

University Curriculum Committee Agenda for September 30, 2008

I. General Business

- A. Greetings and Introduction
- B. Status of the UCC Members
- C. Elect Chair of UCC
- D. Minutes from April 22, 2008

II. Consent Items: Courses

A. College of Arts and Letters

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

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

B. Health and Human Services

Change Course

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

Delete Course

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

Effective Date/
AIO Revised Effdt

Summary of Changes

Pre/Co-requisites
Crosslist/Coconvened

C. Undergraduate Studies

Change Course

- | Effective Date/
AIO Revised Effdt | Summary of Changes | Pre/Co-requisites
Crosslist/Coconvened |
|--------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------|
| 1. <u>FYE101</u>
FYE 101 1
First Year Experience | Spring 2009
Catalog Descr, Course Title, Number,
Subject | Prerequisites: None
Corequisites: None
CrossListed: None |

II. Consent Items: Policy Change

D. Policy Change

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

III. Action Items:

A. Report of the Diversity Subcommittee: Proposal to grant diversity completion status to Arizona community college transfer students entering NAU with a completed AGECEC.

B. Diversity Subcommittee Elections

C. Proposal to use Subcommittees for Proposal Reviews

D. College of Arts and Letters

Effective Date/
AIO Revised Effdt

Summary of Changes

Pre/Co-requisites
Crosslist/Coconvened

Change Plan

- | | | |
|-------------------------------------------------------------|------------------------|------------------------------|
| 1. <u>Philosophy Plan</u>
Bachelor of Arts in Philosophy | Fall 2008
Fall 2009 | Major Reqmts-Course(s) Added |
|-------------------------------------------------------------|------------------------|------------------------------|

Effective Date/
AIO Revised Effdt

Summary of Changes

Pre/Co-requisites
Crosslist/Coconvened

E. College of Education

New Course

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

F. Health and Human Services

New Course

1. AT229 Spring 2009
AT 229 2
Emergency Care in Athletic Training
Prerequisites: None
Corequisites: None
CrossListed: None
CoConvened: None
2. AT320 Spring 2009
AT 320 2
Psychology of Injury in Sport
Prerequisites: Athletic Training milestone
Corequisites: None
CrossListed: None
CoConvened: None

Change Plan

3. Athletic Training Plan Spring 2009 Major Reqmts-Course(s) Added,
Athletic Training Fall 2009 Major Reqmts-Course(s) Deleted

IV. Discussion

A. Master Syllabi

**UCC Meeting
April 22, 2008
MINUTES**

I.	Minutes of the 3/11/08 Meeting - minutes approved as presented.			
II.	Consent Agenda - both items approved as presented.			
	A.	The College of Education		
	1	BME 481	Course Change	Spring 2009 description, prerequisites
	2	ECI 308	Course Change	Fall 2008 description, grading basis
	B.	The College of Arts and Letters		
	1	HIS 341/341H	Course Change	Fall 2009 description
II.	Action Agenda			
	A.	The College of Arts and Letters - items 1, 3, 4, and 6 approved as presented. Item 2 tabled due to no representation, item 5 approved w/ added prerequisite of ENG 105.		
	1	HIS 475	New Course	Fall 2009
	2	Minor Latin American Studies	Plan Change	Fall 2009 additional courses
	3	CVC 101	New Course	Fall 2009
	4	Cinema and Visual Culture Studies	New Plan	Fall 2009
	5	MST 350	New Course	Fall 2008
	6	MST 351	New Course	Fall 2008
	B.	The College of Health and Human Services - items 1 and 4 approved w/changes. Items 2 and 3 approved as presented.		
	1	DH 496	New Course	Fall 2008
	2	DH 102	New Course	Fall 2009
	3	DH 339	New Course	Fall 2009
	4	BS Dental Hygiene Extended Major	Plan Change	Fall 2009
	C.	The College of Engineering and Natural Sciences - items approved as presented.		
	1	BS in Biomedical Science	Plan Change	Fall 2009
	2	EE 434	New Course	Fall 2008 Co-convene EE 534
	3	EE 435	New Course	Fall 2008 Co-convene EE 535
	4	EE 483	New Course	Fall 2008 Co-convene EE 581
	D.	Liberal Studies approvals - items approved as presented.		
	1	CVC 101	Liberal Studies	S'09 AHI
	2	UC 299	Liberal Studies	F'08 SPW
	3	USC 299	Liberal Studies	F'08 SAS
	E.	Diversity Approvals - items approved as presented.		
	1	AIS/ES/WGS 255; AIS/ES/WGS 325	Ethnic Diversity	Spring 2009
	2	Coconino Community College Diversity Approvals	ANT 230, ART 103 MUS 145	Fall 2008 Ethnic Diversity
	3	Coconino Community College Diversity Approvals	REL 241	Fall 2008 Global Diversity
IV.	Discussion			
	1	Diversity Subcommittee Recommendation		

University Curriculum Committee

Proposal for Course Change

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

2. Course change effective beginning of what term and year?
 (ex. Spring 2008, Summer 2008) *See effective dates calendar.* Spring 2009

3. College CAL 4. Academic Unit/Department School of Music

5. Current course subject/catalog number MUP 366

<p>6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).</p> <p>MUP 366 INSTRUMENTAL CHAMBER MUSIC (1) Instrumental Chamber Music: non-conducted, one-on-a part small ensemble for instrumentalists (primarily trios, quartets or quintets). Department consent required.</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>MUP 366 Chamber Music (1) Chamber music repertoire for mixed ensembles of strings, woodwinds, brass, piano, percussion, and voice. Department consent required.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

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

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

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

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

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

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

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

This is only a name and description change. The current course name and description do not really reflect what is being taught and have caused some confusion among students.. The proposed new name and description do better reflect what is actually taught. By adding "voice" to the description, this will permit vocalists to take advantage of the opportunity to work on a special project with instrumentalists. The course is a requirement for instrumentalists, but it would be an elective for vocalists.

10. Approvals

John E. Sullivan

3/31/08

Department Chair/ Unit Head (if appropriate)/ Date

James Lewis

4-15-08

Chair of college curriculum committee/Date

Jean Brown

4-18-08

Dean of college/Date

For Committee use only

Don Bitt

9/30/08

For University Curriculum Committee/Date

Action taken:



approved as submitted

approved as modified

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

1. This course is a Single section Multi-section

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

3. Section enrollment cap: _____

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

OR

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

OR

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

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

6. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

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

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

If yes, which course(s)? _____

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

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

University Curriculum Committee Proposal for Course Change

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

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

Spring 2009

3. College CAL

4. Academic Unit/Department School of Music

5. Current course subject/catalog number

MUS 100

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

**MUS 100 ELEMENTS OF MUSIC I
(3)**

Music fundamentals including reading, notation, rhythm, scales, intervals, triads, sight-singing, and dictation. Does not satisfy music theory graduation requirements

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

MUS 100 ELEMENTS OF MUSIC (3)

Music fundamentals including reading, notation, rhythm, scales, intervals, triads, sight-singing, and dictation. **Open to non-majors**. Does not satisfy music theory graduation requirements

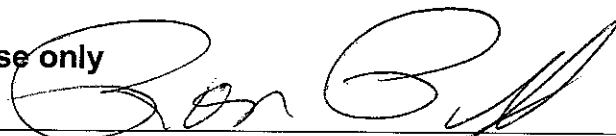
7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes No
If yes, explain and provide supporting documentation from the affected departments.

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

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

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

For Committee use only



For University Curriculum Committee/Date

Action taken:



approved as submitted

approved as modified

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

1. This course is a Single section Multi-section

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

3. Section enrollment cap: _____

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

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

OR

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

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

6. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

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

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

If yes, which course(s)? _____

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

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

University Curriculum Committee
Proposal for Course Change

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

2. Course change effective beginning of what term and year?
(ex. Spring 2008, Summer 2008) *See effective dates calendar.* Spring 2009

3. College CAL 4. Academic Unit/Department School of Music

5. Current course subject/catalog number MUS 120

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

MUS 120 THEORY PREPARATION (2)

Review of music fundamentals: reading, notation, rhythm, scales, intervals, triads, sight singing, and dictation. Does not satisfy major core requirement. Prerequisites: admission to major (or minor) and placement test.

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

MUS 120 THEORY PREPARATION (2)

Review of music fundamentals: reading, notation, rhythm, scales, intervals, triads, sight singing, and dictation. Does not satisfy major core requirement. Prerequisites: admission to major **or minor** and placement test.

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

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

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

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

If revised, how should it be revised? _____

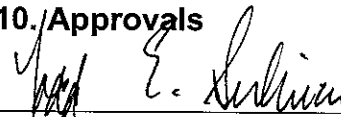
IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

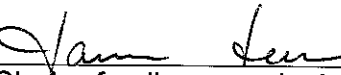
CURRENT	PROPOSED
Current course subject/catalog number	Proposed course subject/catalog number
Current number of units/credits	Proposed number of units/credits
Current Course Fee yes <input type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input type="checkbox"/>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

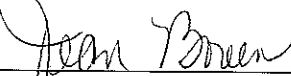
9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

The only change made in the course description is the deletion of parentheses surrounding the words, "or minor". The parentheses make the description confusing, and the removal of them clears up the wording in the description.

10. Approvals

 3/31/08
Department Chair/ Unit Head (if appropriate)/ Date

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

 4-15-08
Dean of college/Date

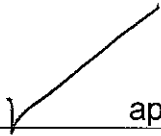
For Committee use only

Don S. J.

9/30/08

For University Curriculum Committee/Date

Action taken:



approved as submitted

approved as modified

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

1. This course is a Single section Multi-section

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

3. Section enrollment cap: _____

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

OR

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

OR

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

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

6. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

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

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

If yes, which course(s)? _____

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

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

University Curriculum Committee

Proposal for Course Change

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

2. Course change effective beginning of what term and year?
 (ex. Spring 2008, Summer 2008) *See effective dates calendar.* ~~Summer 2008~~ Spring '09

3. College Arts and Letters 4. Academic Unit/Department Philosophy

5. Current course subject/catalog number PHI103

<p>6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog /www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).</p> <p>PHI 103 INTRODUCTION TO LOGIC (3)</p> <p>Introduces basic concepts of logic through mastery of mathematically precise techniques, such as truth tables and formal derivation. Includes application of basic concepts to analysis and design of computer circuits. SAS</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>PHI 103 INTRODUCTION TO LOGIC (3)</p> <p>A rigorous introduction to the basic concepts of deductive and inductive logic. SAS</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

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

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

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

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

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

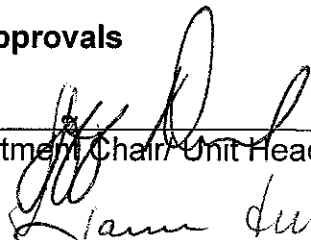
Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies Diversity

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

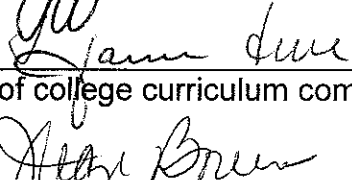
Rationale: Because this course serves a large population of business students, the content has changed a little in order to serve better their needs. Instead of studying computer circuits, an application of deductive logic, we now study the part of inductive logic that is relevant for decision making. Past assessments of student learning had nothing to do with the change; it was prompted by howls of 'irrelevance' from the students. As a result though, students get to learn some probability theory!

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

 4/1/08

Chair of college curriculum committee/Date

 4-15-08

Dean of college/Date

For Committee use only

or University Curriculum Committee/Date

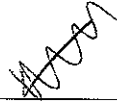
Ron B. A.

9/20/08

Action taken:



approved as submitted



approved as modified

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

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

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

OR

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

OR

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

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

6. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

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

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

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

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

If yes, which course(s)? _____

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

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

University Curriculum Committee

Proposal for Course Deletion

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

Spring 2009

2. College CAL

3. Academic Unit/Department School of Music

4. Current course subject and catalog number MUP 351

5. Current catalog title
Flagstaff Symphony

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

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

8. Is course an elective? or required for an academic plan/subplan?
If required, for what academic plan/subplan? _____

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

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

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

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

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

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

11. Justification for course deletion.

Students who are selected to play in the Flagstaff Symphony are paid and therefore are not able to receive credit for it as well.

12. Approvals

Department Chair/Unit Head (if appropriate)/ Date

Chair of college curriculum committee/ Date

Dean of college/Date

University Curriculum Committee

Proposal for Course Deletion

1. Course deletion effective at the end of what term and year?
(ex. Spring 2008, Summer 2008) Fall 2008 Spring 2009

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

4. Current course subject and catalog number MUP 351

5. Current catalog title
Flagstaff Symphony

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

7. Is this course currently cross listed or co-convened? Yes No
If yes, list course MUP 651 Flagstaff Symphony

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

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

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

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

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

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

11. Justification for course deletion.

Students who are selected to play in the Flagstaff Symphony are paid and therefore are not able to receive credit for it as well.

12. Approvals

Todd E. Seltman 3/31/08
Department Chair/Unit Head (if appropriate)/ Date

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

John Brown 4/15/08
Dean of college/Date

For Committee use only

Don Bid

9/20/08

For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

Note: Submit original to associate provost's office

University Curriculum Committee
Proposal for Course Deletion

1. Course deletion effective at the end of what term and year?
(ex. Spring 2008, Summer 2008) Spring 2009
2. College CAL 3. Academic Unit/Department School of Music
4. Current course subject and catalog number MUP 373
5. Current catalog title
Chamber Music Coaching and Keyboard
6. Is this a Liberal Studies Course or Diversity Course? Liberal Studies Diversity Both
7. Is this course currently cross listed or co-convened? Yes No
If yes, list course _____
8. Is course an elective? or required for an academic plan/subplan?
If required, for what academic plan/subplan? _____
If required, also submit *Proposal for Plan Change*.
9. Is this course required or an elective in any other plan?(major, minor, certificate) yes no
If yes, explain in the justification and provide supporting documentation from the affected departments. _____
10. Does this change affect community college articulation? Yes No
If yes, explain how in the justification and provide supporting documentation from the affected institutions.
Is the course a Common Course as defined by your Articulation Task Force? Yes No
If yes, has the changed been approved by the Articulation Task Force? Yes No
If this course is listed in the *Course Equivalency Guide*, should the listing be
changed to departmental elective credit **OR** changed to elective credit
11. Justification for course deletion.
This is the same course as MUP 366 and having it in the catalog is confusing to students.

12. Approvals

Department Chair/Unit Head (if appropriate)/ Date

Chair of college curriculum committee/ Date

Dean of college/Date

University Curriculum Committee
Proposal for Course Deletion

1. Course deletion effective at the end of what term and year? Spring 2009
(ex. Spring 2008, Summer 2008) Fall 2008
2. College CAL 3. Academic Unit/Department School of Music
4. Current course subject and catalog number MUP 373
5. Current catalog title
Chamber Music Coaching and Keyboard
6. Is this a Liberal Studies Course or Diversity Course? Liberal Studies Diversity Both
7. Is this course currently cross listed or co-convened? Yes No
If yes, list course Chamber Music Coaching and Keyboard MUP 673
8. Is course an elective? or required for an academic plan/subplan?
If required, for what academic plan/subplan? _____
If required, also submit *Proposal for Plan Change*.
9. Is this course required or an elective in any other plan?(major, minor, certificate) yes no
If yes, explain in the justification and provide supporting documentation from the affected departments. _____
10. Does this change affect community college articulation? Yes No
If yes, explain how in the justification and provide supporting documentation from the affected institutions.
- Is the course a Common Course as defined by your Articulation Task Force? Yes No
If yes, has the changed been approved by the Articulation Task Force? Yes No
If this course is listed in the Course Equivalency Guide, should the listing be
changed to departmental elective credit **OR** changed to elective credit
11. Justification for course deletion.
This is the same course as MUP 366 and having it in the catalog is confusing to students.

12. Approvals

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

Juan Carr 4-15-08
Chair of college curriculum committee/ Date

Jean Bowen 4-18-08
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

Debbie Craig

From: Harold Ronald Pitt [Ronald.Pitt@nau.edu]
Sent: Monday, August 18, 2008 4:20 PM
To: Deborah Isabel Craig
Subject: RE: milestone question

You can do it on a plane sheet of paper. Just put Multiple course Changes at the top of the page.

From: Debbie Craig [mailto:Debbie.Craig@nau.edu]
Sent: Monday, August 18, 2008 4:05 PM
To: Harold Ronald Pitt
Subject: RE: milestone question

Got it. Thanks, Ron. I assume the one-page submission should be on a "course change" form, though?
 - Deb

Debbie J. Craig, PhD, ATC, LAT
 Program Director, Athletic Training Education Program
 Northern Arizona University
 PO Box 15094, Flagstaff, AZ 86011-5094
 phone: (928) 523-0704
 fax: (928)523-4315
 email: Debbie.Craig@nau.edu

From: Harold Ronald Pitt [mailto:Ronald.Pitt@nau.edu]
Sent: Monday, August 18, 2008 3:55 PM
To: Deborah Isabel Craig
Cc: Nicole A Morrow
Subject: RE: milestone question

I would like you to take it through the curriculum process so we have a record of it and we get the milestones set correctly and get folks in your department trained to put them on and take them off.

If you want we can do all this on one sheet of paper rather than six different course change forms. Prepare a one page submission in the following format;

Course	Delete these requisites	Add this requisite
AT 201	list current requisites	AT Milestone
AT 202	" " "	AT Milestone
And so on		

From: Debbie Craig [mailto:Debbie.Craig@nau.edu]
Sent: Monday, August 18, 2008 3:38 PM
To: Harold Ronald Pitt
Cc: Linda J Jerome
Subject: milestone question

Hi Ron,
 I'm hoping this is an easy question for you:
 In Athletic Training we have 6 clinical education courses. Currently, they all have different pre-reqs noted/assigned. Due to some issues we've dealt with over the past couple of years, I'd like to change the pre-

req on each of the 6 courses to simply say "AT milestone". Thus, do I HAVE to take this through the UCC process, or is changing a pre-req to be a milestone a little different (and easier)??? If it matters, the courses are: AT 201, 202, 301, 302, 401, 402.

Thank you for any insights and I hope your fall is off to a sane start!

Sincerely,

Debbie

Debbie J. Craig, PhD, ATC, LAT

Program Director, Athletic Training Education Program

Northern Arizona University

PO Box 15094, Flagstaff, AZ 86011-5094

phone: (928) 523-0704

fax: (928)523-4315

email: Debbie.Craig@nau.edu



NORTHERN ARIZONA
UNIVERSITY
College of Health and Human Services

Department of Dental Hygiene

Northern Arizona University
PO Box 15065
Flagstaff, AZ 86011-5065

928-523-5122
928-523-6195 fax
nau.edu/hp/dh

August 29, 2008

To: CHHS Curriculum Committee

A handwritten signature in black ink, appearing to be 'AS'.

From: Fred Summerfelt, DH Dept Curriculum Committee Chair

Re: Deletion of DH-100 and DH-101

The proposed deletion of DH-100 and DH-101 was included in the University Curriculum Committee Proposal for New Academic Plan, Plan Change or Plan Deletion document presented in March, 2008. The addition of DH-102 was accepted by the UCC following the submission of the plan change. The deletion of DH-100 and DH-101 is anticipated by the UCC pending this paperwork.

University Curriculum Committee
Proposal for Course Deletion

1. Course deletion effective at the end of what term and year?
(ex. Spring 2008, Summer 2008) Spring 2010 Summer Session 2008

2. College CHHS 3. Academic Unit/Department Dental Hygiene

4. Current course subject and catalog number DH 100

5. Current catalog title
Orientation

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

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

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

Dental Hygiene Extended

If required, for what academic plan/subplan? Major

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

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

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

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

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

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

11. Justification for course deletion.

Components of DH 100 are being included in a new course: DH 102

12. Approvals

Wynon Revent 8/29/08
Department Chair/Unit Head (if appropriate)/ Date

Debra J. G. 8/29/08
Chair of college curriculum committee/ Date

Anna Schueg 9/2/08
Dean of college/Date

For Committee use only

Ron BA

for University Curriculum Committee/Date

Action taken: _____ approved as submitted

approved as modified

Note: Submit original to associate provost's office

University Curriculum Committee
Proposal for Course Deletion

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

Spring 2010 Summer Session 2008

2. College CHHS 3. Academic Unit/Department Dental Hygiene

4. Current course subject and catalog number DH 101

5. Current catalog title
Oral Care Today

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

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

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

Dental Hygiene Extended

If required, for what academic plan/subplan? Major

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

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

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

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

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

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

11. Justification for course deletion.

Components of DH 101 are being included in a new course: DH 102

12. Approvals

Mary Revell 8/29/08
Department Chair/Unit Head (if appropriate)/ Date

Debi J. G. 8/29/08
Chair of college curriculum committee/ Date

Kenneth S. G. 9/2/08
Dean of college/Date

For Committee use only

Don S. J.

9/30/08

For University Curriculum Committee/Date

Action taken: _____ approved as submitted

approved as modified

Note: Submit original to associate provost's office

University Curriculum Committee Proposal for Course Change

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

2. Course change effective beginning of what term and year?
(ex. Spring 2008, Summer 2008) *See effective dates calendar.* Spring 2009

3. College Undergraduate Studies 4. Academic Unit/Department Academic Transition Programs

5. Current course subject/catalog number FYE 101

<p>6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog /www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).</p> <p>FYE 101: FIRST YEAR EXPERIENCE</p> <p>missing</p> <p>1 unit</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>NAU 100: Transition to College</p> <p>Interactive course designed to facilitate student success through exploration of academic, navigation and life skills, familiarize students with campus resources and services and assist students in forming a support network.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

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

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

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

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

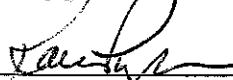
CURRENT	PROPOSED
Current course subject/catalog number FYE 101	Proposed course subject/catalog number NAU 100
Current number of units/credits	Proposed number of units/credits
Current Course Fee yes <input type="checkbox"/> no <input checked="" type="checkbox"/>	If subject or catalog number change Move <input type="checkbox"/> or Delete <input type="checkbox"/>
Current Grading Option* Letter Grade <input checked="" type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>	Proposed Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>
Current Repeat for additional Units	Proposed Repeat for additional Units
Current Max number of units	Proposed Max number of units
Current Prerequisite	Proposed Prerequisite
Current Co-requisite	Proposed Co-requisite
Current Co-Convene with	Proposed Co-Convene with
Current Cross List with	Proposed Cross List with

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


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

The recent addition of First Year Seminar (FS 101) to the curriculum has caused confusion between the two first year courses. FYE 101 provides a general orientation to the university community and the proposed new name (NAU 100) better reflects our curricular role and helps to differentiate between the two courses.

10. Approvals

 (Dr. Rebecca Campbell) 8/5/08
Department Chair/ Unit Head (if appropriate)/ Date

OIA
Chair of college curriculum committee/Date

 8/5/08
Dean of college/Date

For Committee use only  9/30/08
For University Curriculum Committee/Date

Action
taken:

✓ approved as submitted

approved as modified

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

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

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

OR

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

OR

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

NEW LIBERAL STUDIES COURSE

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

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

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

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Inquiry

6. Is this a topics course? Yes No

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

TOPICS COURSE ONLY

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

APASC

Academic Program Articulation Steering Committee

Chief Academic Officers Updates

July 2008

Arizona Transfer Articulation Support System 2007-2008

Following you will find highlights of some of the issues, projects and decisions from the Academic Program Articulation Steering Committee for the 2007-2008 academic year. Hopefully you will find this to be a useful document. Please contact the Articulation Facilitator, Ann Huber (Ann.Huber@asu.edu or 520.206.2163), if you have questions, comments or concerns.

AP and CLEP Cut Scores for Inclusion in the 2009 Catalog – Action Required

The following cut scores (Japanese AP and English Composition CLEP) were agreed upon at their respective Articulation Task Force (ATF) meetings this year, and were approved by APASC members in April 2008. These cut scores, which represent equivalencies, are to be implemented beginning fall 2009.

Advanced Placement Exam Scores

Japanese AP score of 5 = JPN 101, 102, 201 and 202 (Beginning courses 1&2, and Intermediate courses 1&2)
Japanese AP score of 4 = JPN 101, 102 and 201 (Beginning courses 1&2 and the first Intermediate course)
Japanese AP score of 3 = JPN 101 and 102 (Beginning courses 1&2)

English Composition with Essay CLEP Exam

APASC accepted, as approved by the English ATF in the fall of 2007, the English Composition with Essay CLEP cut score of 60 [with additional institutional requirements, if any], to meet the English 101 requirement.

Budget

The FY 2010 ATASS budget presented to and approved by APASC, and subsequently approved by the Joint Conference Committee (JCC) is approximately 10% lower than the approved FY 2009 ATASS budget. This was made possible, in part, by the savings that the ATASS Technology Team were able to implement by negotiating the rental of servers rather than purchasing them. The proposed FY 2010 ATASS Budget is: \$786,908.

*Put on Sept UCC
Agenda
Consent*

IMS Interface Project

In the fall and early spring, the public and tribal postsecondary institutions were invited to participate in the IMS Interface implementation project. Implementation of the IMS Interface will allow students to develop planning guides by electronically uploading their completed course work at participating institutions, rather than hand entering each course. Planning guides demonstrate which courses are needed to complete the baccalaureate degree and how the courses the student has completed (or plans to complete) meet those requirements. Four institutions have expressed the desire to participate. The cost of the Interface and some staff time to assist with installation are being covered by APASC. Participating institutions would then be required to pay the annual maintenance fee (currently between \$1,000-2,000) after the first year. If you have not begun the process, and would like to, please contact Dr. Michael Hensley, ATASS Business Analyst: Michael.Hensley@asu.edu or 928.317.6105.

Dance ATF

APASC approved the re-establishment of the Dance ATF. The first meeting is scheduled for September 12, 2008, in the Phoenix area. The following institutions have representatives identified for participation in this ATF.

Universities: Arizona State University
University of Arizona

Community colleges:
Cochise College
Coconino Community College
Maricopa Community College District
Pima Community College
Yavapai College

If your institution/district should be represented and is not, please contact Ann Huber (520.206.2163 or Ann.Huber@asu.edu).

Approved UCC 9/30/08 *Don Bell*

Transfer Back Process

Often students transfer to one of the public universities without completing the AGEC and/or an associate's degree. It has been suggested that students be encouraged by advisors at the community colleges and universities to transfer university course work that will complete the AGEC or degree, back to the community college, so that these accomplishments can be appropriately designated on the student's transcript. A Transfer Back Policy was accepted by both APASC and the JCC.

Arizona Transfer Scholarship Program

Attached is the list of community colleges/districts with the names of their respective Arizona Transfer Scholarship recipients, and the institutional staff members who recommended them. Please review to ensure accuracy. In late summer a check will be sent to each of the universities, with the names of the recipients attending, so the student accounts can be appropriately credited with the scholarship money (total amount to award is \$7,146; each award will be approximately \$595.00). It is a one-time fall award. Also, soon a congratulatory letter from the co-chairs of APASC, Dr. Ron Pitt and Dr. Jeanne Swarouth, will be sent each student. Thank you for ensuring that a student from your campus/district was selected for one of these awards!

Common Numbering System

The JCC requested that ATASS staff members investigate several states with common numbering systems and present information about the design of those programs. Additional information was provided to the JCC demonstrating the current level of course number commonality among several of the discipline specific ATF's in Arizona. In May 2008 a pilot plan was recommended for which faculty will provide feedback regarding a process, a timeframe and the barriers anticipated in developing common numbers within their respective disciplines. The pilot project was approved, therefore, twenty-one ATF's will be discussing common numbers at their fall meetings. A summary will be presented to the JCC at their March 2009 meeting.

Admissions and Records

Community college members of this ATF were asked to provide electronic copies of their transcripts, on which both an associate's degree and an AGEC are designated. This was requested in response to the concern that the universities do not always capture this information, which is important in both the admission and advising processes. Seven districts have provided electronic copies to date. Upon receipt of a complete set, they will be added to the new aztransfer.com website, so academic advisors will have access to them.

ATASS Website Redesign

This spring CricketContrast was selected to design an updated look and to improve the navigation of the Arizona Transfer System web site. The new logo and new look can be seen from here: www.aztransfer.com. Additionally, an archive system is being implemented. Your comments are welcome.

Common Course Matrix Change Procedures

Procedures were approved for the universities and the community colleges to use when changing common courses. They include the involvement of all members of the ATF being affected by the change(s) and the encouragement of early communication and feedback.

Hezel Recommendation

Hezel Associates conducted an evaluation of certain components of the Arizona Transfer System in the spring of 2007. Nine recommendations were provided to which you can link from here: <http://az.transfer.org/cas/admin/index.html>. Appropriate committees continue to work on those recommendations.

Report of the Diversity Subcommittee

March 31, 2008

The question before the committee was whether NAU students who transfer to NAU with an AGEC from an Arizona Community College should be granted credit for completing the NAU Diversity Requirement solely on the basis of completing the AGEC, which in itself has a diversity requirement,

The report below was extracted from the minutes of the March 31, 2008 meeting of the Diversity Subcommittee of the UCC.

After extensively discussing and debating ..., the committee considered forming its "basic position" on the issue and bringing it to a vote. The summary of this position consists of the following points:

- (1) The committee positions itself to consider this matter as a curriculum issue and does not believe that it is competent to make recommendations on the matter as a political issue or as an issue expressed primarily in terms of NAU's relationship with our community college sisters;
- (2) The committee sees the issue of recognizing the completion of AGEC as tantamount to completing NAU's diversity requirements as an issue separate and different from the recognition of the completion of AGEC as tantamount to completion of NAU's Liberal Studies requirements via an alternative method, and therefore the former is not, and should not be, automatically covered by any previous agreement;
- (3) The committee believes that there is insufficient compatibility between the standards and criteria of NAU's diversity curriculum requirement and the AGEC programs in the colleges, and therefore the committee is not prepared to recommend that AGEC completion should be accepted as tantamount to fulfillment of NAU's diversity curriculum requirement via an alternative path;
- (4) The committee is eager to continue to work closely with all the community colleges on this issue and sees several things as of major significance and urgency, namely: a) Working with the community colleges toward a clearer and better mutual understanding of each other's perspectives, understandings and definitions of diversity, whether or not we feel we have to agree with one another's positions; b) the committee must be proactive in considering courses listed in the colleges' AGEC programs and databases for approval of some of these courses for NAU's diversity curriculum requirement; c) the committee must also be very proactive in inviting the community colleges to work with us and to inform as well as advise us with regard to developments on their campuses.
- (5) The members of the committee believe that the values imbedded in the Diversity requirements at NAU as currently conceived and defined are very important and the diversity requirements are a critically valuable part of NAU's curriculum.

The committee then voted on the above 5-point "statement" serving as a summation of the committee's current position on this matter. There were 5 affirmative votes and 3 abstentions, no oppositions.

John Hagood

Nominations for Faculty-at-Large Diversity Sub-Committee

Lowell Edwin Fox

Dr. Lowell Edwin Fox teach a variety of education courses in the valley. In the last year or so they have primarily been: EDL 625 (Supervision of Instruction), EDL 600 (Leadership skills), EDL 630 (Leadership Theory), currently teaching online EDL 600 course, and will start a brick 'n' mortar EDL 625 course next month.

I am interested in Membership on the Diversity Sub-committee:

Why:

1. It is an act of citizenship
2. A form of service
3. Draws me further into the NAU community
4. Human Dignity needs champions

Who am I:

1. Adjunct Professor with NAU since Jan 2003
2. Education: BA Art, MA Clinical Counseling, Ed. D. Education, and a number of military schools too numerous to mention
3. Teacher then principal in Gilbert Unified School District
4. Retired Lt Col from Air Force--commanded several different squadrons while on active duty.
5. A middle-aged Caucasian who is happily married to the same woman since 1968 with five children and five grand kids.

Qualifications:

1. Leadership/supervisory experience at several levels and in a variety of public, military, and private sector organizations.
2. Extensive human relations training on rights and responsibilities at all levels--as an individual, a supervisor, and an organizational leader.
3. Learned the hard way to not make any assumptions about a complaint.
4. Willing to provide additional information.

Thanks for asking,
Ed Fox

John Leung

I am interested in continuing my service on the Diversity sub-committee of the University Curriculum Committee as a faculty-at-large member.

I have served on this subcommittee during the last two academic years, and in Spring semester 2008, I served as the chair of the subcommittee. I am therefore familiar with the current agenda of the subcommittee and what is on the horizon for the committee's work ahead. I am very enthusiastic about tackling the issues that the committee will be facing in the upcoming year, including the task of involving more faculty members across campus and in multiple fields and disciplines in the growth and promotion of the diversity curriculum, as well as the process and procedure of assessment for the diversity curriculum requirement.

In my own teaching and scholarship development, I deal with ethnic and cultural diversity issues on a daily basis and have a rich experience in this area. I have developed, and teach on rotation, seven undergraduate courses that have been approved for "Global Diversity," and I am developing two more of these, as well as two that are designed to meet the criteria as "US Ethnic Diversity" courses – in the area of Asian American history. Last academic year I co-chaired a successful faculty search in the Ethnic Studies program for an African American Studies scholar. I have devoted my career to promoting diversity awareness and valuing and respecting difference and diversity among people and the social and communal behavior that would make us all better world citizens living in peace and harmony. I see this commitment as a service not only to the ever-growing and enlarging ethnic-diversity community (which, at NAU, is one with which I am very close and familiar) but a commitment to the much wider community of all of us.

In my work on the subcommittee, I have combined my traits for being liberally open-minded, strategic and forward-thinking, with a propensity for paying attention to details and being careful, thorough, and diligent in my work. I am committed to using my experience to serve the cause of this subcommittee in bringing more and more people around the NAU community into the development of the diversity curriculum. I am well-prepared to share my experience and "expertise" with colleagues across campus and render any help where it is asked for to help in developing diversity courses and programs that would meet the criteria. Having previously served as the chair of the History Department, I am "on top of" curriculum development procedures and processes and can be helpful to other faculty members in these many ways.

I would be very happy to serve if re-elected to the Diversity Curriculum subcommittee of the UCC.

Respectfully submitted,

John Kong-cheong Leung
Associate Professor of Asian History
Department of History
Northern Arizona University

928-523-6209

Irene Matthews

I'd like to include my name for selection for the Diversity sub-committee.

Since virtually all the classes I teach include "World" (or "Colonial/Post-Colonial) in their title, I have a very strong interest in knowing how the committee works and how we define and include "diversity," both specifically in relation to curriculum and generally as a philosophy.

Irene Matthews

Sam Minkler

I am interested
Sam Minkler

Nicole OGrady

My name is Nicole OGrady and I have been an Assistant Clinical Professor in the College of Education, Educational Specialties Department since 2001. Our program is an online program,

and I reside off-campus in southern Arizona. I am interested in serving on the Diversity sub-committee of the University Curriculum Committee. I would be willing to serve in either a one year or two year position.

In my position I advise undergraduate students (approximately 80) and complete programs of study for them, including liberal studies. I am very familiar with the diversity requirement - especially as it relates to our Arizona transfer students as most students in our program transfer from Arizona community colleges. I use the CEG on a frequent basis - to advise community college students prior to their transfer, to complete programs of study on newly admitted students, and to help students find appropriate community college equivalents of missing liberal studies courses. I have served as a member of the Family and Consumer Sciences Articulation Task Force for the past five years and will co-chair the task force this year.

Nicole O'Grady, M.Ed., M.B.A.
Assistant Clinical Professor and Acting CTE Area Coordinator
Northern Arizona University
College of Education, Educational Specialties
nicole.ogrady@nau.edu
928-523-2560

9/25/08

To Whom It May Concern:

I would very much like to apply to be a member of the Diversity Sub-committee of the University Curriculum Committee. I am a tenure-track assistant professor of education at the NAU - Yuma Branch Campus, which has been federally designated as a Hispanic serving institution. In fact, sixty-five percent of the student population at NAU-Yuma is minority.

Currently, I am a voting member of the NAU - Yuma Curriculum Committee and for the past two years I've been involved in developing coursework and programs to meet the needs of our diverse student population and the community. Specific curricular endeavor has included work on a "bridge program" for students transferring to NAU-Yuma from Arizona Western Community College, coursework and interventions to prepare future educators to take the AEPA, as well as collaboration to align education syllabi to Arizona State Professional Standards, alignment of early childhood education emphasis coursework to the state endorsement/certificate, and development and alignment of an NAU-Yuma Honor's program (still under construction!). I represent NAU - Yuma at the state early childhood ATF meetings, and have accepted a position as consultant in early childhood education to the Western Area Council of Government. In addition, I hold a position on the state board of the Arizona Association of Gifted and Talented.

I believe that it is important for NAU-Yuma Branch Campus to be represented on the Diversity sub-committee and I would be pleased participate and to lend aid in any way possible. As a member, and as a representative from Yuma, it would be my aim to further the work of the committee and to facilitate communication between the main campus and the branch campus.

Sincerely,

Susan Stutler, Ph.D.
Assistant Professor
College of Education, Teaching & Learning
Northern Arizona University, Yuma Branch Campus

Proposal to make use of subcommittees for the primary review of proposals
before the UCC.

September 23, 2008

It is proposed that the UCC divide itself into subcommittees, each of which will review a portion of the proposals to be heard by the UCC at the next meeting of the whole committee. To implement this, the UCC chair in consultation with the membership will form the subcommittees, about four in number with about four to five members on each subcommittee. A chair will be appointed for each subcommittee as well. When proposals are available for viewing three weeks before the date of the UCC meeting, the proposals will be reviewed by staff in the Academic Information Office and the UCC chair for technical considerations (e.g., effective date, inclusion of all necessary ingredients, clarity, adherence to policy, coordination with other affected units). At this time, the UCC chair will divide the proposals into groups for assignment to the subcommittees. The subcommittees will have until one week prior to the meeting to make recommendations. Among other things, this may include the recommendation that a proposal be placed on the consent agenda when deemed appropriate, as in the case of a program change which does no more than add a course to a list of courses available to meet a requirement. The reports of the subcommittee will be made available to the entire committee one week prior to the UCC meeting.

The intent of this proposal is to reduce the mundane and rather *pro forma* actions of the UCC on many proposals, most of which receive approval by the committee; to provide for more scrutiny of proposals that merit substantial review both by the subcommittee and subsequently by the entire UCC; and to provide more time for the UCC to consider broader issues pertinent to the undergraduate curriculum at NAU.

Proposed by John Hagood

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

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

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

For New Plans, leave this column blank.

MAJOR REQUIREMENTS

You must complete the following 36 units in philosophy:

- PHI 203 or 223 (3 units)
- PHI 240 and 241 (6 units)
- 3 units from PHI 320, 321, and 323
- PHI 325 or 357 (3 units)
- one of PHI 340W, 341W, 342W, and 343W, each of which meets NAU's junior writing requirement (3 units)
- PHI 414C, which meets NAU's senior capstone requirement (3 units)
- 15 additional units of PHI coursework, of which at least 9 must be in upper-division courses (courses numbered from 300 to 599)

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

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

MAJOR REQUIREMENTS

You must complete the following 36 units in philosophy:

- PHI 203 or 223 (3 units)
- PHI 240 and 241 (6 units)
- 3 units from PHI 320, 321, **322** and 323
- PHI 325 or 357 (3 units)
- one of PHI 340W, 341W, 342W, and 343W, each of which meets NAU's junior writing requirement (3 units)
- PHI 414C, which meets NAU's senior capstone requirement (3 units)
- 15 additional units of PHI coursework, of which at least 9 must be in upper-division courses (courses numbered from 300 to 599)

8. For undergraduate plans, will this requirement be a student individualized plan*? X no yes
*A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAiLS focus, for which coursework requirements are established by the student in consultation with the advisor.

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

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

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

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

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

Courses in this group expose our majors to topics that are at the heart of philosophy itself – such as epistemology, metaphysics and philosophy of logic – in contrast to philosophical topics that arise in other areas, such as religion, politics or science.

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

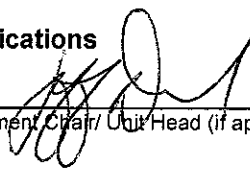
It is appropriate to include the topics covered in PHI 322 Philosophy of Mind, such as consciousness, intentionality and free will, in this group.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
Will not require

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.
Will not affect

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

Certifications



Department Chair/ Unit Head (if appropriate)

4/24/2008

Date

Dean Owen of Jim Lee

4/24/08

Chair of college curriculum committee

Date
4/24/08

Dean Owen
Dean of college

Date

For committee use only

Don Bitt

9/30/08

For University Curriculum Committee

Date

Action taken: approved as submitted approved as modified

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

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Spring 2009
See effective dates schedule.
3. College Education 4. Academic Unit Educational Psychology
5. Course subject/catalog number EPS 415 6. Units 03
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Counseling Skills for Orientation Leaders
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Coun. Skills for Orien Leader
11. Catalog course description (max. 30 words, excluding requisites).

This course is a pre-service course for students who will serve as Orientation Leaders for Northern Arizona University during the spring, summer, and fall orientation sessions. Successfully hired as an Orientation Leader by the Office of New Student 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) _____
17. Corequisites (must be completed *with* proposed course) none
18. If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19)*:
instructor consent department consent no consent

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

Name of new plan? _____

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

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

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

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

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

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

This course has been offered on a trial basis under the EPS 499 number. We are requesting that the course be made a permanent course. The course fills an important training role for Orientation Leaders, including introduction to university rules and procedures, legal obligations of university employees, problem solving skills, helping students with adjustment to the university setting, and referral to appropriate campus resources for students. The course also serves as an introduction to student development theory and organizational dynamics and provides students with lessons on individual and group communication skills.

**Susan Longerbeam, David
Forgues, LeAnne Jones, Cindy
Payne**

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

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? **no**

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

Vision Statement

We develop educational leaders who create tomorrow's opportunities.

Mission Statement

Our mission is to prepare competent and committed professionals who will make a difference for children, young adults and others in schools.

EPS 415**Counseling Skills for Orientation Leaders
Department of Educational Psychology
Spring 20xx**

Class Time: Varies
Location: See daily locations below
Instructors: Instructor Name
Office: varies
Office Hours: By appointment
Contact: 928-523-XXXX

Course Description

The course seeks to provide an introduction to paraprofessional counseling skills used by orientation leaders when working with incoming university first-year and transfer students in a university orientation setting.

Course Objectives

The goals of the course are to prepare students for peer counseling opportunities through research, class lecture, class assignments, journals, public speaking assignments and role-play. Students will complete the class with a comprehensive understanding of their role as orientation leader at Northern Arizona University.

Students will:

1. Understand the roles and responsibilities of an Orientation Leader and agree to abide by program standards and policies.
2. Understand the purpose and goals of New Student Orientation at Northern Arizona University for first-year students, transfer students, and family members, and develop an appreciation and enthusiasm for Orientation and the role it plays in the lives of new university community members.
3. Learn and be able to deliver appropriate academic information to students and parents.
4. Learn to provide group leadership which values and employs integrity and ethics. Acquire skills to facilitate small and large group discussions on a variety of topics.
5. Build and participate as a member of a cohesive, collaborative, supportive Orientation Leader team through shared educational, personal and social interactions.
6. Recognize and communicate available on campus resources that assist new students with issues related to health, academics, personal relationships, discrimination, social issues, substance abuse, on-campus living, technology, campus dining, retention and other first year issues.
7. Analyze personal beliefs and experiences. Explore the rights and responsibilities of first year students, the historical issues they typically face and discuss how new students are responsible for their college

- experience. Understand the historical influences on these issues and how they affect the campus culture.
8. Demonstrate effective communication skills including: active listening, giving and receiving feedback, speaking with articulation and purpose, responding with understanding and clarity, and maintaining rapport with a diverse group of individuals.
 9. Demonstrate an openness and appreciation toward the unique contributions that each individual brings to the university community, including difference in age, gender, ethnic and cultural heritage, religion, and sexual orientation.
 10. Make reasoned and responsible decisions and respond appropriately to unforeseen circumstances.
 11. Develop stress and time management skills essential to maintaining personal effectiveness throughout the course of the orientation season.
 12. Enhance personal abilities to work within and to build a team by understanding the importance of developing appropriate relationships with co-workers, supervisors and program participants that include boundaries that foster respect.
 13. Develop a deeper understanding of “self”. Develop effective role modeling skills.
 14. Understand the significance, role, and scope of responsibility as a representative of Northern Arizona University.

Academic Integrity

NAU regards acts of academic dishonesty—including, but not limited to, plagiarism, cheating, fabrication, forging an instructor’s signature, stealing tests, copying themes or tests from other students, or using “crib notes”—as very serious offenses.

If you are charged with academic dishonesty, you are subject to the Arizona Board of Regents’ Student Code of Conduct and procedures established by NAU, specifically the Academic Dishonesty policy, that are outlined in the on-line Student Handbook at <http://www4.nau.edu/stulife/StudentHandbook/>.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Support Services at 523-8773 or <http://www2.nau.edu/dss/>.

Required Materials

Orientation Handbook

A Long Way Gone by Ishmael Beah

Articles to be distributed in class

Copies

You may duplicate materials to be handed out in class at our expense if they are ready to be printed at least two days prior to your presentation. You may make copies in the New Student Programs Office. Please introduce yourself to our office staff, let them know why you are there, and ask for their assistance in using the copy machine. Please prepare 37 copies, double sided. (If you prefer to make copies elsewhere you may, but you will not be reimbursed for personal costs.)

Assignments

Reading:

Each student is responsible for completion of assigned readings and writing.

Presentations:

All power point presentations will be posted on the Vista Module for classmate review. You should prepare and email your power point presentation to the Instructors 24 hours prior to the class period so that it can be accessed by your classmates.

Research Topics:

Each student is required to research topics from an assigned Student Affairs/Services area. Students will work together in mentor/mentee groups on each topic to prepare an **oral presentation** (8-10 minute information presentation, 10 minutes to answer questions) and a 2 page written report with appropriate departmental handouts attached. Information included should be of a nature to prepare your fellow Orientation Leaders to make informed presentations and accurately answer questions on the assigned topic. The written report must be typed double-spaced. You will be evaluated on two specific criteria: (1) information included in the written report. (2) public speaking skills and **creativity** of the oral presentation and PowerPoint. Please provide one copy of any departmental handouts or brochures for each Orientation Leader. Simply visiting the website of an office is not sufficient research.

ISM Activity:

In an effort to encourage you to analyze the "isms" in our society, you and your mentor/mentee group will select a project which expresses your personal thoughts, feelings, and reflections about a particular "ism" as it relates to race, culture, ethnicity, sexuality, class, gender, age, politics, religion or another existing "ism". Your mentor/mentee group will need to get instructor approval on your "ism". The paper and presentation should trace the history of your chosen "ism" as it affects society and how the "ism" affects our students, with particular attention to new students. *You must describe what resources, offices, departments, and/or student groups are affected by and responsive to this "ism".* Possible "ism" topics include but are not limited to: feminism, heterosexism, racism, ableism, sexism, ageism, conservatism, liberalism, body imagism, anti-Semitism, patriotism, intellectualism, optimism, pessimism, spiritualism, elitism, multiculturalism, capitalism, socialism, classism, pluralism, individualism, surrealism, cynicism, masculinism, and realism. Feel free to submit your own "ism" for approval. Your group will submit a 3-5 page paper on your topic and a 5-7 minute presentation in class. You will incorporate 2-3 different media available such as photos, paintings, audiotapes, journals, DVD, readings, PowerPoint or skits to portray your "ism" to the rest of the class.

Online Discussion:

Students will be required to participate in the online discussion on Vista. Topics for the discussion will be presented during class each week and due by the following week prior to the beginning of the next class. Thoughtful use of the discussion forum will provide an opportunity for challenge and growth. Each submission should be a minimum of 250 words. You will earn 5 points for each forum to total the 50 points available for this project.

Common Reading Book Assignment:

You will read the assigned book, *A Long Way Gone*, and complete online discussion questions. Additionally you will write a two-page typed reflective paper on incorporating the book theme into your orientation groups.

Campus Resources and Tour Assignment:

This assignment will help you learn about campus resources and how to refer new students to needed resources. The first step in completing this assignment is to take a campus tour as offered by the Office of Undergraduate Admissions. You should verify your attendance and complete a one page critique of the tour. You will also have an in class tour on April xx that will further prepare you for this assignment. You will then work with your mentor/mentee group to develop a specialty campus tour. Your tour should include information you have gleaned through research of your topic. The tour should be clearly outlined in written form so that any other staff member could give your tour simply based on the notes. In addition you will need to know the answers to the questions found on the assignment page at the end of the syllabus. An in class activity will assess your grasp of the answers to the questions.

Mentor Program:

You will be assigned a mentor from among the leadership team. You will complete projects with your mentor and you should go to your mentor for help with class assignments and projects. After the Research Topic, Ism Activity, and Campus Resources and Tours Assignments you will evaluate your mentor and the impact that they had on the group during the project.

One-on- One Meetings:

You will meet one time with the instructors about half way through the semester to check on your individual progress.

Grading Policy:

Your final grade will be based on the results of all class assignments, three tests, retreat participation, class participation, attendance, online discussions, and a comprehensive tour/resource project. You MUST PASS this class to be employed as an Orientation Leader during the summer. Students with a C or below in class are not guaranteed summer jobs.

Evaluation:

1. Research project – Student Services Paper and Handouts	50pts
2. Research project – Student Services Class Presentation	50pts
3. Test One	50pts
4. Test Two	50pts
5. Test Three	50pts
6. ISM Reflection Paper	50pts
7. ISM Class Presentation	50pts
8. Common Reading Book Assignment and Study Guide	50pts
9. Class and Retreat Attendance (divided evenly between 36 scheduled meetings)	50pts
10. Online Discussion Questions (10 entries)	50pts
11. Campus Resources Oral Exam	50pts
12. Campus Tour Assignment	50pts
TOTAL	600 pts

540-600 points	A
480-540 points	B
420-480 points	C
360-480 points	D
Below 360 points	F

Attendance Policy

A significant amount of this class is participatory. Knowledge and understanding will be gained through participation. Therefore, attendance in this class is mandatory. Please be seated by five (5) minutes before each class period. The door will be closed at the appointed class time and late arrivals will not be tolerated.

If you have extenuating circumstances that require you to miss class, please contact your instructor before 9:00 am on the day of your absence. More than three absences will additionally result in the reduction of your final grade by one full letter. This is a course intended to develop you and your team. That can only happen if you are in attendance and fully participating in all assignments and activities.

This class is scheduled to meet 36 times this semester. You will earn 1.39 points for each session attended to total the 50 points available through attendance.

Late assignments will not be accepted. To get credit for an assignment it must be turned in on or before its due date and time.

Topic
<p>Week 1</p> <p><i>The Orientation Leader as a Campus Leader</i></p> <ul style="list-style-type: none"> • Syllabus Review/Class Expectations/Assignments/Important Dates • Online Discussions • Research Topics Assignments • Welcome/Introductions/Getting Acquainted • The Function and Goals of Orientation at NAU • Orientation Schedules
<p>Week 2</p> <p><i>The Orientation Leader as a Campus Leader</i></p> <ul style="list-style-type: none"> • Leadership with Integrity • Ethics and the Student Leader • Components of a Comprehensive Orientation Program • Trends and Issues in Orientation Programs <p><i>The Purpose of Orientation and the Role We Play</i></p> <ul style="list-style-type: none"> • Orienting Today's College Students • Listening Skills • Ice Breakers • Trends and Issues in Orientation for Transfer Students <p><i>Spring Training Phase One: Building a Strong Team</i></p>
<p>Week 3</p> <p>TEST ONE</p> <p><i>The Orientation Leader as an Educator - Academic Presentations</i></p> <ul style="list-style-type: none"> • Gateway Student Success Center • College of Arts and Letters • College of Engineering and Natural Sciences
<p>Week 4</p> <p><i>The Orientation Leader as an Educator - Academic Presentations</i></p> <ul style="list-style-type: none"> • College of Business Administration • College of Health and Human Services • School of Hotel and Restaurant Management • College of Social and Behavioral Sciences • College of Education • School of Forestry
<p>Week 5</p> <p>TEST TWO</p> <p><i>The Orientation Leader as an Educator - Academic Presentations</i></p> <ul style="list-style-type: none"> • Exam review and discussion of academic aspects of Orientation
<p>Week 6</p> <p><i>Preparing Student-Centered Orientation Leaders</i></p> <ul style="list-style-type: none"> • Student Life, Campus Clubs and Organizations • Office of Student Financial Aid and Bursar's Office • Campus Wellness: Fronske Health Center and Counseling and Testing and Disability Resources • The Center: NASS, MSC, SSS

- Introduction of "Ism" Assignment
- Campus Safety and Security
- Mentor/Mentee Evaluation Opens

Week 7

Preparing Student-Centered Orientation Leaders

- Mountain Campus Express and NAU ID Card System and Dining Services
- Learning Assistance Centers and Educational Support Programs
- Residence Life: Learning Communities, Greek Life, Freshman Connections, Second Year Experience
- University Bookstore, Postal Services, Parking Services
- NAU Athletics and Campus Recreation
- Technology on Campus
- Exam review and discussion of student life aspects of Orientation

Spring Training Phase Two: NODA

Week 8

TEST THREE

Educating Yourself on ISMs

- ISM Presentations
- Common Reading Assignment Introduction
- Mentor/Mentee Evaluation Opens

Spring Training Phase Three: Diversity

Week 9

Life as an Orientation Leader: Practical Applications

- Communication Skills
- Photo Shoot with Shirts
- Learning the ropes: A Typical Day in the Life of an Orientation Leader
- Role Play Exercises
- Introduction to Social Skits

Week 10

Life as an Orientation Leader: Practical Applications

- Group Leadership Communication Skills
- Small Group Facilitation/Role Play
- How to deal with people
- Discuss common reading book
- One-on-One Communication Skills
- Role Play Exercises

Week 11

Life as an Orientation Leader: Practical Applications

- Parent and Family Orientation
- The Parents' Association
- NAU Parent Services philosophy
- How to deal with parents
- Read Orientation Handbook/Review Campus Resource Questions

Spring Training Phase Four: Auditions for Roles in Social Skits

Week 12

Life as an Orientation Leader: Practical Applications

- **Campus Resource Oral Exam**
- Announcement of roles for Social Skits
- Social Issues Skits Rehearsal
- Mentor/Mentee Evaluation Opens

Social Issues AND College Students (15 minute presentation includes Q&A time)

- Alcohol and Other Drugs and the College Student
- Sexual Assault and the College Student
- PRISM Student Panel

Week 13

Social Issues AND College Students

(15 minute presentation includes Q&A time)

- Eating Disorders and the College Student
- STDs and the College Student
- Relationship Violence and the College Student
- Mental Health and the College Student

Preparation for Transfer Student Orientation

- Check-In and Check-Out
- Welcome Session
- Specific Assignments for Presentations
- Expectations during Transfer Orientation
- Physical Preparation (materials and equipment)

Spring Training Phase 5: New Student Orientation

Week 14

Social Issues Skits Rehearsal

Bringing it all together

Week 15

Social Issues Skits Full Dress Rehearsal

- Final Directions and handouts from the Program Assistants

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 2009
See effective dates schedule.
3. College Education 4. Academic Unit Educational Psychology
5. Course subject/catalog number EPS 416 6. Units 03
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Leadership Skills for Orientation Leaders
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Ldrshp Skills For Orient Leader
11. Catalog course description (max. 30 words, excluding requisites).

This course is a pre-service course for students who will serve as a member of the Orientation Leadership Team members for Northern Arizona University during the spring, summer, and fall orientation sessions. Also, enrolled students must be successfully hired as an Orientation Leader by the Office of New Student Programs and completion of one full year as an orientation leader.

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) _____
17. Corequisites (must be completed *with* proposed course) none
18. If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19)*:
instructor consent department consent no consent

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

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

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

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

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

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

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

This course has been offered on a trial basis under the EPS 499 number. We are requesting that the course be made a permanent course. The course fills an important training role for second year Orientation Leaders, including introduction to university rules and procedures, legal obligations of university employees, problem solving skills, helping students with adjustment to the university setting, and referral to appropriate campus resources for students. The course also serves as an foundation for development theory and organizational dynamics and provides students with lessons on individual and group communication skills.

**Susan Longerbeam, David
Forgues, LeAnne Jones, Cindy
Payne**

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

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? **no**

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

41. Approvals

Edward. Moran _____ Date *9/8/08*
Department Chair (if appropriate)
Patricia J. Peter _____ Date _____
Chair of college curriculum committee
Cynthia J. [unclear] _____ Date *9/8/08*
Dean of college

For Committees use only

For Liberal Studies Committee

Date

Action taken:

_____ Approved as submitted

_____ Approved as modified

Ben Bell

9.30.08

For University Curriculum Committee

Date

Action taken:

_____ Approved as submitted

_____ Approved as modified



Vision Statement

We develop educational leaders who create tomorrow's opportunities.

Mission Statement

Our mission is to prepare competent and committed professionals who will make a difference for children, young adults and others in schools.

EPS 416

**Leadership Skills for Orientation Leaders
Department of Educational Psychology
Spring 20xx**

Class Time: Varies
Location: varies
Instructors: Instructor Name
Office: varies
Office Hours: By appointment
Contact: 928-523-XXXX

Course Description

The course seeks to provide an introduction to paraprofessional leadership skills used by second year orientation leaders when working with incoming university first-year and transfer students and leading a team of first year orientation leaders in a university orientation setting.

Course Objectives

The goals of the course are to prepare students for peer leadership opportunities through research, class lecture, class assignments, journals, public speaking assignments and role-play. Students will complete the class with a comprehensive understanding of their role as peer counselors and team leaders at Northern Arizona University.

Students will:

1. Develop the skills and knowledge necessary to become an effective Orientation Leader and mentor to First Year Orientation Leaders.
2. Develop and teach strategies for community building, group development and programming.
3. Develop an understanding of academic programs and requirements, develop an appreciation of the importance of the academic components and to gain the skills necessary to advise entering students.
4. Critically examine the role of the Orientation Leader in the University community and to make Orientation Leaders aware of their impact on entering students.
5. Introduce students to the resources and programs available on campus and in the Flagstaff community.
6. Develop an understanding and appreciation for diversity of all students.
7. Develop a team of Orientation Leaders who are supportive of each other, understand the importance of teamwork, have mutual respect for each other and are committed to helping entering students and their families have a positive and welcoming orientation.
8. Become informed and excited about co-curricular opportunities at the University.

9. Learn how to provide an environment this promotes personal, social and academic growth.
10. Facilitate the development of leadership skills and competencies, which are essential to enhancing the social and interpersonal development of others.
11. Become familiar with personal challenges of being an Orientation Leader, such as ethical dilemmas, time management and leadership style.
12. Lead new orientation leaders as they learn how to facilitate orientation session for new students and parents.

Academic Integrity

NAU regards acts of academic dishonesty—including, but not limited to, plagiarism, cheating, fabrication, forging an instructor's signature, stealing tests, copying themes or tests from other students, or using "crib notes"—as very serious offenses.

If you are charged with academic dishonesty, you are subject to the Arizona Board of Regents' Student Code of Conduct and procedures established by NAU, specifically the Academic Dishonesty policy, that are outlined in the on-line Student Handbook at <http://www4.nau.edu/stulife/StudentHandbook/>.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Support Services at 523-8773 or <http://www2.nau.edu/dss/>.

Required Materials

Orientation Handbook

A Long Way Gone by Ishmael Beah

Articles to be distributed in class

Copies

You may duplicate materials to be handed out in class at our expense if they are ready to be printed at least two days prior to your presentation. You may make copies in the New Student Programs Office. Please introduce yourself to our office staff, let them know why you are there, and ask for their assistance in using the copy machine. Please prepare 37 copies, double sided. (If you prefer to make copies elsewhere you may, but you will not be reimbursed for personal costs.)

Assignments

Reading:

Each student is responsible for completion of assigned readings and writing.

Presentations:

All power point presentations will be posted on the Vista Module for classmate review. You should prepare and email your power point presentation to the Instructors *24 hours prior to the class period* so that it can be accessed by your classmates.

Mentor / Mentee Program:

You will be assigned first year orientation leaders for whom you will be a mentor throughout the class and into the summer. You will work with your mentees on projects and you should make yourself available to help them as needed. You should also work to build a strong relationship with your mentees so that they feel comfortable seeking advice from you. After the Research Topic, Ism Activity, and Campus Resources and Tours Assignments you will evaluate your mentee and their contributions to the group.

Research Topics:

Each student is required to research topics from an assigned Student Affairs/Services area. Students will work together in mentee groups on each topic to prepare an **oral presentation** (8-10 minute information presentation, 10 minutes to answer questions) and a 2 page written report with appropriate departmental handouts attached. Information included should be of a nature to prepare your fellow Orientation Leaders to make informed presentations and accurately answer questions on the assigned topic. The written report must be typed double-spaced. You will be evaluated on two specific criteria: (1) information included in the written report. (2) public speaking skills and **creativity** of the oral presentation and PowerPoint. Please provide one copy of any departmental handouts or brochures for each Orientation Leader. Each Orientation Leadership Team Member will assist their mentees. It is the mentor's responsibility to provide leadership, guidance and participate in the oral class presentation. Each Orientation Leadership team member is responsible for keeping their group on track and for rehearsing with their group before the presentation date. This involves but is not limited to proofreading the presentation, attending interviews with mentees and moving the process forward. Simply visiting the website of an office is not sufficient research.

ISM Activity:

In an effort to encourage you to analyze the "isms" in our society, you and the mentee group that you are leading will select a project which expresses your personal thoughts, feelings, and reflections about a particular "ism" as it relates to race, culture, ethnicity, sexuality, class, gender, age, politics, religion or another existing "ism". Your group will need to get instructor approval on your "ism". The paper and presentation should trace the history of your chosen "ism" as it affects society and how the "ism" affects our students, with particular attention to new students. *You must describe what resources, offices, departments, and/or student groups are affected by and responsive to this "ism".* Possible "ism" topics include but are not limited to: feminism, heterosexism, racism, ableism, sexism, ageism, conservatism, liberalism, body imageism, anti-Semitism, patriotism, intellectualism, optimism, pessimism, spiritualism, elitism, multiculturalism, capitalism, socialism, classism, pluralism, individualism, surrealism, cynicism, masculinism, and realism. Feel free to submit your own "ism" for approval. Your group will submit a 3-5 page paper on your topic and a 5-7 minute presentation in class. You will incorporate 2-3 different media available such as photos, paintings, audiotapes, journals, DVD, readings, PowerPoint or skits to portray your "ism" to the rest of the class. You must select a different topic for this assignment than was used in EPS 415.

Online Discussion:

Students will be required to participate in the online discussion on Vista. Topics for the discussion will be presented at class each week and due by the following week prior to the beginning of class. Thoughtful use of the discussion forum will provide an opportunity for challenge and growth. Each submission should be a minimum of 250 words. You will earn 5 points for each forum to total the 50 points available for this project.

Common Reading Book Assignment:

You will read the assigned book, *A Long Way Gone*, and complete online discussion questions. Additionally you will write a two-page typed reflective paper on incorporating the book theme into your orientation groups.

Campus Resources and Tour Assignment:

This assignment will help you learn about campus resources and how to refer new students to needed resources. The first step in completing this assignment is to take a campus tour as offered by the Office of Undergraduate Admissions. You should verify your attendance and complete a one page critique of the tour. You will also have an in class tour on April xx that will further prepare you for this assignment. You will then work with your mentee group to develop a specialty campus tour. Your tour should include information you have gleaned through research of your topic. The tour should be clearly outlined in written form so that any other staff member could give your tour simply based on the notes. In addition you will need to know the answers to the questions found on the assignment page at the end of the syllabus. An Campus Resources Oral Exam will assess your grasp of the answers to the questions.

Class Topical Presentation:

Make two 20 minute presentations to the class on your assigned topics. Presentations will take place in January and April and should include information new Orientation Leaders would need to know to be successful in their positions. Creativity and interaction are key elements that will be assessed and use of outside resources is essential.

Committee Assignment

You will be assigned to work on a committee throughout the semester related to an orientation topic. In this committee you will complete a project and commit one hour a week. Committee assignments include but are not limited to: Training week, True Life, Retreats, Study sessions.

Grading Policy:

Your final grade will be based on the results of all class assignments, three tests, retreat participation, class participation, attendance, online discussions, and a comprehensive tour/resource project. You **MUST PASS** this class to be employed as an Orientation Leader during the summer. Students with a C or below in class are not guaranteed summer jobs.

Evaluation:

1. Research project – Student Services Paper and Handouts	50pts
2. Research project – Student Services Class Presentation	50pts
3. ISM Reflection Paper	50pts
4. ISM Class Presentation	50pts
5. Common Reading Book Assignment and Study Guide	50pts
6. Class and Retreat Attendance (divided evenly between 36 scheduled meetings)	50pts
7. Online Discussion Questions (10 entries)	50pts
8. Evaluation of your effectiveness as a mentor	50pts
9. Class Topical Presentation #1	50pts
10. Class Topical Presentation #2	50pts
11. Campus Resources Oral Exam and Tour Assignment	50pts
12. Committee Assignment	50pts
TOTAL	50pts
	600 pts

540-600 points	A
480-540 points	B
420-480 points	C
360-480 points	D
Below 360 points	F

Attendance Policy

A significant amount of this class is participatory. Knowledge and understanding will be gained through participation. Therefore, attendance in this class is mandatory. Please be seated by five (5) minutes before the beginning of each class period. The door will be closed at the appointed class time and late arrivals will not be tolerated.

If you have extenuating circumstances that require you to miss class, please contact your instructor before 9:00 am on the day of your absence. More than three absences will additionally result in the reduction of your final grade by one full letter. This is a course intended to develop you and your team. That can only happen if you are in attendance and fully participating in all assignments and activities.

This class is scheduled to meet 36 times this semester. You will earn 1.39 points for each session attended to total the 50 points available through attendance.

Late assignments will not be accepted. To get credit for an assignment it must be turned in on or before its due date and time.

Topic

Week 1

The Orientation Leader as a Campus Leader

- Syllabus Review/Class Expectations/Assignments/Important Dates
- Online Discussions
- Research Topics Assignments
- Welcome/Introductions/Getting Acquainted
- The Function and Goals of Orientation at NAU
- Orientation Schedules

Week 2

The Orientation Leader as a Campus Leader

- Leadership with Integrity
- Ethics and the Student Leader
- Components of a Comprehensive Orientation Program
- Trends and Issues in Orientation Programs

The Purpose of Orientation and the Role We Play

- Orienting Today's College Students
- Listening Skills
- Ice Breakers
- Trends and Issues in Orientation for Transfer Students

Spring Training Phase One: Building a Strong Team

Week 3

Mentor evaluations

The Orientation Leader as an Educator - Academic Presentations

- Gateway Student Success Center
- College of Arts and Letters
- College of Engineering and Natural Sciences

Week 4

The Orientation Leader as an Educator - Academic Presentations

- College of Business Administration
- College of Health and Human Services
- School of Hotel and Restaurant Management
- College of Social and Behavioral Sciences
- College of Education
- School of Forestry

Week 5

Mentor Evaluations

The Orientation Leader as an Educator - Academic Presentations

- Exam review and discussion of academic aspects of Orientation

Week 6

Preparing Student-Centered Orientation Leaders

- Student Life, Campus Clubs and Organizations
- Office of Student Financial Aid and Bursar's Office

- Campus Wellness: Fronske Health Center and Counseling and Testing and Disability Resources
- The Center: NASS, MSC, SSS
- Introduction of "Ism" Assignment
- Campus Safety and Security
- Mentor/Mentee Evaluation Opens

Week 7

Preparing Student-Centered Orientation Leaders

- Mountain Campus Express and NAU ID Card System and Dining Services
- Learning Assistance Centers and Educational Support Programs
- Residence Life: Learning Communities, Greek Life, Freshman Connections, Second Year Experience
- University Bookstore, Postal Services, Parking Services
- NAU Athletics and Campus Recreation
- Technology on Campus
- Exam review and discussion of student life aspects of Orientation

Spring Training Phase Two: NODA

Week 8

Mentor Evaluations

Educating Yourself on ISMs

- ISM Presentations
- Common Reading Assignment Introduction
- Mentor/Mentee Evaluation Opens

Spring Training Phase Three: Diversity

Week 9

Life as an Orientation Leader: Practical Applications

- Communication Skills
- Photo Shoot with Shirts
- Learning the ropes: A Typical Day in the Life of an Orientation Leader
- Role Play Exercises
- Introduction to Social Skits

Week 10

Life as an Orientation Leader: Practical Applications

- Group Leadership Communication Skills
- Small Group Facilitation/Role Play
- How to deal with people
- Discuss common reading book
- One-on-One Communication Skills
- Role Play Exercises

Week 11

Life as an Orientation Leader: Practical Applications

- Parent and Family Orientation
- The Parents' Association
- NAU Parent Services philosophy
- How to deal with parents
- Read Orientation Handbook/Review Campus Resource Questions

Spring Training Phase Four: Auditions for Roles in Social Skits

Week 12

Life as an Orientation Leader: Practical Applications

- **Campus Resource Oral Exam**
- Announcement of roles for Social Skits
- Social Issues Skits Rehearsal
- Mentor/Mentee Evaluation Opens

Social Issues AND College Students (15 minute presentation includes Q&A time)

- Alcohol and Other Drugs and the College Student
- Sexual Assault and the College Student
- PRISM Student Panel

Week 13

Social Issues AND College Students

(15 minute presentation includes Q&A time)

- Eating Disorders and the College Student
- STDs and the College Student
- Relationship Violence and the College Student
- Mental Health and the College Student

Preparation for Transfer Student Orientation

- Check-In and Check-Out
- Welcome Session
- Specific Assignments for Presentations
- Expectations during Transfer Orientation
- Physical Preparation (materials and equipment)

Spring Training Phase 5: New Student Orientation

Week 14

Social Issues Skits Rehearsal

Bringing it all together

Week 15

Social Issues Skits Full Dress Rehearsal

- Final Directions and handouts from the Program Assistants

University Curriculum Committee
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) See effective dates schedule. Spring 2009
3. College CHHS 4. Academic Unit /Department Phys Ther & Athl Trng
5. Course subject/catalog number AT 229 6. Units/Credit Hours 2
7. Long course title Emergency Care in Athletic Training
(max 100 characters including spaces)
8. Short course title (max. 30 characters including spaces) Emerg Care in Athl Trng
9. Catalog course description (max. 30 words, excluding requisites).

This course exposes the student to emergency care situations/skills necessary in Athletic Training settings. The course also provides certification in CPR for the Professional Rescuer w/AED. Pre-requisites: none.

10. Grading option:
Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
11. Co-convened with _____ 11a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)
12. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
13. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? yes no
(ex. PES 100)
14. Prerequisites (must be completed **before** proposed course) none
15. Corequisites (must be completed **with** proposed course) none
16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes no
Name of plan? BS in Athletic Training
Note: If required, a new plan or plan change form must be submitted with this request.

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

18. Names of current faculty qualified to teach this course: Steve Cernohous, Ryan Pinson

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

This course has previously been a major requirement and taught as HS 229. However, Health Sciences is no longer offering the course during the regular school year. Thus, Athletic Training must assume the course to maintain our professional accreditation standards/requirements.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

<u>Mark Cernohous</u>	<u>8-20-08</u>
Department Chair (if appropriate)	Date
<u>Debi J. C.</u>	<u>8/28/08</u>
Chair of college curriculum committee	Date
<u>Don Schultz</u>	<u>9/12/08</u>
Dean of college	Date

For Committees use only

For Liberal Studies Committee	Date
Action taken: _____	<u>0</u>
modified _____	Approved as
<u>Don B</u>	<u>9/20/08</u>
Approved as submitted	Date
For University Curriculum Committee	

Action taken: <u>✓</u>	Approved as submitted	Approved as modified
------------------------	-----------------------	----------------------



NORTHERN
ARIZONA
UNIVERSITY

AT 229- Emergency Care in Athletic Training
College of Health and Human Services
Department of Physical Therapy and Athletic Training
Spring 2009

Instructor: Steve Cernohous, EdD, ATC, LAT

Office Phone: 523-9059

Email: Steve.Cernohous@nau.edu

Office Location/Hours: Health Professions Rm # 121A - M,W,F 10:00am - 11:15am or by appointment

Meeting Place: Health Professions, Rm #233

Meeting Time/Day: Mondays, 6:00-8:00pm

Credit Hours: 2

Course Prerequisites: None

Textbook and Materials

1. Prentice, W.E., *Arnheim's Principles of Athletic Training, 13th ed.*, Boston: McGraw Hill, 2008.
2. American Red Cross *Professional Rescuer* (required), *Professional Rescuer Workbook* (strongly recommended), and Breathing Barrier Keychain with Gloves (required).

Course Structure

The class will be taught by a combination of video presentations, lectures, reading assignments, practical demonstrations and classroom activities.

Course Description

This course is designed to impart skills in emergency care in athletic training care settings and cardiopulmonary resuscitation (CPR) based upon the curriculum of the American Red Cross. Upon successful completion of this course with a grade of 80% or above, students will be eligible to receive *CPR for the Professional Rescuer* and *Automated External Defibrillator (CPR-PR-AED)* certification card. The fee for these cards is not included in tuition and will be collected separately; \$25 (checks made out to *American Red Cross*) will be collected up to the date of the mid-term tests.

Course Objectives

1. Recognize the signs and symptoms of heat illnesses in athletes and how they can be prevented.
2. Provide proper treatment for an athlete suffering from a heat illness.

3. Recognize the signs and symptoms of illness due to cold exposure and prevention techniques.
4. Provide proper treatment to an athlete suffering from a cold related illness.
5. Recognize signs and symptoms of altitude related illnesses and understand the appropriate treatment.
6. Describe precautions that should be taken in a lightning storm.
7. Develop an emergency action plan.
8. Recognize the signs and symptoms of shock and treat appropriately.
9. Provide emergency care to an athlete in protective equipment.
10. Describe techniques for transporting an injured athlete.
11. Become familiar with the history and development of the American Red Cross.
12. Develop the skills necessary to sustain life in an emergency situation.
13. Identify preventive factors involved in the areas of heart disease, accidents, poisonings, and sudden illnesses.
14. Recognize the signs and symptoms of heart attacks, poisonings, sudden illnesses, and shock.
15. Evaluate personal heart healthy status in regard to cholesterol intake, weight, heredity, lifestyle, and exercise level.
16. Recognize the changing safety and health needs that occur during the different stages of life.

Course Requirements

- 1) **Written Exams and Quizzes** will cover material from the textbook, lectures, class notes and any handouts. These exams may be presented in several formats (multiple choice, short answer, or essay responses to scenarios).
- 2) **Practical Exams** will require demonstration of certain psychomotor skills during simulated emergency situations. These situations will include (but are not limited to): CPR on athletes with protective equipment, artificial respiration, choking, shock, heat illnesses, cold illnesses, altitude sickness, and lightening situations. These may be conducted outside of regular class time.

Course Evaluation

Students will be evaluated by means of practical demonstration of skills, written exams and quizzes. To be eligible to receive the CPR-PR-AED certification card, a score of at least 80% on **both** written exams is required, receive a passing grade on all practical skills, and miss no more than 2 class days (for any reason). Grading for the course will be calculated as follows:

	<u>Points</u>	<u>Grades</u>
Midterm Exam	100	A = 450-500
Final Exam	100	B = 400-449
Midterm Practical Exam	100	C = 350-399
Final Practical Exam	100	D = 300-349
<u>Quizzes (4 x 25)</u>	<u>100</u>	F = 299 -
Total Points:	500	

Class Content

Week #1	Introduction, Chapters 1 & 2
Week #2	Chapters 3 & 4
Week #3	Chapters 5 & 6 – Quiz #1
Week #4	Chapters 7 & 8
Week #5	Chapters 9 & 10
Week #6	Practice Skills - Quiz #2
Week #7	Mid-term Written Examination
Week #8	Mid-term Practical Examination
Week #9	Chapters 11 & 12
Week #10	Chapters 13 & 14
Week #11	Chapters 15 - Quiz # 3
Week #12	Chapters 16 & 17
Week #13	Chapters 18 & 19
Week #14	Practice Skills - Quiz #4
Week #15	Final Written Examination
Week #16	Final Practical Examination

University-Wide Policies

Visit the University's website regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity.

(www.jan.ucc.nau/academicadmin/policy.doc)

Course Policy

Retest/makeup tests: Arrangements must be made with instructor **prior** to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Statement on plagiarism and cheating: See University policies.

Withdrawal Policy: The 2008 University drop deadline is February 19th. The deadline to withdrawal from a course is March 24th. It is the policy of the University that petitions to withdraw after April 28th will not be allowed. Please see the Spring Course catalog for more information.

University Curriculum Committee
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.

2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) *See effective dates schedule.* Spring 2009

3. College CHHS 4. Academic Unit /Department Phys Ther & Athl Trng

5. Course subject/catalog number AT 320 6. Units/Credit Hours 2

7. Long course title Psychology of Injury in Sport
(max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Psych of Injury in Sport

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

This course exposes the student to psychological aspects of working with injured and/or ill athletes in an Athletic Training setting. Pre-requisite: Athletic Training milestone

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

11. Co-convened with _____ 11a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)

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

13. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? yes no
(ex. PES 100)

14. Prerequisites (must be completed *before* proposed course) Athletic Training milestone

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

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes no
Name of plan? BS in Athletic Training

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

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

18. Names of current faculty qualified to teach this course: Dr. Rebecca Cheema

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

Our professional, national accrediting body (CAATE) has updated their list of competencies/proficiencies that AT programs are required to include in their curriculums. This included a significant expansion of psychological aspects of injury in sports. Thus, as no other course on campus is dedicated to this specific subject matter, we have created a 2-credit course for the students in our major. Dr. Rebecca Cheema has an EdD in Sport Psychology and is uniquely qualified to teach this course.

For Official AIO Use Only:

Component Type
 Consent
 Topics Course

35. Approvals

<i>Mark Conover</i>	<i>8-20-08</i>
Department Chair (if appropriate)	Date
<i>Debbie A. Cij</i>	<i>8/28/08</i>
Chair of college curriculum committee	Date
<i>Terri Schug</i>	<i>9/2/08</i>
Dean of college	Date

For Committees use only

For Liberal Studies Committee	Date
Action taken: _____ Approved as submitted modified _____ Approved as	_____ <i>9/30/08</i> Date
For University Curriculum Committee	Date

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



NORTHERN
ARIZONA
UNIVERSITY

**Athletic Training
Education Program**

College of Health & Human Services
Dept. of Physical Therapy and
Athletic Training

AT 320 – Psychology of Injury in Sport Spring 2009

Rebecca Cheema, Ed.D, ATC, LAT
Office - HP 121-F
928-523-5886
Rebecca.Cheema@nau.edu

Office Hours:
MWF 9:00am – 10:00am
or by appointment

Credit Hours: 2

Course Prerequisites: Athletic Training Milestone

Course Description

This course provides the student with the background and examination of psychological theories and clinical applications related to injuries and the subsequent rehabilitation of the physically active. The course is designed to provide a better understanding of the ways to optimize rehabilitative efforts in injuries of the physically active. Various psychological considerations such as social support, imagery, education, and modeling techniques will be used.

Course Goals

- Integrate a wide variety of psychological theories and clinical applications into a unified perspective on injuries of the physically active.
- Provide students with an awareness of pertinent psychological factors believed to be related to injuries of the physically active.
- Promote a better understanding of the prevention and treatment of the mental trauma resulting from injury for a variety of professionals, including athletic trainers, physical therapists, psychological consultants, coaches, & physicians.
- Encourage students to investigate various mental strategies to optimize rehabilitative efforts for injuries to the physically active.
- Promote an awareness of theory development and theory testing that is fundamental to sound research in sport psychology. Of particular interest are the grief models and stress-based cognitive appraisal models used to clarify affective responses to injury.
- Examine selected ethical and legal issues relevant to sport professionals who counsel physically active individuals who have sustained an injury.
- Create an awareness for the value of a successful rehabilitation program designed to promote the physical and mental health of injuries to the physically active

Student Learning Outcomes

Upon completion of this course, students should be able to understand, demonstrate, and articulate the following:

1. Identify mental strategies to be used with injuries of the physically active.
2. Compare and contrast selected psychological factors associated with injury.
3. Demonstrate a thorough understanding of the interacting psychological and biological influences that occur with pain and injury.
4. Effectively utilize value decision-making guidelines for professionals who counsel physically active individuals who have sustained an injury.
5. Discuss the role of life stress, mood, anxiety, and personal coping skills in understanding and predicting injuries to the physically active.
6. Define and discuss the personological aspects of injury rehabilitation and identify how an ideal rehabilitative approach may vary according to personality dispositions.
7. Demonstrate knowledge in a variety of problem-solving techniques available for assisting the sports medicine professional when dealing with the physically active.
8. Analyze and objectively critique the different Models of Emotional Response to Injury.
9. Discuss findings from research conducted that examines the comparative effectiveness of various mental activities used by slow- and fast healing injured athletes.
10. Apply skills and knowledge about creative approaches for rehabilitation of injuries using modeling and mental imagery.
11. Elaborate upon the role of social support interventions in rehabilitation programs.
12. Identify the conditions that might contribute to high level performer's suicide attempt.
13. Effectively utilize the tools of research, i.e. library resources and information retrieval technologies to familiarize yourself with the current research results in a specific area injury management.

Textbooks and recommended reading :

Required Text:

Pargman, D. (1999). *Psychological Bases of Sport Injuries*. 2nd edition. Fitness Information Technology: Morgantown, WV.

Supplemental References:

Dykstra, G. (1998). Psychology of Sport Injury. NATA Professional Achievement Self-Study Program. Human Kinetics: Champaign, IL.

Heil, J. (1993). Psychology of Sport Injury. Human Kinetics: Champaign, IL.

Hirshberg, C. & Barasch, M. (1995). Remarkable Recovery: What extraordinary healings tell us about getting well and staying well. Riverhead Books: New York, NY.

Murphy, S. (1995). Sport Psychology Interventions. Human Kinetics: Champaign, IL.

Ray, R. & Wiese-Bjornstal (1999). Counseling in Sports Medicine. Human Kinetics: Champaign, IL.

Taylor, J. & Taylor, S. (1997). Psychological Approaches to Sports Injury Rehabilitation. Aspen Publishers: Gaithersburg, MD.

Weinberg, R. & Gould, D. (1995). Foundations of Sport and Exercise Psychology. Human Kinetics: Champaign, IL.

Content of the Course

1	Introduction to Course: Psychology of Injury in Sport	Course Syllabus
2	Sport Injuries: An Overview of Psychological Perspectives 1. Stress and Injury Model 2. Accidents 3. Personality	Chapter 1
	Ethical/ Legal Issues for Professionals Counseling Injured Athletes. 1. Decision-Making Guidelines 2. Ethical Standards 3. Conflicting Interests 4. Cultural Values and Ethical Counseling	Chapter 3 Selected readings from NATA Code of Ethics APA Code of Ethics AAASP Code of Ethics
3	Pain in Sport: A biopsychological perspective 1. Processing components of nociception 2. Pain Assessment & Management	Chapter 2
4	Models of Grief and Cognitive Appraisal Psychological Model of Injury Response Practical Implications	Chapter 4 Selected readings
5	Personality Correlates of Psychological Processes During Injury Rehabilitation	Chapter 7
6 Exam 1	Counseling Strategies for Enhanced Recovery for Injured Athletes 1. Theoretical model of post-injury response 2. Social support and educational strategies	Chapter 9 Selected readings from Ray & Weise-Bjornstal
7	Patient- Practitioner Perceptions Rehabilitation regimen – recovery process, adherence, referral	Chapter 10 Selected readings from Taylor and Taylor
8	Relaxation Tape Due	
9	Social support and Injury A framework for social support-based interventions Dimensions of social support Providing provisions for social support	Chapter 11
10	Mental paths to Enhanced Recovery from a Sport Injury 1. Psychological considerations in recovery 2. Mental paths to recovery 3. Basic components involved in self-directed healing 4. Imagery application during rehabilitation	Chapter 12 Selected reading from sport psychology literature
11	Modeling in Injury Rehabilitation Using Imagery in Injury Rehabilitation Perspectives on Mind-Body Integration	Chapter 13/Chapter 14
12	Suicide in Sport.....Who is at risk? Understanding vital signs/prevention	Chapter 17 Selected readings from sport psychology literature
13-15	Project Presentations / Clinical Case Studies	
16	Final Examination	

Grading System

Grades will be determined from the following class requirements:

1. Midterm Exam 25% (100 points)
2. Final Exam 25% (100 points)
3. Response Paper/Participation 10% (50 points)
4. Relaxation Tape 15% (50 points)
5. Project /Intervention or Project Facilitation 25% (100 points: 75 paper/25 presentation)

Grading Criteria and Policies:

A. Attendance and Response Papers:

In order to encourage students to attend class regularly and benefit from the class sessions, 10% of your grade is assigned for class participation. For each class session, students will be asked to hand in a "response paper" for the assigned reading for that day's class. Response papers are worth 10 points each (8 @10 = 80 pts). Response Papers will be scored according to appropriateness and level of content, spelling, and grammar. To prepare your response paper you should take a sheet of paper and while thinking about the reading, type a one page RESPONSE to the following questions:

1. What did I learn, either specifically or generally, that I didn't know?
2. What did I find interesting, surprising, or perplexing (confusing) that gave me a new perspective? What is the new perspective?

B. Grading Scale

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

C. Projects and Case Studies

1. Project sheets explaining what is required for each project or case study will be made available the first day of class.
2. All projects are due at the beginning of the class period stated. Projects will lose 10% of their value for each day that they are late.

Course Policy

Retest/makeup tests

Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Statement on plagiarism and cheating

See University policies.

Withdrawal Policy

The University drop deadline is February 15th. The deadline to withdrawal from a course is April 19th. It is the policy of the University that petitions to withdraw after April 24th will not be allowed.

University Curriculum Committee

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

1. College CHHS
2. Academic Unit/Department Dept of Phys Ther & Athl Trng
3. Academic Plan Name Athletic Training
4. Subplan (if applicable)? _____
5. Effective Date Spring 2009
6. Is this proposal for a : New Plan Plan Change Plan Deletion
 New Subplan Subplan Change Subplan Deletion

7.

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

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

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an AT prefix to satisfy these liberal studies requirements. Contact your department for information about liberal studies courses that are specific to this major.
- at least 78 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Admission Requirements:

You must have completed (or have in progress) at least two terms of college-level coursework, including AT 200, PSY 101, BIO 181, 181L, and HS 200 or their equivalents with a grade of C or better. If you have completed (or have in progress) at least four terms of college-level coursework, you must have also completed BIO 201 and 202, HS 229, NTS 256, and CHM 151 and 151L.

Major Requirements:

You must take the following 78 units with a grade of C or better:

- AT 200, 201, 202, 301, 302, 315, 350, 360, 365, 368, 380, 385, 401, and 402 (34 units)
- HS 200 and 229 (5 units)

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

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

- at least **83 units** of major requirements

If you have completed (or have in progress) at least four terms of college-level coursework, you must have also completed BIO 201 and 202, HS 229 **or AT 229**, NTS 256, **PHY 111 and 111L**, and CHM 151 and 151L.

You must take the following **83 units** with a grade of C or better:

- ~~AT 200, 201, 202, 301, 302, 315, 320,~~ 350, 360, 365, 368, 380, 385, **400**, 401, and 402 (**43 units**)
- HS 200 and ~~229~~ (**3 units**)

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

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

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

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

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>).

Learning Goals and Objectives:

In keeping with the mission of Northern Arizona University, the Athletic Training Education Program, and in accordance with the expectations of the profession of Athletic Training, the goals and objectives of the Athletic Training Education Program are to:

- ⊕ Provide an enjoyable educational experience that prepares students to be competent and confident athletic trainers.
- ⊕ Prepare students to be successful on the NATABOC examination.
- ⊕ Recognize a need in the profession for Certified Athletic Trainers in Secondary Schools.
- ⊕ Produce qualified individuals to serve in the Secondary School setting.
- ⊕ Recruit and retain students of minority groups, especially Native Americans in Northern Arizona.
- ⊕ Develop young professionals that will be leaders in Athletic Training at the state, district, and national levels.
- ⊕ Mentor students in all aspects of Athletic Training as well as University life.
- ⊕ Expose the athletic training student to other allied healthcare professionals that comprise the "Sports Medicine Team".
- ⊕ Emphasize professional conduct and ethical standards.
- ⊕ Graduate Athletic Training Students of recognized excellence.
- ⊕ Establish Northern Arizona University as a leader in undergraduate Athletic Training Education.

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

AT 229 – “Emergency Care in Athletic Training” - new course – We need to assume this course from HS 229, as they will no longer be offering it during the regular school year and it is a major requirement.

AT 320 – “Psychology of Injury in Sport” - new course – Our professional, national accrediting body has changed the requirements (competencies & proficiencies) that we must include in our program. This has necessitated the addition of numerous Psychology of Injury in Sport issues, which are not succinctly offered in any other department on campus. We have one year before we submit our accreditation self-study and need to prove that these new competencies/proficiencies are being taught.

AT 400 – “Anatomical Basis of Sports Injuries” - changing status from an elective to a major requirement. Student feedback each May indicated that this was the one most helpful class that students took during their professional development. In the past, this has not been made a major requirement due to some Native American religions not allowing members to view dead bodies. We spend considerable time in the cadaver lab. However, the instructor of the course has created ways for these Native American students to gain the same knowledge without being exposed to dead bodies, thus respecting their native religions. Therefore, we would like to make this course a major requirement, as knowledge of detailed anatomy is essential to our students and their success in the profession.

PHY 111 & 111L – making this a pre-req to apply for admission to the program for those students who are applying the spring of their sophomore year to begin the program as juniors. This is necessary due to the limited amount of time the students entering our program as juniors have to complete all of the major requirements. Many of them currently have to take this course in the summer at a community college to fit it into their degree plan. This is already a major requirement. We simply need those entering as juniors to have this completed already.

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

The only new courses needing faculty are AT 229 and AT 320. AT 229 will pay a current Health Science faculty member extra to teach the 2-credit course each fall. AT 320 will be assumed in the teaching load of a current AT faculty member, Dr. Rebecca Cheema. No additional space or equipment will be needed.

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

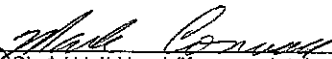
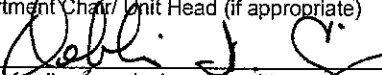
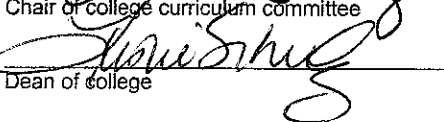
If so, attach supporting documentation from the affected departments/units and college dean.

NO


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

YES

Certifications

 Department Chair/ Unit Head (if appropriate)	<u>8-20-08</u> Date
 Chair of college curriculum committee	<u>8-28-08</u> Date
 Dean of college	<u>9/2/08</u> Date

For committee use only

 For University Curriculum Committee	<u>9/20/08</u> Date
----------------------------------------------------------------------------------------------------------------------------	------------------------

Action taken: approved as submitted approved as modified

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



Freshman Year					
1 st term			2 nd term*		
HS 200 or AT 200	Health Principles	3	AT 200 or HS 200	Prevention of Athlete Injuries & Emergency Care	3
PSY 101	Intro to Psychology	3	ENG 105	Critical Reading and Writing	4
BIO 181 & Lab	Unity of Life I: Cell Life	4	PHY 111&Lab	General Physics I and lab	4
MAT 125	Pre-calculus	4	Liberal Studies	Ethnic or Global Diversity (1)	3
First Year Experience		1			3
		Total Units	15	Total Units	
				17	

Must be admitted to the Athletic Training Program to take more courses with an AT prefix.

Sophomore Year					
3rd term			4th term*		
AT 201	Clinical Ed I	2	AT 202	Clinical Ed II	2
AT 350	Therapeutic Modalities in AT	4	AT 229	First Aid/CPR	2
BIO 201 & Lab	Human Anatomy I	4	AT 320	Psychology of Injury in Sport	2
CHM 151 & Lab	General Chemistry I	5	BIO 202 & Lab	Human Anatomy II	4
		Total	BIO 192	Introduction to Exercise Science	3
		15			13
		Units			Total Units

Junior Year					
5th term			6th term		
AT 301	Clinical Ed III	2	AT 302	Clinical Ed IV	2
AT 360	Phys Assess of Injured Athlete I	3	AT 365	Phys Assess of Injured Athlete II	3
AT 400	Anat Basis of Sports Injuries	3	AT 370W	Therapeutic Exs of Injured Athlete	4
BIO 334	Functional Anat. & Kinesiology	3	BIO 338	Physiology of Exercise	3
NTS 256	Medical Nutrition	3	BIO 338L	Physiology of Exercise Lab	1
Global or Ethnic diversity		3			16
		Total Units			Total Units

7th Summer Term	
AT 368	General Medical Conditions & Pharmaceuticals
	3
TOTAL UNITS 3	

Senior Year					
8th term			9th term		
AT 380	Administration in AT	3	AT 385	Structure & Current Trends in AT	3
AT 401	Clinical Ed V	2	AT 402	Clinical Ed VI	2
AT 497C	Fieldwork Capstone	3	AT 315	Research Methods in AT	2
Liberal studies		3	Liberal Studies		3
Liberal Studies		3			Total Units
		Total Units			10

(1) Combine diversity with CU or AHI *Apply to the program

Liberal Studies Distribution blocks

AHI (6 units)	SPW (6 units)	CU (6 units)	Science (7 units)	Diversity
	PSY 101		BIO 181	Global
			CHM 151	US Ethnic

NORTHERN ARIZONA UNIVERSITY
Bachelor of Science in Athletic Training
2009-2010

Admission to the Athletic Training Education Program (ATEP) is highly competitive.

After admission to NAU, the student must apply to the Athletic Training program. Admission decisions are based on the coursework completed, grade point average (2.75 minimum), and experience in athletic training, letter of application, letters of recommendation, an interview, and practical examination. Applications are due **March 1** of each year.

Students applying for admission must have completed a minimum of two terms of college-level coursework (or in progress) including the following courses or their equivalents with a grade of C or better: PSY 101, BIO 181, AT 200, and HS 200.

Students who have completed at least four terms of college-level coursework (or in progress) must have also completed BIO 201, BIO 202, NTS 256, PHY 111 & lab, and CHM 151 & lab.

For more information about Athletic Training at Northern Arizona University please visit the website at <http://jan.ucc.nau.edu/~hp-p/at/index.php>.

All students are required to complete at least 120 units and the required 35 units of liberal studies and 6 units of diversity courses to graduate from NAU. Also, to obtain this degree, the student must earn a "C" or better in 83 units of AT course work. These courses are in bold print.

GENERAL INFORMATION

This 8-term plan is to be used in conjunction with the academic catalog and degree progress report.

Students should see an academic advisory regularly to confirm their academic progress.

Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.

Honors students complete different requirements to meet NAU's liberal studies program.

Students should consult an Honors Program advisor for fulfilling Honors Liberal Studies requirements.

Liberal Studies courses <http://www4.nau.edu/aio/Articulation/LScourselist.htm>

Diversity courses <http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm>

Academic Catalog <http://www4.nau.edu/academiccatalog/2008/academiccatalog.htm>

English Placement Info <http://www.nau.edu/comp/placement.html>

Math Placement Info <http://www.cens.nau.edu/Academic/Math/studentInformation/>

Contact Information

Linda Jerome

Academic Advising Coordinator

School of Health Professions, Building #66, Room 116

(928) 523-6198

Linda.Jerome@nau.edu

Debbie Craig, PhD, ATC

Program Director for Athletic Training

School of Health Professions, Building 66, Room 121B

(928) 523-0704

Debbie.Craig@nau.edu



NORTHERN ARIZONA
UNIVERSITY
College of Health and Human Services

Department of Health Sciences

Northern Arizona University
PO Box 15095
Flagstaff, AZ 86011-5095

928-523-8262
928-523-0148 fax
nau.edu/hp

August 29, 2008

Dr. Debbie Craig
Athletic Training Coordinator
Northern Arizona University
Box 1-5094
Flagstaff, AZ 86011-5094

Dear Dr. Craig:

The Department of Health Sciences has no objection to the AT 229: Emergency Care in Athletic Training new course proposal. Our department has a similar course, HS 229: First Aid & CPR, with outcomes that are relevant to a general population. Athletic Training students in the past have taken HS 229, however, the AT 229 course outcomes are specific to the athletic training environment. The content in the proposed AT 229 course do not significantly overlap with those in HS 229.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Palmer".

Steve Palmer, Ph.D.
Associate Professor & Chair
Department of Health Sciences
Northern Arizona University
PO Box 15095
Flagstaff, AZ 86011-5095
Phone: (928) 523-6164
Fax: (928) 523-0148
E-mail: steve.palmer@nau.edu

TEMPLATE FOR DEPARTMENTAL COURSE SYLLABUS – SUGGESTED FORMAT

General Information

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

Catalog description (not necessary for individual section syllabi)

Course prerequisites

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

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

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

Possible textbook and required materials

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

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

Assessment of Student Learning Outcomes

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

Grading System

Course policy

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

University policies: Attach the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies or reference them on the syllabus. See the following document for policy statements: <http://jan.ucc.nau.edu/academicadmin/plcystmt.html>.

Other

UNIVERSITY CURRICULUM COMMITTEE

2008-09

MEETING SIGN IN SHEET

DATE: September 30, 2008

NAME	SIGNATURE
ASNAU	
✓ BAIN, CRAIG ✓	
✓ BATTLES, PATRICK CAL	<i>Patrick Battles</i>
✓ BROWN, STEVEN ← CAL Stephen ✓	
✓ HAGOOD, JOHN ✓ CEFS	<i>John Hagood</i>
✓ HAMMERSLEY, CHARLES SAS	<i>Charles Hammersley</i>
✓ KNIGHTS, KATHLEEN SBS	<i>Kathleen Knights</i>
✓ KOZAK, KATHRYN (CCC) ✓	<i>Kathryn Kozak</i>
✓ MCNEILL, RICHARD ^{FCB} ^{for} ^{Richard}	<i>Richard McNeill</i>
✓ MEDINA, CATHERINE COE	<i>Catherine Medina</i>
✓ MITCHELL, JENNIE FCB - getting ready p.	
✓ POLLAK, PEGGY CEFS	<i>P. Pollak</i>
✓ SCARNATI, BLASE - Fac. Sen.	<i>Blase Scarnati</i>
✓ STAMER, RICK CAL	<i>Rich Stamer</i>
✓ SUMMERFELT, FRED CHHS	<i>Fred Summerfelt</i>
WILLIS, BECKY	
✓ Senese, Guy COE	
✓ Georgas, John CEFS	<i>John Georgas</i>
✓ Librarian - Cathy Petersen	<i>Cathy Petersen</i>
✓ FIRTH, TODD (Eileen Mahoney)	<i>Todd Firth</i>
✓ GEORGAS, JOHN (CEFS)	
✓ Riemer, Frances SBS	<i>Frances Riemer</i>

EX OFFICIO	SIGNATURE
✓ ANASTASSIOU, PAM	
✓ BRADFORD, ERIC	
✓ DEEGAN, PATRICK	
✓ MAHONEY, EILEEN <i>Todd Firth</i>	<i>Todd Firth</i>
✓ MARTIN, DARRELLE	<i>Darrelle Martin</i>
✓ PITT, RON	<i>Ron Pitt</i>
✓ ROGERS, THERESA	<i>Theresa Rogers</i>
✓ WILLIAMS, LISA	<i>Lisa Williams</i>
✓ <i>Harris, Nicole</i>	<i>Nicole Harris</i>
GUESTS	SIGNATURE

Diversity Committee Ballot
Vote for a Maximum of Three Individuals

 Lowell Edwin Fox 3

 X John Leung 15 - 2 yr

 Irene Matthews 5

 Sam Minkler 2

 X Nicole OGrady 6 - 1 yr

 X Susan Stutler 9 - 2 yr
