

University Curriculum Committee Agenda for October 21, 2008

I. Minutes from September 30, 2008

II. Consent Items

A. College of Social and Behavioral

	Effective Date/ Revised Effdte	Summary of Changes
Change Course		
1. <u>PSY 230</u> PSY 230 INTRODUCTION TO STATISTICS IN	Fall 2009	Prereqs
2. <u>PSY 320</u> PSY 320 PRINCIPLES OF LEARNING	Fall 2009	Prereqs
3. <u>PSY 340</u> PSY 340 CHILD AND ADOLESCENT DEVELOPMENT	Fall 2009	Prereqs
<u>PSY 350</u> PSY 350 PHYSIOLOGICAL PSYCHOLOGY	Fall 2009	Course Title, Prereqs
5. <u>PSY 355</u> PSY 355 SENSATION AND PERCEPTION	Fall 2009	Catalog Descr, Prereqs
6. <u>PSY 375</u> PSY 375 SOCIAL PSYCHOLOGY OF SELF AND	Fall 2009	Catalog Descr, Prereqs
7. <u>PSY 408C</u> Fall 2009 PSY 408C	Fall 2009	Prereqs
8. <u>PSY 415</u> PSY 415 ABNORMAL PSYCHOLOGY	Fall 2009	Prereqs
9. <u>PSY 450C</u> PSY 450C HISTORICAL SYSTEMS OF	Fall 2009	Prereqs
10. <u>PSY 460C</u> PSY 460C COMMUNITY PSYCHOLOGY	Fall 2009	Prereqs
11. <u>PSY 480C</u> PSY 480C HEALTH PSYCHOLOGY	Fall 2009	Prereqs

12. <u>PSY 485</u> PSY 485 UNDERGRADUATE RESEARCH	Fall 2009	Catalog Descr
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13. <u>PSY 486C</u> PSY 486C SENIOR CAPSTONE: ADVANCED	Fall 2009	Prereqs
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B. College of Arts and Letters

Change Plan

1. <u>Spanish Minor</u> Minor in Spanish	Fall 2008	
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Delete Course

2. <u>MUS90X</u> MUS 90X Theory Fundamentals	Fall 2008 Spring 2009	Delete Course
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III. Action Items

A. College of Engineering, Forestry, and Natural Sciences

New Course

1. <u>GLG 100R</u> GLG 100R 1 Introductory Geology Recitation	Fall 2008- 8 week	
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2. <u>GLG112R</u> GLG 112R 1 Geologic Hazards Recitation	Fall 2008 - 8 week	
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B. College of Social and Behavioral Sciences

New Course

1. <u>PSY 255</u> PSY 255 Introduction to Cognitive & Behavioral	Fall 2009	
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2. <u>PSY 260</u> PSY 260 Cognitive Psychology	Fall 2009	
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3. <u>PSY 326</u> PSY 326 Group Behavior	Fall 2009	
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4. PSY 344 Fall 2009
PSY 344
Adult Development and Aging

5. PSY 406 Fall 2009
PSY 406
CLINICAL PSYCHOLOGY

6. PSY 461 Fall 2009
PSY 461
Language and Cognition

Change Plan

7. PSY BA Plan Change Fall 2009 Major Reqmts-Course(s) Added, Major
Bachelor of Arts Reqmts-Course(s) Deleted, Minor
Reqmts-Course(s) Added, Minor
Reqmts-Course(s) Deleted

8. PSY BS Fall 2009 Major Reqmts-Course(s) Added, Major
Bachelor of Science Reqmts-Course(s) Deleted, Major
Reqmts-Unit Change

9. PSY Minor Fall 2009 Minor Reqmts-Course(s) Added, Minor
Minor Reqmts-Course(s) Deleted, Minor
Reqmts-Unit Change

10. Sociology Minor Fall 2009 Minor Reqmts-Course(s) Deleted
Sociology Minor

IV. Discussion

- A. Master Syllabi
- B. By Laws and Committee Composition

University Curriculum Committee Minutes for September 30, 2008

I. General Business

- A. Greetings and Introduction
- B. Status of the UCC Members
- C. Elect Chair of UCC – John Hagood was unanimously elected chair of the UCC for 2008-2009.
- D. Minutes from April 22, 2008 – approved as presented.

II. Consent Items: Courses

A. College of Arts and Letters - all items approved as presented.

	Effective Date/ Revised Effdte	Summary of Changes	Pre/Co-requisites Crosslist/Coconvened
Change Course			
1. MUP366 MUP 366 1 INSTRUMENTAL CHAMBER MUSIC	Fall 2008 Spring 2009	Catalog Descr, Course Title	Prerequisites: None Corequisites: None CrossListed: None CoConvened: None
2. MUS100 MUS 100 3 ELEMENTS OF MUSIC I	Fall 2008 Spring 2009	Catalog Descr, Course Title	Prerequisites: None Corequisites: None CrossListed: None CoConvened: None
3. MUS120 MUS 120 2 THEORY PREPARATION	Fall 2008 Spring 2009	Catalog Descr, Prereqs	Prerequisites: admission to major (or minor) and placement test Corequisites: None CrossListed: None CoConvened: None
4. PHI103 PHI 103 3 Introduction to Logic	Summer 2008 Spring'09	Catalog Descr	Prerequisites: None Corequisites: None CrossListed: None CoConvened: None
Delete Course			
5. MUP351	Fall 2008	Delete Course	Prerequisites: none

	Effective Date/ AIO Revised Effdt	Summary of Change	Pre/Co-requisites Crosslist/Coconvened
MUP 351	Spring 2009		Corequisites: none CrossListed: None CoConvened: None
6. MUP373 MUP 373	Fall 2008 Spring 2009	Delete Course	Prerequisites: None Corequisites: None CrossListed: None CoConvened: None
Chamber Music Coaching and Keyboard			

B. Health and Human Services –all items approved as presented.

Change Course

1. <u>AT Milestones</u> AT 202	Spring 2009	Prereqs	Prerequisites: AT 201 & AT milestone Corequisites: None CrossListed: None CoConvened: None
2. <u>AT Milestones</u> AT 302	Spring'09	Prereqs	Prerequisites: AT 301 & AT milestone Or IESG Corequisites: None CrossListed: None CoConvened: None
3. <u>AT Milestones</u> AT 401	Spring'09	Prereqs	Prerequisites: AT 201, 202, 301, 302 Corequisites: None CrossListed: None CoConvened: None
4. <u>AT Milestones</u> AT 402	Spring 2009	Prereqs	Prerequisites: AT 401 Corequisites: None CrossListed: None CoConvened: None

Delete Course

5. <u>DH100</u> DH 100	Spring 2010 end of fall '08	Delete Course	Prerequisites: None Corequisites: None CrossListed: None CoConvened: None
Orientation			
6. <u>DH101</u> DH 101	Spring 2010 end of F'08	Delete Course	Prerequisites: None Corequisites: None CrossListed: None CoConvened: None
Oral Care Today			

C. Undergraduate Studies – approved as presented.

Change Course

1. <u>FYE101</u> FYE 101 1	Spring 2009	Catalog Descr, Course Title, Number, Subject	Prerequisites: None Corequisites: None CrossListed: None
First Year Experience			

II. Consent Items: Policy Change

D. Policy Change – approved as presented.

- | | | |
|---|-----------|--|
| 1. <u>Placement Scores</u>
English Composition | Fall 2009 | The following English Composition (CLEP) scores were agreed upon at respective ATF meetings. New Scores to be implemented Fall 2009. (see form). |
| 2. <u>Placement Scores</u>
AP | Fall 2009 | The following Japanese AP Exam scores were agreed upon at respective ATF meetings. New Scores to be implemented Fall 2009. |

III. Action Items:

A. Report of the Diversity Subcommittee: Proposal to not grant diversity completion status to Arizona community college transfer students entering NAU with a completed AGECEC. – **The UCC** had a motion to accept the proposal as written, which would not allow the AGECEC to satisfy the NAU Diversity requirement, the motion was defeated 4/10/1. A second motion was for NAU to allow the AGECEC to fulfill NAU's Diversity requirement effective Fall 2009, the motion passed 11/4.

B. Diversity Subcommittee Elections – The following UCC members were elected to the Diversity Committee- Catherine Medina – 2 years; Frances Riemer- 1 year, Kate Kozak – 1 year. The following faculty at large were elected to the Diversity Committee – John Leung- 2 years, Nicole O'Grady – 1 year; Susan Stutler – 2 year.

C. Proposal to use Subcommittees for Proposal Reviews – The UCC discussed the proposal and did not want to create subcommittees at this time.

D. College of Arts and Letters – approved as presented.

Change Plan

1. <u>Philosophy Plan</u> Bachelor of Arts in Philosophy	Fall 2008 Fall 2009	Major Reqmts-Course(s) Added
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E. College of Education – both items approved w/clarification on requisite- it will be department consent.

New Course

- | | | |
|--|--------------------|---|
| <p>1. <u>EPS 415</u>
EPS 415 3
Counseling Skills for Orientation Leaders</p> | <p>Spring 2009</p> | <p>Prerequisites: Successfully hired as an Orientation Leader by the Office of New Student Programs AND Instructor
Corequisites: None
CrossListed: None
CoConvened: None</p> |
| <p>2. <u>EPS 416</u>
EPS 416 3
Leadership Skills for Orientation Leaders</p> | <p>Spring 2009</p> | <p>Prerequisites: Instructor consent AND EPS 415. Also, enrolled students must be successfully hired as an Orientation Leader by the Office of New Student Programs and completion of one full year as an orientation leader.
Corequisites: None
CrossListed: None
CoConvened: None</p> |

F. Health and Human Services – all items approved as presented.

New Course

- | | | |
|---|--------------------|---|
| <p>1. <u>AT229</u>
AT 229 2
Emergency Care in Athletic Training</p> | <p>Spring 2009</p> | <p>Prerequisites: None
Corequisites: None
CrossListed: None
CoConvened: None</p> |
| <p>2. <u>AT320</u>
AT 320 2
Psychology of Injury in Sport</p> | <p>Spring 2009</p> | <p>Prerequisites: Athletic Training milestone
Corequisites: None
CrossListed: None
CoConvened: None</p> |

Change Plan

- | | | |
|---|----------------------------------|---|
| <p>3. <u>Athletic Training Plan</u>
Athletic Training</p> | <p>Spring 2009
Fall 2009</p> | <p>Major Reqmts–Course(s) Added,
Major Reqmts–Course(s) Deleted</p> |
|---|----------------------------------|---|

IV. Discussion

- A. Master Syllabi – A master syllabi was presented and the committee would like to look at it and discuss it at a future meeting.

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 2009

3. College Social and Behavioral Sciences 4. Academic Unit/Department Psychology

5. Current course subject/catalog number PSY 230

<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>PSY 230 INTRODUCTION TO STATISTICS IN PSYCHOLOGY (4)</p> <p>Basic concepts of statistical analysis and design in psychological research. 3 hrs. lecture, 2 hrs. lab. Letter grade only. Course fee required.</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>PSY 230 INTRODUCTION TO STATISTICS IN PSYCHOLOGY (4)</p> <p>Basic concepts of statistical analysis and design in psychological research. 3 hrs. lecture, 2 hrs. lab. Letter grade only. Course fee required. Prerequisite: PSY 101 or 101H and MAT 102X with a grade greater than or equal to C or Math Placement 46 or International Exchange Student Group</p>
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7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes X No
 If yes, explain and provide supporting documentation from the affected departments.

PSY 230 is one of several options in several academic plans across the university (for example, Biology, Sociology). Please see notifications of the prerequisite that was sent to academic programs that require Psy 230 (for example, Health Sciences).

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

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

If this course has been listed in the Course Equivalency Guide, should that listing be left as is X 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 NONE	Proposed Prerequisite Prerequisite: PSY 101 or 101H and (MAT 102X with a grade greater than or equal to C or Math Foundation requirement or Math Placement 46) International Exchange Student Group
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

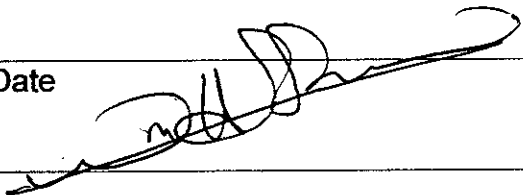
9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

We are not changing the content of this course. Students taking INTRODUCTION TO STATISTICS IN PSYCHOLOGY need adequate introduction to topics covered in psychology in order to benefit from and understand textbook and lectures. Additionally, some students have inadequate background in mathematics, thus we are proposing to add the same mathematics prerequisites that STA 270 require as both courses necessitate basic mathematical understanding.

10. Approvals

K. Lami Dushon 9-9-08
Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date



9-22-08

Dean of college/Date

For Committee use only



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

From: maribeth.watwood@nau.edu
Subject: Re: Notification of change in Psy 230 prerequisites
Date: August 25, 2008 9:52:54 AM GMT-07:00
To: Laurie.Dickson@nau.edu

Hi Laurie -

Thanks for letting me know, and I'll circulate this to our faculty so that they can advise students appropriately. I hope you have a great semester.

Best wishes,
Maribeth

Laurie Dickson wrote:
Hello Maribeth,

I am emailing to notify you that the Psychology Department is proposing to change the prerequisites for Psy 230 - INTRODUCTION TO STATISTICS IN PSYCHOLOGY. In conjunction with significant curricular plan changes, we are making important changes to individual courses. Students taking INTRODUCTION TO STATISTICS IN PSYCHOLOGY need adequate introduction to topics covered in psychology in order to benefit from and understand textbook and lectures, thus we are going to require PSY 101 - INTRODUCTION TO PSYCHOLOGY as a prerequisite.

Additionally, some students have inadequate background in mathematics, thus we are proposing to add the same mathematics prerequisites that STA 270 require as both courses necessitate basic mathematical understanding.

We are confident that this change will not negatively impact Biology students for two reasons. First, many Biology students already take Psy 101 as a liberal studies elective. Second, Biology students still have STA 270 as an option if they have not completed PSY 101 for a liberal studies requirement.

Best Regards,

Laurie

K. Laurie Dickson, PhD
Department Chair and Professor
Department of Psychology
PO Box 15106
Northern Arizona University
Flagstaff, AZ 86011
(928) 523-1829

PSY 230 INTRODUCTION TO STATISTICS IN PSYCHOLOGY (4) Basic concepts of

statistical analysis and design in psychological research. 3 hrs.
lecture, 2 hrs. lab. Letter grade only. Course fee required.
Prerequisite: PSY 101 or 101H and (MAT 102X with a grade greater than
or equal to C or Math Foundation requirement or Math Placement 46)
International Exchange Student Group

STA 270 APPLIED STATISTICS (3) Graphical and quantitative description
of data; binomial, normal, and t distributions; one- and two-sample
hypothesis tests and confidence intervals; simple linear regression
and correlation. Credit cannot be earned in both STA 270 and STA 275.
Letter grade only. Course fee required. Prerequisite: MAT 102X with a
grade greater than or equal to C or Math Placement 46 or International
Exchange Student Group SAS

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

From: Steve.Palmer@nau.edu
Subject: RE: Notification of change in Psy 230 prerequisites
Date: August 25, 2008 3:58:42 PM GMT-07:00
To: Laurie.Dickson@nau.edu

Thanks for the info, Laurie. I'll pass this on to our faculty and we'll discuss and look to our next steps.

--Steve

Steve Palmer, Ph.D.
Associate Professor
Northern Arizona University
College of Health & Human Services
Department of Health Sciences
PO Box 15095
Flagstaff, AZ 86011-5095
Phone: (928) 523-6164
Fax: (928) 523-0148
E-mail: steve.palmer@nau.edu
URL: <http://jan.ucc.nau.edu/~sep28/>

-----Original Message-----

From: K Laurie Dickson
Sent: Monday, August 25, 2008 12:54 PM
To: Stephen E Palmer

Subject: Notification of change in Psy 230 prerequisites

Hello,

I am emailing to notify you that the Psychology Department is proposing to change the prerequisites for Psy 230 - INTRODUCTION TO STATISTICS IN PSYCHOLOGY. In conjunction with significant Psychology major curricular plan changes, we are making important changes to individual courses. Students taking INTRODUCTION TO STATISTICS IN PSYCHOLOGY need adequate introduction to topics covered in psychology in order to benefit from and understand textbook and lectures, thus we are going to require PSY 101 - INTRODUCTION TO PSYCHOLOGY as a prerequisite.

Additionally, some students have inadequate background in mathematics, thus we are proposing to add the same mathematics prerequisites that STA 270 require as both courses necessitate basic mathematical understanding.

We are confident that this change will not negatively impact Health Science (HS) students for two reasons. First, many HS students already take Psy 101 as a liberal studies elective. Second, HS could follow a similar strategy that Biology has adopted by allowing HS students to take either PSY 230 or STA 270. We encourage you and your curriculum committee to consider proposing that HS students can alternatively take STA 270 as an option if they have not completed PSY 101 for a liberal studies requirement.

If you have any questions, please feel free to contact me.

Best Regards,

Laurie

K. Laurie Dickson, PhD
Department Chair and Professor
Department of Psychology
PO Box 15106
Northern Arizona University
Flagstaff, AZ 86011
(928) 523-1829

PSY 230 INTRODUCTION TO STATISTICS IN PSYCHOLOGY (4) Basic concepts of statistical analysis and design in psychological research. 3 hrs. lecture, 2 hrs. lab. Letter grade only. Course fee required. Prerequisite: PSY 101 or 101H and (MAT 102X with a grade greater than or equal to C or Math Foundation requirement or Math Placement 46) International Exchange Student Group

STA 270 APPLIED STATISTICS (3) Graphical and quantitative description of data; binomial, normal, and t distributions; one- and two-sample hypothesis tests and confidence intervals; simple linear regression and correlation. Credit cannot be earned in both STA 270 and STA 275. Letter grade only. Course fee required. Prerequisite: MAT 102X with a grade greater than or equal to C or Math Placement 46 or International Exchange Student Group SAS

K. Laurie Dickson, PhD
Department Chair and Professor
Department of Psychology
PO Box 15106
Northern Arizona University
Flagstaff, AZ 86011
(928) 523-1829

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 2009

3. College College Social and Behavioral Sciences 4. Academic Unit/Department Psychology

5. Current course subject/catalog number PSY 320

<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>PSY 320 PRINCIPLES OF LEARNING (3)</p> <p>Methods, principles, applications, and theoretical issues of learning. Topics may include classical and instrumental conditioning and social learning theory. Prerequisite: ([PSY 101 or 101H] and PSY 230 and PSY 302W) or International Exchange Student Group</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>PSY 320 PRINCIPLES OF LEARNING (3)</p> <p>Methods, principles, applications, and theoretical issues of learning. Topics may include classical and instrumental conditioning and social learning theory. Prerequisite: (PSY 101 or 101H and PSY 230 and PSY 302W and PSY 260) or International Exchange Student Group</p>
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7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes No X
If yes, explain and provide supporting documentation from the affected departments.

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

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

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

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 NONE	Proposed Prerequisite Prerequisite: PSY 101 or 101H and (MAT 102X with a grade greater than or equal to C or Math Foundation requirement or Math Placement 46) International Exchange Student Group ([PSY 101 or 101H] and PSY 230 and PSY 302W and PSY 260)
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.

We are not changing the content of this course. Students taking INTRODUCTION TO STATISTICS IN PSYCHOLOGY need adequate introduction to topics covered in psychology in order to benefit from and understand textbook and lectures. Additionally, some students have inadequate background in mathematics, thus we are proposing to add the same mathematics prerequisites that STA 270 require as both courses necessitate basic mathematical understanding.

10. Approvals

K. Lani Daskin 9-9-08
Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

[Handwritten signature]

9-22-08

Dean of college/Date

For Committee use only

[Handwritten signature]

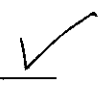
10/22/08

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.

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 2009

3. College SBS 4. Academic Unit/Department Psychology

5. Current course subject/catalog number Psy 340

<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>PSY 340 CHILD AND ADOLESCENT DEVELOPMENT (3)</p> <p>Studies development from conception through adolescence. Prerequisite: ([PSY 101 or 101H] and PSY 240) or International Exchange Student Group SPW</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>PSY 340 CHILD AND ADOLESCENT DEVELOPMENT (3)</p> <p>Studies development from conception through adolescence. Prerequisite: ([PSY 101 or 101H] and PSY 240) or International Exchange Student Group SPW Prerequisite: ([PSY 101 or 101H] and PSY 230 and PSY 302W and PSY 240)</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 Prerequisite: ([PSY 101 or 101H] and PSY 240) or International Exchange Student Group SPW	Proposed Prerequisite : ([PSY 101 or 101H] and PSY 230 and PSY 302W and PSY 240)
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 X Diversity

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

An important goal of the proposed major curricular plan for psychology is to require adequate background and foundation skills (statistics and research methodology) uniformly across selected upper-division psychology courses. Based on assessment (instructor input and major field knowledge survey), many students did not adequate statistical and methodological understanding, thus instructors had to review and/or introduce basic concepts in this course.

10. Approvals

K. Laurie Dalton 9-9-08

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

[Signature]

9-22-08

Dean of college/Date

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 2009

3. College SBS 4. Academic Unit/Department Psychology

5. Current course subject/catalog number PSY 350

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

PSY 350 PHYSIOLOGICAL PSYCHOLOGY (4)

Studies brain functions. Topics may include biological drives, sensory systems, memory, and behavior disorders. 3 hrs. lecture, 2 hrs. lab. Letter grade only. Course fee required. Prerequisite: ([PSY 101 or 101H] and PSY 230 and PSY 302W) or International Exchange Student Group

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

PSY 350 PHYSIOLOGICAL PSYCHOLOGY
Advanced Cognitive and Behavioral Neuroscience (4)

Studies brain functions. Topics may include biological drives, sensory systems, memory, and behavior disorders. 3 hrs. lecture, 2 hrs. lab. Letter grade only. Course fee required. Prerequisite: ([PSY 101 or 101H] and PSY 230 and PSY 302W **and PSY 255**) or International Exchange Student Group

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

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

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

If this course 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? _____

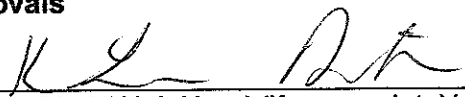
IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING


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 Prerequisite: ([PSY 101 or 101H] and PSY 230 and PSY 302W) or International Exchange Student Group	Proposed Prerequisite Prerequisite: ([PSY 101 or 101H] and PSY 230 and PSY 302W and PSY 255)
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.

An important goal of the proposed major curricular plan for psychology is to require adequate background for all upper-division coursework. We have added two required lower-division courses (PSY 255 - Biological Psychology and PSY 260 - Cognitive Psychology) to address gaps in our existing plan. Based on assessment (instructor input and major field knowledge survey), junior and senior-level students did not uniformly have adequate background in this specific content area, thus instructors had to review and/or introduce basic concepts in upper-division courses. Specifically, Psy 255 will address this deficit for Psy 350. The new title more accurately describes the course content.

10. Approvals


9-10-08
 Department Chair/ Unit Head (if appropriate)/ Date


9-22-08
 Chair of college curriculum committee/Date

 9-22-08

Dean of college/Date

or Committee use only

 10/22/08

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.

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 2009
3. College SBS 4. Academic Unit/Department Psychology
5. Current course subject/catalog number PSY 355

<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>PSY 355 SENSATION AND PERCEPTION (3)</p> <p>Basic methods, research, and theory in vision, hearing, and other senses. Topics may include form, depth, and motion perception; color vision; touch and auditory perception. recommended: PSY 350. Prerequisite: ([PSY 01 or 101H] and PSY 230 and PSY 302W) or International Exchange Student Group</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>PSY 355 SENSATION AND PERCEPTION (3)</p> <p>Basic methods, research, and theory in vision, hearing, and other senses. Topics may include form, depth, and motion perception; color vision; touch and auditory perception. recommended: PSY 350. Prerequisite: ([PSY 101 or 101H] and PSY 230 and PSY 302W and PSY 255) or International Exchange Student Group</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 Prerequisite: ([PSY 101 or 101H] and PSY 230 and PSY 302W) or International Exchange Student Group	Proposed Prerequisite Prerequisite: ([PSY 101 or 101H] and PSY 230 and PSY 302W and PSY 255)
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.

An important goal of the proposed major curricular plan for psychology is to require adequate background for all upper-division coursework. We have added two required lower-division courses (PSY 255 - Biological Psychology and PSY 260 - Cognitive Psychology) to address gaps in our existing plan. Based on assessment (instructor input and major field knowledge survey), junior and senior-level students did not uniformly have adequate background in this specific content area, thus instructors had to review and/or introduce basic concepts in upper-division courses. Specifically, Psy 255 will address this deficit for Psy 355.

10. Approvals

K. Lo Dehman *9-9-08*

 Department Chair/ Unit Head (if appropriate)/ Date

_____ *9-22-08*
 Chair of college curriculum committee/Date

 Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

10/22/08

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.

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.

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 2009
3. College SBS 4. Academic Unit/Department Psychology
5. Current course subject/catalog number PSY 375

<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>PSY 375 SOCIAL PSYCHOLOGY OF SELF AND IDENTITY (3)</p> <p>Theory and research on the structure and functioning of self, emphasizing the identity dimensions of gender, ethnicity, class, and sexuality. Prerequisite: ([PSY 101 or 101H] and PSY 250) or International Exchange Student Group SPW</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>PSY 375 SOCIAL PSYCHOLOGY OF SELF AND IDENTITY (3)</p> <p>Theory and research on the structure and functioning of self, emphasizing the identity dimensions of gender, ethnicity, class, and sexuality. Theory and research on the structure and functioning of the "self" and its impact on affect, behavior, and cognition. Prerequisite: ([PSY 101 or 101H] and PSY 230 and PSY 302W and PSY 250)</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 Prerequisite: ([PSY 101 or 101H] and PSY 230 and PSY 302W) or International Exchange Student Group <i>S PW</i>	Proposed Prerequisite Prerequisite: ([PSY 101 or 101H] and PSY 230 and PSY 302W and PSY 250)
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 X Diversity

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

An important goal of the proposed major curricular plan for psychology is to require adequate background and foundation skills (statistics and research methodology) uniformly across selected upper-division psychology courses. Based on assessment (instructor input and major field knowledge survey), many students did not adequate statistical and methodological understanding, thus instructors had to review and/or introduce basic concepts in this course.

10. Approvals

K. Lar Dobson *9-9-08*

 Department Chair/ Unit Head (if appropriate)/ Date

_____ *[Signature]*
 Chair of college curriculum committee/Date *9-22-08*

_____ *[Signature]*
 Dean of college/Date

For Committee use only

Ren B...

10/22/08

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.

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 2009
3. College SBS 4. Academic Unit/Department Psychology
5. Current course subject/catalog number PSY 408C

<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>PSY 408C FIELDWORK EXPERIENCE (1-12)</p> <p>Supervised field experience in an approved agency or organization. Department consent required. Pass-fail only. Course fee required. Prerequisite: Admission to Psychology (BA) or Psychology-Ext Major (BA) or Psychology (BS) or Psychology-Ext Major (BS) or Psychology (BAILS) or Psychology (MINOR) and Junior Status or higher CAP</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>PSY 408C FIELDWORK EXPERIENCE (1-12)</p> <p>Supervised field experience in an approved agency or organization. Department consent required. Pass-fail only. Course fee required. Prerequisite: Admission to Psychology (BA) or Psychology-Ext Major (BA) or Psychology (BS) or Psychology-Ext Major (BS) or Psychology (BAILS) or Psychology (MINOR) and (PSY 101 or 101H] and PSY 230 and PSY 302W) and Junior Status or higher; CAP</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 Admission to Psychology (BA) or Psychology-Ext Major (BA) or Psychology (BS) or Psychology-Ext Major (BS) or Psychology 3AILS) or Psychology (MINOR) and Junior Status or higher CAP	Proposed Prerequisite ([PSY 101 or 101H] and PSY 230 and PSY 302W) and Junior Status or higher CAP
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.

An important goal of the proposed major curricular plan for psychology is to require adequate background for all capstone courses. Based on assessment (instructor input and major field knowledge survey), upper-level students did not uniformly have adequate background in statistics and methodological issues related to the field of psychology, thus instructors had to review and/or introduce basic concepts in capstone courses. Currently, this psychology capstone course has NO specific psychology course prerequisites thus taking away from the integrative nature of a capstone experience.

10. Approvals

K. Lan Anderson 9-9-08

Department Chair/ Unit Head (if appropriate)/ Date

[Signature] 9-22-08

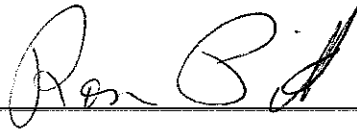
Chair of college curriculum committee/Date



9-22-08

Dean of college/Date

For Committee use only



10/22/08

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.

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 2009
3. College SBS 4. Academic Unit/Department Psychology
5. Current course subject/catalog number PSY 415

<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>PSY 415 ABNORMAL PSYCHOLOGY (3)</p> <p>Symptoms, explanations, treatment, and classification of psychological disorders. Prerequisite: ([PSY 101 or 101H] and PSY 227) or International Exchange Student Group</p>	<p>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</p> <p>PSY 415 ABNORMAL PSYCHOLOGY (3)</p> <p>Symptoms, explanations, treatment, and classification of psychological disorders. Prerequisite: ([PSY 101 or 101H] and PSY 230 and PSY 302W and PSY 227) or International Exchange Student Group</p>
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7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes No X
If yes, explain and provide supporting documentation from the affected departments.

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

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

If this course has been listed in the Course Equivalency Guide, should that listing be left as is X 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 ([PSY 101 or 101H] and PSY 227) or International Exchange Student Group	Proposed Prerequisite Prerequisite: ([PSY 101 or 101H] and PSY 230 and PSY 302W and PSY 227)
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.

An important goal of the proposed major curricular plan for psychology is to require adequate background and foundation skills (statistics and research methodology) uniformly across selected upper-division psychology courses. Based on assessment (instructor input and major field knowledge survey), many students did not adequate statistical and methodological understanding, thus instructors had to review and/or introduce basic concepts in this course.

10. Approvals

K. La Duke 9-9-08

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

[Signature] 9-22-08

Dean of college/Date

For Committee use only

[Signature] 10/22/08

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.

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 2009**

3. College SBS 4. Academic Unit/Department Psychology

5. Current course subject/catalog number PSY 450C

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)).

PSY 450C HISTORICAL SYSTEMS OF PSYCHOLOGY (3)

Surveys and compares different theories and methods of psychology and their historical background. Evaluates those theories and methods from philosophical and scientific standpoints. Prerequisite: 85 earned hours or International Exchange Student Group CAP

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

PSY 450C HISTORICAL SYSTEMS OF PSYCHOLOGY (3)

Surveys and compares different theories and methods of psychology and their historical background. Evaluates those theories and methods from philosophical and scientific standpoints. Prerequisite: ~~85 earned hours or International Exchange Student Group CAP~~ Prerequisite: **([PSY 101 or 101H] and PSY 230 and PSY 302W) and Junior Status or higher, CAP**

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

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

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

If this course 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 Prerequisite: 85 earned hours or International Exchange Student Group CAP	Proposed Prerequisite Prerequisite: ([PSY 101 or 101H] and PSY 230 and PSY 302W) and Junior Status or higher
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.

An important goal of the proposed major curricular plan for psychology is to require adequate background for all capstone courses. Based on assessment (instructor input and major field knowledge survey), senior-level students did not uniformly have adequate background in psychology, thus instructors had to review and/or introduce basic concepts in capstone courses. Currently, this psychology capstone course has NO psychology course prerequisites thus taking away from the integrative nature of a capstone experience.

10. Approvals

K. La Dutton 9-9-08
Department Chair/ Unit Head (if appropriate)/ Date

[Signature]
Chair of college curriculum committee/Date

[Signature] 9-22-08
Dean of college/Date

For Committee use only

Ron B. J. 10/22/08

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.

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 2009

3. College SBS 4. Academic Unit/Department Psychology

5. Current course subject/catalog number PSY 460C

<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>PSY 460C COMMUNITY PSYCHOLOGY (3)</p> <p>Understanding the application of psychology to real-world social problems. Emphases on person-environment fit, models of prevention, and personal and social resources. Prerequisite: 85 earned hours or International Exchange Student Group CAP</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>PSY 460C COMMUNITY PSYCHOLOGY (3)</p> <p>Understanding the application of psychology to real-world social problems. Emphases on person-environment fit, models of prevention, and personal and social resources. Prerequisite: 85 earned hours or International Exchange Student Group CAP Prerequisite: ([PSY 101 or 101H] and PSY 230 and PSY 302W) and Junior Status or higher. CAP</p>
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7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes No x
If yes, explain and provide supporting documentation from the affected departments.

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

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

If this course 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 85 earned hours or International Exchange Student Group CAP	Proposed Prerequisite Prerequisite: ([PSY 101 or 101H] and PSY 230 and PSY 302W) and Junior Status or higher.
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.

An important goal of the proposed major curricular plan for psychology is to require adequate background for all capstone courses. Based on assessment (instructor input and major field knowledge survey), senior-level students did not uniformly have adequate background in statistics and methodological issues related to the field of psychology, thus instructors had to review and/or introduce basic concepts in capstone courses. Currently, this psychology capstone has NO specific psychology course prerequisites, thus taking away from the integrative nature of a capstone experience.

10. Approvals

K. L. Duhan 9-9-08
Department Chair/ Unit Head (if appropriate)/ Date

[Signature] 9-22-08
Chair of college curriculum committee/Date

[Signature]
Dean of college/Date

For Committee use only

Ron S

10/22/08

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.

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 2009

3. College SBS 4. Academic Unit/Department Psychology

5. Current course subject/catalog number PSY 480C

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

PSY 480C HEALTH PSYCHOLOGY (3)

Comprehensive study of contributions of psychology to health promotion and maintenance, illness prevention and treatment, and related health issues. Prerequisite: PSY 350 and (85 earned hours or International Exchange Student Group) CAP

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

PSY 480C HEALTH PSYCHOLOGY (3)

Comprehensive study of contributions of psychology to health promotion and maintenance, illness prevention and treatment, and related health issues. Prerequisite: **PSY 350 and (85 earned hours or International Exchange Student Group) CAP ([PSY 101 or 101H] and PSY 230 and PSY 302W and PSY 255) and Junior Status or higher. CAP**

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 PSY 350 and (85 earned hours or International Exchange Student Group) CAP	Proposed Prerequisite GAP-([PSY 101 or 101H] and PSY 230 and PSY 302W and PSY 255) and Junior Status or higher.
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.

An important goal of the proposed major curricular plan for psychology is to require adequate background for all capstone courses. Based on assessment (instructor input and major field knowledge survey), senior-level students did not uniformly have adequate background in statistics and methodological issues related to the field of psychology, thus instructors had to review and/or introduce basic concepts in capstone courses.

10. Approvals

K. La. Dickson 9-9-08

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

[Signature]

9-22-08

Dean of college/Date

For Committee use only

Ron S 10/22/08

ction
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.

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 2009

3. College SBS 4. Academic Unit/Department Psychology

5. Current course subject/catalog number
PSY 485

<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>PSY 485 UNDERGRADUATE RESEARCH (1-6)</p> <p>Original research under the supervision and approval of a research adviser. May be repeated for up to 12 units of credit. Department consent required. Pass-fail only. Course fee required. Prerequisite: (PSY 101 or 101H) and PSY 230 and PSY 302W</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>PSY 485 UNDERGRADUATE RESEARCH (1-6)</p> <p>Original research under the supervision and approval of a research adviser. May be repeated for up to 12 units of credit. Course may be taken for up to 6 units per semester and may be repeated for a maximum of 12 units. Department consent required. Pass-fail only. Course fee required. Prerequisites: (PSY 101 or 101H) and PSY 230 and PSY 302W</p>
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7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes No X
If yes, explain and provide supporting documentation from the affected departments.

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

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.

Clarification of the number of units that may be taken per semester and the maximum number of total units.

10. Approvals

K. Lu *Dobson* *9-9-08*

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

[Signature] *9-22-08*

Dean of college/Date

Don B 10/22/08

Dean of college/Date

or Committee use only

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.

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 2009

3. College SBS 4. Academic Unit/Department Psychology

5. Current course subject/catalog number PSY 486C

<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>PSY 486C SENIOR CAPSTONE: ADVANCED RESEARCH EXPERIENCE (3)</p> <p>Provides opportunities for advanced work in research with a faculty member to fulfill the Psychology Capstone requirement. Successful completion of at least one semester of PSY 485 and instructor permission required. Letter grade only. Course fee required. Prerequisite: PSY 485 CAP</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>PSY 486C SENIOR CAPSTONE: ADVANCED RESEARCH EXPERIENCE (3)</p> <p>Provides opportunities for advanced work in research with a faculty member to fulfill the Psychology Capstone requirement. Successful completion of at least one semester of PSY 485 and instructor permission required. Letter grade only. Course fee required. Prerequisite: PSY 485 CAP Prerequisite: ([PSY 101 or 101H] and PSY 230 and PSY 302W and PSY 485) and Junior Status or higher. CAP</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 Prerequisite: PSY 485 CAP	Proposed Prerequisite Prerequisite: ([PSY 101 or 101H] and PSY 230 and PSY 302W and PSY 485) and Junior Status or higher.
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.

An important goal of the proposed major curricular plan for psychology is to require adequate background for all capstone courses. Based on assessment (instructor input and major field knowledge survey), some upper-level students did not uniformly have adequate background in statistics and methodological issues related to the field of psychology, thus instructors had to review and/or introduce basic concepts in capstone courses.

10. Approvals

K. L. Duth 9-9-08
Department Chair/ Unit Head (if appropriate)/ Date

[Signature]
Chair of college curriculum committee/Date 9-22-08

Dean of college/Date

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
Fall 2008

2. College CAL 3. Academic Unit/Department School of Music

4. Current course subject and catalog number MUS 90X

5. Current catalog title
Theory Fundamentals

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?
If required, for what academic plan/subplan? _____
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 has not been taught for many years and there is no intention to do so in the future. A music theory course already exists for non-majors (MUS 100), as well as one for majors who need preparatory work before entering the core requirement harmony and sight singing courses (MUS 120).

12/ Approvals

John E. Sullivan 3/31/08
Department Chair/Unit Head (if appropriate)/ Date

James Lee 4-15-08
Chair of college curriculum committee/ Date

Jean Brown 4/18/08
Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

 10/22/08

Action taken: approved as submitted

approved as modified

Note: Submit original to associate provost's office

University Curriculum Committee

Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College <u>Arts & Letters</u>	2. Academic Unit/Department <u>Modern Languages</u>
3. Academic Plan Name <u>Minor in Spanish</u>	4. Subplan (if applicable)? _____
5. Effective Date <u>FALL 2009</u>	
6. Is this proposal for a : <input type="checkbox"/> New Plan X <input 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 complete this minor, take at least 20 units of Spanish coursework with an overall grade point average of B or better. Of these units:

- 20 units must be in SPA courses at the 200 level or above
- at least 12 units must be at the 300 level or above
- at least 6 units must be in classroom courses (You may count no more than 14 units of credit by exam toward this minor.)

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

Also be aware that you may only take lower-level SPA courses if you have not already taken advanced SPA coursework. For instance, after you've completed 200-level SPA courses, you can't take SPA courses at the 100 level; after completing a 300-level courses you can't take 100- or 200-level courses.

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.)

To complete this minor, take at least 20 units of Spanish coursework with a grade of C or better in each course to be applied to the minor. Of these units:

- 20 units must be in SPA courses at the 200 level or above
- at least 12 units must be at the 300 level or above
- at least 6 units must be in classroom courses (You may count no more than 14 units of credit by exam toward this minor.)

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

Also be aware that you may only take lower-level SPA courses if you have not already taken advanced SPA coursework. For instance, after you've completed 200-level SPA courses, you can't take SPA courses at the 100 level; after completing a 300-level courses you can't take 100- or 200-level courses.

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

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

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

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

- a. verify satisfactory completion of a non course requirement.

b. indicate admission to a major.

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.

The B requirement held minors to a higher standard than majors. Changing the grade requirement for the Spanish minor from a B average overall to a grade of C or better in all courses applied to the major aligns it with the major requirement. "Also you must earn a grade of C or better in any course you wish to apply toward the major in Spanish." (current catalog copy)

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

L. Cecilia Oyeda 9/16/08
Department Chair/ Unit Head (if appropriate) Date

Alan Breen on behalf of Peter Winkler _____
Chair of college curriculum committee Date

Alan Breen 9/18/08
Dean of college Date

For committee use only

For University Curriculum Committee

Jon B. J.

10/22/08
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 2009, Summer 2009) *See effective dates schedule.*

Fall 2008 – 8 week

3. College CEFNS 4. Academic Unit /Department Geology

5. Course subject/catalog number GLG100R 6. Units/Credit Hours 1

7. Long course title Introductory Geology Recitation
(max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)

Introductory Geology Recitation

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

Optional recitation section covering problem-solving techniques in geology. Not available for credit in the major or minor. Pass-fail only. Corequisite: GLG100 or GLG100H

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)

~~GLG100 or GLG100H~~

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: Koehler, Wittke, Brumbaugh, Beest, Dubendorfer, Ort, Riggs

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

Studies have shown that recitations help improve student grades and result in an overall more positive learning experience

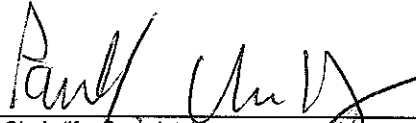
For Official AIO Use Only:

Component Type _____

Consent _____

Topics Course _____

35. Approvals

	9/24/08
Department Chair (if appropriate)	Date
	9/29/08
Chair of college curriculum committee	Date
	9/29/08
Dean of college	Date

For Committees use only

	10/22/08
For University Curriculum Committee	Date

Action taken:

<input type="checkbox"/> Approved as submitted	<input checked="" type="checkbox"/> Approved as modified
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**College of Engineering, Forestry and Natural Sciences
Department of Geology**

**GLG 100R – Introductory Geology Recitation
Fall 2008**

Instructor: Dr. James Wittke

Class Time: W, 4:10 pm – 5:00 pm

Class Room: Room 111, Building 12

Credits: 1 (pass/fail)

Office Hours: none

Telephone 523-9044 (e-mail is better)

E-mail: James.Wittke@nau.edu

Course Prerequisites

There are no prerequisites for this class, except simultaneous enrollment in GLG 100.

Course Description

This recitation is intended to be an additional resource for GLG 100. The recitation will give you an opportunity to ask questions about the material covered in lectures. Perhaps more importantly, this class will also be a chance to go over homework questions. It will not be a review of the lecture material.

Learning Expectations

Studies have shown that recitations help improve student grades. This class is intended to help you master the material in GLG 100. There are no specific learning outcomes expected.

Course Structure

This recitation class will meet weekly for about 1 hour. During that time, students will be encouraged to ask questions about the material, facilitating a free-form exchange of information. This will be a student-driven class, with the material covered depending solely on your interests and questions.

Textbook

This class will not use a textbook.

Course Outline

This class will have no set structure (see above).

Assessment / Grading

This is a Pass/Fail class. Course grades will be determined based solely on attendance. You will be required to sign an attendance sheet in order to get class credit. You will be permitted up to two unexcused absences, more than this number will result in a failing grade. Grades will be assigned at the start of exam week.

Course Policy

There will be no examinations or tests. Grade are based solely on attendance (see above).

**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."

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

University Curriculum Committee
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No

If yes, route completed form to Liberal Studies.

2. New course effective beginning what term and year? (ex. Spring 2009, Summer 2009) *See effective dates schedule.*

Fall 2008 – 8 week

3. College CEFNS 4. Academic Unit /Department Geology

5. Course subject/catalog number GLG112R 6. Units/Credit Hours 1

7. Long course title Geologic Hazards Recitation
(max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Geologic Hazards Recitation

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

Optional recitation section covering problem-solving techniques in geology. Not available for credit in the major or minor. Pass-fail only. Corequisite: GLG112 or GLG112H

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) GLG112 or GLG112H

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: Koehler, Wittke, Brumbaugh, Beast, Dubendorfer, Ort, Riggs

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

Studies have shown that recitations help improve student grades and result in an overall more positive learning experience

For Official AIO Use Only: Component Type Consent Topics Course
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35. Approvals

Paul Umbrey 9/24/08
Department Chair (if appropriate) Date

Robert Gladen 9/30/08
Chair of college curriculum committee Date

[Signature] 7/29/08
Dean of college Date

For Committees use only

[Signature] 10/22/08
For University Curriculum Committee Date

Action taken: ✓ Approved as submitted _____ Approved as modified _____

**College of Engineering, Forestry and Natural Sciences
Department of Geology**

**GLG 112R – Geologic Hazards Recitation
Fall 2008**

Instructor: Dr. James Wittke

Class Time: W, 2:00 pm – 3:00 pm

Class Room: Room 111, Building 12

Credits: 1 (pass/fail)

Office Hours: none

Telephone 523-9044 (e-mail is better)

E-mail: James.Wittke@nau.edu

Course Prerequisites

There are no prerequisites for this class, except simultaneous enrollment in GLG 112.

Course Description

This recitation is intended to be an additional resource for GLG 112. The recitation will give you an opportunity to ask questions about the material covered in lectures. Perhaps more importantly, this class will also be a chance to go over homework questions. It will not be a review of the lecture material.

Learning Expectations

Studies have shown that recitations help improve student grades. This class is intended to help you master the material in GLG 112. There are no specific learning outcomes expected.

Course Structure

This recitation class will meet weekly for about 1 hour. During that time, students will be encouraged to ask questions about the material, facilitating a free-form exchange of information. This will be a student-driven class, with the material covered depending solely on your interests and questions.

Textbook

This class will not use a textbook.

Course Outline

This class will have no set structure (see above).

Assessment / Grading

This is a Pass/Fail class. Course grades will be determined based solely on attendance. You will be required to sign an attendance sheet in order to get class credit. You will be permitted up to two unexcused absences, more than this number will result in a failing grade. Grades will be assigned at the start of exam week.

Course Policy

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ACADEMIC INTEGRITY

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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.

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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.

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 MCC PSY 293

18. Names of current faculty qualified to teach this course: Smith, Birkett, Woodruff

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

The APA guidelines denote that psychology curricular plans should target the following learning knowledge and understanding representing appropriate breadth and depth in selected content identified by the APA Guidelines: 1. learning and cognition, 2. individual difference, personality, biological bases of behavior and mental processes, 4. developmental changes in behavior and four required breadth courses are consistent with these content areas.

The addition of PSY 255 will address deficiencies identified in the guidelines and make our group of required breadth courses consistent with the listed content areas.

For Official AIO Use Only: Component Type Consent Topics Course

35. Approvals

Department Chair (if appropriate) _____ Date _____

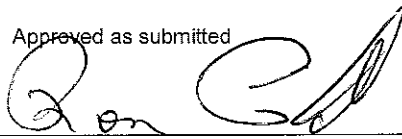
Chair of college curriculum committee _____ Date _____

Dean of college _____ Date _____

For Committees use only

For Liberal Studies Committee _____ Date _____

Action taken: _____ Approved as submitted _____ Approved as modified _____



10/22/08
Date

For University Curriculum Committee _____ Date _____

Action taken:  Approved as submitted _____ Approved as modified _____

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


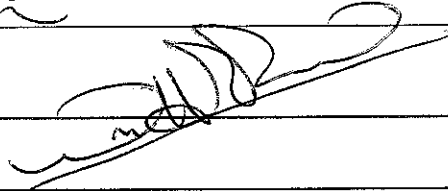
NEW SENIOR CAPSTONE COURSE (refer to question 19)

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)	_____	9-10-08 Date
Chair of college curriculum committee		_____
Dean of college	_____	9-28-08 Date

For Committees use only

For Liberal Studies Committee

Date

Action taken: _____ Approved as submitted
modified

_____ Approved as

For University Curriculum Committee

Date

Action taken:  Approved as submitted

_____ Approved as modified

Please attach Syllabus here.

COURSE SYLLABUS –Introduction to Cognitive & Behavioral Neuroscience

College of Social and Behavioral Sciences, Department of Psychology

PSY 255 Introduction to Cognitive & Behavioral Neuroscience

Fall 2009

3 credit hours, scheduling TBA

Instructors: Constance Smith, Ph. D., Chad Woodruff Ph. D., Melissa Birkett Ph. D.

Offices: Third Floor Castro Building

Office hours: By Appointment

Course Prerequisites: PSY 101

Course Description: This course will take a biological approach to understanding behavior and mental processes. Topics in this area focus on the relationship between the nervous system and behavior, as well as physiological processes elsewhere in the body. Topics will range from mental illness, memory, specific behaviors and hormones to communication, emotion and neurological disorders. Before delving into these topics, this course will provide the necessary foundational principles of behavioral neuroscience including background knowledge of basic nervous system structure and function.

Student Learning Expectations/Outcomes for this Course

By the end of this course, the student will be able to:

- Describe the basic structure and function of neurons
- Articulate differences between electrical and chemical communication within the nervous system
- Relate function of the nervous system to behavior
- Compare and contrast various disorders of the nervous system
- Apply appropriate technical language when investigating various topics in behavioral neuroscience

Course structure/approach. This course will consist of lectures, PowerPoint slide presentations, video presentations and class activities where appropriate.

Textbook and required materials

- Carlson N. (2008). *Foundations of Physiological Psychology, Seventh Edition.* Allyn & Bacon. ISBN: 0-205-59587-1 or 978-0-205-59587-7.
- This book is also available as an e-book; ISBN: 0-205-61420-5 or 978-0-205-61420-2

Course outline

This course will include the following topics:

Unit 1

1. *Structure and Function of Cells of the Nervous System*
2. *Structure of the Nervous System*
3. *Methods and Strategies of Research*

Unit 2

4. *The Senses*
5. *Sleep and Biological Rhythms*
6. *Psychopharmacology*

Unit 3

7. *Learning and Memory*
8. *Human Communication*
9. *Emotion*

Unit 4

10. *Neurological Disorders*
11. *Schizophrenia*
12. *Autism*

Assessment of Student Learning Outcomes

- *Methods of Assessment*
 - *Unit Tests. Test will include multiple choice questions based on lecture material and assigned reading from the text.*
 - *Alternative writing/discussion assignment available to students to maximally increase course grade by ½ letter grade. Detailed instructions will be available during the semester.*
- *Timeline for Assessment*
 - *Unit test will be given at the conclusion of each unit*
 - *Alternative writing/discussion assignment will be due two weeks prior to the last day of class.*

Grading System

- *Unit 1 test* 100 points
- *Unit 2 test* 100 points
- *Unit 3 test* 100 points
- *Unit 4 test* 100 points
- *Writing/Discussion Assignment* 100 points
- **TOTAL POSSIBLE POINTS** 500 points

Final Grade	Points Earned
A range, 90-100%	450-500
B range, 80-89%	400-449
C range, 70-79%	350-399
D range, 60-69%	300-349
F, below 60%	Below 299

Course Policies

- *Retests/makeup tests – All arrangements must be negotiated with the instructor as soon as possible. Make up tests will not be the same as the original test.*

- *Attendance – Regular attendance is expected in this course.*
- *Statement on plagiarism and cheating: Cheating and plagiarism will not be tolerated. Any instance of cheating or plagiarism will result in a 0 on the test or assignment. Any instance of cheating or plagiarism may be reported to campus judicial authorities for further review.*

NAU 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

1. Is this course being proposed for Liberal Studies designation? Yes No X
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 2009

3. College SBS 4. Academic Unit /Department Psychology

5. Course subject/catalog number PSY 260 6. Units/Credit Hours 3.0

7. Long course title Cognitive Psychology
(max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)

Cognitive Psychology

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

Research, methods and theory in human information processing. Topics include attention, memory, problem solving, and language.

10. Grading option:

Letter grade X 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 X

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)

PSY 101 or PSY 101H

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 X no

Name of plan?

BA Psychology, BS Psychology, Minor-Psychology

Note: If required, a new plan or plan change form must be submitted with this request.

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?

BA Psychology, BS Psychology, Minor-Psychology

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: Till, Miller

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

The APA guidelines denote that psychology curricular plans should target the following learning outcome: Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology as identified by the APA Guidelines: 1. learning and cognition, 2. individual difference, personality, and social process, 3. biological bases of behavior and mental processes, 4. developmental changes in behavior and mental processes. Our four required breadth courses are consistent with these content areas. We have added PSY 260 – Cognitive Psychology as a requirement to address this deficiency our existing plan.

<p>For Official AIO Use Only:</p> <p>Component Type</p> <p>Consent</p> <p>Topics Course</p>

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

<i>K. La Duke</i>	<i>9-9-08</i>
Department Chair (if appropriate)	Date
<i>[Signature]</i>	<i>9-28-08</i>
Chair of college curriculum committee	Date
<i>[Signature]</i>	<i>9-28-08</i>
Dean of college	Date

For Committees use only

<i>[Signature]</i>	<i>10/22/08</i>
For Liberal Studies Committee	Date

Action taken:

modified

Approved as submitted

Approved as

Psychology 260
Cognitive Psychology
College of Social and Behavioral Sciences
Spring Semester
3 Credits

TIME: TBD
PLACE: TBD

INSTRUCTOR: Dr. Michelle Miller
OFFICE HOURS: MW 10:30-11:30 am

OFFICE: SBS 206
EMAIL: michelle.miller@nau.edu
PHONE: 523-9560

TEXTBOOK: *Cognition*, by Margaret W. Matlin (6th edition)
(Required)

Course Prerequisites

PSY 101, Introduction to Psychology

Course Description

This is a survey course whose purpose is to introduce you to the study of human thought processes, with emphasis on memory, perception, and language and to teach you about current theories relating to these topics and to show you how cognitive psychologists develop their theories. This course will also cover the application of cognitive psychology research to practical problems.

Student Learning Expectations/Outcomes

Students will apply and analyze major theories and findings in cognitive psychology.

Students will describe and analyze the foundational knowledge needed to succeed in more advanced courses in cognitive psychology.

Students will communicate their analyses and ideas in several different formats including online discussion, written expression, and oral presentation.

Course Structure and Approach

In-class activities will include lecture and small group discussion activities. I will also lead the class in activities or demonstrations of cognitive phenomena, such as how people remember information, perceive stimuli, make decisions and so forth. These activities are designed to involve you in the material being presented and are an essential part of the course curriculum. In order for these activities to be worthwhile, everyone must actively participate, for example by offering comments during discussions and completing worksheets that are handed out in class. Please note that in order to carry out these demonstrations, I may have to temporarily deceive you as to the purpose of the demonstration. I will be sure to fully explain the deception afterward, and will never knowingly expose you to embarrassment or ridicule as part of the deception.

Graded assessments include exams and three assignments.

Exams: There will be two midterms and a non-cumulative final exam. Exams will cover the reading and lecture material, as well as class activities and class discussion topics. Format will include multiple-choice and short-answer questions, and all material subject to exam will be listed on study guides issued before the exam. Lastly, there are brief daily quizzes covering the assigned reading for that day, and an opportunity for extra credit (described below).

Assignments:

1. CogPod Podcast Question. Using the Discussion tool in Vista, post one question that relates to human thought processes. These do not have to be technical – they should be everyday issues that many people can relate to, such as “Why do I suddenly get a song stuck in my head, and how do I get rid of it?” or “Why is it that I can remember everything about a person, but totally forget his/her name? And then it pops up randomly hours later?” Then, post one response to another student’s questions. The professor will then select certain questions to discuss on the CogPod audio podcast (with your permission).
2. Media and Cognition – Search for a cultural or electronic artifact that ties directly to course concepts. Examples include web sites, movies, video games or books. Turn in a written assignment at least 2 double-spaced pages in length that includes the following:
 - a. A description of the item
 - b. A detailed explanation of exactly which course concept this item illustrates, and how it illustrates it. Give specific page numbers from the textbook that relate to your item.
 - c. A link or other information that would allow other people to find this item. For example, for a movie, you could give the web site for the movie or the link to the Internet Movie Database entry for the movie.
3. Practical Application Project – Develop an original idea for practical application of one of the cognitive phenomena covered in class. Examples include redesigning consumer products, improving educational programs, or creating therapy programs. Create a poster explaining and illustrating your idea and present this poster to your fellow class members in an in-class poster session. You will also be required to turn in your own “peer review” ratings of posters you see on the day you are not presenting.

Assessment of Student Learning Outcomes

Methods of Assessment

All assignments and exams will be graded on a scale from 0 to 100. Each factors into your overall course grade as follows:

Midterm Exam 1:	20 %
Midterm Exam 2:	20%
Final Exam:	20%
CogPod Question:	2.5%
CogPod Response:	2.5%
Media and Cognition	15%
Practical Application Idea	5%
Practical Application Poster	10%
Peer Review of Posters	5%

Grading System

Your overall course grade will be assigned according to the following scale:

90 – 100	A
80	B
70-79	C
60-69	D
Below 60	F

Timeline for Assessment

See the Course Outline and Schedule at the end of the syllabus for dates and deadlines.

Course Policies

Attendance: Daily Quiz Questions

I will begin each class by asking several questions based on the assigned reading for that day. I will call on someone to answer each question. If you answer the question correctly, I will **add one half point** to your final

grade. If you answer incorrectly, I will not add or subtract anything to your final grade. If you are absent on a day I call on you, I will **subtract one half point** from your final grade. Over the course of the semester, everyone will get the same number of chances to answer quiz questions.

Attending every class and completing the assigned reading on time will help you get the maximum credit for this part of the class. The quiz questions will cover topics similar to those in the Chapter Review Questions and New Terms at the end of each chapter, so studying these sections will also help. Please note that getting a question wrong does not affect your final grade one way or another, so it is to your benefit to come to class and try the questions even if you are not sure you know the assigned material.

There won't be any quiz questions on days when there is an exam or assignment due. There also won't be any during the first or last weeks of class.

Academic Honesty

For purposes of this class, academic honesty means the following things:

- 1) You do not give help to or receive help from classmates during exams, nor do you use "crib notes" of any kind on exams.
- 2) You do not compromise the integrity of testing materials, for example, by trying to preview test questions or provide others with previews of test questions.
- 3) All written work that you turn in is written *by you* for *this* class

Any violations of these academic honesty principles, or other academic honesty policies of the University, will be referred to the administration for disciplinary action (see also the section on *Related University policies*, below).

Make-Up Policy for Exams

You will need to have my permission to make up exams. I usually give permission for make-ups **only** in case of urgent health or personal situations, institutional excuses, and professional development activities (for example, attending an academic conference or interviewing for an academic program). I am much more likely to give permission for a make-up if you ask me **before** the exam. I reserve the right to ask for written documentation of your emergency, and I also reserve the right **not** to give permission for a make-up if I so decide. You may black out any personal or confidential information on the copy of the documentation you give me.

Downloadable Course Material

You can download copies of overheads that I show in class, as well as other materials such as class handouts, by going to <http://vista.nau.edu>. Feel free to print out the overheads and bring them to class as a note-taking aid. **However, keep in mind that the overheads alone are NOT a substitute for class attendance or for taking your own detailed notes.** Also keep in mind that I will add or delete material to suit the pace of the class, so the overheads you have might not exactly match the ones shown in class. Overheads will be posted as I finish them throughout the semester.

You-keep-a-copy policy:

I'll require you to keep one back-up copy (computer or hard copy) of any written assignment you turn in. This is for your protection in case of any problems that arise with your computer, my computer, or the Vista system.

Changes to the Syllabus

From time to time, I may make changes to the course plan, topics, or other aspects of the course. These changes will be announced in class. **You are responsible for keeping up with announcements of changes and other course business.**

Related University Policies

1. Learning Disabilities/Physical Handicap Policy

Students who have a learning disability or physical handicap are encouraged to make arrangements for class assignments/exams so their academic performance will not suffer due to the disability or handicap. You should consult with your instructor *early* in the semester.

2. Institutional Review Board Policy

Any study involving observation of or interaction with human subjects which originates at Northern Arizona University, including a class 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 per month. Proposals must be submitted for review *at least fifteen working days prior* to the monthly meeting. Students should consult with their course instructors *early* in the course to ascertain if their projects need to be reviewed by the IRB and/or to secure information on appropriate forms and procedures for IRB review. The student's instructor and department chair must sign the application for approval by the IRB. A copy of the *IRB Policy and Procedure Manual* is available in each department's administrative office.

3. Safe Environment Policy

The Safe Working and Learning Environment Policy of Northern Arizona University seeks to prevent discrimination in the basis of sex, race, color, age, national origin, religion, sexual orientation, disability or veteran status, and sexual harassment and sexual assault. You may obtain a copy of this policy from your Department office. If you have any concerns related to this policy it is important that you contact your department Chair, or call the Academic Ombudsperson at 523-9368 or the University Office of Affirmative Action at 523-3312.

4. Academic Integrity

As stated in the NAU General Catalog, "NAU regards acts of academic dishonesty-including but not limited to plagiarism, forging an instructor's signature, stealing tests, copying themes or tests from other students, or using 'crib notes' - as very serious offenses. Students charged with academic dishonesty are subject to the Arizona Board of Regents' Code of Conduct and procedures established by NAU, which are outlined in the student handbook."

EVACUATION NOTE:

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

Course Outline and Schedule

(Assigned reading shown in *italics*; deadlines and exams shown in **bold**)

This calendar is also listed on the Vista site.

Monday	Wednesday	Friday
1-14 Introduction to Cognitive Psychology <i>Syllabus</i>	1-16 Techniques of Cognitive Research <i>Chapter 1</i>	1-18 Cognition and the Brain
1-21 NO CLASS – MARTIN LUTHER KING HOLIDAY	1-23 Cognition and the Brain	1-25 Perceptual Processes <i>pp. 32-53</i>
1-28 Perceptual Processes <i>pp. 53-66</i>	1-30 Attention <i>pp. 68-85</i>	2/01 Attention <i>pp. 85-96</i>
2-04 Attention; Consciousness	2-06 Memory <i>pp. 98-120</i>	2-08 Memory <i>pp. 120-125; 128-135</i> CogPod Question Due
2-11 Memory <i>pp. 135-143</i>	2-13 Memory <i>pp. 144-152</i>	2-15 Memory <i>pp. 152-169</i> CogPod Response Due
2-18 False Memory	2-20 False Memory	2-22 MIDTERM EXAM #1
2-25 Improving Memory; Mnemonics <i>pp. 172-190</i>	2-27 Mental Imagery <i>pp. 208-229</i>	2-29 Cognitive Maps <i>pp. 229-244</i>
3-03 Introduction to Language <i>pp. 295-306</i>	3-05 Language Comprehension <i>pp. 307-312</i>	3-07 Language Comprehension

3-10 Language Comprehension; Reading Reading <i>pp. 313-320</i>	3-12 Language: Production <i>pp. 332-344</i>	3-14 Language: Production, continued, and Bilingualism <i>pp. 350-360</i> Media and Cognition Assignment Due
3-17 SPRING BREAK	3-19 SPRING BREAK	3-21 SPRING BREAK
3-24 Language: Wrap-Up	3-26 MIDTERM EXAM #2	3-28 Language and Communication; Discourse <i>pp. 320-326</i>
3-31 Language Development <i>pp. 480-490</i>	4-02 Language Development	4-04 Language Development
4-07 Problem Solving <i>pp. 362-383</i>	4-09 Problem Solving <i>pp. 387-399</i>	4-11 Problem Solving; Creativity Practical Application Project Idea Due
4-14 Decision Making and Judgment <i>pp. 413-429</i>	4-16 Decision Making and Judgment, continued <i>pp. 429-442</i>	4-18 Decision Making and Judgment <i>pp. 442-449</i>
4-21 Intuition	4-23 Intuition	4-25 Cognition and Emotion
4-28 Practical Application Poster Session I	4-30 Practical Application Poster Session II	5-02 Wrap-Up and Final Exam Review
	5-07 FINAL EXAM, 7:30-9:30 AM	

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 9
3. College SBS 4. Academic Unit /Department Psychology
5. Course subject/catalog number PSY 326 6. Units/Credit Hours 3.0
7. Long course title Group Behavior
(max 100 characters including spaces)
8. Short course title (max. 30 characters including spaces) Group Behavior
9. Catalog course description (max. 30 words, excluding requisites).
Surveys psychological approaches to group processes and functions. Topics include structure, influence, leadership, conflict, and performance.
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) PSY 230 and PSY 302W and PSY 250

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 **X** no

Name of plan? BA Psychology, BS Psychology

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: Wayment, new faculty in social/personality

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

As part of the psychology major restructuring, PSY 326 will be included in the list of depth courses. All of the courses in this list will have content course prerequisites and statistics and methodology prerequisites. Specifically for Psy 326, the following courses will be prerequisites ([PSY 101 or 101H] and PSY 230 and PSY 250 and PSY 302W). Given that 302W is required to take PSY 326, it was not logical to leave the "W – Writing intensive" designation on this course. We have proposed this course with comparable content, without the W designation and requisite components.

For Official AIO Use Only:

Component Type

Consent

Topics Course

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

_____ <i>K. La Durb</i> _____ Department Chair (if appropriate)	_____ <i>9-9-08</i> _____ Date
_____ <i>[Signature]</i> _____ Chair of college curriculum committee	_____ <i>9-22-08</i> _____ Date
_____ _____ Dean of college	_____ _____ Date

For Committees use only

For Liberal Studies Committee		Date
Action taken: modified _____	Approved as submitted _____	Approved as _____
_____ <i>[Signature]</i> _____		_____ <i>10-22-08</i> _____
For University Curriculum Committee		Date
Action taken: _____	Approved as submitted _____	Approved as modified _____
		_____ <i>[Checkmark]</i> _____

For Committees use only

For Liberal Studies Committee

Date

Action taken:
modified

Approved as submitted

Approved as

Ron B. H.

10/22/00
Date

For University Curriculum Committee

Action taken:

✓

Approved as submitted

Approved as
modified

Northern Arizona University
College of Social and Behavioral Sciences
PSY 326 Group Behavior
3 credit hours

Course Prerequisites: PSY 101 Introduction to Psychology, PSY 230 Introduction to Statistics in Psychology, PSY 250 Social Psychology, and PSY 302W Research Method in Psychology are required.

Course Description: Surveys psychological approaches to group processes and functions. Topics may include structure, influence, leadership, conflict, and performance.

Student Learning Outcomes. The student will be able to 1) analyze primary and secondary sources, 2) apply research and theory to real-life problems of group behavior, 3) write scientific essays, 4) articulate their thoughts during in-class discussion, 5) contribute to team in-class activities, and 6) complete work on schedule as a display of personal integrity.

Course Structure/ Approach. The course will combine lecture with class discussion. Whenever possible experience with research instruments will be provided.

Required Books

Into thin air by Jon Krakauer, 1997.

Group dynamics, 4th Edition by Donelson R. Forsyth, published by Thomson Learning, Inc, 2006. ISBN #0-534-36822-0

Articles are available on electronic reserve on the homepage of the Vista shell for this course.

Assessment of Student Learning Outcomes. The examinations in this course will be a combination of multiple choice, fill-in, matching, and long essay questions. Student outcomes 1) careful reading of primary and secondary sources and 2) appropriate application of research and theory to real-life problems of group behavior will be assessed in both sections of the examinations. The long essay questions are provided a week in advance and are designed to pull together material from class discussions and in-class activity, as well as assigned readings. The essays, written in class without notes, reflect student learning outcomes 3) effective critical thinking and scientific writing of essays, 4) thoughtful and articulate in-class discussion, 5) cooperative contributions to team in-class activities, and 6) high personal integrity in completing work on schedule.

On each of four examinations – 3 regular examinations and the final (cumulative) exam - you will have two separate grades. One grade will be for the multiple choice, fill-in, and matching portion of the exam and the other grade will be for the essay. One week before each examination, you will receive 2 essay questions and you will have a choice of which question to write on. All examinations will be closed-book and no notes are permitted. As explained previously, you will receive a letter grade for each part of the examination, one grade for the multiple choice, fill-in, and matching portion and one grade for the essay. Thus, you will have a total of 8 examination grades (2 grades on each of 4 exams). Your final course grade will be the average of those 8 grades.

Your essays should be about 500-1,000 words in length. Because you have the questions beforehand, you are expected to write well-reasoned, concise, and accurate answers. Spelling and punctuation will count. Make-up examinations will be given only if you present written documentation from your physician that you were ill on the day of the exam or you have a signed official institutional excuse form.

The following is a guide for the assignment of grades: 90-100% = A, 80-89% = B, 65-79% = C, 50-64% = D, and below 50% = F.

Reading and Writing Assignments

Week 1	Read "Into thin air" by Jon Krakauer.
Week 2	Watch "Everest: The death zone" on reserve at Cline Library Read chapters 1 and 2 in the Forsyth textbook
Week 3	Read Drury and Stott (2001), "Bias as a research strategy in participant observation: The case of intergroup conflict," available on electronic reserve
Week 4	First midterm exam
Week 5	Read chapters 3 and 4 in the Forsyth textbook Watch "Miracle" the 2005 movie about the 1980 USA Olympic hockey team
Week 6	Read chapters 5 and 6 in the Forsyth textbook Read Moreland & Levine (2002), "Socialization and trust in work groups," available on electronic reserve
Week 7	Read chapters 7 and 8 in the Forsyth textbook
Week 8	Second midterm exam
Week 9	Read chapters 9 and 10 in the Forsyth textbook
Week 10	Read chapters 11 and 12 in the Forsyth textbook
Week 11	Read Peterson (1997), "A directive leadership style in group decision making..." available on electronic reserve
Week 12	Third midterm exam
Week 13	Read chapters 13 and 14 in the Forsyth textbook
Week 14	Read Peri, et al. (2000), "The dynamics and the interpersonal and intrapersonal relations within an isolated group in extreme environments," on electronic reserve
Week 15	Read chapters 15 and 16 in the Forsyth textbook
Final Exam	Cumulative exam

Course policies. High ethical standards are imperative in a socially-responsible educational environment. Cheating will not be tolerated in this course. Anyone discovered cheating on an exam will receive a zero as a minimum punishment. Please refer to the Student Handbook (online) for the University policy on cheating and plagiarism. Attendance will be taken and your presence at each class is strongly encouraged.

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 2009

3. College SBS 4. Academic Unit /Department Psychology

5. Course subject/catalog number PSY 344 6. Units/Credit Hours 3.0

7. Long course title Adult Development and Aging
(max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Adult Development and Aging 24

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

Studies the adult aging process from multiple perspectives including biological, sociological, and cross-cultural. 13

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) PSY 101 and PSY 240

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? BA/BS Psychology
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: Demir, Till, Dickson

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

All Psychology majors are required to take Research Methods in Psychology -PSY 302W, in order satisfy the junior-level writing requirement. In order to continue to offer Psychology of Adult Development and Aging, we have proposed this course with comparable content, without the W designation and requisite components.

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

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

K. L. Duth 9-9-08
Department Chair (if appropriate) Date

[Signature] _____
Chair of college curriculum committee Date 9-22-08

[Signature] _____
Dean of college Date

For Committees use only

For Liberal Studies Committee _____ Date

Action taken: _____ Approved as submitted _____ Approved as modified _____
[Signature] 10/22/08
For University Curriculum Committee Date

Action taken: ✓ Approved as submitted _____ Approved as modified _____

College of Social and Behavioral Sciences- Department of Psychology
Psychology 344: Adult Development & Aging
Section: --, -----

Instructor: Meliksah Demir
Office: SBS 219
Office Phone:(928) 523-0407
Email: md355@nau.edu

Meeting time: TBA
Office hours: TBA
Location: TBA
Credit Hours: 3

Prerequisites: PSY 101 and PSY 240 or International Student Group SPW.

Course Description and Purpose: This course provides an overview of the longest phase of the life cycle - adulthood, covering the years from young to late adulthood. Life span developmental psychology assumes that development is not finished with adolescence but continues well into old age. In this class, a lifespan developmental perspective with an emphasis on psychological aspects of development will be taken to discuss various aspects of adult development and aging. In addition to different theoretical approaches, we will discuss empirical findings in various fields of adult development such as social relations, personality, cognitive functioning, emotion, and motivation.

Student Learning Expectations: By taking this course, students are expected to:

- Describe recent psychological studies of adult development and methodologies used in research on adulthood
- Analyze how biological, psychological and social factors influence aging
- Improve their analytical and writing abilities
- Describe the reciprocal interactions between aging persons and their social worlds
- Evaluate empirical research and draw connections to everyday phenomena
- Develop a clear understanding of several concepts relevant to adult development and aging

Required Textbook: Hoyer, W.J., & Roodin, P.A. (2008). Adult development and aging (6th ed.).

Required Readings: There are several important papers published in the last decade on various issues regarding aging. These papers offer new and unique perspectives and will help the student to follow most recent empirical and theoretical advances in the field. These papers (see the attached list) will be available on Vista.

Information about Vista: This course will actively use Vista (vista.nau.edu). Lecture notes, assignments, announcements, etc. will be posted on the web page of this course. Make sure that you know your N.A.U. access ID and password.

Assessment of Student Learning Outcomes:

Exams: There will be a midterm and a final exam in this course. Each exam will be worth 180 points, will cover 6/7 chapters, assigned readings and other topics as discussed in the class. There will be 60 multiple-choice and 2 essay questions in each exam. The exams are NOT cumulative. Material will be presented in the lecture that is not covered in the textbook (such as recent advances in theory and research; recent and/or major publications); therefore, it is highly recommended that you attend class. You are responsible for all material presented in the lecture and assigned readings.

Failure to be present for the exam without a documented University excuse will result in a ZERO for the exam. Make-up exams will only be given for University-approved excuses. If you miss

an exam attributable to university-sponsored events (e.g., off campus curricular or sporting events), exams need to be taken before the student leaves campus. In this case, the exam would be multiple choice questions (as long as the student provides the appropriate documentation). For all other cases, the MAKE-UP EXAMS WILL HAVE 8 ESSAY QUESTIONS. You must contact me before the exam you will miss. If the instructor approves your make-up request, you will have to take the test **during the scheduled next office hour**, in the hall outside the instructor's office. If you miss the make-up exam, you will receive zero (0) for the exam. This policy will be strictly enforced.

Please note that the final exam is scheduled during the Final Examination Period as assigned by the University Registrar; as per University policy, the exam date and time are non-negotiable. Thus, in the case of the final exam, **I cannot give make-ups beyond the last day of the semester.**

Students with disabilities: If you have a documented disability and wish to discuss academic accommodations with me, please contact me within the first couple of weeks of the semester.

Essays/Assignments: There will be eleven essays/assignments in this course, each worth 10 points. These activities will help you to develop a better understanding of several concepts investigated in this course. If you do not provide a documented excuse for missing the activities, they will be counted as zero. Of the eleven activities, only the best ten scores would be used while calculating your grade. Please note that some of the questions you will answer for essays/assignments will appear in the exams. These activities and the due dates will be posted on Vista.

Quizzes: There would be eleven unannounced quizzes throughout the semester. Each quiz would consist of 4-5 questions (multiple choices, short definitions) and be worth 10 points each. It is your responsibility to come to class on time, read the required chapters/articles and attend lectures. There will not be any make-ups for missed quizzes unless they are university related excuses. Of the eleven quizzes, only the best ten scores would be used while calculating your grade. Please note that some of the questions in the quizzes will appear in the exams.

Paper Assignments: There would be two paper assignments in this course. Detailed information about them is provided below. Please note that these assignments should be in APA format. See the following link for information about APA format (<http://www.lib.usm.edu/legacy/tutorials/apatutorial/tutorialindex.html>). Additional information about the format can be found by visiting the NAU library's web page.

Assignment #1

Movie Review-150 points

The aim of this assignment is to use theory and concepts as discussed in class and write a review about a movie you have watched, recent or old (no horror & sci-fi movies) that portrays a/n middle-aged or older adult (e.g., Fried Green Tomatoes). After viewing a movie, you will write a 3-page paper (double space). The first page will consist of a summary of the movie (it should be only one page). The remainder of your review should involve descriptions of at least three key scenes/primary characters and the manner in which the content either reflects or is related to course materials (text and lectures). You must provide support for your statements by citing information primarily from the text and additionally from other empirical sources (at least two references are required). Please email the paper to your instructor. The assignment is due -----and should be in APA format. The paper must be submitted electronically. A sample paper will be posted on Vista.

Assignment #2

Review of a peer-reviewed article-210 points

The aim of this assignment is to help you get familiar with cross-cultural research on adult development and aging. You are expected to choose one article (that interests you) that reports data from at least two countries. Choose articles published since 2000. The article could be from any developmental psychology/gerontology journal (Child Development, Developmental Psychology, Journal of Gerontology) or from other journals that publishes cross-cultural studies (International Journal of Behavioral Development, Journal of Cross-Cultural Psychology). You can find all of the specified journals (online access) at our library (http://www.nau.edu/library/research_journals.html). The article you choose has to be approved by your instructor before (TBA). Articles not approved by the instructor will not be graded. I strongly suggest that you do find an article early in the semester for approval. Also, it is expected that you would send a copy of the article to your instructor (in a pdf, html or word format).

After reading the article (a few times), you are expected to write a review of the article (4-5 pages). The paper would be in APA format. There are several resources available online and a list of some of them will be posted (vista.nau.edu).

The paper should be organized according to the following questions:

- 1) What was the author's purpose for conducting the study (rational)? (20 points)
- 2) What were the major findings of the study? (Attention to cross-cultural differences). I do not want you copy-paste the results but want you to write the important findings of the study in your own words. (30 points)
- 3) What did the author(s) conclude from the study? Again, in your own words. (40 points)
- 4) How do the findings of the study relate (or not) to the material discussed in class or in our book? (40 points)
- 5) What is the significance of this study . . .
How does it add to your own personal understanding? (40 points)
What does it contribute to our understanding of adult development and aging? (40 points)

Please feel free to visit me during the office hours if you have any questions about this assignment. This paper is worth 210 points and is due TBA. The paper must be submitted electronically.

Late Paper Assignments: Papers not submitted by 5 pm on due dates are, by definition, late. The following policy will be followed for late papers: All late papers will be reduced by 10 points. After three days, the paper will not be accepted, and a grade of zero will be recorded for the paper. In order to prevent late submissions and technological difficulties, I strongly suggest that you start working on your paper earlier and save your work! **BACK UP YOUR WRITING** and do not wait until the last minute to complete your writing assignments! "My computer crashed" or "I lost my flash drive" are not acceptable excuses for a late assignment.

E-mailing your assignments: Assignments in this course are to be e-mailed to your instructor. In doing so, please make sure your e-mail has a subject line (e.g., PSY345 ASSIGNMENT #1) and include your name and student ID in the e-mail.

Grading:

Assessment	Points	Points and corresponding grades	
		Grade	Points Required
Essays/Assignments	100	A	900 and higher
Quizzes	100	B	800-899
Midterm	180	C	700-799

Final	180	D	600-699
Movie Review Paper	150	F	Below 599
Empirical Paper Review	210		
Class Participation	60		
Plagiarism Training	20		
TOTAL	1000		

Academic Dishonesty

Acts of academic dishonesty include but are not limited to the following:

Cheating- unauthorized copying or collaboration on a test or assignment, or the use or attempted use of unauthorized materials; Tampering-altering or interfering with evaluation instruments and documents; Fabrication- falsifying experimental data or results, inventing research or laboratory data or results for work not done, or falsely claiming sources not used; Plagiarism- representing someone else's words, ideas, artistry, data as one's own, including copying another person's work (including published and unpublished material, and material from the internet) without appropriate referencing, presenting someone else's opinions and theories as one's own, or work jointly on a project, then submitting it as one's own; Assisting- assisting another student in an act of academic dishonesty, such as taking a test or doing an assignment for someone else, changing someone's grades or academic records, or inappropriately distributing exams to other students. If you are found to have engaged in academic dishonesty, you will fail the assignment. You will also be reported to school administrators. They will take additional actions that may include removal from my class, receiving a failing grade for the term and/or removal from school.

As for plagiarism, you are expected to take the online training (post-test) (<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>). Once you complete the tutorial, you will take a test. You are required to print this **post-test** result and submit it to your instructor by TBA. This would be worth 20 points. You will not receive any points for this if you submit it later than the due date. Also, please note that your assignments will not be graded if I do not have a copy of the post-test results.

For other N.A.U policies, visit <http://jan.ucc.nau.edu/academicadmin/plcystmt.html>

Expectations:

Attendance: I expect you to attend every class. This is important for several reasons. Most importantly, material will be presented in lectures that are not covered in the textbook (such as recent advances in theory and research). Therefore, it is highly recommended that you attend class. You are responsible for all material presented in the lecture and assigned readings.

Class Participation: Active participation of students is expected through out the semester. It is important to me that you learn to think about and express yourselves effectively regarding the principles and issues covered in this course. Thoughtful comments and questions will greatly add to the classroom experience. More importantly, class participation would influence your grade such that it is worth 60 points. A class participation log will be given to you on the first day of the class. You are expected to return the log in the last day of the class for grading.

Classroom Behavior: In order for class to run smoothly and efficiently, you are expected to be **on time** for class. Ensure that you are organized and well prepared before we begin. I expect students

to pack up their materials only after I indicate that the class is over. Eating, reading, sleeping, and the like are not allowed in class. Make sure you turn cell phones off and put them away during class. In case of emergencies, please let the instructor know about this before class and sit close to the door. Every time we hear a cell phone ringing during class, ten (10) points would be deducted from the final grade. Also, if you are going to bring your laptop to class, you have to seat in the front. You will be asked to leave the classroom and lose ten (10) points if you surf the internet during class. This policy will be strictly enforced.

Extra Credit: You can earn up to 20 points of extra credit in this class by research participation. You will receive 4 points for each hour you participate in a study conducted by the Department of Psychology. The department switched to Sona Systems for research participation (where you set-up appointments online). Please visit <http://nau.sona-systems.com> to make appointments. If you did not use SONA before, please contact your instructor during the semester.

COURSE SCHEDULE AND TOPICS: This is a tentative schedule, which might change. You are responsible for making yourself aware of any changes that may occur in the schedule. The best way to be aware of changes is to attend class.

WEEK	TOPIC	CHAPTER
1	Introduction to the course	
1	Studying Adult Development and Aging	1
2	Physical Changes	2
2/3	Longevity, Health and Functioning	3
3/4	Mental Health and Mental Disorders	4
4/5	Person-Environment Interactions & Optimal Aging	5
5/6	Attention and Perceptual Processing ASSIGNMENT#1 IS DUE	6
6	Memory	7
7	MIDTERM EXAM	
7	Intelligence	8
8	Social Cognition	9
9	Personality	10
10	Relationships	11
11	Relationships	11
11/12	Work, Leisure, and Retirement ASSIGNMENT#2 IS DUE	12
13	Dying and Bereavement	13
14	Looking Ahead & Positive Aging & Review	14
	FINAL-TBA	

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 2009

3. College SBS

4. Academic Unit /Department Psychology

5. Course subject/catalog number PSY 406

6. Units/Credit Hours 3.0

7. Long course title CLINICAL PSYCHOLOGY

(max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)

CLINICAL PSYCHOLOGY

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

Introduces the principles and processes of applying psychology to the clinical setting. Includes professional issues, assessment, diagnosis, and psychotherapy.

19

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)

PSY 227 and PSY 230 and PSY 302W

15. Corequisites (must be completed *with* proposed course)

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: Funk, Sydeman, Daiss, Stevens

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

As part of the psychology major restructuring, PSY 406 – Clinical Psychology will be included in the list of depth courses. All of the courses in this list will have content course prerequisites and statistics and methodology prerequisites. Specifically for PSY 406 – Clinical Psychology, the following courses will be prerequisites ([PSY 101 or 101H] and PSY 230 and PSY 227 and PSY 302W). Inclusion of this course as a depth course precludes the integrative nature of a capstone experience. We have proposed this course PSY 406 with comparable content, without the PSY 405C designation.

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)

0. 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

<u>LL - Duh</u>	<u>9-9-08</u>
Department Chair (if appropriate)	Date
<u>[Signature]</u>	<u>9-22-08</u>
Chair of college curriculum committee	Date
<u>[Signature]</u>	<u>9-22-08</u>
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.
College of Social and Behavioral Sciences- Department of Psychology
Psychology 406: Clinical Psychology
Section: --, -----

Instructor: Sumner Sydeman, Ph.D.	
Class Meeting Time: Monday/Wednesday 1:50-3:05	Room: SBS 241
Office: SBS 315	Office Hrs: Monday/Wednesday 4-5 p.m. & by appointment
E-mail: sumner.sydeman@nau.edu	Phone: 523-9472

Course Prerequisites: PSY 227 – Introduction to Personality, PSY 230 Introduction to Statistics in Psychology, and PSY 302W – Research Methods in Psychology

Course Description: This course provides a more in-depth look into the subspecialty of clinical psychology. We will discuss the history of clinical psychology, psychological assessment and various clinical techniques. This class will allow students to refine their critical thinking skills while encouraging the development of verbal and written skills. In addition, we will be drawing on core concepts from other subspecialties in the major, especially as they relate to clinical theories and constructs. We will also spend a significant amount of time discussing issues of professional development, such as applying to graduate school and opportunities for further education in psychology.

Student Learning Expectations/Outcomes for this Course

Upon completion of this course,

- Students will be introduced to issues that define and influence clinical psychology including the scientist-practitioner model of the profession.
- Students will be able to critically evaluate the major theoretical frameworks and therapeutic modalities used in clinical psychology as assessed through examinations.
- Students will be able to describe the assessment procedures and tools used in clinical psychology.
- Students will be able to discuss and critically evaluate ethical dilemmas and therapeutic situations
- Students will be able to use electronic databases (PsychInfo/PubMed) to find journal articles pertaining to clinical psychology.
- Students will be able to discuss, describe, and synthesize current research evidence-based findings in a literature review paper.
- Students will clearly articulate their ideas regarding various topics in clinical psychology through class participation and group presentations.

Course structure: The course will include lectures, films, discussions, a research paper, and group presentations.

Text: Required: Trull, T. (2005). Clinical Psychology (7th Edition).

Recommended: American Psychological Association (2001). Publication Manual of the American Psychological Association: Fifth Edition.

- *TENTATIVE* SCHEDULE and Timeline for Assessment*

*Please note that this schedule is *tentative*. Everything (especially dates for lecture topics) is subject to potential change. Make sure to stay current on announcements that I make in class

about topics to be covered and deadlines (Come to class!). However, I do my best to keep the exams on their scheduled dates and only change exam dates under the rarest of circumstances (like blizzards).

1/14	Chapter 1	Introduction; Course Nuts & Bolts	
1/16	Chapter 1, 2	Introduction to Clinical Psychology; History	
1/21	Martin Luther King Day		No Class
1/23	Chapter 2	History	
1/28	Chapter 2, 3	Finish History; Current Issues	
1/30	Chapter 3	Current Issues	
2/4	Chapter 3	Getting into Graduate School	Assignment 1 due
2/6	Chapter 4, 5	Getting into Grad School (cont.), Research Methods	
2/11	Chapter 5	Diagnosis	
2/13	Exam #1 (Chapters 1-5)		
2/18	Chapter 6	Assessment Interview	
2/20	Chapter 6	Assessment Interview	
2/25	Chapter 7	Intelligence	Assignment 2 due
2/27	Chapter 8	Personality	
3/3	Chapter 9	Behavioral	
3/5	Chapter 10	Clinical Judgement	
3/10	Exam #2 (Chapters 6-10)		
3/12	Chapter 11	Interventions	
3/17-3/21	Spring Break		
3/24	Chapter 12	Psychodynamic	Assignment #3 due
3/26	Chapter 13	Humanistic	
3/31	Chapter 14	CBT	
4/2	Chapter 15	Group and Family	Assignment #4 due
4/7	Presentation Preparation		

4/9		Exam 3 (Chapters 11-15)	
4/14	Chapter 16	Community	
4/16	Chapter 17	Health Psychology	
4/21	Chapter 18	Neuro. and Rehab. Psychology	Research
	paper due		
4/23	Chapter 19	Forensic	
4/28	Chapter 20	Child Psychology	
4/30	Chapter 20	Pediatric Psychology; Course Wrap Up	
5/7		Final Exam (Wednesday 12:30-2:30 p.m.)	

**Order of presentations may be scrambled, so all groups should be ready to present on 4/14*

Assessment of Student Learning Outcomes

- *Methods of Assessment and Grading policy*

Class Requirements:

A) There will be four exams (three exams plus the final exam) during the course of the semester. You can drop *the lowest* of the first three exams scores. All students must take the final exam. Test questions will be generated from the reading as well as material presented in class. The exams are not cumulative. Each of these three exams during the course of the semester will count 15% toward your final grade (two exams toward your final grade x 15% = 30%) and the final exam is worth 20% of your final grade (total 50% of your final grade). Study guides will be provided.

B) All students will be required to participate in a group presentation (worth 15% of your final grade). You will conduct your presentations in the last quarter of the class. Students will be assigned to groups and I will try to accommodate students' areas of interest. Each student will present a specific section within their topic, and will draw on one of more of the core concepts from the subspecialties within the major such as: Community Psychology, Health Psychology, Neuropsychology and Rehabilitation Psychology, Forensic Psychology, Child Psychology, and Pediatric Psychology. As part of your professional development and training as an undergraduate psychology major, this culminating experience is expected to be a polished and practiced presentation.

C) Research skills assignments: There will be 4 assignments intended to help hone your research skills in preparation for the research paper in this course. These assignments will require students to practice such skills as literature searches and review of research studies with human subjects. Assignments will be described over the course of the semester. These assignments will be worth 10% of your final grade.

D) Students will complete a 10-page research paper due the second to last week of classes. The paper will count for 20% of your final grade. You will review either a specific treatment or assessment issue within your designated area of interest. As with the presentation, you will draw

upon core concepts from other subspecialties within the major, including statistics and research methods.

E) Finally, on 5 occasions we will have in-class exercises and activities that will count toward your final grade. Think of these assignments as unscheduled “pop” in-class assignments. To receive credit for these assignments, you will need to be in attendance the day of the assignment and turn in the required work. Each In-Class Assignment will be graded Pass/Fail and will count 1 point toward your final grade (totaling 5% of your final grade). Assignments might require the use of your textbook, so you should bring your Trull to each class meeting. Sound easy? It is—as long as you are in class on the days we do these assignments.

Grading:

A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 and below

MAKE UP POLICY: There will be **no** make-up exams for exams 1, 2, or 3 for unexcused absences. Missed exams will count as the dropped exam. Otherwise, missing the final exam and/or deadlines for the paper (outline/rough draft) is **strongly discouraged**. You will only be allowed to make up a missed final exam or assignment if I excuse your absence. Grades on late assignments will be graded down up to one letter grade per day unless there is a legitimate reason for being turned in late. Legitimate reasons for excused absences/late papers/missing exams will normally be limited to the following: illness (verified by a physician’s letter); serious illness or death of a family member; official release from the university such as athletic or academic commitment; personal emergencies/situations; religious holidays/ceremonies; career or graduate school interviews for graduating seniors. Students anticipating missing an exam or assignment should contact me **AS SOON AS possible** PRIOR to an exam or deadline. Be prepared to document all excused absences. In certain cases, a make-up final exam may consist of essay questions.

REBUTTALS, & GRADE APPEALS: No matter how well tests are written, problematic items sometimes appear on occasion. You will have the opportunity to write a rebuttal to any test item within a specified time after exams are returned (24 hours). If you are convinced that an exam item is ambiguous, misleading or erroneous, you must utilize the following written documentation rebuttal procedure. Document in writing your rationale and arguments as to why you believe this item is problematic. Be as thorough as possible and reference back to readings/lectures if possible. Make sure your written documentation includes your name, student ID #, your signature, and deliver your rebuttal to my office within 24 hours following the exam. If I agree with your reasoning, I will make one of the following choices; 1) I may give you credit for your response to that item; 2) I may give everyone in the class credit who gave a similar answer to that item; 3) I may throw out the test item and give everyone credit for it.

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. See the following document for policy statements:

<http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html>

Research Paper Guidelines

This class requires a 10-page research-based paper that will count 20% of your final grade. You should review either a treatment or an assessment issue within your designated area of interest. For example, if you are in the health psychology group, your paper needs to be on a health psychology topic.

You should adhere to APA style (e.g., the *Publication Manual of the American Psychological Association, 5th Edition*). Papers less than 10 pages will lose credit (e.g., paper must be 10 pages of text PLUS abstract PLUS your references). Papers should be typewritten in 12-point font, double-spacing, standard font (e.g., New Times Roman) with one-inch margins all around. Papers that are poorly written (grammatical errors, poor sentence construction, poor organization, punctuation or spelling errors, etc...) will receive lower grades than papers that are well written. The paper should reflect your own work and not the work of others. If you are unclear what constitutes plagiarism, consult Dr. Sydeman. I reserve the right to give you a failing grade for *your final course grade* for outright cases of plagiarism, including copying material off the internet.

You will be gathering journal articles based on well-designed and important original research studies in psychology that are published in important journals (some in biomedical journals such as the *Journal of the American Medical Association, New England Journal of Medicine, The Lancet, Circulation*, etc...; some in psychology journals, such as *Journal of Consulting and Clinical Psychology, Journal of Abnormal Psychology*, etc...). NAU may have some, but NOT all, of these journals available online. **Keep in mind that you may need to obtain some of your articles electronically through Cline. This process can take several days—plan accordingly!** Some students confuse electronic copies of journal articles (legitimate) with websites or professional reviews or Wikipedia descriptions of topics (NOT legitimate). If you are confused about which is which, see Dr. Sydeman.

GUIDELINES FOR RESEARCH PAPERS

The topic should be of clear relevance to your area of interest in this course (e.g., your group topic), and should be defined well enough so that its scope will be clear. The most common errors students make in such research papers are: 1) trying to cover too much; 2) Not obtaining and appropriately reviewing original research studies with human subjects; and 3) Choosing a topic that is NOT assessment or treatment (e.g., etiology/risk factors).

There is a vast literature on biological and genetic causes, psychological causes, biological treatments, psychological evaluation, and psychological treatments of virtually ALL psychological disorders. Thus, you are going to have to choose one particular type of treatment (or assessment) for one particular disorder—and still that may be too broad. For example, if you lit search “treatment for depression” your result will be a massive number of articles. So how can you narrow your topic down? Pick a specific type of treatment (e.g., cognitive behavioral therapy) for a particular disorder (e.g., panic disorder).

That may be sufficiently limiting—but possibly not. CBT for PD may still yield a large number of journal articles. So your next option would be to limit it further—by some feature of the patient/client. So also try adding in such search terms as “men/women,” “children/adolescents,” “elderly,” “cancer patients,” “African American” (or other minority group), etc... The narrowing of your topic may require a process of trial and error. This will take time. Deciding on/narrowing/exploring your topic area and trying to write the paper the night before can best be described as a FATAL ERROR.

What search engines should you use? There are two search engines that are the gold standards specific to psychology and medicine and are mandatory for this paper: PsychInfo and PubMed. You should conduct your searches on BOTH of these two search engines. If you find articles on these search engines from journals that NAU does not possess—you are expected to electronically obtain the articles. Expect this to be the case!

FORMAT OF THE PAPER

The paper will include an abstract and introduction. In general, introductory material should be no longer than about 2-ISH pages. You should get into the main issues (literature review) in your paper no later than around the 3rd page. For example, if you are writing about treatment of a specific disorder, do not spend more than 2-3 pages giving the background information on it.

As a research paper and not a personal reaction paper, your personal speculation (“I think exposure therapy sounds ridiculous, yo”; “When I was a teenager and suffered depression, my therapist did...”) is not appropriate. As such, avoid the first person (“I”). Critique of your research area is an important part of the paper, however, as is noted below.

Write the paper at a level of a sophisticated audience whose knowledge of psychology is *at least* that of a student in Psychology 406. As such, you do not need to describe what the full DSM is and you do not need to list

DSM criteria for a disorder or explain basic concepts unless such description is essential. You can assume that the reader (me) is familiar with material covered in PSY 406, but potentially not familiar with the topic of your paper.

The essence of this paper is a summary of the relevant (and important) published research studies with human subjects in your topic area. Thus, you will be reviewing methodology and results of the studies you collect. Training in writing in this style will be provided during the course. Then, include a critical evaluation of the studies you review in the Discussion section of your paper. This will involve a critique of some of the theories or of the quality of the research, what you think are the most promising directions in the area reviewed and why, problems with the studies, directions for future research, etc... These are the components included in writing a master's thesis.

An appropriate number of research articles to include in your review would be somewhere in the range of 8-15 articles with a minimum of 5 original research studies with human subjects. You should *photocopy and attach the 3 most important human subjects research studies* to your paper. Other types of research articles such as review articles can be helpful for you to structure your paper or to help you create the introduction for you paper before you review studies. Articles based on case studies, periodicals, encyclopedias (Wikipedia) are not acceptable for this paper. The use of appropriate resources will be discussed in class.

Finally, please note: You are expected to write a new paper for this class. I reserve the right to check with fellow faculty members if a paper appears to be "recycled," and you will be graded down accordingly. Recycling a paper defeats the purpose of this writing assignment.

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 2009

3. College SBS 4. Academic Unit /Department Psychology

5. Course subject/catalog number PSY 461 6. Units/Credit Hours 3.0

7. Long course title Language and Cognition

(max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)

Language and Cognition

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

Theory and research on the role of language in human thought and behavior with attention to brain mechanisms, speech, comprehension, reading, writing, second-language acquisition, and social context.

27

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)

PSY 101 or 101H and 230 and 260 and 302W

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?

BA/BS Psychology

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: Till, Miller

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

An important goal of the proposed major curricular plan for psychology is afford students an opportunity to learn about selected content areas at the upper-division level. This course builds upon content from the newly developed PSY 260 – Cognitive Psychology course.

For Official AIO Use Only:

Component Type
Consent
Topics Course

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)

J. 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

K. Lee Dent _____ 9-9-08
Department Chair (if appropriate) _____ Date

Chair of college curriculum committee _____
Dean of college _____ 9-22-08
Date

For Committees use only

For Liberal Studies Committee

Date

Action taken: _____ Approved as submitted _____ Approved as modified

Don BA

10/22/08
Date

For University Curriculum Committee

Action taken: _____ Approved as submitted _____ Approved as modified

Please attach Syllabus here.
Social & Behavioral Sciences – Department of Psychology
PSY 461: Language and Cognition

Offered every other fall semester

3 credit hours, meeting TTh 9:35-10:50 (for example)

Instructor: Dr. Robert Till	or	Dr. Michelle Miller
243 SBS		206 SBS
Office Hr: TBA		Office Hr: TBA

Prerequisites: PSY 101, PSY 230, PSY 260 (new Cognitive PSY), and PSY 302W

Description: The course includes lectures and discussion on the psychology of language. We will examine current and historical perspectives with an emphasis on theoretical and empirical accounts of language use and behavior offered by psychologists. Throughout the course, we will consider linguistic principles, psychological mechanisms, and biological foundations of language. Specific topics will include speech perception and production, sentence processing, discourse comprehension, reading, inference, language development, bilingualism, and second-language acquisition.

Student Learning Expectations:

The course requires and will aid in the development of several specific skills, including critical reading, critical thinking, ethical reasoning, effective writing, and scientific inquiry. These skills will be assessed throughout the semester in a variety of ways (described in the section called "Evaluation Methods and Assessment of Outcomes").

The various course objectives are:

- Students will read and critically analyze material on the psychology of language.
- Students will be able to identify and differentiate major psychological approaches to the study of language use and behavior.
- Students will demonstrate critical thinking, research ethics, and write effectively on class activities centered on experimental studies and extensions of them in the classroom.
- Students will be able to gather and apply information from primary sources pertaining to the psychology of language so as to integrate and apply what they have learned in the development of a research proposal and its presentation to the group.

Course Structure & Approach:

Class activities will include lecture, discussion, writing, and small group activities. There will be one **take-home test** during the semester and a **take-home final exam**. These will cover the reading and lecture material, as well as any supplemental readings, class activities, or discussion topics. There will also be a required research proposal assignment in which you develop,

propose, and present an idea for an experimental study of language, as well as in-class papers based on an issue or activity for the day.

Besides lecturing and facilitating small group discussion activities, I will also engage the class in activities that involve writing about, hypothesizing, and interpreting research on language. These activities are designed to involve you in language research and are an essential part of the course. In order for these activities to be worthwhile, everyone must actively participate, for example, by offering comments during discussions and turning in one-page papers based on the activity of the day.

Since participation is expected, it is important to attend every class and complete the assigned reading on time. It is expected that some of the time, you will ask questions, offer thoughts or opinions, and respond to others' ideas, as well as participate in class activities/writing.

If you have questions for me outside of class, please see me during my office hours or leave a message (with your name, daytime phone number, and question) on my voice-mail and I will get back to you as soon as possible. Questions or comments directed to me through Vista mail will receive replies as soon as possible.

Required Text and Materials:

Jay, Timothy B. (2003). *The Psychology of Language*. Upper Saddle River, NJ: Prentice-Hall.

Other articles will be posted on Vista.

Optional Materials and Web Links:

From the Vista home page for the course, students will be able to access articles, demonstrations, and interesting web links relevant to language and cognition. These pages are already accessible from my faculty home page. (See attached list at end of syllabus.)

Course Outline:

DATE	TOPIC	READING	DUE
Aug 26 28	Introduction Nature of language	Ch. 1	
Sep 2 4	History of psychology of language Brain & language	Ch. 2	
DATE	TOPIC	READING	DUE
9	"		
11	Speech perception	Ch. 3	
16	"		
18	Word recognition	Ch. 4	
23	"		
25	Sentence comprehension	Ch. 5	

30	”		
Oct 2	Speech production	Ch. 6	
7	”		Research Idea is due
9	Writing & reading	Ch. 7	
14	”		
16	Take-home TEST # 1 is due.		
Oct 21	Discourse & conversation	Ch. 8	
23	”		
28	Figurative speech & thought	Ch. 9	Proposal Rough Draft is
due			
30	Language development	Ch. 10	
Nov 4	Communication & emotion	Ch. 11	
6	”		
11	No Class		
13	Presentations		Full Research Proposal is
due			
18	Presentations		
20	Social context, bilingualism	Ch. 12	
25	Presentations		
27	No Class		
Dec 2	Presentations		
4	Applied psycholinguistics	Ch. 13	

FINAL - Take-home test is due Dec 9, Tuesday, 9:30 am

Assessment of Student Learning Outcomes:

1. Tests. Tests are designed to assess your understanding of facts and interpretations in the psychology of language. There will be one take-home test scheduled during the semester and a take-home final examination. These will be essay tests for which you may use your textbook and notes. They will be posted about one week before their due date and you are expected to work on each test for about 3 hours. A typed hard copy should be turned in at class time on the due date.

2. Class Participation/Attendance. As noted earlier, it is expected that some of the time, you will ask questions, offer thoughts or opinions, and respond to others' ideas, as well as participate in class activities or demonstrations. During most weeks of the semester, there will be a class that involves some sort of discussion or individual reflection that entails the writing of a brief one-page or one-paragraph paper that can be turned in (as an indication of participation.) Students who participate regularly will earn points toward this portion of their grade. Once during the semester, each student will be asked to bring to class some kind of interesting research or material related to the assigned reading.

3. Research Proposal. Additional information will be provided about the Research Proposal Assignment. You will be expected to submit a brief description of the proposal by **October 7**, then an outline of the proposal by **October 28**, and finally, the full proposal by **November 13**. Student presentations will then occur between November 13 and December 2. The rough draft and the final draft will be graded, as well as a 12-minute presentation of the proposal. Papers must be turned in (as a hard copy) at the beginning of class on the due date. Late papers may be penalized by ten percentage points per day. See me ASAP if you have trouble meeting these deadlines.

Proposals must be typed and submitted as hard copy. They should be double-spaced with approximately 15 pages of text (not counting title or reference pages). These papers must be in APA style. Your review of the literature should include at least 5 references other than your text and they should come from refereed journals/books (not web sites).

All proposals should involve experimental design in which important variables are manipulated and dependent variables are measured. A strong proposal would be one that addresses theoretical issues of concern to the field.

4. Grading. The final grade distribution will be based on points from all tests, proposals, and course participation. These will count towards your final course grade as follows:

Tale-home test 1	25 %
Take-home final exam	25%
Class Participation & In-class papers	20%
Research Proposal	
Rough draft	10%
Final draft	10%
Presentation	10%

For letter grades, I expect to follow a plan with the following point minimums for each letter grade. Grading will not be any more stringent than this:

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

Course Policies:

1. Academic Honesty

For purposes of this class, academic honesty means the following things:

- You do not give help to or receive help from classmates during exams.
- All written work that you turn in is written *by you* for *this* class (no re-using papers from other classes or having others write your papers).
- When you quote or paraphrase other people's work in papers, you credit them appropriately, for example, by giving an APA-style reference.

Any violations of these academic honesty principles, or other academic honesty policies of the University, will be referred to the administration for disciplinary action. As stated in the NAU General Catalog, "NAU regards acts of academic dishonesty-including but not limited to plagiarism, forging an instructor's signature, stealing tests, copying themes or tests from other students, or using 'crib notes' - as very serious offenses. Students charged with academic dishonesty are subject to the Arizona Board of Regents' Code of Conduct and procedures established by NAU, which are outlined in the student handbook."

2. Learning Disabilities/Physical Handicap Policy

Students who have a learning disability or physical handicap are encouraged to make arrangements for class assignments/exams so their academic performance will not suffer due to the disability or handicap. You should consult with your instructor *early* in the semester.

3. Institutional Review Board Policy

Any study involving observation of or interaction with human subjects which originates at Northern Arizona University, including a class 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 per month. Proposals must be submitted for review *at least fifteen working days prior* to the monthly meeting. Students should consult with their course instructors *early* in the course to ascertain if their projects need to be reviewed by the IRB and/or to secure information on appropriate forms and procedures for IRB review. The student's instructor and department chair must sign the application for approval by the IRB. A copy of the *IRB Policy and Procedure Manual* is available in each department's administrative office.

4. Safe Environment Policy

The Safe Working and Learning Environment Policy of Northern Arizona University seeks to prevent discrimination in the basis of sex, race, color, age, national origin, religion, sexual orientation, disability or veteran status, and sexual harassment and sexual assault. You may obtain a copy of this policy from your Department office. If you have any concerns related to this policy it is important that you contact your department Chair.

Psychology of Language Links Page

1. Feature Detection in Language,

<http://www.sparknotes.com/psychology/cognitive/language/section1.html>

2. Additional work on Categorical Perception, <http://users.ecs.soton.ac.uk/harnad/at.html>

3. Categorical Perception of Voice Onset Time,

<http://www.ling.gu.se/~anders/KatPer/Applet/index.eng.html>

4. Categorical Perception of Speech, <http://cpl.revues.org/document379.html>

5. How Speech Recognition Works, <http://www.generation5.org/content/2002/howrworks.asp>

6. Tip-of-the-Tongue Phenomenon, <http://www.bookrags.com/research/tip-of-the-tongue-phenomenon-lmem-01/>

7. Sapir-Whorf Hypothesis of Linguistic Relativity,

<http://www.angelfire.com/journal/worldtour99/sapirwhorf.html>

8. Eskimo Words for Snow, <http://www.putlearningfirst.com/language/research/eskimo.html>

9. Dani Color Terms, http://pages.slc.edu/~ebj/IM_97/Lecture14/L14.html
10. Advantages of Bilingualism, <http://www.brainconnection.com/topics/?main=fa/cognitive-bilingualism>
11. Bilingualism Benefits the Brain, <http://www.washingtonpost.com/wp-dyn/articles/A39338-2004Jun13.html>
12. Origin of Spoonerisms, <http://www.lunaeterna.net/popcult/spooner.htm>
13. Grice's Conversational Maxims, <http://www.ux1.eiu.edu/~cfbxb/class/1900/prag/grice.htm>
14. Problems in estimating Vocabulary Size, <http://www1.harenet.ne.jp/~waring/papers/cup.html>
15. Chomsky vs. Skinner on Language, <http://users.ecs.soton.ac.uk/harnad/Hypermail/Thinking.Psychologically96/0097.html>
16. Howard Gardner on Chomsky vs. Skinner, http://cogweb.ucla.edu/Abstracts/Gardner_95.html
17. Ambiguous Headlines, <http://monster-island.org/tinashumor/humor/headline.html>
18. Semantic Ambiguities, <http://www.departments.bucknell.edu/linguistics/semhead.html>
19. Syntactic Ambiguities, <http://www.departments.bucknell.edu/Linguistics/synhead.html>
20. On Multiple Lexical Access to Meaning, <http://cogweb.ucla.edu/Abstracts/LexicalAccess.html>
21. Context Effects on Reading, <http://www.mrc-cbu.cam.ac.uk/~matt/Cmabrigde/>
22. Inference and Comprehension Processes, http://www.cogpsy.uni-osnabrueck.de/hanse_conference/
23. Minimalist vs. Constructionist Views of Inferencing, <http://www.psypress.com/pip/resources/slp/topic.asp?chapter=ch11&topic=ch11-sc-03>
24. Model of Text Comprehension, http://www.tcw.utwente.nl/theorieenoverzicht/Theory%20clusters/Communication%20Processes/Model_text_comprehension.doc/
25. Werker's Lab Studies of Language Acquisition, <http://infantstudies.psych.ubc.ca/>
26. Fun with Words, <http://www.alphadictionary.com/fun/fun.html>
27. Case Study in Language Acquisition, http://www.bcp.psych.ualberta.ca/~mike/Pearl_Street/Margin/OSHERSON/Vol1/Pinker.1.5.html

University Curriculum Committee

Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College Social and Behavioral Sciences

2. Academic Unit/Department Psychology

3. Academic Plan Name Bachelor of Arts

4. Subplan (if applicable)? _____

5. Effective Date FALL 2009

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

New Subplan Subplan Change Subplan Deletion

7.

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

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

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

For New Plans, leave this column blank.

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

*at least 35 units of liberal studies requirements

*at least 36 units of major requirements

*at least 18 units of minor requirements

*elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

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

Major Requirements

You must take the following 36 units with a grade of C or better in each course:

* PSY 101 and 230 (7 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.)

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

* at least 35 units of liberal studies requirements

*at least **41** ~~36~~-units of major requirements

*at least 18 units of minor requirements

*elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

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

You must take the following **41** ~~36~~ units with a grade of C or better in each course:

*PSY 101 (**or 101H**) and 230 (7 units)

*PSY 302W, which meets NAU's junior writing requirement (4 units)

• ~~two courses from PSY 227, 240, 250, 346, 405, and 415 (6 units)~~ **PSY 240, 255, and 260**

* two courses from PSY 227, 240, 250, 346, 405, and 415 (6 units)

*PSY 302W, which meets NAU's junior writing requirement (4 units)

* two courses from PSY 320, 350, 355, 370, and 420 (6-7 units)

*One of the following capstone courses: PSY 405C, 408C, 450C, 460C, 480C, 486C, OR 490C to meet NAU's senior capstone requirement (3 units). To fulfill the capstone requirement, you must also complete an on-line survey while you are enrolled in one of these capstone courses.

* 8-9 additional units of psychology coursework (Please note that NAU's junior writing requirement is satisfied by taking PSY 302W, which is a required course. However, this requirement can also be met by taking one of PSY 325W or 345W or ENG 305W within these additional units of coursework.)

Please note that of the 36 units required for this major, 15 units must be upper-division courses. In addition, you can't use individualized courses (PSY 408, 485, and 497) to meet this 15-unit upper-division requirement. Finally, you can only count up to 6 units of individualized courses within the 36-unit major.

In addition, at least 15 of the 36 units required for this major must be from courses offered by NAU. These 15 units may not include individualized courses.

Language Requirement

You must demonstrate proficiency in a language other than English that is equivalent to four terms of university coursework in the same language. You may satisfy this requirement by taking language courses or by testing out of all or part of it by taking CLEP exams arranged by NAU's Counseling and Testing Center. Click here for more information.

Minor Requirements

You must complete a minor of at least 18 units from those described in this catalog. In consultation with your advisor, you should select a minor that's appropriate for your career aspirations and educational needs. Your minor advisor will advise you about this part of your academic plan.

General Electives

(9 units)

- PSY 227 or 250 (3 units)

~~—two courses from PSY 320, 350, 355, 370, and 420 (6-7 units)—~~ **three or more courses from 340, 320, 326, 350, 355, 375, 406, 415, 461 (9 units)**

*One of the following capstone courses: PSY 405C, 408C, 450C, 460C, 480C, 486C, OR 490C to meet NAU's senior capstone requirement (3 units). To fulfill the capstone requirement, you must also complete an on-line survey while you are enrolled in one of these capstone courses.

~~*8-9 6 additional units of psychology coursework (Please note that NAU's junior writing requirement is satisfied by taking PSY 302W, which is a required course. However, this requirement can also be met by taking one of PSY 325W or 345W or ENG 305W within these additional units of coursework.)~~

(Please note that NAU's junior writing requirement is satisfied by taking PSY 302W which is a required course. If a research methods course in psychology was taken at a different institution, any 3-4 credit NAU course with the NAU junior-level writing designation will satisfy this requirement.)

Please note that of the ~~36~~ **41** units required for this major, 15 units must be upper-division courses. In addition, you can't use individualized courses (PSY 408C, 485, ~~486C~~ and 497) to meet this 15-unit upper-division requirement. Finally, you can only count up to 6 units of individualized courses within the ~~36-41~~ unit major.

In addition, at least 15 of the ~~36~~ **41** units required for this major must be from courses offered by NAU. These 15 units may not include individualized courses.

Language Requirement

You must demonstrate proficiency in a language other than English that is equivalent to four terms of university coursework in the same language. You may satisfy this requirement by taking language courses or by testing out of all or part of it by taking CLEP exams arranged by NAU's Counseling and Testing Center. Click here for more information.

Minor Requirements

You must complete a minor of at least 18 units from those described in this catalog. In consultation with your advisor, you should select a minor that's appropriate for your career aspirations and educational needs. Your minor advisor will advise

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

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

you about this part of your academic plan.
General Electives

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

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

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

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

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

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

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

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

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

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

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

The proposed curricular changes are informed by the American Psychological Association (APA) guidelines for the undergraduate psychology majors that were approved in August 2006 and the St Mary's Conference for Undergraduate Studies in Psychology. These changes reflect logical sequencing of skill development (statistics and research methods) and knowledge base development (content courses). As quoted in American Psychologist, "Optimal programs specify and sequence course requirements to promote coherence across the requirements and electives. A distinguished program would provide a rationale for course offerings and attempt to unify the major in a capstone experience designed to integrate the variety of course offerings." (p. 654, 2007) Based on assessment (instructor input and field knowledge survey), students in upper-division courses did not

uniformly have adequate background in statistics and research methods and the specific content areas thus instructors had to review and/or introduce basic concepts. The structure that we propose has both foundational, breadth and depth requirements. An important goal of the proposed major curricular plan for psychology is to require adequate background for upper-division coursework and capstone coursework.

The APA guidelines denote that psychology curricular plans should target the following learning outcome: Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology as identified by the APA Guidelines: 1. learning and cognition, 2. individual difference, personality, and social process, 3. biological bases of behavior and mental processes, 4. developmental changes in behavior and mental processes. Our four required breadth courses are consistent with these content areas. We have added two required lower-division courses (PSY 255 - Biological Psychology and PSY 260 - Cognitive Psychology) to address gaps in our existing plan.

Another major change included consistent prerequisites including the statistics and research methods and the relevant breadth course in upper division and capstone courses. This change is consistent with the APA suggested learning outcome to evaluate conclusions derived from psychological research. It also addressed deficiencies in our current plan in that many of the current upper-division courses do not have adequate prerequisites in statistics, research methods, or lower-division content courses. Currently, several psychology capstone courses have NO psychology course prerequisites thus taking away from the integrative nature of a capstone experience.

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

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

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

K. La Duke 9-9-08
Department Chair/ Unit Head (if appropriate) Date

[Signature] 9-28-08
Chair of college curriculum committee Date

[Signature] 9-28-08
Dean of college Date

For committee use only

Ron SA 10/22/08
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.



Degree Progression Plan

Freshman Year					
1 st term			2 nd term		
PSY 101	Introduction to Psychology	3	PSY Lower	See Catalog or Advisor	3
<i>MAT xxx or ENG 105</i>	Math Requirement or Critical Reading and Writing	3 4	<i>MAT xxx or ENG 105</i>	Math Requirement or Critical Reading and Writing	3 4
<i>LS</i>	Liberal Studies	3	<i>LS</i>	Liberal Studies (SCI:SAS)	3
<i>FY Seminar</i>	Liberal Studies	3	<i>LS</i>	Liberal Studies	3
GE	General Elective	3	GE	General Elective	3
		Total units	15-16		
				Total units	15-16

Sophomore Year					
3 rd term			4 th term		
PSY 230	Introduction to Statistics in PSY	4	PSY Lower	See Catalog or Advisor	3
PSY Lower	See Catalog or Advisor	3	Minor Course	See Catalog or Advisor	3
<i>LS</i>	Liberal Studies	3	<i>LS</i>	Liberal Studies (LANG 102) (CU)	4
<i>LS</i>	Liberal Studies (LANG 101) (CU)	4	<i>LS</i>	Liberal Studies (SCI:LAB)	4
GE	General Elective	1	GE	General Elective	1
		Total units	15		
				Total units	15

Junior Year					
5 th term			6 th term		
PSY302W	Research Methods (also JLW)	4	PSY Upper	See Catalog or Advisor	3
PSY Lower	See Catalog or Advisor	3	PSY elective	Internship or other (See Advisor)	3
Minor Course	See Catalog or Advisor	3	Minor Course	See Catalog or Advisor	3
<i>GE</i>	(LANG 201)	4	Minor Course	See Catalog or Advisor	3
GE	General Elective	1	GE	(LANG 202)	4
		Total units	15		
				Total units	16

Senior Year					
7 th term			8 th term		
PSY elective	See Catalog or Advisor	3	PSY Cap	Capstone See Catalog or Advisor	3
PSY Upper	See Catalog or Advisor	3	PSY Upper	See Catalog or Advisor	3
Minor Course	See Catalog or Advisor	3	Minor or GE	See Catalog or Advisor	3
Minor Course	See Catalog or Advisor	3	Minor or GE	See Catalog or Advisor	3
<i>LS</i>	Liberal Studies	3	GE	General Elective	1
		Total units	15		
				Total units	13

- 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.

Liberal Studies Distribution blocks

AHI (6 units)	SPW (6 units)	CU (6 units)	Science (7 units)	Additional 3 units to reach 35 total

PROGRAM INFORMATION

You may use individualized coursework toward your Psychology Degree with prior written approval from your Psychology Faculty Advisor and the Psychology Department Chair and may use only individualized coursework with a PSY prefix. Individualized coursework includes the following: PSY 408C (Field Work 1-12 units maximum), PSY 485 (Undergraduate Research 1-6 units maximum per term and a maximum total of 12 units), PSY 497 (Independent Study 1-6 units maximum) and PSY 466 (Legislative Internship 1-12 units maximum). Additional units over 6 units of PSY 466 and PSY 408C may be used to fulfill general electives.

All 41 units required for the major must be earned with a grade of "C" or higher. Of the 41 units required for this major, 15 units must be upper-division (300-400 level) courses. In addition, you may not use individualized coursework to meet this 15-unit upper-division requirement. You may count only 6 units of individualized coursework within the 41-unit major. In addition, at least 15 units of the 41-unit major must be from courses offered by NAU. These 15 units may not include individualized courses.

You are required to complete a Senior Capstone for your major. There are several capstones to choose from which may have specific pre-requisites. Discuss your choice with an Academic Advisor early in your academic career.

GENERAL INFORMATION

- This 8-term plan is to be used in conjunction with the academic catalog and degree progress report.
- 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.
- 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.
- 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.nau.edu/ctc/testing/mathplacement.htm>

CONTACT INFORMATION

OFFICE OF ACADEMIC SERVICES AND ADVISEMENT

Social and Behavioral Sciences West Building (Bldg. 70) Room 114

PHONE: 928-523-6540

FAX: 928-523-7185

EMAIL: sbs.advisor@nau.edu

DEPARTMENT OF PSYCHOLOGY

Social and Behavioral Sciences Building (Bldg. 65)

Room 228

PHONE: 928-523-3063

FAX: 928-523-6777

Department Chair: Dr. K. Laurie Dickson, Phone: 928-523-0575

EMAIL: Laurie.Dickson@nau.edu

University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College Social and Behavioral Sciences

2. Academic Unit/Department Psychology

3. Academic Plan Name Bachelor of Science

4. Subplan (if applicable)? _____

5. Effective Date FALL 2009

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

New Subplan Subplan Change Subplan Deletion

7.

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

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

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

For New Plans, leave this column blank.

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

*at least 35 units of liberal studies requirements

*at least 36 units of major requirements

*at least 18 units of minor requirements

*elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

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

Major Requirements

You must take the following 36 units with a grade of C or better in each course:

* PSY 101 and 230 (7 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.)

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

* at least 35 units of liberal studies requirements

*at least **41** ~~36~~-units of major requirements

*at least 18 units of minor requirements

*elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

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

You must take the following **41** ~~36~~ units with a grade of C or better in each course:

*PSY 101 (or **101H**) and 230 (7 units)

*PSY 302W, which meets NAU's junior writing requirement (4 units)

- ~~two courses from PSY 227, 240, 250, 346, 405, and 415 (6 units)~~ **PSY 240, 255, and 260**

* two courses from PSY 227, 240, 250, 346, 405, and 415 (6 units)

*PSY 302W, which meets NAU's junior writing requirement (4 units)

* two courses from PSY 320, 350, 355, 370, and 420 (6-7 units)

*One of the following capstone courses: PSY 405C, 408C, 450C, 460C, 480C, 486C, OR 490C to meet NAU's senior capstone requirement (3 units). To fulfill the capstone requirement, you must also complete an on-line survey while you are enrolled in one of these capstone courses.

* 8-9 additional units of psychology coursework (Please note that NAU's junior writing requirement is satisfied by taking PSY 302W, which is a required course. However, this requirement can also be met by taking one of PSY 325W or 345W or ENG 305W within these additional units of coursework.)

Please note that of the 36 units required for this major, 15 units must be upper-division courses. In addition, you can't use individualized courses (PSY 408, 485, and 497) to meet this 15-unit upper-division requirement. Finally, you can only count up to 6 units of individualized courses within the 36-unit major.

In addition, at least 15 of the 36 units required for this major must be from courses offered by NAU. These 15 units may not include individualized courses.

Minor Requirements

You must complete a minor of at least 18 units from those described in this catalog. In consultation with your advisor, you should select a minor that's appropriate for your career aspirations and educational needs. Your minor advisor will advise you about this part of your academic plan.

General Electives

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

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you.

(9 units)

- PSY 227 or 250 (3 units)

~~—two courses from PSY 320, 350, 355, 370, and 420 (6-7 units)—~~ **three or more courses from 340, 320, 326, 350, 355, 375, 406, 415, 461 (9 units)**

*One of the following capstone courses: PSY 405C, 408C, 450C, 460C, 480C, 486C, OR 490C to meet NAU's senior capstone requirement (3 units). To fulfill the capstone requirement, you must also complete an on-line survey while you are enrolled in one of these capstone courses.

~~*8-9 6 additional units of psychology coursework (Please note that NAU's junior writing requirement is satisfied by taking PSY 302W, which is a required course. However, this requirement can also be met by taking one of PSY 325W or 345W or ENG 305W within these additional units of coursework.)~~

(Please note that NAU's junior writing requirement is satisfied by taking PSY 302W, which is a required course. If a research methods course in psychology was taken at a different institution, any NAU course with the NAU junior-level writing designation will satisfy this requirement.)

Please note that of the ~~36~~ **41** units required for this major, 15 units must be upper-division courses. In addition, you can't use individualized courses (PSY 408C, 485, **486C** and 497) to meet this 15-unit upper-division requirement. Finally, you can only count up to 6 units of individualized courses within the ~~36-41~~ unit major.

In addition, at least 15 of the ~~36~~ **41** units required for this major must be from courses offered by NAU. These 15 units may not include individualized courses.

Minor Requirements

You must complete a minor of at least 18 units from those described in this catalog. In consultation with your advisor, you should select a minor that's appropriate for your career aspirations and educational needs. Your minor advisor will advise you about this part of your academic plan.

General Electives

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

(Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

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

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

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

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

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

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

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

The proposed curricular changes are informed by the American Psychological Association (APA) guidelines for the undergraduate psychology majors that were approved in August 2006 and the St Mary's Conference for Undergraduate Studies in Psychology. These changes reflect logical sequencing of skill development (statistics and research methods) and knowledge base development (content courses). As quoted in American Psychologist, "Optimal programs specify and sequence course requirements to promote coherence across the requirements and electives. A distinguished program would provide a rationale for course offerings and attempt to unify the major in a capstone experience designed to integrate the variety of course offerings." (p. 654, 2007) Based on assessment (instructor input and field knowledge survey), students in upper-division courses did not uniformly have adequate background in statistics and research methods and the specific content areas thus instructors had to review and/or introduce basic concepts. The structure that we propose has both foundational, breadth and depth requirements. An important goal of the proposed major curricular plan for psychology is to require adequate background for upper-division coursework and capstone coursework.

The APA guidelines denote that psychology curricular plans should target the following learning outcome: Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology as identified by the APA Guidelines: 1. learning and cognition, 2. individual difference, personality, and social process, 3. biological bases of behavior and mental processes, 4. developmental

changes in behavior and mental processes. Our four required breadth courses are consistent with these content areas. We have added two required lower-division courses (PSY 255 - Biological Psychology and PSY 260 - Cognitive Psychology) to address gaps in our existing plan. Another major change included consistent prerequisites including the statistics and research methods and the relevant breadth course in upper division and capstone courses. This change is consistent with the APA suggested learning outcome to evaluate conclusions derived from psychological research. It also addressed deficiencies in our current plan in that many of the current upper-division courses do not have adequate prerequisites in statistics, research methods, or lower-division content courses. Currently, several psychology capstone courses have NO psychology course prerequisites thus taking away from the integrative nature of a capstone experience.

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

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

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

K La Dake 9-9-08
 Department Chair/ Unit Head (if appropriate) Date

[Signature] 9-28-08
 Chair of college curriculum committee Date
[Signature] 9-28-08
 Dean of college Date

For committee use only

[Signature] 10/22/08
 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.

Degree Progression Plan

Freshman Year					
1 st term			2 nd term		
PSY 101	Introduction to Psychology	3	PSY Lower	See Catalog or Advisor	3
<i>MAT xxx or ENG 105</i>	Math Requirement or Critical Reading and Writing	3 4	<i>MAT xxx or ENG 105</i>	Math Requirement or Critical Reading and Writing	3 4
<i>LS</i>	Liberal Studies	3	<i>LS</i>	Liberal Studies (SCI:SAS)	3
<i>FY Seminar</i>	Liberal Studies	3	<i>LS</i>	Liberal Studies	3
GE	General Elective	3	GE	General Elective	3
		Total units	15-16		
				Total units	15-16

Sophomore Year					
3 rd term			4 th term		
PSY 230	Introduction to Statistics in PSY	4	PSY Lower	See Catalog or Advisor	3
PSY Lower	See Catalog or Advisor	3	Minor Course	See Catalog or Advisor	3
<i>LS</i>	Liberal Studies	3	<i>LS</i>	Liberal Studies	3
<i>LS</i>	Liberal Studies	3	<i>LS</i>	Liberal Studies (SCI:LAB)	4
GE	General Elective	2	GE	General Elective	2
		Total units	15		
				Total units	15

Junior Year					
5 th term			6 th term		
PSY302W	Research Methods (also JLW)	4	PSY Upper	See Catalog or Advisor	3
PSY Lower	See Catalog or Advisor	3	PSY elective	See Catalog or Advisor	3
Minor Course	See Catalog or Advisor	3	Minor Course	See Catalog or Advisor	3
<i>LS</i>	Liberal Studies	3	Minor Course	See Catalog or Advisor	3
GE	General Elective	2	GE	General Elective	3
		Total units	15		
				Total units	15

Senior Year					
7 th term			8 th term		
PSY elective	See Catalog or Advisor	3	PSY Cap	Capstone See Catalog or Advisor	3
PSY Upper	See Catalog or Advisor	3	PSY Upper	See Catalog or Advisor	3
Minor Course	See Catalog or Advisor	3	Minor or GE	See Catalog or Advisor	3
Minor Course	See Catalog or Advisor	3	Minor or GE	See Catalog or Advisor	3
GE	General Elective	3	GE	General Elective (2-3units)	3
		Total units	15		
				Total units	14-15

- 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.

Liberal Studies Distribution blocks

AHI (6 units)	SPW (6 units)	CU (6 units)	Science (7 units)	Additional 3 units to reach 35 total

PROGRAM INFORMATION

You may use individualized coursework toward your Psychology Degree with prior written approval from your Psychology Faculty Advisor and the Psychology Department Chair and may use only individualized coursework with a PSY prefix. Individualized coursework includes the following: PSY 408C (Field Work 1-12 units maximum), PSY 485 (Undergraduate Research 1-6 units maximum per term and a maximum total of 12 units), PSY 497 (Independent Study 1-6 units maximum) and PSY 466 (Legislative Internship 1-12 units maximum). Additional units over 6 units of PSY 466 and PSY 408C may be used to fulfill general electives.

All 41 units required for the major must be earned with a grade of "C" or higher. Of the 41 units required for this major, 15 units must be upper-division (300-400 level) courses. In addition, you may not use individualized coursework to meet this 15-unit upper-division requirement. You may count only 6 units of individualized coursework within the 41-unit major. In addition, at least 15 units of the 41-unit major must be from courses offered by NAU. These 15 units may not include individualized courses.

You are required to complete a Senior Capstone for your major. There are several capstones to choose from which may have specific pre-requisites. Discuss your choice with an Academic Advisor early in your academic career.

GENERAL INFORMATION

- This 8-term plan is to be used in conjunction with the academic catalog and degree progress report.
- 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.
- 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.
- 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.nau.edu/ctc/testing/mathplacement.htm>

CONTACT INFORMATION

OFFICE OF ACADEMIC SERVICES AND ADVISEMENT

Social and Behavioral Sciences West Building (Bldg. 70) Room 114

PHONE: 928-523-6540

FAX: 928-523-7185

EMAIL: sbs.advisor@nau.edu

Department of Psychology

Social and Behavioral Sciences Building (Bldg. 65)

Room 228

PHONE: 928-523-3063

FAX: 928-523-6777

Department Chair: Dr. K. Laurie Dickson, Phone: 928-523-0575

EMAIL: Laurie.Dickson@nau.edu

University Curriculum Committee

Proposal for new Academic Plan, Plan change, or Plan Deletion

<p>1. College <u>SBS</u></p> <p>3. Academic Plan Name <u>Minor</u></p> <p>5. Effective Date <u>FALL 2009</u></p>	<p>2. Academic Unit/Department <u>Psychology</u></p> <p>4. Subplan (if applicable)? _____</p>
<p>6. Is this proposal for a :</p> <p style="text-align: center;"> <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 </p>	

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

For New Plans, leave this column blank.

To complete this minor, you take the following 20 units:

* PSY 101, 230, and 302W (11 units)

* 9 additional units in psychology, including at least 6 units of upper-division coursework

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

In addition, at least 9 of the 20 units required for this minor must be from courses offered by NAU. These 9 units may not include individualized courses.

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.)

To complete this minor, you take the following ~~20~~ **21** units:

* PSY 101 (~~or 101H~~), ~~230~~, and ~~302W~~ (~~11~~ **3** units)

- **PSY 240, 255, and 260 (9 units)**
- **PSY 227 or 250 (3 units)**

* ~~9~~ **6** additional units in psychology, ~~including at least 6 units of upper-division coursework~~

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

In addition, at least ~~9~~ **12** of the ~~20~~ **21** units required for this minor must be from courses offered by NAU. These ~~9~~ **12** units may not include individualized courses.

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

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

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

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

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

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

The proposed curricular changes are informed by the American Psychological Association (APA) guidelines for undergraduate psychology programs that were approved in August 2006. The structure that we propose has introductory and breadth requirements appropriate for a minor in psychology. The APA guidelines denote that psychology curricular plans should target the following learning outcome: Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology as identified by the APA Guidelines: 1. learning and cognition, 2. individual difference, personality, and social process, 3. biological bases of behavior and mental processes, 4. developmental changes in behavior and mental processes. Our four required breadth courses are consistent with these content areas. We have added two required lower-division courses (PSY 255 - Biological Psychology and PSY 260 - Cognitive Psychology) to address gaps in our existing plan.

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

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

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

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

Yes

Certifications

K. L. Duth 9-9-08
 Department Chair/ Unit Head (if appropriate) Date

[Signature] 9-28-08
 Chair of college curriculum committee Date

 Dean of college Date

For committee use only

[Signature] 10/22/08
 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.

University Curriculum Committee

Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College	Social and Behavioral Sciences	2. Academic Unit/Department	Sociology and Social Work
3. Academic Plan Name	Sociology Minor	4. Subplan (if applicable)?	
5. Effective Date	FALL 2008 2009		
6. Is this proposal for a :	<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

For New Plans, leave this column blank.

To complete this minor, you take the following 18 units:

- SOC 101 (3 units)
- 15 units from SOC 201, 320, 330, and 355W or other SOC coursework with your advisor's guidance

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

Click here for more information about [Sociology undergraduate courses and faculty](#).

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.)

To complete this minor, you take the following 18 units:

- SOC 101 (3 units)
- ~~15 units from SOC 201, 320, 330, and 355W or other SOC coursework with your advisor's guidance~~
- **15 units from other sociology coursework, with advisor's guidance.**

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

Click here for more information about [Sociology undergraduate courses and faculty](#).

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

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

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

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

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

Not required of a minor

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

A clearer wording makes understanding of the requirements easier to be followed by students.

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.

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

Yes

Certifications


Department Chair/ Unit Head (if appropriate) 8/13/08
Date


Chair of college curriculum committee Date
9/22/08

Dean of college Date

For committee use only


For University Curriculum Committee 10/22/08
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.

TEMPLATE FOR DEPARTMENTAL COURSE SYLLABUS – SUGGESTED FORMAT

General Information

- Name of college and department
- Course prefix, number, and title
- *Semester in which course will be offered*
- *Clock hours, credit hours*
- *Instructor's name*
- *Office address*
- *Office hours*

Catalog description (not necessary for individual section syllabi)

Course prerequisites

Course description (**more expansive than catalog description; may be combined with structure and approach below both in this departmental syllabus and in individual section syllabi**)

Student Learning Expectations/Outcomes for this Course (**individual section syllabus may contain expanded or additional outcomes**)

General departmentally adopted course structure/approach (individual section syllabus should particularize this to that section)

Possible textbook and required materials

Possible *recommended* optional materials/references (attach reading list)

Course outline (**List of topics in intended order of coverage; in individual section syllabi this should be a timeline as well**)

Assessment of Student Learning Outcomes

- Methods of Assessment
- Timeline for Assessment
- **Relation to Particular Learning Objectives (which items assess which objectives)**

Grading System

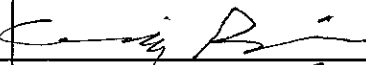


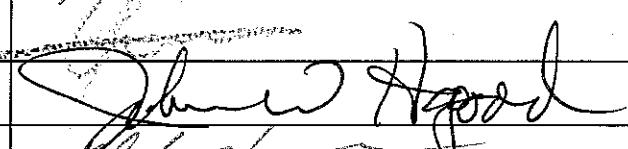
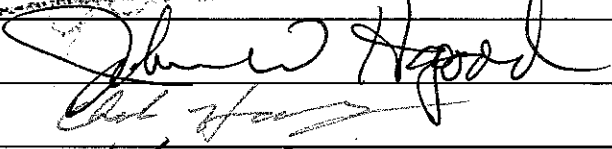

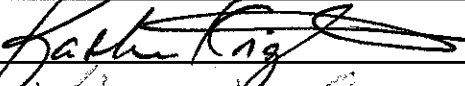
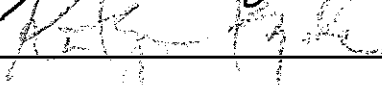
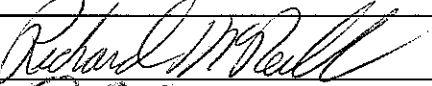
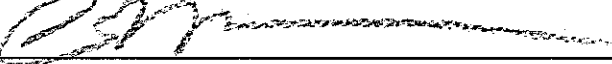
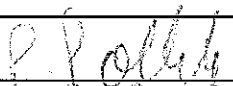

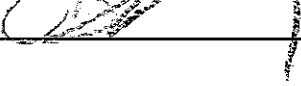
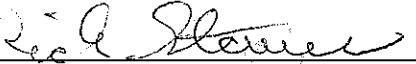
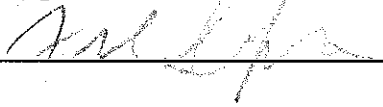
Course policy

- *Retests/makeup tests*
- *Attendance*
- *Statement on plagiarism and cheating*

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. See the following document for policy statements: <http://jan.ucc.nau.edu/academicadmin/plevstmt.html>.

Other

UNIVERSITY CURRICULUM COMMITTEE
2008-09
MEETING SIGN IN SHEET
DATE: October 21, 2008

NAME	SIGNATURE
ASNAU	
BAIN, CRAIG (FCB)	
BATTLES, PATRICK (CAL)	
BROWN, STEPHEN (CAL)	
GEORGAS, JOHN (CEFNS)	
HAGOOD, JOHN (CEFNS)	
HAMMERSLEY, CHARLES (SBS)	
KNIGHTS, KATHLEEN (SBS)	
KOZAK, KATHRYN (CCC)	
LIBRARY - CATHERINE PETERSEN	
MCNEIL, RICHARD (FCB)	
MEDINA, CATHERINE (COE)	
MITCHELL, JENNIE (FCB)	
POLLAK, PEGGY (CEFNS)	
RIEMER, FRANCES (SBS)	
SCARNATI, BLASE (FAC. SENATE)	
SENESE, GUY (COE)	
STAMER, RICK (CAL)	
SUMMERFELT, FRED (CHHS)	

EX OFFICIO	SIGNATURE
ANASTASSIOU, PAM	
BRADFORD, ERIC	
DEEGAN, PATRICK	<i>Patrick Deegan</i>
HARRIS, NICOLE	
MAHONEY, EILEEN	<i>Eileen Mahoney</i>
MARTIN, DARRELLE	<i>Darrelle Martin</i>
PITT, RON	<i>Ron Pitt</i>
ROGERS, THERESA	<i>Theresa Rogers</i>
WILLIAMS, LISA	<i>Lisa Williams</i>
GUESTS	SIGNATURE