

UNIVERSITY CURRICULUM COMMITTEE
October 24, 2006
3:00 p.m. – Univeristy Union, Havasupai A/B

Agenda

OLD BUSINESS

I. MINUTES OF THE September 26, 2006 MEETING

NEW BUSINESS

I. CONSENT ITEMS

A. Diversity ANT 206- US Ethnic – Spring 07

B. CONSORTIUM OF PROFESSIONAL SCHOOLS

-
1. SHP 303 – Chemistry for Consumer Protection Course Change – prerequisite
-
2. HS 300 – Human Diseases Course Change – prerequisite
-

C. COLLEGE OF ENGINEERING AND NATURAL SCIENCES

-
1. CS 486C – Capstone Experience Course Change – prerequisite
-
2. CM 329 – Construction Estimating and Bidding Course Change - prerequisite
-

II. ACTION ITEMS

A. COLLEGE OF ENGINEERING AND NATURAL SCIENCES

1. BIO 171 New Course

B. CONSORTIUM OF PROFESSIONAL SCHOOLS

-
1. HS 205 – Foundations of Community Health New Course
-
2. HS 306 – Methods for Community Health New Course
Promotion
-
3. HS 307 – Health Promotion: Planning and Course Change – prerequisite
Evaluation
-
4. B.S. Health Sciences: Community Health Plan Change
-
5. B.S. Health Sciences: Allied Health Plan Change
-
6. Minor in Exercise Science and Nutrition Plan Change
-
7. Minor in Applied Chemistry and Nutrition New Plan
Science
-

III. DISCUSSION

-
- A. Diversity Committee Update-** elect 2 UCC members to Diversity Committee
-
- B. Curriculum Review of University Course Lines**
-

UNIVERSITY CURRICULUM COMMITTEE

October 24, 2006

MINUTES

OLD BUSINESS

I. MINUTES OF THE September 26, 2006 MEETING – approved as presented.

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

Members Absent: J. Allen, J. Wilcox

NEW BUSINESS

I. CONSENT ITEMS – all items approved as presented

A. Diversity ANT 206- US Ethnic – Spring 07

B. CONSORTIUM OF PROFESSIONAL SCHOOLS

1. **SHP 303 – Chemistry for Consumer Protection** Course Change – prerequisite

2. **HS 300 – Human Diseases** Course Change - prerequisite

C. COLLEGE OF ENGINEERING AND NATURAL SCIENCES

1. **CS 486C – Capstone Experience** Course Change – prerequisite

2. **CM 329 – Construction Estimating and Bidding** Course Change - prerequisite

II. ACTION ITEMS

A. COLLEGE OF ENGINEERING AND NATURAL SCIENCES – item approved with the word “minority” removed from the justification.

1. **BIO 171** New Course

B. CONSORTIUM OF PROFESSIONAL SCHOOLS – items 1 – 6 approved. Item 7 not approved.

1. **HS 205 – Foundations of Community Health** New Course

2. **HS 306 – Methods for Community Health Promotion** New Course

3. **HS 307 – Health Promotion: Planning and Evaluation** Course Change – prerequisite

4. **B.S. Health Sciences: Community Health** Plan Change

5. **B.S. Health Sciences: Allied Health** Plan Change

6. **Minor in Exercise Science and Nutrition** Plan Change

7. **Minor in Applied Chemistry and Nutrition Science** New Plan

III. DISCUSSION

A. Diversity Committee Update- elect 2 UCC members to Diversity Committee – Both Kathryn Kozak and David Koerner were elected for 1 year terms to the Diversity Committee.

B. Curriculum Review of University Course Lines – please meet with department and discuss the current university course lines, i.e., do we need this many? Are titles appropriate? Etc. Send feedback to Ronald.Pitt@nau.edu by 11/14/06 for discussion at the 11/28/06 UCC meeting.

UNIVERSITY CURRICULUM COMMITTEE

September 26, 2006

MINUTES

OLD BUSINESS

I. MINUTES OF THE April 25, 2006 MEETING – approved, 3 abstain

NEW BUSINESS

I. CONSENT ITEMS approved

A. Liberal Studies Approvals

B. Diversity

C. COLLEGE OF ENGINEERING AND NATURAL SCIENCES

1. BIO 100, 110L, 181R, 182R, 201R, 202R

2. CENE 440/CENE 540

D. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

1. DIS 407

II. ACTION ITEMS

A. COLLEGE OF EDUCATION Both items approved as presented.

1. ECI 492

2. BS Ed Early Childhood

B. COLLEGE OF ARTS AND LETTERS

1. ENG 272 Both items approved as presented.

III. DISCUSSION

A. **Liz Grobsmith, Provost** – Provost Grobsmith discussed the following items:

- a. New Freshman Seminar
- b. NAU's participation in a national project "7 Revolutions."
 - i. Educational Curriculum developed by faculty in pilot institutions that could then be used nation wide. 10/13/06- webcast of the presentation.
- c. American Democracy Project
- d. Spellings Commission – trend toward national benchmarks and national trends of accountability.

B. **Diversity Committee Update** – new members of the Diversity committee were selected by ballot, the new members elected from faculty are Frances Riemer and John Leung. UCC will also need to elect two members from the UCC committee.

C. **Curriculum Review of University Course Lines** – please review the current list of university course line descriptions and work with your departments to decide is all lines are needed and if titles are appropriate or need changing. We will discuss this at the November UCC meeting.

D. **Karen Pugliesi** – Vice Provost Pugliesi spoke about the upcoming NCA visit 10/22-10/24/07. She also spoke on the importance of assessment and how faculty are using data from assessment to form curriculum. Dr. Pugliesi would like the Assessment committee and UCC to meet.

E. **Dayle Hardy-Short, Chair UCC** – discussed items for the year for UCC.

- a. Look carefully at the way in which syllabi for new courses are structured.
- b. Look at the syllabi format to ensure it is doing what the UCC wants it to do.
- c. Would like to put together a subcommittee of the UCC to pre-review curriculum.
- d. UCC would like to ensure there is communication between the UCC and the Senate. Chunhye

Inbox (<Dominant>)

From: John J Doherty <John.Doherty@NAU.EDU>
Subject: Diversity Decisions
To: nicole.morrow@NAU.EDU

Nicole --


The Diversity Subcommittee met yesterday and reviewed the items you previously sent:

/ANT 206 was approved for US/

~~/ES ¹⁶⁰190 was approved for US/~~

/WST 394.2 was withdrawn from consideration/

~John



UCC Approval 10/24/06

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies Diversity Both
2. Course change effective beginning of what term and year?
(ex. Spring 2008, Summer 2008) *See effective dates schedule.* Spring 2007

3. College Consortium of Professional Schools 4. Academic Unit School of Health Professions

5. Current course subject/catalog number SHP 303

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

SHP 303 CHEMISTRY FOR CONSUMER PROTECTION (4)

Application of chemistry to consumer products; Actions/interactions of chemicals and their composition in the products as they relate to consumer safety.

Prerequisite: CHM 130 or (CHM 152 and CHM 151L)

7. Is course currently cross-listed or co-convened? yes no

If yes, list course _____

Will this continue? _____

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

If required, for what academic plan/subplan? _____

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

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

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

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

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

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

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

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

If revised, how should it be revised? _____

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

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

Only fill in what is changing.

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



SHP 303 CHEMISTRY FOR CONSUMER PROTECTION (4)

Application of chemistry to consumer products; Actions/interactions of chemicals and their composition in the products as they relate to consumer safety.


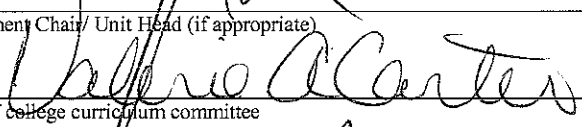


Prerequisite: CHM 152 and CHM 151L

- i. Proposed grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
- j. May course be repeated for additional units? yes no
j.1. If yes, maximum units allowed? _____
j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
yes no
- k. Please check **ONE** of the following that most appropriately describes the proposed course change(s):
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
- l. Proposed prerequisites (must be completed before) CHM 152 and CHM 151L
- m. Proposed corequisites (must be completed with) _____
- n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
Instructor consent Department consent No consent

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

This proposal is to delete Chem 130 from the prerequisites for SHP 303: Chemistry for Consumer Protection. This deletion increases the Chemistry requirements from 4 to 8 credits. Based on past assessment of student learning outcomes, those who took both Chem 152 and 151L understood and performed better in SHP 303 than those who just took Chem 130.

13. Approvals

	10-05-06
Department Chair/ Unit Head (if appropriate)	Date
	10/05/06
Chair of college curriculum committee	Date
	10/6/06
Dean of college	Date
For Committee use only	
	10/24/06
For University Curriculum Committee	Date

Action taken: _____ approved as submitted _____ approved as modified

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

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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

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

3. College Consortium of Professional Schools (CPS) 4. Academic Unit Health Sciences

5. Current course subject/catalog number HS 300

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

HS 300 HUMAN DISEASES (3)

Overview of acute and chronic diseases, how these diseases affect the human body, and actions one might take to reduce the risk. Letter grade only.

Prerequisite: HP 200 or HS 200 with a grade greater than or equal to B

7. Is course currently cross-listed or co-convened? yes no

If yes, list course _____
Will this continue? _____

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

If required, for what academic plan/subplan? BS Health Sciences: Community Health Promotion

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

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

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

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

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

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

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

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

If revised, how should it be revised? _____

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

Only fill in what is changing.

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

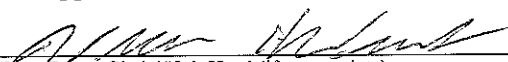
11. a. Proposed course subject /catalog number _____ b. Proposed units _____
- c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes No
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
- d. Proposed to co-convene with _____ Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
- e. Proposed to cross-list with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
- f. Proposed long course title _____
(max 100 characters including spaces)
- g. Proposed short course title _____
(max 30 characters including spaces)
- h. Proposed catalog course description (max. 30 words, excluding requisites)
- i. Proposed grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
- j. May course be repeated for additional units? yes no
j.1. If yes, maximum units allowed? _____
j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
yes no
- k. Please check **ONE** of the following that most appropriately describes the proposed course change(s):
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
- l. Proposed prerequisites (must be completed before) HP 200 or HS 200 with a grade greater than or equal to B
- m. Proposed corequisites (must be completed with) **OR** HP 200 or HS 200 as a co-requisite
- n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
Instructor consent Department consent No consent


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

This course change is part of a comprehensive curriculum revision for the Community Health Promotion degree program.


This change will allow student to progress through the degree program in a more timely manner. This change is a minor change to allow HS 200 to be taken as either a prerequisite or a co-requisite.

13. Approvals

 _____ Date 10/9/06

 _____ Date 10/10/06

 _____ Date 10/11/06

For Committee use only
 _____ Date 10/24/06

Action taken: _____ approved as submitted _____ approved as modified

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

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this course a Liberal Studies Course? yes no
2. Course change effective beginning of what term and year?
(ex. Spring 2008, Summer 2008) See effective dates schedule. Spring 2007
3. College CENS 4. Academic Unit 4
5. Current course subject/catalog number CS 486C

6. Current catalog title, course description, and units. (Cut and paste from current on-line academic catalog).
Capstone Experience (4 units): Implementation of sponsor-accepted proposal culminating in an oral presentation, product demonstration, and formal report. Topics include project management, software architecture and design, software implementation, testing, and documentation. Must be taken in the year in which you graduate. 2 hrs. lecture, 6 hrs. lab. Prerequisite: CS 386 with a grade greater than or equal to C CAP

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

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

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

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

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

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

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

Only fill in what is changing.

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



11. a. Proposed course subject /catalog number _____ b. Proposed units _____
- c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes No
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
- d. Proposed to co-convene with _____ Date approved by UGC _____
(must be approved by UGC before UCC)
- e. Proposed to cross-list with _____
- f. Proposed long course title _____
(max 100 characters including spaces)
- g. Proposed short course title _____
(max 30 characters including spaces)
- h. Proposed catalog course description (max. 30 words, excluding requisites)
- i. Proposed grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
- j. May course be repeated for *additional* units? yes no
- j.1. If yes, maximum units allowed? _____
- j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
yes no
- 11j.2.i. If yes, max units/term _____
- k. Please check **ONE** of the following that most appropriately describes the proposed course change(s):
- k.i. Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
- k.ii. In addition to the above, it will also be taught: Web ITV Hybrid Web Hybrid ITV
- l. Proposed prerequisites (must be completed before) CS 315, CS 386, CS 396, each with a grade of C or better
- m. Proposed corequisites (must be completed with) _____
- n. If course has no requisites, will all sections of the course require: (check only one)
Instructor consent Academic unit consent No consent

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

We want to add two junior courses (CS 315 and CS 396) as prerequisites for CS 486C (Capstone Experience), because the students need to have those skills before they can take CS 486C.

13. Approvals



Department Chair/ Unit Head (if appropriate) 9/26/06
Date



Chair of college curriculum committee 10-02-06
Date



Dean of college 2 Oct 06
Date

For Committee use only



For University Curriculum Committee 10/24/06
Date

Action taken: _____ approved as submitted _____ approved as modified

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

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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

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

3. College CENS 4. Academic Unit Construction Management

5. Current course subject/catalog number CM 329

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

CM 329 CONSTRUCTION ESTIMATING AND BIDDING (3)

Development of complete estimates including bid documents, strategies, material and labor costing, computerized worksheets, and subcontractor buyout. Prerequisite: CM 222 and CM 224 and CM 225 and (CIS 120 and CIS 120L) or (CS 122 or CS 122H or CS 123)

7. Is course currently cross-listed or co-convened? yes no

If yes, list course _____
Will this continue? _____

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

If required, for what academic plan/subplan? _____

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

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

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

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

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

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

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

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

If revised, how should it be revised? _____

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

Only fill in what is changing.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

yes no

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

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

Seminar Field Studies Independent Study Activity Supervision

CM 222 and CM 224 and CM 225 and (CM 253 or CENE 270) and (CIS 120 and CIS 120L) and STA 270

l. Proposed prerequisites (must be completed before) _____

m. Proposed corequisites (must be completed with) _____

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

Instructor consent

Department consent

No consent

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

Provide consistency for course expectations, especially with transfer students.

Please note: STA 270 is already part of the approved CM program of study, we are just making it a prerequisite for a course that requires statistical knowledge and skill sets.

13. Approvals

Department Chair/ Unit Head (if appropriate)

Date

Chair of college curriculum committee

Date

Dean of college

Date

For Committee use only

For University Curriculum Committee

Date

Action taken: _____ approved as submitted _____ approved as modified

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

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) SPRING 2007
See effective dates schedule.
3. College CENS 4. Academic Unit Biological Science
5. Course subject/catalog number BIO 171 6. Units 2
7. Co-convened with _____ 6a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Skills For Success In Science
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Skills For Success In Science
11. Catalog course description (max. 30 words, excluding requisites).

Tools and strategies for succeeding in the University culture and in introductory science courses. Designed for students entering science courses of intellectual inquiry. In-depth study of a substantive problem.

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
i. If yes, max units/term _____

15. Please check **ONE** of the following that most appropriately describes the course:

- a. Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
- b. In addition to the above, it will also be taught: Web ITV Hybrid web Hybrid ITV

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

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

18. If course has no requisites, will all sections of the course require (check one):

- instructor consent department consent no consent

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

Name of new plan? _____

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

20. Does course duplicate content of existing courses within or outside of your college? yes no

If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

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

21. Will this course affect other academic plans, academic units, or enrollment? yes no

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

22. Is a potential equivalent course offered at a community college (lower division only)? yes no

If yes, does it require listing in the *Course Equivalency Guide*? yes no

Please list, if known, the institution, subject/catalog number of the course. _____

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

1) This course provides much needed support for students entering introductory science courses and majors. It has been offered several times under a University course number, BIO 199. It has served the whole spectrum of students from those falling through the cracks to others enrolled in the honors program. The course has been shown to increase student grades in their introductory Biology courses by a statistically significant margin.

2) The course is designed to begin in the fifth week of the semester in order to allow students to get back their first midterm in their introductory science courses.

3) The course has been offered at a time that overlaps as little as possible with the scheduling of introductory science courses and their labs so that students have the option of staying in their science course while still enrolled in this BIO 199 course.

4) See attached course syllabus.

24. Names of current faculty qualified to teach this course Drs . Stefan Sommer and Peggy Pollak + others

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

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

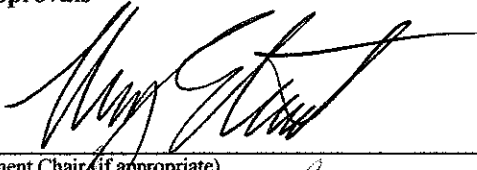
40. Does this proposal replace or modify an existing course or experience? yes no

If yes, which course(s)? _____

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

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

42. Approvals



9.25.06

Department Chair (if appropriate)

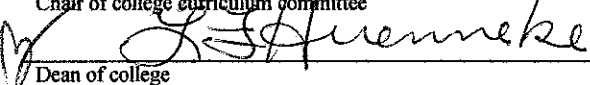
Date



10-02-06

Chair of college curriculum committee

Date



2 Oct 06

Dean of college

Date

For Committees use only



10/24/06

For Liberal Studies Committee

Date

Action taken:

_____ Approved as submitted

_____ Approved as modified

For University Curriculum Committee

Date

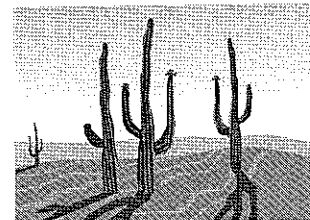
Action taken:

_____ Approved as submitted

_____ Approved as modified

Syllabus

Department:	Dept. of Biological Sciences, CENS
Course Number:	BIO 171: Skills for Success in Science
Credit Hours:	3 hours class per week, 2 credit hours
Time:	Mondays 3:00–4:50 and Wednesdays 3:00–3:50
Place:	Room 200 Liberal Arts (Building 18)
Course Dates:	BIO 171 runs from 10/9/06 through 12/12/06



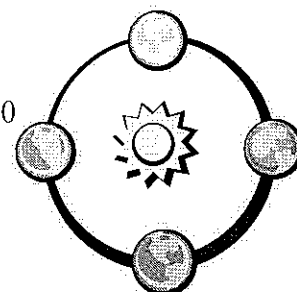
Instructor:	Dr. Stefan Sommer Dept. of Biological Sciences College of Engineering & Natural Sciences Northern Arizona University, Campus Box 5640
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Office Hours:	Mon. 2:00-3:00 Wed. 4:00-5:00 - and by appointment
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Office:	Room 228 Peterson Hall (Building 22)
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Phone: number	523-4463 - Call anytime. If I am not in, leave message & phone and I will return your call.
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E-mail:	Stefan.Sommer@nau.edu
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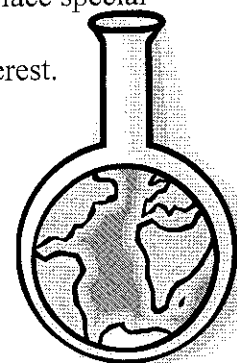
Course Description:

BIO 171 is for students who are entering biology, chemistry, or related science fields. This course focuses on basic science skills and content knowledge needed to succeed in introductory science courses like BIO 181, CHM 151, and others. The course is designed to be a bridge into the sciences for new students who have not had the opportunity to learn the customs and cultural requirements of the University and scientific research communities. BIO 171 will place special emphasis on providing the cultural skills that students will need for success in their science related field of interest. There are no prerequisites for this course.

Course Objectives:

This course will give you the opportunity to develop an understanding of the knowledge, techniques, and culture of science. It will guide you toward a solid understanding of the scientific method, science as a process, and the strengths and weaknesses of this approach to understanding the world.

We will explore some of the fundamental discoveries and experiments that have led to our current understanding of the world and how it functions. Along the way we will practice the basic principles of reason, logic, and math that are used across the sciences. We will also work to develop the skills of critical thinking and synthesis that will allow you to evaluate scientific data and to assess scientific information as future citizens of the world.



BIO 171 SKILLS FOR SUCCESS IN SCIENCE FALL 2007

you develop during this course are essential for students who wish to succeed in the sciences. These skills will also provide a strong foundation for students who wish to enter graduate or professional schools upon graduation.

Course Policies:

Assessment of Student Progress: Evaluation of your progress in achieving the course objectives will be based upon:

- 1) your participation and verbal communication skills during class discussions
- 2) your written communication skills
- 3) your performance on problem sets and written exercises
- 4) your performance on quizzes and examinations

Criteria for assessment are described below:

1. Class Participation and Verbal Communication Skills (20%): There will be two interactive lecture-discussion sessions each week. Questions and discussion are strongly encouraged during the lecture period. A reading assignment from the book and/or from supplementary materials will be given for each session. You will be expected to read these materials in advance of every session and come prepared to answer questions and join in active discussion of the material. You are expected to actively join in every discussion by formulating clear questions and making clear contributions. In addition, you will be given the opportunity to make a presentation to the class on a scientific topic of your choice during the last week of the semester. During the week of October 23rd to 30th and again during the last week of the semester, you will meet with the instructor to evaluate your own progress in both the quantity and quality of your oral contributions to the class.

2. Writing Assignments (20%): A term paper (4-5 pages) will be assigned on a scientific topic of your choice. A grade will be given for first drafts and then the instructor will evaluate your progress from the first to the final draft. The purpose of this assignment is to improve your ability to communicate knowledge and understanding through writing.

3. Written Exercises and Problem Sets (20%): Each week there will be one or two written exercises from the Chapters in the "How to Study Science" textbook. These will be due on Tuesdays. There will also be on-line problem sets that relate to the science material presented in class. These will provide hands-on practice with the calculations and other material discussed during lecture.

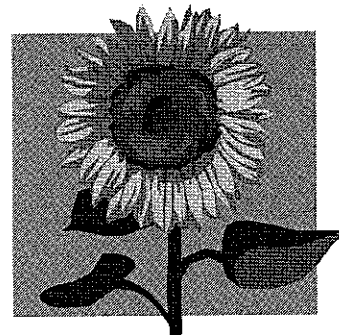
4. Examinations (40%): Occasional quizzes and a final exam will be given. Quizzes may include multiple choice, completion, short answer, and essay questions. The final exam will be cumulative and comprehensive. Exam questions will come from material presented in the books and in lecture. Makeup quizzes can be arranged if a legitimate medical or other reason can be documented.

5. Grading Policy:

- Your course grade will be based on your total number of accumulated points.
- Points will come from class participation, writing assignments, exercises, quizzes, and final exam.
- See Table 1 for a summary of point sources.
- In general, the following percentages will correspond to letter grades: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, <60%=F.

Table 1. Percentage breakdown of the source of points toward your classroom grade.

<u>Source:</u>	<u>Percentage of Final Grade</u>
verbal communication points	20 %
written communication	20
exercises & problem sets	20
quizzes	20
<u>final exam</u>	<u>20</u>
	100 %



6. Attendance: Students admitted to membership in the university community accept the responsibility to attend classes. Therefore, attendance at all classes for which you are registered is required and is your responsibility. You are responsible for all work missed because of absence. Instructors are under no obligation to make special arrangements for students who have been absent. If absence from class is unavoidable, you are responsible for reporting the reason for your absence to the instructor. Roll will be taken in class periodically, and you may receive a grade of F if you miss more than 5 classes during the semester.

7. Native American Student Services: The Native American Student Services (NASS) office provides guidance for Native American students in the way of counseling, access to computers and other resources, and connection to other Native American students on campus. The people at NASS are eager to help you. They are located on the second floor of the Union, 523-8086.

8. Learning Assistance: The Learning Assistance Center (LAC) offers a number of academic services for undergraduate students including tutoring and reading and study skills workshops. The LAC also provides instruction in the use of computers. Students are encouraged to contact the Learning Assistance Center, on north campus at: 523-5524 and on south campus at: 523-7391. Freshman advisement different than "learning assistance" and is provided by the Gateway Center at: 523-4821 as well as by individual Departments.

9. Reading Assignments: Each lecture on the syllabus is followed by the page(s) in the assigned texts, Drewes & Milligan (2003) and Garrod & Larimore (1997), and/or supplementary readings that correspond to the material being covered. Make sure that you read the material on this list **before** coming to lecture so that you will understand the lecture and be able to contribute to the discussion of this material. Exams and quizzes will cover material from the lectures **and** these reading assignments.

10. Plagiarism & Cheating: Plagiarism is any act of claiming the work of others as one's own. Both plagiarism and cheating are serious offenses in violation of NAU's "Academic Integrity" policy (see page 6 below) and can result in failing the course and even expulsion.

11. If you have **questions** about course material, assignments, or other course related subjects please contact me - the sooner the better - so that we can work things out.

Textbooks:

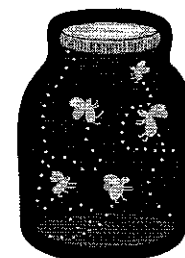
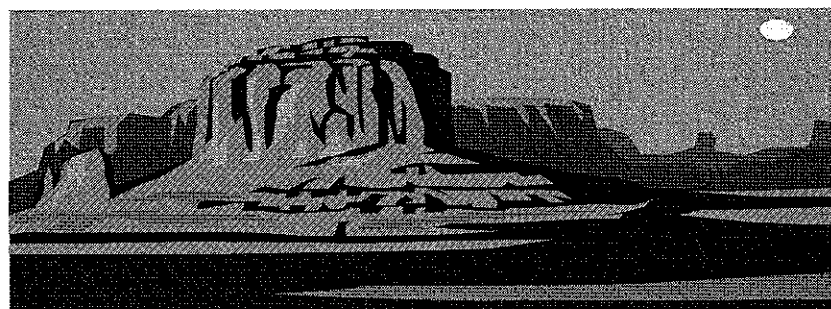
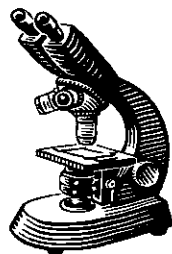
HS = Drewes, F. and K.L.D. Milligan. 2003. How to Study Science, 4th Edition. McGraw Hill Higher Education Publishing Company, Dubuque, Iowa, USA, 121 pp.

FP = Garrod, A. and C. Larimore. 1997. First Person First Peoples: Native American College Graduates Tell Their Life Stories. Cornell University Press, Ithaca, New York, USA, 251 pp.

BIO 171 SKILLS FOR SUCCESS IN SCIENCE FALL 2007
TENTATIVE LECTURE SCHEDULE BASED ON FALL 2006

<u>DATE</u>	<u>TOPIC</u>	<u>READING¹</u>
Oct. 9	Introductions, the scientific method, summer and winter rain	
11	Culture and expectations of science courses and college instructors	HS Chs. 1 & 2
16	Adaptation stories of scarlet gilia: pollination & reproduction <u>Discussion</u> : many paths	FP ix - 63
Oct. 18	Learning styles and personal goals	HS Chs. 3 & 4
23	In the beginning there was a big bang <u>Discussion</u> : Natural connections and cultural adaptation	FP 64 - 89
25	Learning and note taking skills	HS Ch. 5
30	Library skills, Exponential growth and net primary productivity <u>Discussion</u> : Facing our fears	FP 93 - 114
Nov. 1	Studying skills and spending time wisely	HS Chs. 6 & 7
6	Webs can snare and webs can protect: a spider story <u>Discussion</u> : Strength of spirit & Why didn't you teach me?	FP 115 - 153
Nov. 8	Speaking the language: text, terms, graphs, and figures	HS Chs. 8 & 9
13	Bioremediation using plants and microorganisms <u>Discussion</u> : The web of Life	FP 154 - 168
15	Speaking the language: analyzing graphs and figures	HS Chs. 10 & 11
Nov. 20	The story of Minamata disease <u>Discussion</u> : The many colored trail toward home	FP 171 - 188
22	Speaking the language: writing effectively	HS Ch. 12
27	Test taking strategies and Problem Solving Skills <u>Discussion</u> : Taking your grub box to the mountain	HS Chs. 13, 14 & 15 FP 189 - 211
29	student presentations	HS Ch. 13
Dec. 4	student presentations <u>Discussion</u> : Full circle	FP 212 - 250
6	student presentations	
Dec. 12	FINAL EXAM (Tuesday, 3:00 p.m. - 5:00 p.m.)	

¹ All assigned pages should be read from the textbook **prior to the lecture** for which they are assigned. This is of critical importance because the lectures will be given with the assumption that you have already been exposed to the material once and that you can engage in active discussion of it.



*NORTHERN ARIZONA UNIVERSITY***POLICY STATEMENTS****SAFE ENVIRONMENT POLICY**

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

You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9358), or NAU's Office of Affirmative Action (523-3312).

STUDENTS WITH DISABILITIES

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

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

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office.

INSTITUTIONAL REVIEW BOARD

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

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

A copy of the IRB *Policy and Procedures Manual* is available in each department's administrative office and each college dean's office. If you have questions, contact Melanie Birck in the Office of Grant and Contract Services at 523-8288.

ACADEMIC INTEGRITY

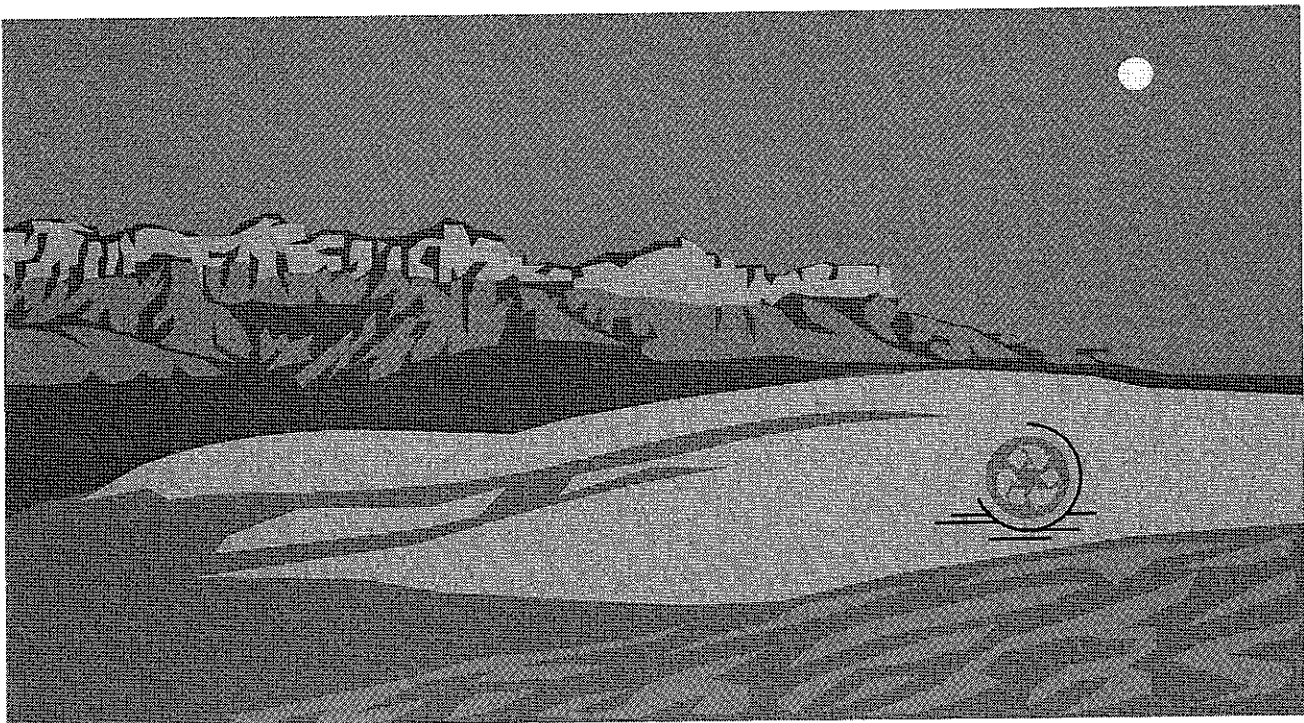
The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education 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 or recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

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



UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

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

If yes, route completed form to Liberal Studies.

2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2007

See effective dates schedule.

Consortium of Professional Schools

3. College (CPS)

4. Academic Unit Health Sciences

5. Course subject/catalog number HS 205

6. Units 3

7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title Foundations of Community Health
(max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Foundations of Community HLTH

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

A knowledge-based approach to the various concepts, health topics, principles, and practices in the field of health education.

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

13. Is this a topics course? Yes No

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

a. If yes, maximum units allowed? _____

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

15. Please check **ONE** of the following that most appropriately describes the course:

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

Seminar Field Studies Independent Study Activity Supervision

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

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

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

instructor consent

department consent

no consent

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

Name of new plan? BS Health Sciences: Community Health Promotion

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

20. Does course duplicate content of existing courses within or outside of your college? yes no

If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

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

21. Will this course affect other academic plans, academic units, or enrollment? yes no

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

22. Is a potential equivalent course offered at a community college (lower division only)? yes no

If yes, does it require listing in the *Course Equivalency Guide*? yes no

Please list, if known, the institution, subject/catalog number of the course. _____

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

The Department of Health Sciences recently hired an outside consultant to conduct a formal curriculum review and evaluation. The result of this review uncovered weaknesses in the community health curriculum. This new course addresses one of the identified weaknesses. Students in the program will now be provided a better opportunity to develop knowledge and introductory preparation they need to practice as Health Educators.

**Roger Bounds, Paul Brynteson,
Debby McCormick, Cruz Begay,
Betty Brown, Laura Bounds**

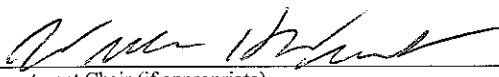

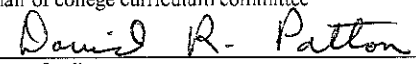
24. Names of current faculty qualified to teach this course

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

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

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

42. Approvals

	<u>10/8/06</u>
Department Chair (if appropriate)	Date
	<u>10/10/06</u>
Chair of college curriculum committee	Date
	<u>10/11/06</u>
Dean of college	Date

For Committees use only

For Liberal Studies Committee

Date

Action taken:

_____ Approved as submitted

_____ Approved as modified

Don B. D.

10/24/06

For University Curriculum Committee

Date

Action taken:

_____ Approved as submitted

_____ Approved as modified

**Northern Arizona University
School of Health Professions
Department of Health Sciences**

Course number: HS 205: Foundations of Community Health
Credit hours: 3 credit hours

Instructor: Laura Bounds, M.S., CHES
Phone: 928-523-6320
Email: Laura.Bounds@nau.edu

Texts

An Introduction to Community Health 4th Edition Authors: McKenzie, J.F., Pinger, R.R., & Kotecki, J.E.

Principles and Foundations of Health Promotion and Education 3rd Edition Authors: Cottrell, R.R., Girvan, J.T., & McKenzie, J.F.

Course Prerequisites

None

Catalog Description

A knowledge-based approach to the various concepts, health topics, principles, and practices in the field of health education.

Expanded Course Description

This course is designed to provide specific concepts essential to understanding the field of health education. Emphasis will be given to competencies and career opportunities for professional health educators in school, community, clinic, and worksite settings. This course is also designed to familiarize students with community health topics, principles, and practices.

Course Objectives

Upon successful completion of this course, careful reading of all materials, and a genuine effort in participating in the various course activities, the learner should be able to

1. **Define** the scope of the health education profession and describe the various disciplines within the field.^K
2. **Explain** the competencies of a health educator.^C
3. **Generate** lists of community organizations and resources capable of supporting health education programming efforts.^{AP}
4. **Describe** the settings in which health educators work.^C
5. **Examine** career potential within the profession.^{AP}
6. **Identify** the major issues facing our health care system and the critical health care needs of specific target groups within our city, region, state, and nation.^{AP}
7. **Locate** community health information and resources available on the Internet.^{AP}
8. **Describe** multiple opportunities for service involvement in the Flagstaff area for health-related organizations.^{AP}

(^K-knowledge; ^C-comprehension; ^{AP}-application; ^{AN}-analysis; ^S-synthesis; ^E-evaluation)

CHES Areas of Responsibility:

(Not yet determined)

Course Approach

The focus of this class is active, experiential learning. Much of the value that you attain from this course will depend on what you are willing to put into the course: academically, emotionally, and socially. While there are always some risks in such an investment, there are also ample rewards. Active participation in the class is expected. The textbook, supplemental readings, and activities will be the basis of interactive discussions. Students are encouraged to share relevant materials and experiences regarding course topics with the class. I hope you will approach this course with an open mind and a willingness to learn in a new way. I think you will be richly rewarded, both personally and academically.

Course Assessments

	<u>Possible Points</u>	<u>Grading Scale:</u>
Three Exams (50 pts. each)	150	270-300 = A
Career Investigation Paper	50	240-269 = B
Internet Assignment	25	210-239 = C
Community Survey Project	50	180-209 = D
Timely Topics in Community Health	<u>25</u>	Below 180 = F
	300	

1. Exams: There will be three major exams worth 50 points each. Exams will be primarily objective (multiple choice, true-false, matching) but may include short answer or brief essay responses as well. **There are no make-ups for these exams except in the following circumstances: (a) you have a University-approved absence; (b) you have made prior arrangements with the instructor at least 48 hours in advance; or (c) cases of extreme emergency.**
2. Career Investigation Paper: Conduct a personal interview to learn more about a health education professional responsibility of particular interest to you. Outline in 1-2 single-spaced typed pages the following information: (a) Professional title; (b) Profile of employing organization; (c) Specific focus or concern of position; (d) General job description; (e) Professional preparation required; (f) Salary expectations; (g) Brief description of why this particular area interests you; (h) Contact person with complete address. Provide each class member with a copy of your completed report. Be prepared to present the information orally in class. Sign up in advance to avoid duplications of investigations.
3. Internet Assignment: Each student will be required to locate and identify by URL address 10 Websites that provide health information that will be helpful to you as a professional health educator. Include the URL address and one or two sentences describing what type of information is located at that address and how it might be useful to you as a professional.
4. Community Survey Project: Each student will identify a point on a map of a selected community and draw a circle with a 1-mile radius from that point. Students will collect information about the community that resides within that circle. The community can be researched by personal visit, interview, web search, or a combination of research methods. The final Community Survey Project Report must include the following:
 - a. **Detailed** map of the surveyed area, including locations of all community organizations, such as churches, schools, health centers, etc.
 - b. Completed community survey information report (to be provided)
 - c. Your observations about health indicators within the community
 - d. The top three lessons learned about community health from this project.You will be asked to give a brief 2-minute summary of your community survey project to the class.

5. Timely Topics in Community Health: Each student will be responsible for bringing a health-related current event relevant to the Flagstaff area to the attention of his/her peers. This 5-minute oral presentation should be selected from a local newspaper article published within the last month. Article should be of adequate length to facilitate an interesting discussion.

The student presenting must:

- a. Identify the source of the article and provide the class with an oral summary of the contents of the article. (Reading the article to the class is not acceptable.)
- b. Explain how the article is relevant to community health in the Flagstaff area and provide a brief commentary/critique describing your personal reactions and feelings about the article.
- c. Prepare at least three stimulating discussion questions based on the article
- d. Submit a photocopy (not the original newspaper copy!) of the article, as well as your typed report including all of the above information.

You will be expected to do your own work. Any suspicion to the contrary will be fully investigated and will possibly result in consequences appropriate for academic dishonesty. For this class, all cases of academic dishonesty will be processed at the maximum penalty level of NAU's policy (see your NAU Student Handbook). Examples of academic dishonesty include but are not limited to: intentional plagiarism (claiming the work of others as your own), unintentional plagiarism (not accurately acknowledging the work of others), using any amount of purchased or borrowed material from services that provide research papers or term papers, submitting the work of a group as that of an individual, using text found on the internet without appropriate citation (very common and very illegal), and others. Unfortunately, the incidence of academic dishonesty is alarmingly high. A good analogy for how common it is can be made by comparing it to speeding in your vehicle. It is very common and it is even possible to speed without knowing you are doing it (not paying attention or not aware of the limit), but it is illegal either way. Ironically, a better analogy to plagiarism is shoplifting since you are actually claiming something as yours that is not. Imagine a society where everyone shoplifted as often as they sped in their vehicle! This is exactly what seems to be going on with research papers in college. Therefore, NAU faculty must maintain a high "index of suspicion" and all instances will receive significant consequences.

Please pay attention to this course specific policy and how it relates to the University policy. NAU has a very liberal Academic dishonesty policy that allows for various interpretations and discretion of the instructor. You are advised that any confirmed instance in this course (irregardless of the severity) will result in the maximum possible consequences allowed in the university policy (see your NAU Student Handbook).

IMPORTANT!

In your written assignments, all **direct quotes** from **any** sources that you use (such as articles, books, websites, videos, personal interviews, *and the textbook itself*), regardless of the nature of the wording (that is, general or technical), **MUST** be clearly identified in **quotation marks** and **cited** in the body of your papers. Citations of direct quotes must immediately follow the quoted material. **In addition**, complete source information must be included in the **References** at the end of your papers in APA style, 5th edition. All content **not** directly quoted but **attributable** to an author or other source (e.g., paraphrasing or in any way presenting the author's ideas) **MUST** be **cited** in the body of your papers **in the paragraph in which the material is used**, and the complete source must be included in the **References** at the end of your papers in APA style, 5th edition.

Examples of the implications of this policy include, but are not limited to, the following:

If you submit a written assignment...

1. ...with citations but **no references** for material used, you will earn a **0% (zero points)** on the assignment, regardless of its point value.
2. ...with references but **no citations** for material used in the body of the paper, you will earn a **0% (zero points)** on the assignment, regardless of its point value.
3. ...with citations and references, but with **no quotation marks around directly quoted material** (if the citation follows immediately after the quote), the grading of your paper will **begin at 80%** (that is, with a 20% deduction), regardless of the assignment's point value.
4. ...with **any authors' materials used in your paper that is neither cited nor referenced**, you will earn a **0% (zero points)**, regardless of its point value, **AND your name will be submitted to the Academic Provost's Office to determine the appropriate additional penalty (beyond the 0% on the assignment, such as failing the course) for academic dishonesty.**

Course Policies

Students are expected to complete all assignments on time and participate actively.

Instructors are under no obligation to make special arrangements for students who miss assignments. Due to the nature of this class, late assignments will not be accepted for any reason. You will have advanced notice about all assignments and their respective due dates. Therefore, you are encouraged to complete work early (see below) to avoid unforeseeable issues (computer failures, servers going down, work schedule changes, dogs eating assignments...) This course will require a significant amount of self-discipline in getting assignments done.

Tentative Class Schedule:

Week 1: Introduction to Course

Chapter 1 – A Background for the Profession (Foundations)

Chapter 2 – The History of Health and Health Education (Foundations)

Week 2: Chapter 3 – Philosophical Foundations (Foundations)

Chapter 5 – Ethics and Health Education (Foundations)

Week 3: Chapter 6 – The Health Educator: Roles, Responsibilities, Certifications (Foundations)

Chapter 7 – The Settings for Health Education (Foundations)

Week 4: Chapter 8 – Agencies/Associations/Organizations Assoc with Health Education (Foundations)

Chapter 10 – Future Trends in Health Education (Foundations)

Week 5: Career Investigation Paper Due & Presentations

Exam 1

Week 6: Chapter 1 – Community Health – Yesterday, Today, and Tomorrow (CH)

Chapter 2 – Organizations That Help Shape Community Health (CH)

Week 7: Chapter 5 – Community Organizing/Building and Health Promotion Programming (CH)

Timely Topics Presentations

Week 8: Chapter 6 – The School Health Program: A Component of Community Health (CH)

Chapter 7 – Maternal, Infant, and Child Health (CH)

Week 9: Internet Assignment Due

Chapter 8 – Adolescents, Young Adults, and Adults (CH)

Chapter 9 – Elders (CH)

Week 10: Exam 2

Chapter 10 – Community Health and Minorities (CH)

Week 11: Chapter 11 – Community Mental Health (CH)

Chapter 13 – Health Care System : Structure (CH)

Week 12: Chapter 14 – Health Care System : Function (CH)

Chapter 15 – Environmental Concerns: Wastes and Pollution (CH)

Week 13: Community Survey Project Due & Presentations

Chapter 16 – The Impact of Environment on Human Health (CH)

Week 14: Chapter 17 – Injuries As a Community Health Problem (CH)

Chapter 18 – Safety and Health in the Workplace (CH)

Week 15: Review

Exam 3

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2007
See effective dates schedule.
3. College Consortium of Professional Schools (CPS) 4. Academic Unit Health Sciences
5. Course subject/catalog number HS 306 6. Units 3
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Methods for Community Health Promotion
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Methods for COMM HLTH PROMO
11. Catalog course description (max. 30 words, excluding requisites).

A skills-based approach to the various methods and strategies required to conduct comprehensive health promotion programs

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no

15. Please check **ONE** of the following that most appropriately describes the course:

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

16. Prerequisites (must be completed *before* proposed course) (HS 205 with a grade of C or better) and (HP 200 or HS 200 with a grade of B or better) and (HP 300 or HS 300 with a grade of C or better) and Community Health Milestone completed
17. Corequisites (must be completed *with* proposed course) _____

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

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

Name of new plan? BS Health Sciences: Community Health Promotion

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

20. Does course duplicate content of existing courses within or outside of your college? yes no

If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

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

21. Will this course affect other academic plans, academic units, or enrollment? yes no

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

22. Is a potential equivalent course offered at a community college (lower division only)? yes no

If yes, does it require listing in the Course Equivalency Guide? yes no

Please list, if known, the institution, subject/catalog number of the course.

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

The Department of Health Sciences recently hired an outside consultant to conduct a formal curriculum review and evaluation. The result of this review uncovered weaknesses in the community health curriculum. This new course addresses one of the identified weaknesses. Students in the program will now be provided a better opportunity to develop the skills and competencies they need to practice as Health Educators.

**Roger Bounds, Paul Brynteson,
Debby McCormick, Cruz Begay,
Betty Brown, Rob Henderson**

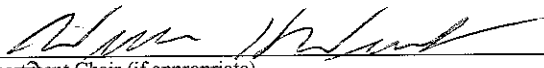


24. Names of current faculty qualified to teach this course

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

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

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

42. Approvals

	<u>10/9/06</u>
Department Chair (if appropriate)	Date
	<u>10/10/06</u>
Chair of college curriculum committee	Date
	<u>10/11/06</u>
Dean of college	Date

For Committees use only

For Liberal Studies Committee

Date

Action taken:

_____ Approved as submitted

_____ Approved as modified

Ron S. J.

10/24/06

For University Curriculum Committee

Date

Action taken:

_____ Approved as submitted

_____ Approved as modified

Northern Arizona University
School of Health Professions

Department of Health Sciences

Course number: HS 306: Methods for Community Health Promotion
Credit hours: 3 credit hours

Professor: Roger Bounds, Ph.D, CHES
Phone: 928-523-6159
Email: Roger.Bounds@nau.edu

Text

Bensley, R.J. & Brookins-Fisher, J. (2003). Community Health Education Methods: A Practical Guide. (2nd Edition). Sudbury, Massachusetts, Jones and Bartlett Publishers
ISBN: 0-7637-1801-7

Course Prerequisites

HS 200 grade > B and HS 205 grade ≥ C and HS 300 grade ≥ C “Health Sci-Comm Hlth Milestone”

Catalog Description

A skills-based approach to the various methods and strategies required to conduct comprehensive health promotion programs.

Expanded Course Description

This course is designed to provide specific competencies in the methods used to conduct health promotion programs for entry-level health educators. An important goal of the course is to create a broad base of potential methods for the new health educator’s toolbox.

Course Objectives

Upon successful completion of this course, careful reading of all materials, and a genuine effort in participating in the various course activities, the learner should be able to

1. **Debate** ethical issue related to the implementation of health promotion programs. ^{An}
2. **Examine** and **distinguish** issues of diversity in a multicultural society as they relate to methods and strategies used in health promotion ^{An}
3. **Develop** audience-appropriate health communication messages for individuals, groups, or communities. ^{Ap}
4. **Employ** appropriate strategies to facilitate a group meeting in a variety of settings and contexts. ^{Ap}
5. **Develop** and present effective presentations for imparting health information, persuading stakeholders, influence policy or other purposes ^{Ap}
6. **Develop** and/or select appropriate print materials to convey a health message ^{Ap}
7. **Utilize** technology to create computerized tailored health message or to deliver internet-based health content ^{Ap}
8. **Employ** various techniques to use media for delivering health messages or for advocacy to influence policy. ^{Ap}
9. **Describe** methods to advocate for health policy through legislative mechanisms ^C
(^K-knowledge; ^C-comprehension; ^{Ap}-application; ^{An}-analysis; ^S-synthesis; ^E-evaluation)

Course Approach

This is an upper division class requiring independent thought and effort. You are expected to have the ability and internal motivation to obtain the basic concepts for this class through self-directed learning. Class discussions and activities will be used to analyze, synthesize, and evaluate these basic concepts. Active participation in classroom discussion and project activities is expected and encouraged. Course activities or projects will require application of the material found in the text to simulated “real world” contexts. In some cases, actual real world contexts (i.e. Fronske Health Center, NAHEC, or Coconino County Health Department) will be used as a back drop for the course projects. The textbook and supplemental readings will be the basis of interactive discussions, not unilateral lectures. It is very important for students to actively participate in all course activities. Failure to do so will not only affect your grade, but also decreases the richness of the learning experience for everyone.

Course Assessments

Pop Quizzes (100 points)

There will be numerous unannounced quizzes throughout the semester. They will be administered in class. These may cover any previous readings or lectures, discussion information, or material assigned for that particular day. If you are tardy to a pop test, you will start at the question number you came in on. No Restart, No exceptions. Missed quizzes cannot be made up. If the absence is excused (see below), the quiz will not count against you. Missed quizzes due to unexcused reasons (tardiness or absences) will be recorded as a zero. At the end of the semester the lowest pop quiz grade will be dropped and your quiz average will be determined by the remaining quiz grades.

NOTE: These quizzes are designed to insure that each student is keeping up with the material and participating regularly. Students who keep up with the reading (ahead of time) and participate actively usually find that the quiz average helps their overall average. Those students who typically wait until the last minute to study for exams and complete assignments usually find that the quiz average will negatively affects their grade.

Also the quiz administration policies in conjunction with the large number of quizzes tend to serve as an “unwritten absence and tardy policy”. In other words, if you are often late or miss several classes, your grade will suffer.

Exams (100 points)

There will be two major exams (worth 50 points each) offered during the semester. These will be cumulative and will cover all readings, handouts and lecture material.

Final Exam (100 points)

The comprehensive final exam for HS 306 is scheduled for <DATE & TIME TO BE INSERTED HERE>. Please note that this time is different from our regular meeting time.

Projects (200 points)

A major component of this course involves the application of various health promotion methods. The general structure of the projects is described below. We will negotiate and design the specific details of each project as a class. **Each “negotiation” will result in a formal project description with a very specific grading rubric.** Once the negotiation is completed and the resulting project description and grading rubrics have been approved, they are no longer negotiable and will be considered as a contract for the project. This process allows significant student participation and input in the creation of project details. The purpose of this approach is to get students more vested in the process and promote higher quality work.

There will be 5 formal projects worth 40 points each. They are:

1. Facilitating a formal group meeting to generate consensus on a controversial health topic
2. Create a presentation that delivers a health message and persuades stakeholders to fund a program
3. Create a printed health information pamphlet for large scale distribution to an identified audience
4. Design a media campaign to advocate a new health policy
5. Develop and advocacy campaign to influence public policy

Grading Information:

Your final grade will be determined by the following:

Final grade will be determined by the following:

ASSIGNMENTS AND EXAMINATIONS

1. Pop Quizzes	100 pts
2. Exam #1	50 pts
3. Exam #2	50 pts
4. Final Exam	100 pts
5. Projects	200 pts

GRADE SYSTEM

90 - 100%	= A
80 - 89%	= B
70 - 79%	= C
60 - 69 %	= D
≤ 59%	= F

Course Policies

NOTE: This class is a junior level class where each student is assumed to have a certain level of writing ability. All papers and projects will be graded with this in mind.

Some projects in this course may require group collaboration. If any assignment in HS 306 is not clearly defined as a group project, however, you are expected to do your own work.

You will be expected to do your own work. In other words, individual or group projects will be original work. Any suspicion to the contrary will be fully investigated and will possibly result in consequences appropriate for academic dishonesty. For this class, all cases of academic dishonesty will be processed at the maximum penalty level of NAU's policy (see your NAU Student Handbook). Examples of academic dishonesty include but are not limited to: intentional plagiarism (claiming the work of others as your own), unintentional plagiarism (not accurately acknowledging the work of others), using any amount of purchased or borrowed material from services that provide research papers or term papers, submitting the work of a group as that of an individual, using text found on the internet without appropriate citation (very common and very illegal), and others. Unfortunately, the incidence of academic dishonesty is alarmingly high. A good analogy for how common it is can be made by comparing it to speeding in your vehicle. It is very common and it is even possible to speed without knowing you are doing it (not paying attention or not aware of the limit), but it is illegal either way. Ironically, a better analogy to plagiarism is shoplifting since you are actually claiming something as yours that is not. Imagine a society where everyone shoplifted as often as they sped in their vehicle! This is exactly what seems to be going on with research papers in college. Therefore, NAU faculty must maintain a high "index of suspicion" and all instances will receive significant consequences.

Please pay attention to this course specific policy and how it relates to the University policy. NAU has a very liberal Academic dishonesty policy that allows for various interpretations and discretion of the instructor. You are advised that any confirmed instance in this course (irregardless of the severity) will result in the maximum possible consequences allowed in the university policy (see your NAU Student Handbook).

IMPORTANT!

In your written assignments, all **direct quotes** from **any** sources that you use (such as articles, books, websites, videos, personal interviews, *and the textbook itself*), regardless of the nature of the wording (that is, general or technical), **MUST** be clearly identified in **quotation marks** and **cited** in the body of your papers. Citations of direct quotes must immediately follow the quoted material. **In addition**, complete source information must be included in the **References** at the end of your papers in APA style, 5th edition. All content **not** directly quoted but **attributable** to an author or other source (e.g., paraphrasing or in any way presenting the author's ideas) **MUST** be **cited** in the body of your papers **in the paragraph in which the material is used**, and the complete source must be included in the **References** at the end of your papers in APA style, 5th edition.

Examples of the implications of this policy include, but are not limited to, the following:

If you submit a written assignment...

1. ...with citations but **no references** for material used, you will earn a **0% (zero points)** on the assignment, regardless of its point value.
2. ...with references but **no citations** for material used in the body of the paper, you will earn a **0% (zero points)** on the assignment, regardless of its point value.

3. ...with citations and references, but with **no quotation marks around directly quoted material** (if the citation follows immediately after the quote), the grading of your paper will **begin at 80%** (that is, with a 20% deduction), regardless of the assignment's point value.

4. ...with **any authors' materials used in your paper that is neither cited nor referenced**, you will earn a **0% (zero points)**, regardless of its point value, **AND your name will be submitted to the Academic Provost's Office to determine the appropriate additional penalty (beyond the 0% on the assignment, such as failing the course) for academic dishonesty.**

Students are responsible for authenticating any assignment submitted to an instructor. If asked, you must be able to produce proof that the assignment submitted is actually your own work. Therefore, we recommend that you engage in a verifiable working process on assignments. Keep copies of all drafts of your work, make photocopies of all research materials, hang on to receipts (if appropriate), keep logs or journals of your activities related to the assignment, learn to save different versions of your assignments under individual filenames, etc. Inability to authenticate your work, should the instructor request it, is sufficient grounds for failing the assignment (at a minimum) and/or additional consequences (failing the course). For more on this issue, see the policies at the end of this syllabus.

Tentative Class Schedule:

- Week 1: Introduction to Course
Chapter 1 – Using Theory and Ethics to guide method selection and application)
Chapter 2 – Promoting Health Education in a multicultural society
- Week 2: Chapter 3 – Health Communication
Chapter 4 – Social Marketing concepts
- Week 3: Chapter 5 – Facilitating support groups
Chapter 12 – Facilitating groups
Begin Group facilitation activities
- Week 4: Continue group facilitation project activities
Continue group facilitation project activities
- Week 5: Exam #1
Finish group facilitation project activities (if necessary)
- Week 6: Chapter 6 – Selecting presentation methods
Chapter 7 – Developing Effective presentations
- Week 7: Chapter 8 – Developing and selecting print materials
Handouts: Using publisher or other similar software
- Week 8: Deliver formal presentation projects
Deliver formal presentation projects
NOTE: The presentation will include the distribution of a formally prepared pamphlet as a separately graded project activity.
- Week 9: Chapter 9 – Working with the media
Guest presentation of developing video productions
- Week 10: Exam #2
- Week 11: Chapter 10 – Developing internet based learning modules
Presentation from E-Learning staff on web-based education
- Week 12: Chapter 11 – Developing computerized tailored health messages
Media Campaign projects due with short presentation/discussion
- Week 13: Chapter 13 – Building and sustaining coalitions
Guest Presentation (Local coalition)
- Week 14: Chapter 14 – Impacting Health Policy through legislative advocacy
Chapter 15 – Using media advocacy to influence policy
- Week 15: Review
Advocacy Project Presentations

Final Exam Scheduled during University finals week.

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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

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

3. College Consortium of Professional Schools (CPS) 4. Academic Unit Health Sciences

5. Current course subject/catalog number HS 307

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

HS 307 HEALTH PROMOTION: PLANNING AND EVALUATION (3)

Concepts of community health-promotion program planning, design, and evaluation.
Letter grade only.

Prerequisite: (HP 300 or HS 300 with grade greater than or equal to C) and (HS 305W with a grade greater than or equal to C) and Health Sci-Comm Hlth Milestone

7. Is course currently cross-listed or co-convened? yes no

If yes, list course _____
Will this continue? _____

8. Is course an elective? or required for an academic plan/subplan?
BS Health Sciences: Community Health
If required, for what academic plan/subplan? Promotion
If required, also submit *Proposal for New Plan or Plan Change*.

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

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

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

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

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

Only fill in what is changing.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(HP 300 or HS 300 with grade greater than or equal to C) and (HS 305W with a grade greater than or equal to C) and (HS 306 with a grade of C or better) and Health Sci-Comm Hlth Milestone

l. Proposed prerequisites (must be completed before) _____

m. Proposed corequisites (must be completed with) _____

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

Instructor consent

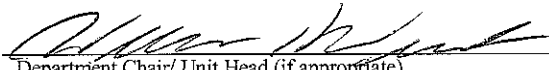
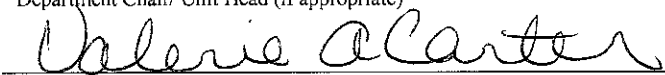
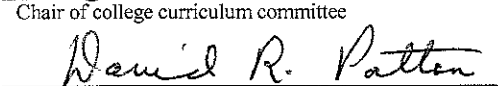
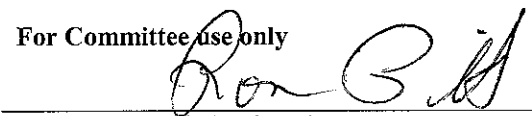
Department consent

No consent

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

This course change is part of a comprehensive curriculum revision for the Community Health Promotion degree program. In a separate proposal, a new course was added to the curriculum. This new course (HS 306) contains competencies that are pre-requisite to successful completion of HS 307.

13. Approvals

	<u>10/9/06</u>
Department Chair/ Unit Head (if appropriate)	Date
	<u>10/10/06</u>
Chair of college curriculum committee	Date
	<u>10/11/06</u>
Dean of college	Date
For Committee use only	
	<u>10/24/06</u>
For University Curriculum Committee	Date

Action taken: _____ approved as submitted _____ approved as modified

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

Department of Health Sciences

Bachelor of Science in Health Sciences: Community Health Promotion Curriculum Revision

This cover page serves as a brief executive summary of the proposed changes to the Bachelor of Science in Health Sciences: Community Health Promotion.

The Department of Health Sciences recently hired an outside consultant to conduct a formal curriculum review and evaluation. The result of this review uncovered areas for improvement in the community health curriculum.

In an effort to improve existing curriculum, several changes will be made. An overall change to the program plan will be submitted that will include the changes summarized below. Two new courses will be proposed and added to the curriculum. Finally, two courses will require minor changes to pre-requisite requirements as a result of the overall changes.

Community Health Plan Change Summary:

1. The name of the program will be changed from Bachelor of Science in Health Sciences: Community Health to Bachelor of Science in Health Sciences: Community Health Promotion. This is a minor change that results from the fact the national credentialing agency that certifies health educators requires the words “health promotion” or “health education” in the program name for students to be automatically eligible to sit for the certification exam.
2. Two new courses will be developed and added to the required curriculum. They are HS 205 (a foundations course) and HS 306 (a methods course).
3. One existing course, HS 455, will now be required rather than used as an elective.
4. The Capstone (internship) course will be dropped from 12 credits to 9 credits. The changes results from feedback from internship supervisors. It also allows some room for the new courses in the curriculum.
5. The number of Health Science Advisor approve electives will be dropped from 9 credits to 6 credits.
6. The number of general electives available in the degree will be dropped from 21 to 18.
7. Two existing courses (HS 300 and HS 307) will have minor changes made to the required pre-requisites.

In summary, the additions to the curriculum are made possible by dropping the capstone internship experience to 9 credit hours, dropping the advisor approved Health Sciences electives to 6 hours, and dropping the general electives to 18 hours. These changes offer significant improvements to the curriculum with minimal effect on department resources.

UNIVERSITY CURRICULUM COMMITTEE

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

1. College Consortium of Professional Schools (CPS)
2. Academic Unit Health Sciences
3. Academic Plan Name Community Health
4. Subplan (if applicable)? _____
5. Effective Date FALL 2007
6. Is this proposal for a : New Plan Plan Change Plan Deletion
(Please refer to Plan and Subplan definitions) New Subplan Subplan Change Subplan Deletion

7.

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

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

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

For New Plans, leave this column blank.

*B.S. Health Sciences: Community Health
(Extended Major)*

MAJOR REQUIREMENTS

You must take 64 units, which include a core and additional requirements. Please note that you must have a grade of C or better for all of your major courses.

The 27 units of core courses include:

- any nutrition course (3 units)
- BIO 201 and 202 (8 units)
- HS 200, 300, 303, and 350 (13

units)

(If you seek an advanced professional degree in physical therapy or a related field or certification as an athletic trainer or strength and conditioning specialist, we recommend taking EXS 334 and 336 instead of HS 303.)

- HS 305W, which meets NAU's

junior writing requirement (3 units)

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

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

*B.S. Health Sciences: Community Health
Promotion (Extended Major)*

MAJOR REQUIREMENTS

You must take **67 units**, which include a core and additional requirements. Please note that you must have a grade of C or better for all of your major courses.

The 27 units of core courses include:

- any nutrition course (3 units)
- BIO 201 and 202 (8 units)
- HS 200, 300, 303, and 350 (13 units)

(If you seek an advanced professional degree in physical therapy or a related field or certification as an athletic trainer or strength and conditioning specialist, we recommend taking EXS 334 and 336 instead of HS 303.)

- HS 305W, which meets NAU's junior

writing requirement (3 units)

The ~~37~~ units of additional requirements are:

- PSY 230 (4 units)
- HS 307, 308, 333, and 490 (~~12~~ units)
- HS 408C, which meets NAU's senior capstone requirement (~~12~~ units)
- ~~9~~ additional units of HS coursework

The **40 units** of additional requirements are:

- PSY 230 (4 units)
- **HS 205, HS 306**, HS 307, 308, 333, **HS 455**, and 490 (**21 units**)
- HS 408C, which meets NAU's senior capstone requirement (**9 units**)
- **6 additional units of HS coursework**

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.

This is not a change to the existing plan. The existing milestone procedure will be used to verify program admission.

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

The learning outcomes have not changed for this plan. The learning outcomes for this plan have always been based on the national certification for health educators (Certified Health Education Specialist). The changes being made to this plan will improve our ability to address these learning outcomes.

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

The Department of Health Sciences recently hired an outside consultant to conduct a formal curriculum review and evaluation. The result of this review uncovered areas for improvement in the community health curriculum. This plan change and the new courses that accompany this plan change will address the identified areas for improvement. Students in the program will now be provided a better opportunity to develop the skills and competencies they need to practice as Health Educators.

The existing curriculum included 9 hours of advisor approved Health Sciences electives and 21 hours of general electives.

The overall changes include the addition of three courses to the major. Two of these courses are new courses. One course is an existing course that will now be required. These additions are made possible by dropping the capstone internship experience to 9 credit hours, dropping the advisor approved Health Sciences electives to 6 hours, and dropping the general electives to 18 hours. These changes offer significant improvements to the curriculum with minimal effect on department resources.

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

Since the overall result of this plan change is the addition of only 3 credit hours to the major requirements, existing Department of Health Sciences and School of Health Professions resources will be adequate.

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

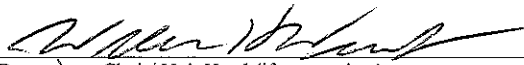
If so, attach supporting documentation from the affected departments/units and college dean.

These changes will not negatively affect other plans or subplans.


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

Yes.

Certifications



Department Chair/ Unit Head (if appropriate) 10/18/06
Date

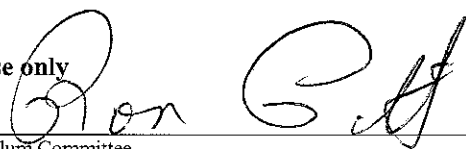


Chair of college curriculum committee 10/10/06
Date



Dean of college 10/11/06
Date

For committee use only



For University Curriculum Committee 10/24/06
Date

Action taken: _____ approved as submitted _____ approved as modified

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

UNIVERSITY CURRICULUM COMMITTEE

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

1. College Consortium of Professional Schools (CPS) 2. Academic Unit Health Sciences

3. Academic Plan Name Health Sciences 4. Subplan (if applicable)?

- Diagnostic Medical Imaging and Therapy
- Respiratory Care
- Surgical Technology
- Paramedic Care
- Physical Therapy Assistant
- Medical Assisting

5. Effective Date FALL 2007

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

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

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

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

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

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

***B.S. HEALTH SCIENCES:
DIAGNOSTIC MEDICAL IMAGING &
THERAPY (EXTENDED MAJOR)***

This is a joint degree program offered with Gateway Community College, which is in the Maricopa Community College system. For this academic plan, you must be admitted and enrolled in:

- one of the GateWay diagnostic medical imaging and therapy programs (diagnostic medical sonography, nuclear medicine technology, radiation therapy, or medical radiography)
- and in NAU's B.S. in health sciences program.

The NAU courses are internet courses taught by NAU faculty, and GateWay Community College faculty teach the specialization courses.

MAJOR REQUIREMENTS

You take 81 units, which include core and specialization requirements. Please note that you must have a grade of C or better for all of your major courses.

B.S. HEALTH SCIENCES: *NAME OF ALLIED HEALTH SUPPLAN* (EXTENDED MAJOR)

This academic plan is offered as an online degree completion program that includes six allied health majors defined as subplans.

- 1. Diagnostic Medical Imaging and Therapy (includes: diagnostic medical sonography, nuclear medicine technology, radiation therapy, or medical radiography)**
- 2. Respiratory Care**
- 3. Surgical Technology**
- 4. Paramedic Care**
- 5. Physical Therapy Assistant**
- 6. Medical Assisting**

To be eligible for this academic plan, students must be admitted to, enrolled in, or be graduates from an associate degree program at a regionally accredited community college or university in one of the above listed allied health areas.

MAJOR REQUIREMENTS

You take 81 units, which include a **common health sciences core for all six allied health majors (subplans) and distinct specialization requirements for each.** Please note that you must have a grade of C or better for all of your major courses.

The ~~21~~ units of core courses include:

- HS 301, 333, and 410 (9 units)
- SHP 300W, which meets NAU's junior writing requirement (3 units)
- HS 408C, which meets NAU's senior capstone requirement (3 units)
- 6 units from HS 300, 305W, 307, and 471

In addition, you take 60 units of specialization requirements as a block of courses from ~~GateWay Community College~~. This block includes courses that meet the requirements for graduation and for national certification or licensure in the discipline. ~~You choose one of the following areas to specialize in:~~

- ~~diagnostic medical sonography~~
- ~~nuclear medicine technology~~
- ~~radiation therapy~~
- ~~medical radiography~~

The **24** units of **health sciences** core courses include:

- **HS 200**, HS 301, 333, and 410 (12 units)
- SHP 300W, which meets NAU's junior writing requirement (3 units)
- HS 408C, which meets NAU's senior capstone requirement (3 units)
- 6 units from HS 300, 305W, 307, and 471

In addition, you take 60 units of specialization requirements as a block of courses from **an associate degree program at a regionally accredited community college or university in one of the above listed allied health areas**. This block includes courses that meet the requirements for graduation and for national certification or licensure in the discipline.

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>).

This academic plan serves as a bachelor's degree completion program for students who are earning or who have earned an associate degree in an allied health area from a regionally accredited community college or university. This degree completion program provides a broad liberal studies background and an additional "Health Sciences Core Curriculum" that complements the student's existing clinical background. Intended student outcomes for NAU Health Sciences Core Courses include a demonstrated knowledge of the areas listed below. Intended student outcome data will be collected and evaluated throughout the program of study.

- Ethical issues related to health care delivery
- Organization, and administration of health services and barriers to health services delivery
- Implementation of health science educational programs
- Evaluation of effectiveness of health science education programs
- Application of the basic principles of epidemiology
- Communicable and non-communicable disease
- Classroom theory related to health science in a professional health setting
- Physical Health Science
- Mental, emotional, and spiritual health
- Physical and social environmental health

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

This proposal does not include significant curricular change. It applies an existing NAU curricular model in an effort to address an established need for allied health practitioners to be prepared at the bachelor's level.

Currently, professional credentialing for these allied health fields is at the associate degree level. Many of these allied health areas, however, are moving towards a bachelor's degree as entry level education. Current trends suggest, in the future, that allied health professionals with less than a bachelor's degree may not be recognized by government agencies, third party payers, the uniformed services, labor unions, and others. Producing new allied health practitioners with the knowledge and skills expected in today's complex health care environment is increasingly difficult within the confines of a 2-year post-secondary educational model.

This proposal uses the degree plan model for the Bachelor of Science in Health Sciences: Diagnostic Medical Imaging and Therapy (BS HS: DMIT) and applies it to five new allied health areas. The BS HS: DMIT program began in Fall 2005 with 15 initial students. One year later (Fall 2006) there are 50 DMIT students enrolled at NAU. This exponential growth is expected to continue and is likely to be replicated in the new allied health majors (subplans) proposed in this document.

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

This proposal requires no new courses at NAU. The currently existing courses can accommodate some new students. Therefore, the initial implementation of this proposal can be accomplished utilizing existing resources. These will be online programs, and Distance Learning Services (DLS) provides a mechanism for expanding online course capacities through stipends for teaching assistants and the management of those assistants. It is possible that this model will meet the early anticipated growth in student enrollment from these programs. Pedagogical considerations, however, will limit the application of this mechanism to all courses in the curriculum. Therefore, a substantial increase in students will necessitate additional faculty and resources. Part-time faculty funded by DLS will be requested and, as enrollment continues to increase, additional full-time faculty will be requested.

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

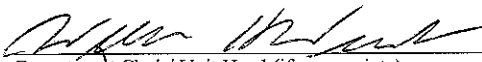


If so, attach supporting documentation from the affected departments/units and college dean.

It is anticipated that this proposal would result in an increase in NAU distance learning enrollment that will not negatively affect other majors at NAU. Additional demand for Liberal Studies courses delivered online will be minimal since many of these students transfer to NAU with several of the LS requirements already met.


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

Yes, current library holdings will support the proposed academic plan and its associated subplans.

Certifications

	<u>10/8/06</u>
Department Chair/ Unit Head (if appropriate)	Date
	<u>10/10/06</u>
Chair of college curriculum committee	Date
	<u>10/11/06</u>
Dean of college	Date

For committee use only

	<u>10/24/06</u>
For University Curriculum Committee	Date

Action taken: _____ approved as submitted _____ approved as modified

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

UNIVERSITY CURRICULUM COMMITTEE

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

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

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

5. Effective Date Fall 2007

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

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

For New Plans, leave this column blank.

To complete this minor, you take the following 19 units:

NTS 256, 370, and 465 (9 units)
EXS 336, 337, and 460 (7 units)
3 additional units in exercise science or nutrition approved by your minor advisor. Be aware that some courses required for your minor may have prerequisites that you must also take. Check the courses in the appropriate subject

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

To fulfill minor in Nutrition Science, students must take the following 18 units.

NTS 256 and 370 and ~~465~~ **(6 units)**
EXS 336 and 337, and ~~460~~ **(4 units)**
SHP 303 and 310 (8 units)

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

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

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

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

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

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

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

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

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

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

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

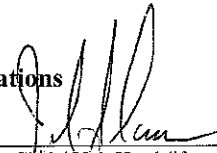
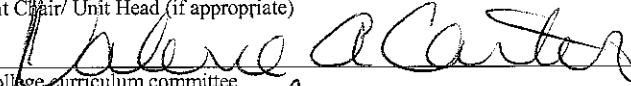
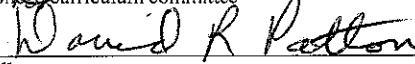
Change of the minor nomenclature from "Exercise and Nutrition Science" to Nutrition Science is necessary, imperative, and demanded by faculty and students. The previous department which held two (2) academic domains, Exercise Science (EXS), and Applied Chemistry and Nutrition Science (ACNS) have been separated to the Department of Biological Sciences and the School of Health Professions since the 2005 Fall Semester. Faculty member who has been advising and conducting the minor program now administratively belongs to the School of Health Professions.

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

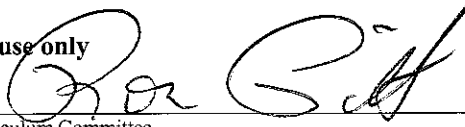
13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?
If so, attach supporting documentation from the affected departments/units and college dean.
No

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

Certifications

	<u>Oct 5, 2006</u>
Department Chair/ Unit Head (if appropriate)	Date
	<u>10/5/06</u>
Chair of college curriculum committee	Date
	<u>10/6/06</u>
Dean of college	Date

For committee use only

	<u>10/24/06</u>
For University Curriculum Committee	Date

Action taken: _____ approved as submitted _____ approved as modified

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

Sent: Tuesday, January 17, 2006

Dr. Lee;

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

Richard Coast

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

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

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

>changing the MINOR program in Exercise and Nutrition Science

>tentatively to Applied Chemistry and Nutrition Science.

>The reasons for my proposal follow:

>

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

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

>every two

years.

>

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

>and Applied Chemistry and Nutrition Science were separated to the

>Department of Biological Sciences and School of Health Professions

>since the 2004 Fall semester.

>

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

>administratively belongs to School of Health Professions.

>

>

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

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

>Nutrition and Hormonal Changes during Exercise.

>

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

>

>

>I remain.....

>

>

>Chunhye Kim Lee

>Academic Director, Applied Chemistry and Nutrition Science

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

>Telephone: (928) 523-6165

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