTRATION.

UNIVERSITY CURRICULUM COMMITTEE

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

1. College SBS

2. Academic Unit ANT

3. Academic
Plan Name Minor

4. Subplan (if applicable)? _____

5. Effective Date Fall
~~Spring~~ 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://www3.nau.edu/ai0/AcademicCatalog/academiccatalogs.htm>)

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

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

- 3 units in the sociocultural or linguistics areas (Sociocultural courses include ANT 102, 205, 209, 301, 302, 303, 306, 307, 309W, 390, 404, 406, 407C, 409, 414, 438, 439, and 470; linguistics courses include ANT 103 and 329.)
- 3 units in the archaeological or physical anthropology area (Archaeology courses include ANT 104, 250, 350, 351, 355, 359W, and 459; physical anthropology courses include ANT 101, 270, 271, 370, and 379.)
- 12 additional units with the approval of your anthropology minor advisor

Of these, at least two courses must be upper-division courses, and at least 9 units must be completed through NAU's anthropology program. (These requirements are not mutually exclusive; any class may fill both requirements.)

Be aware that some courses required for your minor may have prerequisites that you must also take.

For New Plans, leave this column blank.

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

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

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

- 3 units in the sociocultural or linguistics areas (Sociocultural courses include ANT 102, 205, 209, 301, 302, 303, 306, 307, 309W, 390, 404, 406, 407C, 409, 414, 438, 439, and 470; linguistics courses include ANT 103 and 329.)
- 3 units in the archaeological or physical anthropology area (Archaeology courses include ANT 104, 250, 350, 351, 355, 359W, and 459; physical anthropology courses include ANT 101, 270, 271, 370, and 379.)
- 12 additional units **with your minor advisor's guidance.**

Of these, at least two courses must be upper-division courses, and at least 9 units must be completed through NAU's anthropology program. (These requirements are not mutually exclusive; any class may fill both requirements.)

Be aware that some courses required for your minor may have prerequisites that you must also take.

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.

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>).

NA

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

Change in wording brings specification for Minor into line with LOUIE/PeopleSoft conventions.

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?


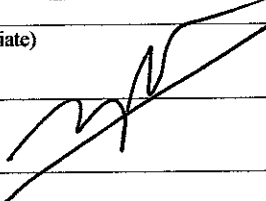
If so, attach supporting documentation from the affected departments/units and college dean.

NO

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

YES

Certifications

	_____	11/27/07
Department Chair/Unit Head (if appropriate)		Date
	_____	1-3-08
Chair of college curriculum committee		Date
_____	_____	Date
Dean of college		Date

For committee use only

	_____	1/29/08
For University Curriculum Committee		Date

Action taken: _____ approved as submitted approved as modified

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

University Curriculum Committee
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2008
3. College SBS 4. Academic Unit /Department Criminology and Criminal Justice
5. Course subject/catalog number CCJ 385 6. Units/Credit Hours 3
7. Long course title Security in a Globalized World
(max 100 characters including spaces)
8. Short course title (max. 30 characters including spaces) Security in a Globalized World
9. Catalog course description (max. 30 words, excluding requisites).

This course explores how security in a globalized world impacts justice practice and policy. It provides a criminological framework for critical examination of the latest trends shaping the "new paradigm" of global security, including the war on terror and the increased securitization of criminal justice.

10. Grading option:
Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
11. Co-convened with (Not Applicable) 11a. Date approved by UGC (NA)
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)
12. Cross-listed with (forthcoming SBS minor in Global Studies – not yet approved)
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
13. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? yes no
(ex. PES 100)
14. Prerequisites (must be completed **before** proposed course) Junior status or higher, or International Student Group status.
15. Corequisites (must be completed **with** proposed course) (NA)
16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes no
Name of plan? _____

Note: If required, a new plan or plan change form must be submitted with this request.

Note: If required, a new plan or plan change form must be submitted with this request.

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

18. Names of current faculty qualified to teach this course: Drs Phoebe Morgan, Neil Websdale,
Ray Michalowski, Luis Fernandez,
Nancy Wonders, Michael Costelloe _____

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

Two predominate events define the onset of the 21st Century: globalization and the emergence of a security crisis. These two trends are indelibly inscribed on the daily lives of everyday people. They are also transforming the criminal justice system and dramatically affecting the work and experience of criminal justice professionals. As a result, security in a global world has become a central concern of criminology.

In response to a high demand among NAU students for courses regarding security and globalization, the department developed a contemporary developments course entitled "The US Global War on Terror." For two semesters the course has achieved its enrollment goals and student evaluations have been overwhelmingly positive. The course is currently prepared in both traditional face-to-face and online Vista formats. In the proposal provided here, the course has been renamed "Security in a Globalized World" to ensure that the title is not too narrowly framed by the events of 9/11 since the securitization of justice policy and practice has now been institutionalized in ways that are expected to be enduring. Given the scholarly and political importance of the topic, the wealth of expertise our faculty has in this subject area, and high student demand, the Department of Criminology and Criminal Justice faculty seeks to include this course among their regular curricular offerings.

The syllabus provided here is designed to serve as an upper division elective course for Criminology and Criminal Justice majors. We also seek inclusion of the course in the *Liberal Studies* distribution block on "Social and Political Worlds." Students will explore the impact of security concerns, discourses and policies on human communities, and will examine how research and theory can foster the development of social, political, and cultural systems designed to create a safer country and safer world. This course provides students with the opportunity to hone their critical thinking through a series of critical thinking essays and a project. This course will also be included in the forthcoming Global Studies minor under creation by SBS.

For Official AIO Use Only: Component Type Consent Topics Course
--

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: Phoebe Morgan
Dept. Chair name: Nancy Wonders
College Contact name : Larry Gould

Contact email: phoebe.morgan@nau.edu
Dept. Chair email: nancy.wonders@nau.edu
College Contact email: larry.gould@nau.edu

20. This course is a Single section Multi-section
21. List names of faculty who may teach this course: Drs. Phoebe Morgan, Neil Websdale, Raymond Michalowski, Luis Fernandez, Nancy Wonders
22. Section enrollment cap: 50

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political

24. Skills: *If a topics course, must apply to ALL sections.*

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

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

TOPICS COURSE ONLY

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

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

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

GO TO question 35

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

35. Approvals

Department Chair (if appropriate) 12-17-07
Date

Chair of college curriculum committee 1-3-08
Date

Dean of college Date

For Committees use only

For Liberal Studies Committee Date

Action taken: _____ Approved as submitted _____ Approved as
modified Ren Ball

For University Curriculum Committee Date 1/29/08

Action taken: ✓ Approved as submitted _____ Approved as
modified

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
DEPARTMENT OF CRIMINOLOGY AND CRIMINAL JUSTICE
COURSE SYLLABUS
CCJ 385: SECURITY IN A GLOBALIZED WORLD
FALL 200X

Instructor: *Dr. Phoebe Morgan*

Office: SBS (Building 65), Room 239

Phone: 928-523-8245

Email: phoebe.morgan@nau.edu

Office Hours: Mondays and Wednesdays 1:00-2:00pm or by appointment.

Prerequisites: *Junior status or higher, or International Student Group status.*

Credit Hours: *3*

Course Description:

This course explores how security concerns and discourses in a globalized world impact justice practice and policy. It provides a criminological framework for critical examination of the latest political, legal, cultural, institutional and technological trends shaping the 'new paradigm' of global security that has emerged since 9/11, with particular focus on the U.S. sponsored "war on terror." This new security paradigm has resulted in the increased securitization of justice policy and practice, with tightened linkages between criminal justice agencies, federal agencies charged with protection of national security (e.g. the CIA, Department of Homeland Security), international security agencies (e.g. Interpol), and the military. The course will explore key issues comprising the problem of security in the Post 9/11 Era. Final course grades will reflect the evaluation of four components: discussion participation, individual reflective essays, a team term project and a final comprehensive final exam.

Liberal Studies:

The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, NAU provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.

This upper division course fulfills elective requirement for Criminology and Criminal Justice majors. It also meets the requirements for the *Liberal Studies* distribution block on "Social and Political Worlds." Students will explore the impact of security concerns, discourses and policies on human communities, and will examine how research and theory can foster the development of social, political, and cultural systems designed to create a safer country and safer world. This course provides students with the opportunity to hone their critical thinking through a series of critical thinking essays and a project.

Student Learning Expectations: Students completing this course will:

- Become knowledgeable about the impact of security concerns and discourses on U.S. justice policy and practice, and be able to compare and contrast the Pre-9/11 Security Paradigm with the Post-9/11 Paradigm.
- Understand how information technology trends have transformed our conceptualization of security risk and how that risk is managed, including how visual media and political rhetoric and discourse shape public concern and opinion about global security.
- Understand the constitutionality of contemporary U.S. domestic and foreign security policies and practices, as well as how U.S. interrogation and detention policies relate to global human rights policies and practices.
- Be exposed to non-Western perspectives on global security.
- Explore the implications of the unprecedented partnerships that have formed between criminal justice agencies and federal and international intelligence agencies, government and military units, and private corporations in the interest of security assessment and management.
- Improve their abilities to effectively express themselves through written communication.
- Be able to think more critically about assertions made by government officials, social activists and scholars regarding global security issues.

Required materials:

Textbooks:

Begg, Moazamm (2006). *Enemy Combatant: My Imprisonment at Guantanamo, Bagram and Kandahar*. New York: New Press.

Michael Welch (2006). *Scapegoats of September 11th: Hate Crime and State Crimes in the War on Terror*. New Brunswick: Rutgers University Press.

Henrich Boll Foundation (2006) *Rethinking Global Security: An African Perspective*. The Regional Office for East Africa, Nairobi Kenya.
<http://www.hbfha.com/Download/Rethinking%20Global%20Security%20Publication.pdf>.

Online Reserved Readings and Videos (see attached list)

Course outline:

Weeks Topics, Readings and Videos

1-2 *The 'New Paradigm' Theory and Security Pre- and Post- 9/11*

Copeland, Thomas (2001) "Is the 'New Terrorism' Really New? An Analysis of the New Paradigm for Terrorism." *The Journal of Conflict Studies*, 21(2): 91-105.

Lynn M. Kuzma (2004). Security versus Liberty: 9/11 and the American Public." Pp. 160-190 in William Crotty, *The Politics of Terror: The U.S. Response to 9/11*.

William Crotty. (2004). "On the Home Front: Institutional Mobilization to Fight the Threat of International Terrorism." Pp. 191-234, *The Politics of Terror: The U.S. Response to 9/11*.

3-4 **Public Opinion and Terrorism and Security As Spectacle**

Welch, *All*

Noorani, Yaseen (2005). The Rhetoric of Security. *The New Centennial Review* 5.1: 13-41.

Tetrault, Mary (2006). The Sexual Politics of Abu Graib: Hegemony, Spectacle and the Global War on Terror, *National Women's Association Journal* 18(3): 33-50.

Dajani, Jamal (writer/producer) 2007. *Information Wars: How Satellite Changed the Arab World*, PBS Frontline World.
http://www.pbs.org/frontlineworld/stories/newswar/war_arabmedia.html

5-6 **The Constitutionality of Pre-emptive Investigation and Surveillance**

Reynolds, K. Michaels, Pamala L. Griset and Ernest Scott Jr. (2006). Law Enforcement Information Sharing: A Florida case study. *American Journal of Criminal Justice* 31(1): 1-17.

Young, Rick (writer/producer) 2007 *Spying on the Homefront: The New Era of Pre-emptive Operations*. PBS Frontline.
<http://www.pbs.org/wgbh/pages/frontline/homefront/>

7-8 **Privatization, Outsourcing and Military Security**

Kaplan, Amy (2005) Where is Guantanamo? *American Quarterly Studies* 57(3): 831-858.

Begg, Moazamm (2006). *Enemy Combatant: My Imprisonment at Guantanamo, Bagram and Kandahar*. New York: New Press.

Kirk, Michael (writer/producer) 2005. *The Torture Question: How Far Is the US Willing to Go to Protect Itself?* PBS Frontline,
<http://www.pbs.org/wgbh/pages/frontline/torture/>

9-10 **The Globalization of Local Law Enforcement**

Thacher, David (2005). The Local Role of Homeland Security. *Law & Society Review*, 39 (3), 635-676.

Deflem, Mathieu (2006). Europol and the Policing of International Terrorism: Counter-terrorism in a global perspective. *Justice Quarterly*, 23(3): 336-359.

Bergman, Lowell (writer/producer).2006 *The Enemy Within: A Case Study of America's Response to Homegrown Terrorism*, PBS Frontline
<http://www.pbs.org/wgbh/pages/frontline/enemywithin/>

11-12 **Information Classification, Data-mining, and Network Analysis**

Gates, Kelly (2007). Identifying the 9/11 'Faces of Terror': The Promise and Problem of Facial Recognition Technology. *Cultural Studies* , 20(4-5): 417-443.

Ventura, Holly E., J Mitchell Miller, and Mathieu Deflem (2005). Governmentality and the War on Terror: FBI Project Carnivore and the diffusion of disciplinary power *Critical Criminology* 13(1): 55-70.

Docherty, Neil (writer/producer) 2005. *Hackers, Their Exploits and How They Highlight the Internet's Insecurities*. PBS Frontline.
<http://www.pbs.org/wgbh/pages/frontline/shows/hackers/>

13-14 Imperialism, Democracy and Human Rights

Ranstorp, M. and P. Wilkinson (2005). Terrorism and Human Rights, *Terrorism and Political Violence* 17(1-2): 1-29.

Chadwick, Elizabeth (2003). 'It's war, Jim, but as we know it: A 'reality-check' for international laws of war?' *Crime, Law and Social Change: An Interdisciplinary Journal*, 39(3): 233-262.

Whitaker, Beth (2007). Exporting the Patriot Act? Democracy and the 'war on terror' in the Third World, *Third World Quarterly*. 28(5): 1017-1032.

15. The 'New Paradigm' Theory Revisited

Henrich Boll Foundation (2006) Rethinking Global Security: An African Perspective. The Regional Office for East Africa, Nairobi Kenya.
<http://www.hbfha.com/Download/Rethinking%20Global%20Security%20Publication.pdf>.

William Crotty. (2004). "Conclusion: Terrorism, Security, and the American State." Pp. 191-234, *The Politics of Terror: The U.S. Response to 9/11*.

Assessment of Student Learning Outcomes and Grading Scale:

Student learning outcomes and development of *critical thinking skills* will be assessed utilizing the following assignments:

<u>Assignment</u>	<u>Number by Points</u>	<u>Total Points</u>
<i>Asynchronous Discussions</i>	7 x 10	70
<i>Critical Thinking Essays</i>	7 x 10	70
<i>Team Term Project</i>	1 x 30	30
<i>Final Take Home Exam</i>	1 x 30	<u>30</u>
	<i>Total:</i>	200

A=90% or more; B=89%-80%; C=79%-70%; D=69%-60%; F=59% or less

Course policies:

In-Class Etiquette. All electronic devices (cell phones, Blackberries, laptop computers, cameras, PDAs, for example), must be turned off during class. Text messaging is prohibited.

Technical Support. It is the student's responsibility to seek technical support for problems accessing the course website, online readings or sending email, or Accommodations for technical difficulties can be made with sufficient verification of the problem.

Accommodations. Only those with institutional excuses or documented disabilities may qualify for any exception in course requirements. Institutional excuses must be presented *in advance* of the assignment to be missed or rescheduled. Requests for reasonable disability accommodation must be presented *no later than two class periods* after the drop/delete period is over.

Readings. Students are required to purchase all the books listed on the syllabus, print out copies of all the online readings and bring to class the reading materials assigned for that date.

Assignments. Unless otherwise instructed, all assignments will be due at class time every Wednesday. Unless special arrangements are made, all work must be submitted via WebCT.

Tests. Students must take tests at the time and date specified on the course calendar. Only those with an emergency or submit an institutional excuse qualify to make up an exam. Make-up tests will be different in both substance and format than the regularly scheduled test. All make up exams will be administered on the final exam date as determined by the NAU Final Exam calendar.

Incomplete. A course grade of an "I" (i.e. Incomplete) must be negotiated before final grade are due. As per SBS College policy, students who do not complete the course requirements within one year of that an "I" has been issued will receive an "F" for the course grade.

Academic Dishonesty. Plagiarism and cheating will not be tolerated. The penalty is a zero on the assignment or test, and depending upon the severity can result in a failing course grade, suspension or expulsion. Ignorance is not a defense as it is the student's responsibility to know NAU policy regarding plagiarism and cheating.

Attendance. Students are not required to attend class. However, it is the student's responsibility to keep current with all aspects of the course. Those who miss class should get notes from a classmate.

Calendar. Unpredictable events like bad weather, personal emergencies, sudden fame or fortune may require changes in topics, readings or homework assignments. All changes will be announced in class.

University policies:

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://www.research.nau.edu/vpr/IRB/index.htm>. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

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.

CCJ 385: SECURITY IN A GLOBALIZED WORLD
ONLINE RESERVED READINGS AND VIDEOS
FALL 200X

- Bergman, Lowell (writer/producer). 2006 *The Enemy Within: A Case Study of America's Response to Homegrown Terrorism*, PBS Frontline
<http://www.pbs.org/wgbh/pages/frontline/enemywithin/>
- Chadwick, Elizabeth (2003). 'It's war, Jim, but as we know it: A 'reality-check' for international laws of war?' *Crime, Law and Social Change: An Interdisciplinary Journal*, 39(3): 233-262.
- Copeland, Thomas (2001) *Is the 'New Terrorism' Really New? An Analysis of the New Paradigm for Terrorism*. *The Journal of Conflict Studies*, 21(2): 91-105.
- Dajani, Jamal (writer/producer) 2007. *Information Wars: How Satellite Changed the Arab World*, PBS Frontline World.
http://www.pbs.org/frontlineworld/stories/newswar/war_arabmedia.html
- Deflem, Mathieu (2006). Europol and the Policing of International Terrorism: Counter-terrorism in a global perspective. *Justice Quarterly*, 23(3): 336-359.
- Gates, Kelly (2007). Identifying the 9/11 'Faces of Terror': The Promise and Problem of Facial Recognition Technology. *Cultural Studies*, 20(4-5): 417-443.
- Kaplan, Amy (2005) Where is Guantanamo? *American Quarterly Studies* 57(3): 831-858.
- Kirk, Michael (writer/producer) 2005. *The Torture Question: How Far Is the US Willing to Go to Protect Itself?* PBS Frontline, <http://www.pbs.org/wgbh/pages/frontline/torture/>
- Kramer, Hilde Haaland and Steve A. Yetiv (2007). The UN Security Council's Response to Terrorism: before and after September 11, 2001. *Political Science Quarterly* 122(3): 409-432.
- Noorani, Yaseen (2005). The Rhetoric of Security. *The New Centennial Review* 5.1: 13-41.
- Ranstorp, M. and P. Wilkinson (2005). Terrorism and Human Rights, *Terrorism and Political Violence* 17(1-2): 1-29.
- Reynolds, K. Michaels, Pamala L. Griset and Ernest Scott Jr. (2006). Law Enforcement Information Sharing: A Florida case study. *American Journal of Criminal Justice* 31(1): 1-17.
- Tetrault, Mary (2006). The Sexual Politics of Abu Graib: Hegemony, Spectacle and the Global War on Terror, *National Women's Association Journal* 18(3): 33-50.
- Thacher, David (2005). The Local Role of Homeland Security. *Law & Society Review*, 39 (3), 635-676.
- Ventura, Holly E., J Mitchell Miller, and Mathieu Deflem (2005). Governmentality and the War on Terror: FBI Project Carnivore and the diffusion of disciplinary power *Critical Criminology* 13(1): 55-70.

Whitaker, Beth (2007). Exporting the Patriot Act? Democracy and the 'war on terror' in the Third World, *Third World Quarterly*. 28(5): 1017-1032.

Young, Rick (writer/producer) 2007 *Spying on the Homefront: The New Era of Pre-emptive Operations*. PBS Frontline. <http://www.pbs.org/wgbh/pages/frontline/homefront/>

University Curriculum Committee
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) *See effective dates schedule.* Fall 2008
3. College Social and Behavioral Sciences 4. Academic Unit /Department Criminology and Criminal Justice
5. Course subject/catalog number CCJ 395 6. Units/Credit Hours 3
7. Long course title Borders, Immigration and Human Rights
(max 100 characters including spaces)
8. Short course title (max. 30 characters including spaces) Borders Immigration Rights
9. Catalog course description (max. 30 words, excluding requisites).
Examines the legal, historical, socio-political, human rights, and justice policy issues associated with the creation and enforcement of national and regional borders designed to control migration and other human population movements.
10. Grading option:
Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
11. Co-convened with (Not Applicable) 11a. Date approved by UGC (NA)
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)
12. Cross-listed with (forthcoming SBS minor in Global Studies – not yet approved)
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
13. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? yes no
(ex. PES 100)
14. Prerequisites (must be completed *before* proposed course) Junior Status or higher, or International Student Group status.
15. Corequisites (must be completed *with* proposed course) (NA)
16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes no
Name of plan? _____
Note: If required, a new plan or plan change form must be submitted with this request.

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

18. Names of current faculty qualified to teach this course: Michael Costelloe, Luis Fernandez, Raymond Michalowski, Nancy Wonders,

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

In response to the growing importance of immigration and border enforcement as key justice system and social science concerns, the Department of Criminology and Criminal Justice offered its first course on immigration in Fall 2007 (CJ 480 Immigration and Human Rights). We are requesting that the CCJ 395 proposed here (1) be made a permanent addition to the department's offerings, and (2) be incorporated into the liberal studies curriculum.

CCJ 395 examines how individual nation-states and geo-political regions, in accordance with their particular cultural, economic, and political goals, utilize their legislative, policing, military, and justice systems to create and enforce border policies to control the movement of human populations. The course offers a global perspective on borders, migration, and immigration control by examining the contrasting border enforcement policies of key destination states and regions for migrants – particularly the U.S., Canada and the nations of the E.U.

We seek to have this course included in the Liberal Studies distribution block for Social and Political Worlds. It will explore the history of immigration and its impact on communities, the dynamics of human behavior involved in cross-border migration and human rights struggles, as well as how theoretical work and research on borders, immigration and human rights can help to inform our understanding of social, political and cultural systems both in the U.S. and globally.

The proposed course fills a significant gap in the department's offerings, given the centrality of border and immigration issues to contemporary justice practice. It also draws on our strong faculty research expertise in this area. In addition, this course helps to foster the university's commitment to issues of global engagement.

For Official AIO Use Only:

Component Type

Consent

Topics Course

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: Nancy Wonders

Contact email: Nancy.Wonders@nau.edu

Dept. Chair name: Nancy Wonders

Dept. Chair email: Nancy.Wonders@nau.edu

College Contact name : [Annette Lawrence/Nancy Wonders] College Contact email: Annette.lawrence@nau.edu

20. This course is a Single section Multi-section

21. List names of faculty who may teach this course: Michael Costelloe, Luis Fernandez, Raymond Michalowski, Nancy Wonders

22. Section enrollment cap: 45

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

24. Skills: *If a topics course, must apply to ALL sections.*

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

25. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

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

GO TO question 35

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 35


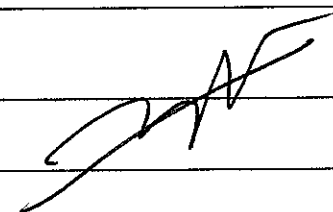
NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

35. Approvals

Department Chair (if appropriate)		12-17-07
		Date
Chair of college curriculum committee		1-3-08
		Date
Dean of college		
		Date

For Committees use only

For Liberal Studies Committee

Date

Action taken: _____ Approved as submitted

modified 

_____ Approved as

1/29/08

For University Curriculum Committee

Date

Action taken:  _____ Approved as submitted

_____ Approved as modified

College of Social and Behavioral Sciences
Department of Criminology and Criminal Justice

CCJ 395 Borders, Immigration and Human Rights

- Semester: Fall 2008
- Clock hours 3, Credit hours 3
- Instructor: Dr. Raymond Michalowski
- Office: Bldg 65 Rm 324 Office Hours: M, W 2-3 PM

Course prerequisites: Junior status or higher, or International Student Group.

Course description : Examines the legal, socio-political, human rights, and justice policy issues associated with the creation and enforcement of national and regional borders designed to control migration and other human population movements. The course offers a global perspective on borders, migration, and immigration control by examining the contrasting border enforcement policies of key destination states and regions for migrants – particularly the U.S., Canada and the nations of the E.U.

Liberal Studies: The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, NAU provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.

This course fulfills requirements for the Social and Political Worlds distribution block. It will explore the history of immigration and its impact on communities, the dynamics of human behavior involved in cross-border migration and human rights struggles, as well as how theoretical work on borders, immigration and human rights can help to inform our understanding of social, political and cultural systems both in the U.S. and globally.

Student Learning Outcomes: This course provides students with the opportunity to develop students' essential **writing skills** and critical thinking skills. Students learning will focus on increased understanding of:

- 1) The nature, patterns and consequences of immigration and cross-border mobility in the contemporary world.
- 2) Theories and research that explain the social, political, and global forces that are causing more people to move from their nations of birth to other countries than at any time in modern human history.
- 3) The tension between human rights under contemporary international law and the national laws, policies, and practices of individual nation-states regarding immigration, cross-border mobility, and asylum.

- 4) The patterns and problems of immigration enforcement in the United States, with particular focus on:
 - a) The history of immigration control and border enforcement in the United States.
 - b) Patterns and consequences of irregular immigration into the United States, including an exploration of the relationship immigration has to crime, changing justice practices and policies, and to particular ethnic and racial groups.
 - c) The efficacy and impact of current immigration enforcement practices
 - d) Human rights and civil rights violations resulting from border enforcement policies and practices, with particular attention to disparate treatment of various border crossers.
 - e) The central tensions in contemporary public and political debate surrounding immigration reform.

Course structure/approach: The course is structured around readings, reading critiques, class discussions, and term paper. You will complete bi-weekly reading assignments, submit critiques of each reading in accordance with a critique format you will be provided, participate in class discussions, and complete a term paper according to the format provided.

Required reading materials:

Guarding the Golden Door: American Immigration Policy and Immigrants Since 1882. Roger Daniels. New York: Hill and Wang, 2004.

Operation Gatekeeper: The rise of the "Illegal Alien" and the Making of the U.S.-Mexico Boundary. Joseph Nevins. New York: Routledge, 2002.

Border Games: Policing the U.S.-Mexico Divide. Peter Andreas. Ithaca: Cornell University Press, 2000.

Detained: Immigration Laws and the Expanding I.N.S. Jail Complex. Michael Welch. Philadelphia: Temple University Press, 2002.

The Global Struggle for Human Rights. Debra L. DeLaet. Toronto: Thomson/Wadsworth, 2006.

Selected readings available on-line via Vista. (See course outline for specific on-line readings)

Course outline:

Part 1 - Immigration in Global and Historical Contexts

Immigration in Global Perspective - Read:

"Controlling Immigration: The Limits of Government Intervention." Pp. 2-48 in *Controlling Immigration: A Global Perspective.* Wayne Cornelius and Takeyuki Tsuda (eds.) Stanford, CA: Stanford University Press, 2004. (Vista)

"The Battle for the Border: Notes on Autonomous Migration, Transnational Communities and the State." Nestor Rodriguez, pp. 27-43 in *Immigration: A Civil Rights Issue for the Americas.* Jonas and Todd (eds.) Berkeley, CA: Social Justice, 1999. (Vista)

From Open to Restricted Borders in the United States: The Early History – Read:

Chapter 1, "The Beginnings of Immigration Restriction – 1882-1917" pp. 1-26 in *Guarding the Golden Door* (hereafter GD).

Chapter 2, ""The 1920s: The Triumph of the Old Nativism." In GD.

Depression, War and Immigration Policy – Read:

Chapter 3, "No New Deal for Immigration: pp. 59 – 80 in GD.

Chapter 4, "World War II and After: The Barriers Begin to Drop" pp. 81-97 in GD.

Borders, Boundaries and the Creation of Difference – Read:

Chapter 2, "The Creation of the U.S. – Mexico Boundary and the Remaking of the United States and Mexico in the Border Region," pp. 15-38 in Operation Gatekeeper. (Hereafter OG)

Chapter 3, "Local Context and the Creation of Difference in the Border Region," pp. 39-60 in OG.

Reading Notes 2 Due

Part 2 – The Human Rights Context of Immigration

What are human rights? – Read:

"Introduction," pp. 1-6 in The Global Struggle for Human Rights. Debra L. de Laet. Toronto: Thomson/Wadsworth. 2006. (Hereafter GHR)

"The Contested Meaning of Human Rights." Pp. 10-24 in GHR.

Where do human rights come from? – Read:

"The Development of International Human Rights," pp. 25-43 in GHR.

"Are Human Rights Universal?" pp. 44-60 in GHR.

Human Rights as International Law – Read:

"Civil and Political Rights in a World of Sovereign States," pp. 62-up to pg. 76 in GHR

"Collective Rights in a World of Sovereign States," pp. 78-101 in GHR.

"Economic and Social Rights in a World of Sovereign States, pp. 102-118 in GHR.

"Sexual Equality and Human Rights," pp. 119-133 in GHR.

Reading Notes 3 Due

Part III – Immigration as Political-Economy

Immigration to Meet Labor Needs – Read:

"Imperialism and Labor: Mexican, Indian and Algerian Labor Migrations in Comparative Perspective." Pp. 15-55 in Guest Workers or Colonized Labor? Gilbert G. Gonzalez. Boulder, CO: Paradigm Publishers. (Vista)

"Immigration Policy as a Means to Control Labor." Pp. 173-179 in No One Is Illegal. Chac—n and Davis. Chicago: Haymarket Books, 2006. (Vista)

Immigrants in the Labor Market – Read:

"Immigration and Local Labor Markets." Saskia Sassen. Pp. 87-127 in The Economic Sociology of Immigration. Portes (ed.) New York: Russell Sage Foundation, 1995. (Vista)

Reading Notes 4 Due

Part IV –Immigration Law, Policy and Politics

The Politics of Displaced Persons, Asylum and Refugees – Read:

- "Admitting Displaced Persons." Chapter 5 in GD.
- "The Cold War and Immigration." Chapter 6 GD.
- "Asylum, Christmas Island and Zones of Exclusion." Jude McCullough. (Vista)

The Challenge of Immigration Policy in a Globalized World Order – Read:

- "Beyond Sovereignty: Immigration Policy Making Today." In Saskia Sassen Immigration Policies in a World Economy.
- "Global Flows, semi-Permeable Borders and New Channels of Inequality: Border Crossers and Border Performativity." Nancy Wonders. Pp. 63-86 in Borders, Mobility and Technologies of Control. The Hauge: Spring, 2006.
- "Immigration Reform: Myths and Realities." Chapter 11 in GD.

Reading Notes 5 Due

Part V – Patrolling Boundaries, Making Borders

The Militarization of the U.S.-Mexico border – Read:

- "Introduction." Pp. 1-13 in OG
- "The Bounding of the United States and the Emergence of Operation Gatekeeper." Chapter 4 in OG
- "The Ideological Roots of the Illegal Alien." Chapter 5 in OG

Border Militarization after 9-11

- Epilogue: Immigration after 9-11." Pp. 261-268 in GD
- "Enemy Aliens." David Cole, selection.
- "Scapegoats of 911." Michael Welsh, selection .

Reading Notes 6 Due

The Human Consequences Of Border Militarization – Read:

- "Migrant Border-Crossing Deaths, 1985 through 2005." U.S. Government Accountability Office 2007. (Vista)
- "Border Militarization and Migrant Suffering: A Case of Transnational Social Injury." Raymond Michalowski. Forthcoming in Social Justice, Summer 2007. (Vista)
- "Seeking Mercy." Chapter 2 in Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with his Mother." Sonia Nazario. New York: Random House, 2007. (Vista)
- "Border Militarization and Border Communities." Border Action Network, 2005. (Vista)

Blowback: Border Militarization and the Growth of Organized Crime on the U.S.-Mexico Border.

- Part 1 Introduction and Background. (I.e. Chapters 1 and 2) in Border Games: Policing the U.S.-Mexico Divide. Peter Andreas. Ithaca: Cornell University Press, 2000. (Hereafter BG).
- "Creating the Clandestine Side of the Border Economy" Chapter 3 in BG.
- "The Escalation of Drug Control," Chapter 4 in BG.
- "The Escalation of Immigration Control." Chapter 5 in BG.
- "The Linkage of Drug and Human Smuggling Syndicates." U.S. Department of Justice. (Vista)

Reading Notes 7 Due

Part VI – The Immigration-Prison Nexus

Immigration, Punishment and Moral Panic - Read

Chapter 1, "Introduction," and Chapter 2, "Moral Panic over Immigrants" in *Detained: Immigration Law and the Expanding I.N.S. Jail Complex*. Michael Welch. Philadelphia: Temple University Press, 2002. (Hereafter DT).
"The Campaign against Immigrants." Chapter 3 in DT.

The Human Consequences of Criminalizing Immigrants – Read:

"Criminalizing Asylum Seekers," chapter 5 in DT.
"Warehousing Illegal Immigrants," chapter 6 in DT.
"Neglecting Unaccompanied Children," chapter 7 in DT.

Immigration and the Prison-Industrial Complex

"The INS Detention Industry" Chapter 8 in DT.
"Border Militarization and the Growth of Prisons in Arizona." Zoe Hammer. (Vista)

Reading Notes 8 Due

Part VII – Some Current Debates

Do Humans Have a Right to Migrate? – Read

"Case Study: Freedom of Movement, Civil Rights and Sovereignty." Pp. 71-77 in. GHR. *International Migration, Border Controls and Human Rights: Assessing the Relevance of a Right to Mobility*. Antoine PŽcoud Paul de Guchteneire. *Journal of Borderland Studies*, Vol. 21, No. 1. Spring 2006: 69-86
"Are Immigration Controls Ethical?" John Isbister in *Immigration Debate: Remaking America*. Kumerian Press, 1996.

Should Local and State Police Enforce Federal Immigration Law? – Read:

Arizona Senate Bill 4220. (Vista)
"Goodbye Officer Friendly." Raymond Michalowski (Vista)

Reading Notes 9 Due

Assessment of Student Learning Outcomes

- **Methods of Assessment:** assessment is designed to facilitate the development of the *essential skills associated with writing*, as well as to foster critical thinking skills.
 - **Reading Critiques** –written critiques will be evaluated for (1) timeliness, (2) appropriate format, (3) demonstrated ability to identify the purpose and central argument of reading (4) clarity of organization and writing. Each reading will be worth a maximum of 100 points, for a total of 900 points.
 - **Term paper** – term papers will be evaluated on the basis of the demonstrated ability (1) to establish a clear argument, (2) assemble an appropriate body of reference material relevant to the argument, (3) utilize the reference material to provide effective support for the central argument, and (4) present the argument and evidence in a logical, organized, and appropriately documented paper of 12-15 pages in length.
 - **Class Participation** – class participation will be evaluated based on (1) attendance (you must attend 75% of all classes to receive a passing grade, (2) ability to

accurately answer questions about readings, and (3) contributions to in-class discussions. Class participation will be worth a maximum of 300 points.

- Timeline for Assessment – reading critiques due bi-weekly; term paper due at the end of the 13th week of the semester.

Grading System

Reading Critiques	900 points	A =	1,500 – 1,350 points
Class Participation	300 points	B =	1,349 - 1,200 points
Term paper	300 points	C =	1,199 – 1,050 points
Total	1,500 points	D =	1,049 - 950 points
		F =	949 points or less

Course policies

- All work should be submitted on time. You may submit your work up to one week after the deadline with a 20% grade penalty. Work will not be accepted after the one-week grace period has passed.
- Attendance is expected and will be considered part of the class participation grade. You must attend a minimum of 75% of all classes to receive a passing grade.
- Plagiarism, including on-line cutting-and-pasting without attribution, as well as other forms of cheating will result in failure for the course.

University policies: Attach the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies or reference them on the syllabus.

University Curriculum Committee
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) *See effective dates schedule.* Fall
Spring 2008
3. College SBS 4. Academic Unit /Department Criminology and Criminal Justice
5. Course subject/catalog number CCJ 475 6. Units/Credit Hours 3
7. Long course title Global Justice
(max 100 characters including spaces)
8. Short course title (max. 30 characters including spaces) Global Justice
9. Catalog course description (max. 30 words, excluding requisites).
Examines the causes and consequences of transnational crime, analyzes modern global crime control techniques and institutions, and explores existing and developing strategies to achieve global justice.
10. Grading option:
Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
11. Co-convened with (Not Applicable) 11a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)
12. Cross-listed with (forthcoming minor in Global Studies – not yet approved)
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
13. May course be repeated for additional units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? yes no
(ex. PES 100)
14. Prerequisites (must be completed before proposed course) Junior status or higher or International Student Group status
15. Corequisites (must be completed with proposed course) (NA)
16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes no

Name of plan? _____

Note: If required, a new plan or plan change form must be submitted with this request.

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

18. Names of current faculty qualified to teach this course: Luis Fernandez, Nancy Wonders,
Raymond Michalowski, Alex Alvarez

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

As a result of globalization, a new field has developed within criminology and criminal justice that focuses on global criminology, transnational crime, and global justice. Our graduate program has already developed a specialization in Transnational Crime and Justice; this course extends faculty expertise in this area into our undergraduate curriculum, consistent with NAU's focus on global engagement. This course includes literature from this rapidly growing subfield and provides students with critical information for understanding justice in a globalized world. Topics include such issues as drug trafficking, global migration, the trafficking in humans and body parts, global policing, and other contemporary themes. This course will be offered in the Spring 2008 as a special topics course. A similar course was offered as a special topics course two years ago. We now seek approval to add this course to our curriculum as a permanent offering.

For Official AIO Use Only: Component Type Consent Topics Course
--

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

20. This course is a Single section Multi-section

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

22. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

25. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

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

GO TO question 35

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 35

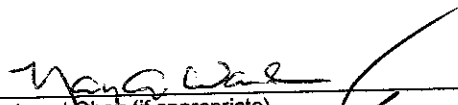
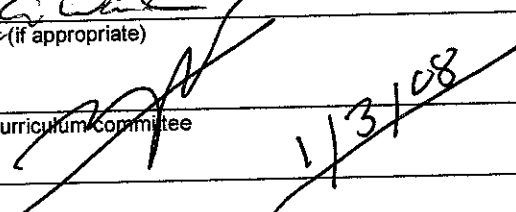
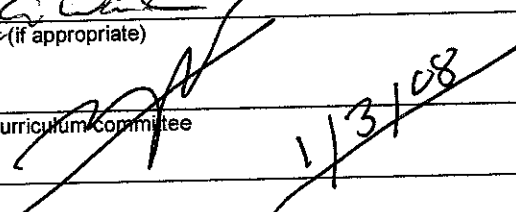
NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

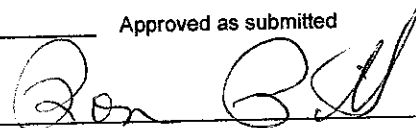
35. Approvals

	_____	12-17-07
Department Chair (if appropriate)		Date
	_____	
Chair of college curriculum committee		Date
	_____	
Dean of college		Date

For Committees use only



For Liberal Studies Committee _____ Date

Action taken: _____ Approved as submitted _____ Approved as modified _____

_____  _____ 1/29/08

For University Curriculum Committee _____ Date

Action taken: _____ Approved as submitted _____ Approved as modified _____

_____  _____ 

Northern Arizona University
Department of Criminology and Criminal Justice

CCJ 475 Global Justice
Spring 200x
11:10 – 12:20 PM, T-W
SBS, Room xxx

Professor: Luis Fernandez
Office: 358 SBS
Office Hours: W, 10:00- 2:00, or by appointment.
Phone Number: (928) 523-5673
Email: Luis.Fernandez@nau.edu

Course Prerequisite: None

Credit Hours: 3

Course Description

In recent years, technological innovations have increased communication and movement across the globe. As a result, the world has become smaller, increasingly interlinked, and more interdependent. This increased globalization has profoundly changed the social and political world, creating dynamic transnational criminal networks and social harms that are radically transforming how governments and civil society deal with crime and attempt to achieve justice.

This course will draw on the literature within criminology and criminal justice, particularly within the growing subfield of global criminology, to examine the causes and human consequences of some of the most serious forms of transnational crime. These to be addressed will include drug trafficking, illegal immigration, cyber-crime, sexual exploitation, of women, trafficking of body parts, and modern slavery, as well as other contemporary transnational crimes. In addition, the course will take a critical look at modern crime control techniques, such as technologies of surveillance, border control techniques, global prohibitions, the linkage between national crime control and national security, and global policing, and existing and developing strategies to achieve global justice

The course will also expose students to a range of current issues in global justice, seeking to develop a broad understanding of the dynamics of our global community and their effects on human experience. Finally, the course will also explore issues in cultural diversity, showing that while globalization is everywhere, it does not affect everyone equally. By the end of the course, students will understand the different effects of international crime in diverse human groups.

Student Learning Expectations

- 1) To become familiar with basic concepts in the study of transnational crime and justice and global criminology.
- 2) To become familiar with several forms of transnational crime, and to understand their causes and human consequences for diverse groups.
- 3) To become knowledgeable about global strategies of social control, policing, and harm prevention, including through international institutions, governments, and civil society.

- 4) To develop critical thinking skills, research skills, and written and oral communication skills.

Textbooks and Required Materials

1. (A&N) Andreas, Peter and Ethan Nadelmann. 2006. *Policing the Globe: Criminalization and Crime Control in International Relations*. NY: Oxford University Press.
2. (N&S) Nick, Larsen & Russell Smandych, 2007. *Global Criminology and Criminal Justice*. Buffalo: Broadview Press.
3. (N) Naim, Moises, 2005. *Illicit: How Smugglers, Traffickers and Copycats are Hijacking the Global Economy*. NY: Anchor Books.
4. (M) Mandle, Jon, 2007. *Global Justice (Key Concepts)*.
5. Additional Readings: These readings will be posted on Vista.

Optional Readings

If you are interested in a specific subject and would like to do further readings, please come see me so we can discuss your options. I have an extensive library and I am happy to make recommendations and lend out books.

Course Outline

I. INTRODUCTION TO GLOBAL JUSTICE (Week 1)

- M, Ch. 1: Ethical Theory
- Ch. 2: Justice
- N&S Ch. 1: Comparing Cultures, Comparing Crime

II. GLOBAL CRIMINOLOGY: KEY CONCEPTS (Week 2 & 3)

- N&S Ch. 3: Trouble in Paradise: Crime and Collapsed States in the Age of Globalization
- Ch. 17: Comparative Criminal Justice Policy-Making in the United States and United Kingdom.
- M, Ch. 3: Realism, Nationalism, and Cosmopolitanism
- Ch. 8: Globalization

III. SOURCES AND TYPES OF GLOBAL/TRANSNATIONAL CRIME (Week 4)

- N&S Ch. 4: The World Bank and Crimes of Globalization
- Ch. 5: Globalization of Criminal Justice in the Corporate Context
- N, Ch. 1: The Wars We Are Losing
- Ch. 2: Global Smugglers Are Changing Your World
- Ch. 3: Small Arms and Loose Nukes

IV. DRUG TRAFFICKING (Week 5)

- N Ch. 4: No Business Like Drug Business

Ch. 7: The Money Washers
N&S Ch. 19: Drug Policy Developments with the European Union.

**V. TRANSNATIONAL CRIME AND GLOBAL VICTIMIZATION PATTERNS
(Week 6)**

M Ch. 7: Poverty and Development
N Ch. 4: Why is Slavery Booming in the 21st Century

Nancy A. Wonders, 2006. "Global flows, semi-permeable borders, and new channels of inequality." Pp. 63-86 in S. Pickering and L. Weber, *Borders, Mobility and Technologies of Control*. Springer.

VI. TRANSNATIONAL GANGS AND ORGANIZED CRIME (Week 7)

Selections from *Central America and Mexico Gang Assessment*, by USAID

VII. INDIGENOUS PEOPLE, GLOBAL DISPLACEMENT, AND CRIME (Week 8)

United Nations. "Universal Declaration of Human Rights."
<http://www.un.org/rights/50/decla.htm>

Ikechi Mgbеoji. 2006. "Patents, indigenous and traditional knowledge, and biopiracy." Pp. 9-49 in *Global Biopiracy*. UBC Press.

VI. HUMAN TRAFFICKING AND SEX TOURISM (Week 9)

N&S Ch. 6: Bodies, Borders, and Sex Tourism in a Globalized World.
Ch. 7: Stopping the Illegal Trafficking of Human Beings

VII. BORDER SECURITY (Week 10)

Kitty Calavita. 2007. "Immigration, social control and punishment in the Industrial Era." Pp. 117-133 in Mary Bosworth and Jeanne Flavin, *Race, Gender and Punishment. From Colonialism to the War on Terror*. New Brunswick, NJ: Rutgers University Press.

Daniel A. Scharf. 2006. "For humane borders: Two decades of death and illegal activity in the Sonoran Desert." *Case Western Research Journal of International Law*, 38:141-172.

Mona J.E. Danner. 2006. "Borders, belong, and homeland (in)security." Pp. 111-122 in S. Pickering and L. Weber, *Borders, Mobility and Technologies of Control*. Springer.

VIII. SURVEILLANCE AND TECHNOLOGIES OF CRIME CONTROL(Week 11)

Louise Amoore. 2006. "Biometric Borders: Governing mobilities in the war on terror." *Political Geography* 25:336-351.

Dean Wilson. 2006. "Biometrics, borders and the ideal suspect." Pp. 63-86 in S. Pickering and L. Weber, *Borders, Mobility and Technologies of Control*. Springer.

X. GLOBAL POLICING (Week 12 and 13)

A&N Introduction

A&N Ch. 1: Criminalization Through Global Prohibition

XI. GLOBAL JUSTICE AND INTERNATIONAL CRIME CONTROL (Week 14)

A&N Ch. 3: Origins of International Crime Control

Ch. 4: International Crime Control after the Cold War

Ch. 5: International Crime Control after September 11

XII. CHALLENGES IN GLOBAL CRIMINOLOGY: WAR CRIMES AND STATE CRIME (Week 15)

S&N Ch. 20: Dealing with the Legacy of Past War Crimes

Ch. 21: Advocacy and Scholarship in the Study of International War Crimes

Ch. 22: War, Aggression, and State Crime

Assessment of Student Learning Outcomes and Grading System

The major requirements for the course are to attend class regularly, to participate in class discussions and to keep up with the assigned readings. A critical part of learning is remaining open to different points of view and new information that may challenge accepted ways of thinking about the world. I welcome you to express your point of view in this classroom; in addition, I expect you to be prepared to back your point of view up with information and knowledge, just as you should expect me to do. Learning can only be accomplished by a free exchange of information in which we create a context to share, correct, and improve the knowledge we have about the world. Creating an open and supportive environment for discussion is partly my responsibility - but it's partly yours too.

The course objectives for the course will be assessed with the following assignments:

Attendance	50 points
3 Exams @ 100 points	300
In-class Presentations	50
Research Project	<u>100</u>
TOTAL	500

Grade Scale: A=90% or more; B=89%-80%; C=79%-70%; D=69%-60%; F=59% or less

Examinations: exams may include multiple choice, matching, fill-in-the-blank and short-answer/essay questions. No make-up exams will be given unless arrangements are made prior to the exam or you can document that an unavoidable, very serious emergency has occurred that prevented your attendance. Make-up exams will be entirely short-answer/essay and only one make-up exam may be taken during the semester. The final exam is not comprehensive.

Research Project: The Research Project will provide you with an opportunity to work with other students on an issue of common interest and, potentially, to interact with students at other universities in other countries. You will receive a handout for the project and for all writing assignments. All papers for the course are to be typewritten (double-spaced). Due dates for papers may vary depending upon the assignment and topic. In all cases, it is your responsibility to know when your work is due and to turn it in on time.

Presentations: Each student will make a formal presentation to the class at the end of the semester. Students will be provided a handout that will explain the expectations and the grading. You will be graded on your level of knowledge of concepts and your delivery of the information. Creativity is encouraged.

Class Policies

Please show respect toward others. Because the best way to learn is through class discussion, it is essential that we establish a safe atmosphere where all are able to express their ideas freely. I encourage students to ask questions freely and liberally.

Attendance is required. Attendance is required because building a community necessitates participation by its members. Consistent participation will ensure that we, as a group, grow together in our understanding of the subject matter. More than one unexcused absence will result in a drop of at least one letter grade. Unexcused absences are those absences that are not backed up by a doctor's note or any other appropriate document.

Come to class prepared. Building a strong intellectual community requires that we all come to class prepared and ready to engage in class discussion. Students are required to complete all the readings *prior* to the class for which they are listed. Because the material is complex, it may be necessary for students to read some chapters more than once. Students are accountable for all readings through in-class discussion, assignments, and examinations. Keep in mind that we may not get a chance to discuss all the material in class. However, students are still responsible for the assigned readings. *Although the syllabus contains a preliminary outline of the reading list, the actual pace of the readings may vary to meet the needs of this class.*

Come to class on time, please. When people arrive late or leave early it disrupts the flow of the class. For that reason, late arrival or early departures should be an exception and only with prior consultation.

No late assignments. Fairness is an important aspect in building a community. For that reason, all students will be held to the same standards. Assignments should be turned in promptly on the date when they are due or they will be subject to a penalty. No make-up exams will be conducted without a documented excuse.

Academic Honesty: I expect all students in this class to act in an ethical manner. Academic dishonesty in any form will not be tolerated, and will result in a grade of zero on that assignment or exam. Dishonesty includes plagiarism. Plagiarism is passing, as your own work, the work of others without proper acknowledgment. This includes the work of other students as well as previously published material, including web sites, journals, magazines, newspapers, books, or pamphlets.

Keep all graded materials until you receive your final grade. To ensure your privacy, all communication regarding grades must occur in person or via your NAU email account.

Disability Needs: I encourage students with documented disabilities to discuss with me, after class or during my office hours, appropriate accommodations.

[UNIVERSITY POLICIES will be attached]

University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College Social and Behavioral Sciences

2. Academic Unit/Department SBS

3. Academic Plan Name Global Studies Minor

4. Subplan (if applicable)? _____

5. Effective Date FALL 2008

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

New Subplan Subplan Change Subplan Deletion

7.

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

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

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

For New Plans, leave this column blank.

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

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

You must take the following 21 units:

You must take:

SBS 101 Global ^{Village}~~Studies~~ (3 units)

To complete this minor you must select one module and any four courses in that module.

Modules in the Minor

Global Development and Social Justice Module (12 units from the following:)

ANT 105; AIS 304; CCJ 315, CCJ 341, POS 335, POS 361

Global Cultures and Diversity *(12 units from the following)*
ANT 103, ANT 301, ANT 340, GGR 370, COM 472, WGS 260

Global Movements and Global Transitions Module (12 units from the following:)

CCJ 435, ES 300, *POS 301 W, SOC 415, WGS 360, *POS 421C

Global Politics and Governance Module (12 units from the following:)

CCJ 400, CCJ 475, POS 120, POS 360, POS 380, POS 480

Global Tourism and Environment Module (12 units from the following:)

CCJ 312, GGR 241, GGR 376, FOR 255, PRM 300, POS 456

*If Content is Global/International

Electives (6 credit hours) chosen from any of the courses listed in the modules.

8. For undergraduate plans, will this requirement be a student individualized plan*? xx 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.
- xx 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>).

Not required of a minor

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

This Minor will further student knowledge and expertise on global issues. The modules integrate courses from different departments in the College of Social and Behavioral Sciences and are expansive enough to accommodate a wide range of student interests and learning objectives. The proposed Minor will also allow students flexibility in selection of elective courses and thus further enhance understanding of global issues.

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

Not applicable

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.

There is no expected impact. Contributing departments have been contacted and support has been provided.

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

YES

Certifications

Department Chair/ Unit Head (if appropriate) _____ Date _____
Chair of college curriculum committee _____ Date 1-3-08
Dean of college _____ Date _____

For committee use only
_____ Date 1/29/08
For University Curriculum 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, and Academic Information Office after approval.

1.16.08

University Curriculum Committee

Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College BIS/BAS

2. Academic Unit/Department BIS/BAS

3. Academic Plan Name Bachelor of Interdisciplinary Studies BS and BA

4. Subplan (if applicable)? _____

5. Effective Date FALL 2008

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

7.

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

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

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

For New Plans, leave this column blank.

Focus in Interdisciplinary Studies

Take at least 15 units that include a minimum of 3 units of credit in each of the following blocks: Ethical Reasoning; Creative and Humanistic Inquiry; Scientific Reasoning and Inquiry; Social and Political Foundations; and Cultural Understanding.

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

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

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

Focus in Interdisciplinary Studies

Take at least 15 units that include a minimum of 3 units of credit in each of the following blocks: ~~Ethical Reasoning;~~ ~~Creative and Humanistic Inquiry;~~ ~~Scientific Reasoning and Inquiry;~~ ~~Social and Political Foundations;~~ ~~and Cultural Understanding.~~

Ethical Reasoning; Creative Inquiry; Scientific Reasoning; Changing Worlds; and Cultural Perspectives

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

8. For undergraduate plans, will this requirement be a student individualized plan*? xx 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.
 - xx c. will not be used.

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

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

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

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

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

This proposal was originally presented and approved at the UCC meeting of December 11, 2007. Since that meeting two errors were found in the proposal. Error number 1: Issue 8 was originally checked off as YES, indicating that this is an individualized plan. That is not the case and NO should have been checked. Error number 2: The names of the focus areas are being changed for the following reason: The names of the four focus areas were being confused with Liberal Studies. These changes are being made to avoid that confusion. We provided the wrong names in the proposal of December 11, 2007 and this proposal corrects that error.

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

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

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

Certifications

Department Chair/ Unit Head (if appropriate)

Date

Chair of college curriculum committee

Date

Dean of college

Date

For committee use only

For University Curriculum Committee

Date

Action taken:

approved as submitted

approved as modified

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

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2008
See effective dates schedule.
3. College Education 4. Academic Unit Educational Psychology
5. Course subject/catalog number EPS 406 6. Units 02
(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 Resident Assistant Pre-Service Training
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) R A Training
11. Catalog course description (max. 30 words, excluding requisites).

This course is a required pre-service course for students who will serve as Residence Assistants in NAU's residential (housing) communities.

Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)

13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no

15. Please check **ONE** of the following that most appropriately describes the course:

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

16. Prerequisites (must be completed *before* proposed course) Students must be selected as RA trainees

17. Corequisites (must be completed *with* proposed course) none

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

instructor consent department consent no consent

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

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 **XXX**
If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

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

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

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

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

Course has been offered on a trial basis under the EPS 499 number. We are requesting that the course be made a permanent course. The course fills an important training role for RAs, including introduction to university rules and procedures, legal obligations of university employees, problem solving skills, early assessment of poor adjustment to the university setting, and referral to appropriate campus resources for students displaying behavioral, emotional and/or academic difficulties. The course also serves as an introduction to student development theory and organizational dynamics.

**Susan Longerbeam, Wendy
Wallace, Cynthia Anderson
Also, in any given year, 15-20
qualified Residence Life staff
members are available to teach
this course.**

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

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

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

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

27. This course is a Single section Multi-section

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

29. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-32.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 36-37.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 38-40.

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Reasoning

32. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

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

GO TO question 41

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

37. 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 41

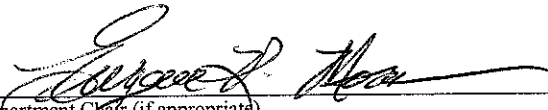
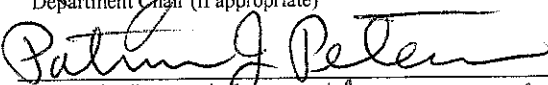
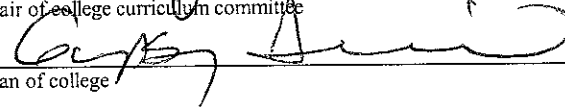
NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

41. Approvals

	1/22/08
Department Chair (if appropriate)	Date
	1/22/08
Chair of college curriculum committee	Date
	1/22/08
Dean of college	Date

For Committees use only

For Liberal Studies Committee

Date

Action taken:

_____ Approved as submitted

_____ Approved as modified

For University Curriculum Committee

Date

Action taken:

✓ _____ Approved as submitted

_____ Approved as modified

Vision Statement

We develop educational leaders who create tomorrow's opportunities.

Mission Statement

Our mission is to prepare competent and committed professionals who will make a difference for children, young adults and others in schools.

EPS 406

**Resident Assistant Pre-Service Training Course
Department of Educational Psychology
Spring 20xx**

GENERAL INFORMATION

EPS 406 begins the week of March xx, 20xx, and will meet weekly for 2.5 hours through Finals Week for Spring Semester. In addition, two weekend seminars are required elements of the course. These weekend seminars are as follows:

Saturday, April xx, 200x from 9:00 am – 12:30 pm in TBD
Saturday, April xx, 200x from 9:00 am – 12:30 pm in the North Hall (bldg #5) Lobby

SECTION:
MEETING TIME:
MEETING LOCATION:

INSTRUCTORS:		
PHONE:		
EMAIL:		

OFFICE Hours: Your instructors are willing to meet with advance appointment.

CREDIT HOURS: 2

COURSE COORDINATOR: Wendy M. Wallace
Coordinator of Staff and Community Development
Office of Residence Life
Office Phone (928) 523-5840
E-mail: wendy.wallace@nau.edu

COURSE PREREQUISITES: Selection as a Resident Assistant or Alternate or by permission of the course instructor.

One criteria - as
Impact on service as a Resident Assistant: Final placement of an RA is contingent upon successful completion of the course. A failing grade will result in either removing the candidate from the alternate pool or revoking a placement offer.

COURSE DESCRIPTION AND OBJECTIVES

This course is a pre-service course for students who will serve as Resident Assistants in NAU's residential (housing) communities. The course attempts to prepare student paraprofessionals to become effective leaders, especially within the residence hall environment. Specifically, students will be exposed to theories,

qualities, skills and topics necessary to succeed as a Resident Assistant (RA). Therefore, the purpose of this course is for students to receive practical and purposeful knowledge, grounded in research and theory and amplified through the development of basic applied skills necessary to be an effective leader and helper within a residential community.

STUDENT LEARNING EXPECTATIONS / OUTCOMES FOR THIS COURSE

1. Learn conceptual and practical aspects of communication skills, including peer-helping skills, mediation skills, confrontation skills and public speaking skills.
2. Acquire strategies for community building, group development and programming.
3. Explore and apply information about how oppression and privilege affect our communities and gain knowledge about diversity, multiculturalism and fostering positive interactions with our diverse community members.
4. Develop a framework to assist students to grow through knowledge of student development concepts, campus resources and predicted transitional issues.
5. Become familiar with personal challenges of being a student leader and Resident Assistant, such as ethical dilemmas, time management and leadership style.

COURSE STRUCTURE AND APPROACH

This is a seminar-style course in which active participation is expected for the benefit of all members of the class. The course will include mixtures of learning activities that have been chosen and designed to meet the course purpose. The activities include lectures, discussions, readings, role playing, small group interactions, guest panels, student presentations and experiential opportunities.

Two weekend Seminars (April xx and xx) are required elements of this course. The first seminar will be focused on a core goal of the Office of Residence Life (*"Our staff nurtures environments where the Diversity among people within our University community is recognized, respected and valued"*) and will include a variety of instructional and interactive exercises. The second seminar will be an application of learned skills via structured role play experiences of typical situations encountered by Resident Assistants in hall settings.

Students are expected to attend all class meetings and to actively participate in class discussions. Class sessions will be focused on discussion of the materials from the text, exchange of viewpoints between all class participants, in-class activities designed to aid in self-awareness and demonstrations of the application of some of the approaches. Reading the assigned materials in advance of class discussion is a helpful and expected activity to prepare for participation in class.

TEXTBOOK AND COURSE REQUIREMENTS

Text: Blimling, G. (2003). The Resident Assistant: Applications and Strategies for Working with College Students in Residence Halls, 6th Edition, Kendall/Hunt Publishing Company.

* This text will be provided to you. Demolition of or failure to return your textbook will result in a charge of \$50.00 to your student account.

Supplemental readings will be provided in class or online as assigned.

COURSE OUTLINE

Week of March xx: Course Overview, Roles of the Resident Assistant, Influence of Residence Halls on Students, How Values & Ethics Guide Our Work

Class Review:	Chapters 1 & 5 Read online materials within appropriate learning module
---------------	--

Week of March xx: Individual Development & Transitions

Class Preparation:	Chapters 6 & 7 Read online materials within appropriate learning module
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Week of April xx: Community Building and Academic Environments

Class Preparation:	Chapters 19, 20, & 22; additional pages 59 & 218 Read online materials within appropriate learning module
Items Due:	Quiz #1 (Vista)

Saturday, April xx, 9:00 am – 12:30 pm (TBD): Multicultural Leadership Seminar

Class Preparation:	Chapters 18 & 17 Read article provided by instructors
Items Due:	Notify Instructor of intended Cultural Immersion Activity

Week of April xx: Introduction to Helping Skills

Class Preparation:	Chapter 8 Read online materials within appropriate learning module
Items Due:	Case Study (submit on Vista)

Week of April xx: Mediation and Confrontation Skills

Class Preparation:	Chapters 9 & 10 Read online materials within appropriate learning module
Items Due:	Quiz #2 (Vista) Community Plan (submit on Vista)

Saturday, April xx, 9:00 am – 12:30 pm (North Hall): Applied Skills Seminar

Class Preparation:	Review Helping Skills Handouts, Mediation and Confrontation Skills; Review NAU <i>Code of Conduct</i> and the <i>Standards of Residence</i>
Items Due:	Quiz #3 (Vista)

Week of April xx: Leadership and Effective Work with Community Councils

Class Preparation:	Read online materials within appropriate learning module
Items Due:	Cultural Immersion Paper (submit on Vista)

Week of May x: Advanced Student Issues

Class Preparation:	Chapters 11, 12, 13, 14, & 15
Items Due:	Advanced Student Issues Group Project (Presentation, Outline & Handouts) Ice Breaker Facilitation (post activity description on Vista)

COURSE EVALUATION AND ASSESSMENT OF LEARNING

The final grade for the course will be based on the following:

30	Participation
10	Ice Breaker Facilitation
10	Case Study
15	Quiz #1: Individual Development
15	Quiz #2: Helping Skills
15	Quiz #3: Campus Resources
25	Community Plan
40	Cultural Immersion Research and Reflection Paper
40	Advanced Student Issues Group Project

Final Grading Scale:

180 – 200 total points	A
160 – 179 total points	B
140 – 159 total points	C
120 – 139 total points	D
Below 119 total points	F

200 Total Possible Points

GRADED ASSIGNMENT DETAILS

1. Participation (up to 30 points): These points can be earned by positive participation in class. This includes being prepared for class by reading materials in advance of class sessions; offering thoughtful, informed, and helpful comments, suggestions and questions to class discussions; actively participating in class activities as well as being an active listener. Tardiness or unexcused absences, as well as distracting or inappropriate comments, may impact participation points.
2. Ice Breaker Facilitation (up to 10 points): In pairs, you will plan a short (5 minute) ice breaker activity to facilitate with the entire class. Each person is expected to participate equitably in researching, planning, presenting, and facilitating this activity. Submit activity instructions via Vista.
3. Case Study (up to 10 points): You will respond to a case study provided in the Vista online environment. Case studies are an opportune method for investigating a phenomenon within its real-life context. Utilizing required readings or other reference materials, you will respond to a series of questions to determine how to address the particular identified issue.
4. Quizzes (up to 15 points each): There will be three electronic quizzes based on course materials provided in the Vista online environment, in class, or from the required readings.
5. Community Plan (up to 25 points): Based on the Community Building Model, you will prepare a plan of action for the first term of your service (e.g. Summer Session 1 or August). Submit your plan via Vista. Assessment of your plan will include the following questions:
 - a. Does the number of activities match proportionally with the model?
 - b. Have you articulated thoughtful anticipated outcomes for each activity?
 - c. Are the activities appropriate for the model component/level?
 - d. Are the activities appropriate for the identified population?
 - e. Do the activities reflect creative thought?
6. Cultural Immersion Research and Reflection Paper (up to 40 points): On your own or with a partner, plan to experience a culture other than your own by attending a program, meeting or service or by immersing yourself in that culture by participating in purposeful and appropriate activities related to that culture. Before attending and participating in this activity, you will conduct research on the selected population.

Assignment Requirements:

- a. *Notify Instructor of intended cultural immersion activity.*

- b. Conduct research on cultural group you have chosen to immerse yourself within. Write a short history of the group, as well as challenges and successes experienced by members in our society (3- 4 pages). Include 2 – 3 scholarly or primary sources (wikis, wikipedia.org, or encyclopedia sources are not acceptable) in your paper and include a bibliography in APA format.
 - c. Participate in the cultural immersion activity.
 - d. Complete the reflection portion (3 pages) of this paper on your experience that addresses the following:
 - i. Date, time, location and sponsoring group (if applicable) of your immersion activity.
 - ii. Thorough and clear summary of cultural immersion experience.
 - iii. Why did you select this activity? How did it challenge your comfort zone?
 - iv. What did you learn from this experience? What new insights did you gain?
 - v. Would you do anything differently if you had more time?
 - vi. How would you rate your overall experience related to the activity?
 - vii. How does this experience help inform your perspectives on diversity and inclusion as a Resident Assistant?
 - e. Submit final paper (6 – 7 pages), including research and reflection, via Vista.
7. Advanced Student Issues Group Project (up to 40 points): Within a group of at least 3 students, you will prepare and provide a 10 – 15 minute presentation on a topic related to advanced college student issues. The final presentation must include a presentation outline for the instructors and a one page (may be double-sided) handout for all class members. Group members and topics will be decided during the first class session.
- a. Possible topics: depression, suicide, eating disorders, alcohol abuse or high-risk drinking, domestic or dating violence, sexual assault, learning disabilities
 - b. Assessment of the group presentation, outline, and handouts will include the following components:
 - i. Did the presentation stay within stated timeframe?
 - ii. Was the handout effective and useful?
 - iii. Did the presentation outline provide a clear description with significant detail?
 - iv. Were four primary or scholarly sources included in the presentation, outline, and/or handouts?
 - v. Did the presentation format convey relevant, pertinent, and appropriate information?
 - vi. Did the presentation style and content significantly increase the class members' knowledge and understanding of the issue, as well as understanding the relevance of the issue to Resident Assistant position??
 - vii. Did the presenters summarize major ideas?
 - viii. Were the presenters significantly prepared, able to use visual aids effectively, and able to articulate information clearly?

All written assignments will be graded on the following criteria:

Technical:	The assignment is typed, on time, free of spelling and grammatical errors, is presented clearly and is in the proper format with sources cited.
Content:	The assignment answers the questions posed by the instructor(s) and properly delves into the issues involved.

COURSE POLICIES:

1. **ATTENDANCE:** The student admitted to membership in the university community has freely accepted the obligation of class attendance; therefore, regular attendance at all classes for which the student is registered is the responsibility of the student. It is recognized that absence from class is sometimes necessary. However, each student is accountable for all work missed due to any absence. Instructors are under no obligation to make special arrangements for students who have

been absent. Should an absence from class be unavoidable, it is the responsibility of the student to report the reason for his/her absence to the instructor.

The Office of Student Life and the Fronske Health Center do not issue excuses for health or personal reasons. Only the instructor may "excuse" an absence except for Institutional Excuses for activities such as athletic events or other university sponsored activities which are approved by the Office of the Associate Provost-Undergraduate Studies, or the Office of Student Life. Arizona Board of Regents' policy forbids discrimination because of a student's religious beliefs or practices or any absences resulting from them. In addition, a student cannot be discriminated against for seeking a religious accommodation pursuant to this policy.

2. **CLASS PARTICIPATION:** Class participation is defined as attendance/promptness, level of engagement in class (proactively contributing in class), listening skills, positive behavior, and preparation.
3. **PLAGIARISM AND CHEATING:** Academic Integrity means that students and faculty jointly agree to adhere to a code of conduct appropriate to the mutually trusting relationship that must exist between student and teacher. Those values will not allow either to take credit for work not their own, or to be deceitful in any way, or to take unfair advantage of other students or of each other, or to be other than totally truthful and straightforward in all that they do. **ACADEMIC DISHONESTY** is a form of misconduct that is subject to disciplinary action under the Student Code of Conduct and includes the following: cheating, fabrication, fraud, facilitating academic dishonesty and plagiarism. Reference for complete text:
<http://www4.nau.edu/stulife/handbookdishonesty.htm>
4. **RETESTS / MAKEUP ASSIGNMENTS:** Any retests or makeup tests are provided only at the discretion of the instructor and under circumstances that were beyond the control of the student.
5. **LATE ASSIGNMENTS:** All assignments are due on the designated due dates. You may submit assignments up to 10 calendar days past the due date, but you will lose 10% of the available points per 24 hour period (day) late.

University Curriculum Committee
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) *See effective dates schedule.* Fall 2008
3. College CHHS 4. Academic Unit /Department Athletic Training Program
5. Course subject/catalog number AT 315 6. Units/Credit Hours 2
7. Long course title Research Methods in Athletic Training
(max 100 characters including spaces)
8. Short course title (max. 30 characters including spaces) Research in Athletic Training
9. Catalog course description (max. 30 words, excluding requisites).

This course is designed to help the student learn basic scientific research knowledge. Topics include research design, statistics, evidence-based practice, critical appraisal, and ethics in Athletic Training research. Prerequisite – AT 200.

10. Grading option:
Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
11. Co-convened with _____ 11a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)
12. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
13. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? yes no
(ex. PES 100)
14. Prerequisites (must be completed **before** proposed course) AT 200 – Care and Prevention of Athletic Injuries
15. Corequisites (must be completed **with** proposed course) _____
16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes no
Name of plan? Athletic Training major

Note: If required, a new plan or plan change form must be submitted with this request.

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

18. Names of current faculty qualified to teach this course: Debbie I. Craig, PhD, ATC; Steve
Cernohous, EdD, ATC; Rebecca
Cheema, EdD, ATC

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

The national accrediting body for Athletic Training Education Programs, CAATE, has issued new competencies and proficiencies that all programs must comply with by 2010. In anticipation, we have begun adjustments to meet these new requirements, which include a greater focus on research methods. Previously, we have taught the most minimal amount of research methods within AT 368 – General Medical Conditions and Pharmacology in Athletic Training. AT 368 does not have any more room to add more research methodology instruction. Thus, we have created this new 7-week on-line course for our students to meet the increased/improved research methods competencies and proficiencies required by all accredited Athletic Training programs in the near future. We feel 7 weeks of instruction will be ample to meet the accreditation requirements and foster a high degree of student learning.

For Official AIO Use Only: Component Type Consent Topics Course
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If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

20. This course is a Single section Multi-section

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

22. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

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

TOPICS COURSE ONLY

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

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

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

GO TO question 35

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

35. Approvals

Mark Comman _____ 1-9-08
Department Chair (if appropriate) Date

Judith Berkij _____ 1-9-08
Chair of college curriculum committee Date

Julia Schulz _____ 1/9/08
Dean of college Date

For Committees use only

For Liberal Studies Committee _____ Date

Action taken: _____ Approved as submitted _____ Approved as modified
Ron B... _____ 1/29/08
For University Curriculum Committee Date

Action taken: Approved as submitted _____ Approved as modified



NORTHERN
ARIZONA
UNIVERSITY

Athletic Training
Education Program

College of Health and Human Services
Department of Physical Therapy and
Athletic Training

AT 315 – Research Methods in Athletic Training **Spring 2009**

Debbie Craig, PhD, ATC, LAT

Office - CHP 121B
(928) 523-0704
debbie.craig@nau.edu

Office Hours:

MW 9am - 11:30am
- or by appointment

Credit Hours: 2

Course Prerequisites: AT 200

Course Description

This course is designed to help the student learn basic scientific research knowledge. Topics addressed will include research design, statistics, evidence-based practice research, critical appraisal of research, and ethics in research. This course will also serve to enhance decision-making and problem-solving skills when interpreting research reports of athletic training studies.

Student Learning Outcomes

Upon successful completion of this course, the student will:

- Describe the components and process of scientific research.
- Describe and differentiate the types of quantitative and qualitative research.
- Develop research design skills.
- Properly write a hypothetical research study design.
- Demonstrate knowledge of statistics.
- Successfully choose and apply appropriate statistics to research studies.
- Perform an evidence-based practice search on a clinical athletic training topic.
- Identify research studies that appropriately report results and distinguish from those that do not.
- Understand research ethics and the NAU Internal Review Board (IRB, Human Subjects) process.

Course Structure/Approach

Course material will be presented through on-line Vista format. Students will progress through 5 modules with a quiz at the end of each module. Each student must pass the module quiz in order to advance to the next module. Threaded discussions will be used for each module. The instructor will post a discussion question and each student must post a response to that question AND must respond to one of the other student's postings. Research articles will be utilized throughout the course as examples of the various topics. Evidence based practice will be introduced and the students will have to perform EBP searches. Each student will also be required to complete the NAU IRB tutorial. As a culminating experience, each student will perform 4 critical appraisals of research at the end of the last module.

Textbook and Required Materials

1. Arnold BL, Gansneder BM, & Perrin DH. *Research Methods in Athletic Training*. Philadelphia, PA: FA Davis; 2005.

Course Outline

Week

1 Module One – Introduction, Ethics, & Human Subjects Protection

- Introduction to the process of scientific research
- Ethics in research
- The NAU IRB Process
- Threaded discussion question with two responses
- Quiz for Module 1
- Submit NAU IRB tutorial –completion page to instructor

2 Module Two – Types of Qualitative and Quantitative Research

- Qualitative research – types and components
- Quantitative research – types and components
- Choosing quantitative or qualitative
- Threaded discussion question with two responses
- Quiz for Module 2

3 Module Three – Statistics – How to interpret and when to use them.

- Qualitative triangulation
- Quantitative definitions – variables, significance, power, reliability, validity
- Quantitative statistics - types

4 (Mod 3 cont.) – Statistical decision-making

- How to interpret statistical scores
- Threaded discussion question with two responses
- Quiz for Module 3

5 Module Four – Evidence Based Practice Research

- Components of an EBP search (PICO question)
- How to perform and EBP search

6 (Mod 4 cont.) – How to report the results of an EBP search

- How to interpret EBP reports
- Threaded discussion question with two responses
- Quiz for Module 4
- Submit EBP search paper

7 Module Five – Evaluating Research Studies

- Outline for Quantitative Critical Appraisal
- Outline for Qualitative Critical Appraisal
- Threaded discussion question with two responses
- Quiz for Module 5
- Submit Critical Appraisals of 4 research studies (provided)

Evaluation Methods

1. Weekly Threaded Discussions. Each student must respond to the posted discussion question with a thoughtful response each week. Additionally, each student must respond to another student's response to the weekly question. Both responses due by Friday at 5pm. (10 points each week)
2. Quizzes. Each student must complete the quiz at the end of each module. The quiz must be completed with a score of 80% or better in order to gain access to and begin the next module. There will be 5 quizzes total. (10 points per quiz)
3. Internal Review Board (IRB) tutorial. Each student will log into the NAU IRB and complete the tutorial on the IRB/Human Subjects Protection process. A certificate of tutorial completion must be turned into the instructor. (10 points)
4. Evidence-Based Practice Search. Each student will select a clinically relevant athletic training topic and perform an EBP search. The results of the search will be presented in a two page paper. (25 points)
5. Critical Appraisal of 4 research articles. Each student will perform a critical appraisal using the given outline (quantitative or qualitative) to evaluate the quality of 4 articles. Each critical appraisal must answer all of the questions on the outline. (4 appraisals of 25 points each)

Grading System

Final grades will be based on the percentage of total points accumulated on the various assignments, quizzes, and papers.

Discussions	70 points	90% (255-229 points) = A
Quizzes	50 points	80% (228-204 points) = B
IRB Tutorial	10 points	
EBP Search & Paper	25 points	70% (203-178 points) = C
Critical Appraisals	100 points	60% (177-153 points) = D
Total:	255 points	50% (152 & lower points) = F

Course Policy

Retest/makeup tests

Each quiz will be programmed to allow one re-take. The student must pass each quiz, then, within two attempts. If the student does NOT pass a quiz after two tries, they must contact the instructor to have a discussion regarding the material in that module. At that point, per the instructor's approval, the student will be allowed to progress to the next module. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Statement on plagiarism and cheating

See University policies at <http://jan.ucc.nau.edu/academicadmin/plcystmt.html>.

Withdrawal Policy

The course is a seven week course. Therefore, the deadline to drop the course is the end of the second week. The deadline to withdrawal from the course is the end of the fourth week. Petitions to withdrawal after the fifth week will not be allowed.

University Policies

See University policies regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity, at <http://jan.ucc.nau.edu/academicadmin/plcystmt.html>.

University Curriculum Committee

Proposal for new Academic Plan, Plan change, or Plan Deletion

<p>1. College <u>CHHS</u></p>	<p>2. Academic Unit/Department <u>Athletic Training</u></p>	<p>Athletic Training Program</p>						
<p>3. Academic Plan Name <u>Athletic Training</u></p>	<p>4. Subplan (if applicable)? _____</p>							
<p>5. Effective Date <u>FALL 2008</u></p>								
<p>6. Is this proposal for a :</p> <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> New Plan</td> <td><input checked="" type="checkbox"/> Plan Change</td> <td><input type="checkbox"/> Plan Deletion</td> </tr> <tr> <td><input type="checkbox"/> New Subplan</td> <td><input type="checkbox"/> Subplan Change</td> <td><input type="checkbox"/> Subplan Deletion</td> </tr> </table>			<input type="checkbox"/> New Plan	<input checked="" type="checkbox"/> Plan Change	<input type="checkbox"/> Plan Deletion	<input type="checkbox"/> New Subplan	<input type="checkbox"/> Subplan Change	<input type="checkbox"/> Subplan Deletion
<input type="checkbox"/> New Plan	<input checked="" type="checkbox"/> Plan Change	<input type="checkbox"/> Plan Deletion						
<input type="checkbox"/> New Subplan	<input type="checkbox"/> Subplan Change	<input type="checkbox"/> 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

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

- at least 76 units of major requirements

You must take the following 76 units with a grade of C or better:

- AT 200, 201, 202, 301, 302, 350, 360, 365, 368, 380, 385, 401, and 402 (34 units)

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

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

- at least **78** units of major requirements

You must take the following **78** units...

AT 200, 201, 202, 301, 302, **315**, 350 ...

AT 315 – Research Methods in Athletic Training (2) This course is designed to help the student learn basic scientific research knowledge. Topics include research design, statistics, evidence-based practice, critical appraisal, and ethics in Athletic Training research. Prerequisite – AT 200.

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.

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

No changes to LO's of our AT major. The LO's for this new course in the major are:

Upon successful completion of this course, the student will:

- Describe the components and process of scientific research.
- Describe and differentiate the types of quantitative and qualitative research.
- Develop research design skills.
- Properly write a hypothetical research study design.
- Demonstrate knowledge of statistics.
- Successfully choose and apply appropriate statistics to research studies.
- Perform an evidence-based practice search on a clinical athletic training topic.
- Identify research studies that appropriately report results and distinguish from those that do not.
- Understand research ethics and the NAU Internal Review Board (IRB, Human Subjects) process.

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

The national accrediting body for Athletic Training Education Programs, CAATE, has issued new competencies and proficiencies that all programs must comply with by 2010. In anticipation, we have begun adjustments to meet these new requirements, which include a greater focus on research methods. Previously, we have taught the most minimal amount of research methods within AT 368 – General Medical Conditions and Pharmacology in Athletic Training. AT 368 does not have any more room to add more research methodology instruction. Thus, we have created this new 7-week on-line course for our students to meet the increased/improved research methods competencies and proficiencies required by all accredited Athletic Training programs in the near future. We feel 7 weeks of instruction will be ample to meet the accreditation requirements and foster a high degree of student learning.

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

N/A

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

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

N/A

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

Yes

Certifications

Mark Commins 1-9-08
Department Chair/ Unit Head (if appropriate) Date

Judith B. King 1-9-08
Chair of college/curriculum committee Date

Robert Schurz 1/9/08
Dean of college Date

For committee use only

Don B. H. 1/29/08
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 Health & Human Services

2. Academic Unit/Department Health Sciences

3. Academic Plan Name BSEd. Secondary Education

4. Subplan (if applicable)? Physical Education & School Health

5. Effective Date FALL 2008

6. Is this proposal for a :

<input type="checkbox"/> New Plan	<input type="checkbox"/> Plan Change	<input type="checkbox"/> Plan Deletion
<input type="checkbox"/> New Subplan	<input checked="" type="checkbox"/> Subplan Change	<input type="checkbox"/> 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.

TEACHER-PREPARATION REQUIREMENTS

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

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

Please note that within these 31 units, you take 12 units of ECI 495C (student teaching), which meets NAU's senior capstone requirement.

You will be placed in a school, usually within the Flagstaff area, by the health sciences student teaching committee.

You must complete all student teaching prerequisites by the end of the fall or spring term directly preceding your student teaching experience. Please be aware that if you complete your coursework during the summer, you won't be considered for a student teaching placement for the following fall.

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

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

TEACHER-PREPARATION REQUIREMENTS

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

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

Please note that within these 31 units, you take 12 units of ECI 495C (student teaching), which meets NAU's senior capstone requirement.

Candidates are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to enter student teaching or internship placements. Content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in classes in the program of studies listed below.

Student teachers will be assigned to placements in the Flagstaff area by the Health Sciences Teacher Education faculty except in special circumstances where students cannot be accommodated appropriately locally. In such cases, placements will be determined based on the best educational situation available. Only students who have demonstrated academic excellence throughout their academic career (Minimum GPA of 3.5) will be placed in approved Health Sciences clinical sites outside of the Flagstaff area.

You must complete all student teaching prerequisites by the end of the fall or spring term directly preceding your student teaching experience. Please be aware that if you complete your coursework during the summer, you won't be considered for a student teaching placement for the following fall.

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>).

National Association of Sport and Physical Education National Standards for Beginning Physical Education Teachers (NASPE) & American Association for Health Education (AAHE)

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

The statement regarding meeting key assessment expectations is necessary to include for consistency with the COE criteria for admittance to student teaching. These requirements are currently listed in course syllabi, but it is critical for consistency with the catalog to hold students accountable.

The statement to add regarding assigning student teaching placements is a policy that was adopted in 2006-2007 academic year and is published on the department web site. Once again, to be consistent and for student and faculty accountability, this statement should also be published in the university catalog.

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

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

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

No

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

Yes

Certifications

Armen Akhunts 12/4/07
Department Chair/ Unit Head (if appropriate) Date

Debi J. Gij 12/5/07
Chair of college curriculum committee Date

John Staud 12/6/07
Dean of college Date

For committee use only

Ron GJ 1/29/08
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.



Freshman Year					
1 st term			2 nd term		
HS 200	Health Principles	3	BIO 181	Unity of Life I: Cell Life and Lab	4
ENG 105	Critical Reading and Writing	4	HS 300	Human Disease	3
MAT 114	Quantitative Reasoning	3	EDF 200	Intro to Education	3
Liberal Studies#		3	Liberal Studies		3
Liberal Studies		3	Liberal Studies		3
Total Units			Total Units		
16			16		

Sophomore Year					
3rd term			4th term		
BIO 201	Human Anatomy & Physiology	4	BIO 202	Human Anatomy & Physiology	4
HS 121	Traditional Dance (Fall Only)	1	HS 350	Substance Abuse & Prevention	3
Nutrition	Any human nutrition (NTS 135)	3	HS 365	Physical Education Special Population	3
HS 315	Effect Teaching Physical Act	3	HS 455	Organization of Coordinated School Health Programs (Spring only)	3
HS 408	Fieldwork Experience	1	HS 335	Evaluation of Learning	3
Liberal Studies		3			
Global or Ethnic Diversity		3			
Total Units			Total Units		
18			16		

Junior Year					
5th term			**6th term**		
HS 303	Exercise Science for HS	3	HS 305W	Theories of Health Behavior	3
HS 303	Exercise Science for HS Lab	1	HS 345	Physical Education for Middle School Students (Spring Only)	3
HS 325	Growth and Movement Behavior (Fall only)	3	HS 375	Teach Health-Related Fit Concepts (Spring Only)	1
HS 355	Physical Activity for Elementary Students	2	HS 405	PE in an Adventure Setting(Spring)	2
ECI 322	Secondary School Curriculum	3	HS 415	Planning and Implementing School Health (Spring Only)	3
EPS 325	Educational Psychology	3	BME 437	Structured English Immersion	3
			Liberal Studies		3
Total Units			Total Units		
16			18		

Senior Year					
7th term			8th term		
HS 425	Plan & Implementing School PE (Fall Only)	3	ECI 495	Student Teaching: Supervised Teaching	12
HS 435	Evaluation & Assessment in Health / PE (Fall Only)	3			
ECI 450	High School Teaching Methods	3			
ECI 465	Evaluation of Learning: Secondary	3			
HS Elective		3			
Global or Ethnic Diversity		3			
Total Units			Total Units		
18			12		

Consider taking a liberal studies that is also a Diversity course. *Apply to the College of Education **Apply to student teach

Liberal Studies Distribution blocks

AHI (6 units)	SPW (6 units)	CU (6 units)	Science (7 units)	Additional 3 units to reach 35 total
			BIO 181	
			NTS 135	

**Bachelor of Science in Education Health Sciences:
Physical Education and School Health
2008-2009**

The goal of this degree is to promote healthy behaviors of children and adolescents through school programs.

To earn this degree, you must complete at least 129 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 HS prefix to satisfy these studies requirements.
- At least 63 units of major requirements
- At least 31 units of teacher-preparation requirements
- Elective courses, if needed, to reach an overall total of at least 129 units

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 liberal studies courses if you choose them carefully.

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

Additionally, you should be aware that you must have a grade point average of at least 2.5 in all of your NAU coursework in order to graduate. This applies to all B.S.Ed. majors at NAU.

<http://jan.ucc.nau.edu/~hs-p/programs/index.php?id=2>

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 mathematics foundation requirement (generally MAT 110, 114, 125, or 155)

Apply and be admitted to the College of Education http://coe.nau.edu/student_services/TEP_Application.doc

This 8-term plan is to be used in conjunction with the academic catalog and degree audit report.

Students should see an academic advisory regularly to confirm their academic progress.

Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.

Honors students complete different requirements to meet NAU's liberal studies program.

Students should consult an Honors Program advisor for fulfilling Honors Liberal Studies requirements.

Liberal Studies courses	http://www4.nau.edu/aio/Articulation/LScourselist.htm
Diversity courses	http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm
Academic Catalog	http://www4.nau.edu/academiccatalog/2007/academiccatalog.htm
English Placement Info	http://www.nau.edu/comp/placement.html
Math Placement Info	http://www.math.nau.edu

Contact Information

Linda Jerome
Academic Advising Coordinator
College of Health and Human Services, Building #66, Room 116
(928) 523-6198
Linda.Jerome@nau.edu

University Curriculum Committee

Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College HHS

2. Academic Unit/Department Nursing

3. Academic Plan Name BS Nursing

4. Subplan (if applicable)? Option for Registered Nurses (extended major)

5. Effective Date FALL 2008

6. Is this proposal for a :

<input type="checkbox"/> New Plan	<input type="checkbox"/> Plan Change	<input type="checkbox"/> Plan Deletion
<input type="checkbox"/> New Subplan	<input checked="" type="checkbox"/> Subplan Change	<input type="checkbox"/> 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/aiio/AcademicCatalog/academiccatalogs.htm>)

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

For New Plans, leave this column blank.

PROFESSIONAL REQUIREMENTS

In Stage One of the RN-BSN option, you take the following 22-25 units of professional coursework:

- BIO 320 (3 units)
- one of SHP 300W, ENG 305W, HUM 345W, or other junior writing course as approved by the department to fulfill NAU's junior writing requirement (3 units)
- NUR 302, 304, 307, 320, 321, 324, 325, 329 and 390 (19 units)

(Please note that you aren't required to take NUR 302 if you are a graduate of the Healing Community Educational Consortium Nursing Programs, because these programs share the same philosophy and curriculum plan as NAU.)

Upon completion of all liberal studies, pre-professional requirements, and Stage One courses, RN students are asked to apply for placement in Stage Two courses (16 units) that have clinical components:

- NUR 350 (6 units)
- NUR 427 (5 units)
- NUR 450C, which meets NAU's senior capstone requirement (3 units)
- NUR 408 (2 units field work credit when completing capstone course)

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

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

PROFESSIONAL REQUIREMENTS

In Stage One of the RN-BSN option, you take the following 22-25 units of professional coursework:

- BIO 320 (3 units)
- one of SHP 300W, ENG 305W, HUM 345W, or other junior writing course as approved by the department to fulfill NAU's junior writing requirement (3 units)
- **NUR 302, 304, 307, 390 (11 units)**

(Please note that you aren't required to take NUR 302 if you are a graduate of the Healing Community Educational Consortium Nursing Programs, because these programs share the same philosophy and curriculum plan as NAU.)

Upon completion of all liberal studies, pre-professional requirements, and Stage One courses, RN students are asked to apply for placement in Stage Two courses (16 units). **Some Stage Two courses have clinical components:**

- **NUR 320 (2 units)**
- **NUR 321 (2 units)**
- **NUR 324 (1 unit)**
- **NUR 325 (2 units)**
- **NUR 329 (1 unit)**
- NUR 350 (6 units) (clinical component)
- NUR 427 (5 units) (clinical component)
- NUR 450C, which meets NAU's senior

capstone requirement (3 units)

- NUR 408 (2 units field work credit when completing capstone course) **(clinical course)**

8. For undergraduate plans, will this requirement be a student individualized plan*? xx 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:
X a. verify satisfactory completion of a non course requirement.
X 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>).

Unchanged. Program outcomes are exactly the same for all BS in Nursing plans and subplans.

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

The proposed changes will give students the ability to take 12 credits each semester. The prior plan limited students to only NUR 350 (6 credits) during one semester since NUR 350 is a pre requisite for NUR 427 and NUR 450 and all Pre Professional and Stage One courses were required before beginning Stage Two courses. The current plan also only has ten credits the semester that students take NUR 427 and NUR 450. The proposed change will allow them to take 12 credits that semester also.

The proposed changes move several courses from Stage One to Stage Two thus allowing students the opportunity to take 12 credits during the last two semesters, if they wish.

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

N/A

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU? **No**

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

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

YES

Certifications

Caroline Ellermann 12/04/07
Department Chair/Unit Head (if appropriate) Date

Debra J. Craig 12/5/07
Chair of college curriculum committee Date

John Schulz 12/6/07
Dean of college Date

For committee use only

Don B.A. 1/29/08
For University Curriculum Committee Date

Action taken: approved as submitted approved as modified

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

University Curriculum Committee

Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College CENS

2. Academic Unit/Department BIO

3. Academic Plan Name EXS

4. Subplan (if applicable)? _____

5. Effective Date FALL 2008

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

7.

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

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

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

For New Plans, leave this column blank.

MAJOR REQUIREMENTS

As an exercise science major, you complete at least 86 units of common courses and emphasis requirements.

You must attain grades of C or better in CHM 151, 151L, 152, and 152L; BIO 201; PHY 111; MAT 125; and ENG 105.

Common Courses

You must complete the following 72-75 units:

- **BIO 195**, 334, **338**, **338L**, 460, and 460L (14 units)
- BIO 444C or **BIO 420C** (3-4 units)
- HS 200 or **BIO 150** (3 units)
- NTS 256 (3 units)
- BIO 181:181L, 182, 201, and 202 (16 units)
- CHM 151, 151L, 152, and 152L (9 units)
- CHM 230 or 235 (3-4 units)
- CHM 360 or 461 (3 units)
- MAT 125 (4 units)
- STA 270 or PSY 230 (3-4 units)
- PHY 111, 111L, 112, and 112L or PHY 161, 161L, 262 and 262L (8 units)
- ENG 302W or 305W, which meet

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

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

MAJOR REQUIREMENTS

As an exercise science major, you complete at least 86 units of common courses and emphasis requirements. You must attain grades of C or better in CHM 151, 151L, 152, and 152L; BIO 201; PHY 111; MAT 125; and ENG 105.

Common Courses

You must complete the following 72-75 units:

- **BIO 192**, 334, **338**, **338L**, 460, and 460L (14 units)
- BIO 444C or **BIO 420C** (3-4 units)
- HS 200 or **BIO 154** (3 units)
- NTS 256 (3 units)
- BIO 181:181L, 182, 201, and 202 (16 units)
- CHM 151, 151L, 152, and 152L (9 units)
- CHM 230 or 235 (3-4 units)
- CHM 360 or 461 (3 units)
- MAT 125 (4 units)
- STA 270 or PSY 230 (3-4 units)
- PHY 111, 111L, 112, and 112L or PHY 161, 161L, 262 and 262L (8 units)
- ❖ ENG 302W or 305W, which meet

NAU's junior writing requirement
(3 units)

NAU's junior writing requirement (3
units)

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>).

NA

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

NA

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

NA

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

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

No

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

Yes



Degree Progression Plan

Freshman Year					
1 st term			2 nd term		
BIO 181	Unity of Life I	3	CHM 151	General Chemistry I (SCI: LAB)	4
BIO 181L	Unity of Life I Lab	1	CHM 151L	General Chemistry I Lab (SCI: LAB)	1
BIO 192	Introduction to Exercise Science	3	BIO 201	Human Anatomy I	4
HS 200 or BIO 154	Health Principles or Art & Science of Human Movement	3	ENG 105	Critical Reading and Writing (FNRQ)	4
MAT 125	Pre-Calculus (FNRQ)	4	LS/DIV	Liberal Studies/Diversity **	3
FYE 101	First Year Experience	1			
Total units			15	Total units 16	
Sophomore Year					
3 rd term			4 th term		
BIO 202	Human Anatomy II	4	BIO 338	Physiology of Exercise	3
PHY 111 or 161	General Physics I * (SCI: SAS)	3	BIO 338L	Physiology of Exercise Lab	1
PHY 111L or 161L	General Physics I Lab *	1	CHM 230 or CHM 235	Organic Chemistry	3-4
CHM 152	General Chemistry II (SCI: SAS)	3	PHY 112 or 262	General Physics II (SCI: SAS) *	3
CHM 152L	General Chemistry II Lab	1	PHY 112L or 262L	General Physics II Lab *	1
LS	Liberal Studies	3	LS	Liberal Studies	3
Total units			15	Total units 14-15	
Junior Year					
5 th term			6 th term		
BIO 460	Exercise Testing & Prescription	3	BIO 334	Functional Anatomy & Kinesiology	3
BIO 460L	Cardio-Pulmonary Lab	1	BIO 182	Unity of Life II	4
STA 270 or PSY 230	Applied Statistics or Intro. To Statistics in Psychology	3-4	ENG 302W or ENG 305W	Technical Writing or Writing in Disciplinary Communities	3
NTS 256	Medical Nutrition (SCI: SAS)	3	LS	Liberal Studies	3
CHM 360 or CHM 461	Fundamental Biochemistry or Biochemistry I	3	GE	General Elective	3
LS	Liberal Studies	3			
Total units			16-17	Total units 16	
Senior Year					
7 th term			8 th term		
BIO 444C or BIO 420C	Human Physiology or Advanced Exercise Physiology	3-4	EC	Emphasis course ***	3
EC	Emphasis course ***	3	EC	Emphasis course ***	3
EC or GE	Emphasis course *** or General Elective	3	EC	Emphasis course ***	3
LS	Liberal Studies	3	EC or GE	Emphasis course *** or General Elective	3
DIV	Diversity	3	GE	General Elective (if needed to reach 120 units)	1
Total units			15-16	Total units 13	

Liberal Studies Distribution blocks

AHI (6 units)	SPW (6 units)	CU (6 units)	Science (7 units)	Additional 3 units to reach 35 total
			CHM 151& 151L (5)	
			PHY 111or PHY 161	CHM 152

PROGRAM INFORMATION

A minimum of 120 units are required for this degree.

Recitations are available and strongly encouraged for BIO 181, BIO 182, CHM 151, CHM 152, CHM 235, CHM 238, PHY 111, PHY 112, PHY 161 & PHY 262; however they are not required.

You must have grades of C or better in: CHM 151 & 151L, CHM 152 & 152L, BIO 201, PHY 111 or 161, MAT 125 and ENG 105.

* If selecting PHY 161/161L and PHY 262/262L you must have the pre/co requisite of MAT 136 and MAT 137

** Take a Liberal Studies course that also satisfied a Diversity requirement.

*** If selecting the Clinical Exercise Physiology Emphasis, the emphasis courses for terms 7 and 8 are as follows:

<u>Term 7</u>		<u>Term 8</u>	
BIO 465C	3	BIO 408C	12
		Prior arrangements need to be made for this internship.	

***If selecting the Graduate & Professional Preparation Emphasis, the emphasis courses for terms 7 and 8 are as follows:

<u>Term 7</u>		<u>Term 8</u>	
BIO 360 or BIO 542	3	Choose one of: BIO 408C, BIO 420C, BIO 465C,	
Major Elective ****	3	BIO 485C or BIO 497C	3
		Major Elective ****	3
		Major Elective or a General Elective	
		****	3

**** Major Electives include any of the following courses and can not be used for another major requirement. Be aware that some of these courses have pre-requisites. AT 200, BIO 205, BIO 320, BIO 331, BIO 332, BIO 340, BIO 343, BIO 344, BIO 350, BIO 424, CHM 320/320L, CHM 440, BIO 485, BIO 497, BIO 408, BIO 420C, MAT 136, ME 340, NTS 370, PSY 227, PSY 240, PSY 250, PSY 350, PSY 415, SOC 318, STA 371, STA 472

GENERAL INFORMATION

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.
- Honors students complete different requirements to meet NAU's liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
 - 35 units of liberal studies courses: <http://www4.nau.edu/aio/Articulation/LScourseList.htm>
 - 6 units of diversity courses: (3 units in Global & 3 units in Ethnic): The diversity requirement may be fulfilled in any part of the program of study. <http://www4.nau.edu/aio/Articulation/DiversityCourseList.html>
 - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- The diversity requirement may be fulfilled in any part of program of study.
- English placement: <http://www.nau.edu/comp/placement.html>
- Math placement: <http://www.math.nau.edu/placement.html>

CONTACT INFORMATION

Biology Advisement Center
Building 21, Room 144
Phone: 928-523-9304
Department Chair: Maribeth Watwood
Phone: 928-523-9322
EMAIL: Maribeth.Watwood@nau.edu

Debbie Wildermuth
Academic Services Coordinator
College of Engineering and Natural Sciences
Building 21, Room 102
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EMAIL: Debbie.Wildermuth@nau.edu

UNIVERSITY CURRICULUM COMMITTEE

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

1. College Engineering & Natural Sciences
2. Academic Unit Electrical Engineering
3. Academic Plan Name B.S.E. in Electrical Engineering (EEBSEX)
4. Subplan (if applicable)? All
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.

PROFESSIONAL REQUIREMENTS

You take at least ~~63~~ units of electrical engineering and other professional courses:

- EE 110, 188, 188L, 215, 280, 310, 348, 364, and 380 which provide you with an overview of the different areas within electrical engineering and background for further specialization in your field of interest (32 units)
- EE 386W, which meets NAU's junior writing requirement (3 units)
- EE 476C and 486C, which together meet NAU's senior capstone requirement (4 units)
- at least 24 units selected in consultation with your advisor from one of two emphases described in the sections that follow

Computer Engineering Emphasis

You take at least the following 24 units:

- CS 126, 136, and 249 (9 units)
- MAT 226 (3 units)
- EE 410 or 412 (3 units)
- ~~3 additional units from any 400-level EE courses~~
- 6 additional units from any 400 or 500-level EE courses

Electrical Engineering Emphasis

You take the following 24 units:

- EE 222 ~~and 425~~ (6 units)
- PHY 263 (3 units)
- 3 additional units from CENE 150, 251 and 280 and ME 252, 291, 340, 350 and 451
- 6 additional units from any 400-level EE courses
- 6 additional units from any 400 or 500-level EE courses

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.)

You take at least **66** units of electrical

325, 348, 364, and 380 which provide you

(**35** units)

At least **21** units selected in

You take at least the following **21** units:

You take the following **21** units:
EE 222 (**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>).

Objective – Graduates are technically competent and prepared for leadership and professional practice with strength in design, problem solving, communications and teaming.

Outcome 2.1 Possess professional skills and knowledge of the design process.

Outcome 2.2 Ability to function in disciplinary and multi-disciplinary teams.

Outcome 2.3 Possess abilities to effectively communicate orally.

Outcome 2.4 Possess abilities to effectively communicate in writing.

Outcome 2.5 Abilities in creativity, critical thinking and problem identification, formulation and solving.

Objective – Graduates are grounded in mathematics and engineering science fundamentals and prepared for advanced education and lifelong learning.

Outcome 3.1 Ability to apply knowledge of physics and mathematics (including calculus, linear algebra, complex variables and differential equations).

Outcome 3.2 Ability to apply knowledge of probability, statistics, Laplace transforms and Fourier transforms.

Outcome 3.3 Ability to design and conduct scientific and engineering experiments.

Outcome 3.4 Motivation and skills needed for lifelong learning.

Outcome 3.5 Ability to use industry standard analysis and design tools.

Objective – Graduates are experienced with and understand diverse populations, such as that existing in the American Southwest.

Outcome 4.1 Ability to relate a broad education and contemporary issues to engineering solutions and their impact in a societal and global context.

Outcome 4.2 An appreciation and understanding of professional and ethical responsibility.

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

Our ABET accreditation reviewer expressed a formal concern that our curriculum was in danger of not meeting program outcome 'A' within criterion 3 (an ability to apply knowledge of mathematics, science and engineering). He stated, "There is no apparent effort to address these difficulties early in the curriculum." In response, we have renumbered and moved Engineering Analysis II (which was EE 425 to EE 325) from the 8th to the 5th semester to remedy this concern. This ABET concern resulted from our own assessment process that found that students were weak in the attainment of our related outcomes 3.1 & 3.2, and that was affecting their performance in several junior courses. The renumbered EE 325 course will now be positioned as a prerequisite for Signals and Systems (EE 348) and a co-requisite for Electromagnetics I (EE 364) instead of being taken after these courses in the senior year. The previous course, EE 425, was only required for the electrical engineering emphasis majors, so now having this course required of all EE majors should not only satisfy our accreditation, but also improve their readiness for these and other junior and senior level courses.

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

NA

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

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

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

yes

Certifications

David R Scott 1-14-2008
Department Chair/ Unit Head (if appropriate) Date

Wayne A. Kildelmann 1/15/2008
Chair of college curriculum committee Date

L. J. Huennike 16 Jan 08
Dean of college Date

For committee use only

Ron B D 1/22/08
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.



Bachelor of Science in Engineering
ELECTRICAL ENGINEERING
Computer Engineering Emphasis
2008-2009 Undergraduate Catalog
Degree Progression Plan

Freshman Year					
1 st term			2 nd term		
EE 110	Digital Logic and Lab	4	EE 188	Electrical Engineering I	3
EGR 186	Introduction to Engineering Design	3	EE 188L	Electrical Engineering I Lab	1
ENG 105	Critical Reading and Writing (FNRO)	4	MAT 137	Calculus II (FNRO)	4
MAT 136	Calculus I (SCI: SAS)	4	PHY 161	University Physics I (SCI: LAB)	3
FYE 101	First Year Experience	1	PHY 161L	University Physics I Lab (SCI: LAB)	1
			CS 122	Programming for Engineering & Science (SCI: SAS)	3
Total units			16	Total units 15	

Sophomore Year					
3 rd term			4 th term		
CENE 225	Engineering Analysis	3	EE 280	Introduction to Electronics	4
CS 126	Computer Science I	3	MAT 239	Differential Equations	3
CS 126R	Computer Science I Recitation ****	1	CS 136	Computer Science II	3
MAT 238	Calculus III	4	EE 215	Microprocessors & Lab	4
MAT 226	Discrete Mathematics	3	EGR 286	Engineering Design: Process	3
PHY 262	University Physics II (SCI: SAS) **	3			
Total units			17	Total units 17	

Junior Year					
5 th term			6 th term		
EE 364	Fundamentals of Electromagnetics	4	EE 310	Fundamentals of Computer Engineering	4
EE 380	Fundamentals of Electronic Circuits	4	EE 386W	Engineering Design: Methods	3
CHM 151	General Chemistry I (SCI: SAS)	4	EE 348	Fundamentals of Signals & Systems	4
CHM 151L	General Chemistry I Lab **	1	CS 249	Data Structures	3
EE 325	Engineering Analysis II	3	PHI 105	Introduction to Ethics (AHI)	3
Total units			16	Total units 17	

Senior Year					
7 th term			8 th term		
EE 476C	Engineering Design Procedures	1	EE 486C	Capstone Design	3
EE 410 or EE 412	Embedded Control or Digital Systems Design	3	ME	Major Elective ***	3
ME	Major Elective ***	3	LS/DIV	Liberal Studies / Diversity *	3
ME	Major Elective ***	3	LS	Liberal Studies	3
LS/DIV	Liberal Studies / Diversity *	3	LS	Liberal Studies	3
LS	Liberal Studies	3			
Total units			16	Total units 15	

Liberal Studies Distribution blocks

AHI (6 units)	SPW (6 units)	CU (6 units)	Science (7 units)	Additional 3 units to reach 35 total
PHI 105 (3)			PHY 161 & 161L (4)	
			CS 122 (3)	

PROGRAM INFORMATION

A minimum of 128 units are required for this degree.

You can not have more than two grades of D in your engineering and computer science courses.

* Take a Liberal Studies course that also satisfied a Diversity requirement.

** Completion of either CHM 151L OR PHY 262L is required. CHM 151L is highly recommended.

*** Major Electives include 9 units from the following:

- 3 units from CENE 150, CENE 251, CENE 280, ME 252, ME 291, ME 340, ME 350 or ME 451
- 6 units from any 400 or 500-level EE courses

**** CS 126R is not required for this degree. However, it is a co-requisite for CS 126.

GENERAL INFORMATION

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.
- Honors students complete different requirements to meet NAU's liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
 - 35 units of liberal studies courses: <http://www4.nau.edu/aio/Articulation/LScourselist.htm>
 - 6 units of diversity courses (3 units in Global & 3 units in Ethnic). The diversity requirement may be fulfilled in any part of the program of study:
<http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm>
 - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: <http://www.nau.edu/comp/placement.html>
- Math placement: <http://www.math.nau.edu/placement.html>

CONTACT INFORMATION

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Phone: 928-523-3842
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UNIVERSITY CURRICULUM COMMITTEE

2007-08

MEETING SIGN IN SHEET

DATE: January 29, 2008

NAME	SIGNATURE
BAIN, CRAIG	
BATTLES, PATRICK	<i>Patrick Battle</i>
HAGOOD, JOHN	<i>John W Hagood</i>
HAMMERSLEY, CHARLES	<i>chc H</i>
KNIGHTS, KATHLEEN	<i>Kath Knight</i>
KOZAK, KATHRYN (CCC)	<i>Kathryn Kozak</i>
LEE, CHUNHYE	
LI, DAN	<i>DL</i>
MEDINA, CATHERINE	
REID, KIMBERLY (ASNAU)	
PARYSOW, PABLO	
POLLAK, PEGGY	<i>P. Pollak</i>
PORTREE, MARTHA	
RAYMOND, DEBORAH	<i>Deborah Raymond</i>
RIEMER, FRANCES	
RUWE, DONELLE	<i>Donelle Ruwe</i>
TALLMAN, GARY	<i>Gary Tallman</i>
URDANG, BRUCE	<i>Bruce S. Urdang</i>

JOLIE GRAYBILL

Jolie Graybill

EX OFFICIO	SIGNATURE
ANASTASSIOU, PAM	
BRADFORD, ERIC	Eric Bradford
DEEGAN, PATRICK	Patrick Deegan
MAHONEY, EILEEN	Sherry O. Wood for Eileen Mahoney
MARTIN, DARRELLE	Darrelle Martin
PITT, RON	Ron Pitt
ROGERS, THERESA	Theresa Rogers
WILLIAMS, LISA	Lisa Williams
GUESTS	SIGNATURE
Dayle Hardy - Short	Dayle Hardy - Short
David R. Scott	David R Scott
Emil Alshuler	Em. Alshuler
Bruce M. Sullivan	BMSullivan
Debbie Craig	Debbie Craig
Steve Palmer	Steve Palmer
Sheila Nair	Sheila Nair
Chris Downum	Chris Downum
Leonardo Averato	Leonardo Averato
Nancy Wonders	Nancy Wonders
Gene Moran	Gene Moran

Susan Rieck