

UNIVERSITY CURRICULUM COMMITTEE  
February 13, 2007  
3:00 p.m. – University Union, Havasupai A/B

Agenda

**OLD BUSINESS**

**I. MINUTES OF THE January 30, 2007 MEETING**

**NEW BUSINESS**

**I. CONSENT ITEMS**

**A. COLLEGE OF ARTS AND LETTERS**

- |   |  |
|---|--|
| 1. ART 150 – Two-Dimensional Design Fundamentals                      | Course Change – requisite                                |
| 2. ART 300 – Contemporary Art Trends                                  | Course Change - description                              |
| 3. ART 462C- Ceramics Exhibition                                      | Course Change – repeat rules                             |
| 4. FRE 430 – Language Teaching Methods                                | Course Deletion  |
| 5. SPA 430 – Language Teaching Methods                                | Course Deletion  |
| 6. GER 430 – Language Teaching Methods                                | Course Deletion  |
| 7. LAN 430 – Language Teaching Methods                                | Course Change – description, consent                     |
| 8. BSED French Secondary Education                                    | Plan Change  |
| 9. Minor French Secondary Education                                   | Plan Change  |
| 10. BSED Spanish Secondary Education                                  | Plan Change  |
| 11. BSED Spanish Secondary Ed. (Extended)                             | Plan Change  |
| 12. Minor Spanish Secondary Education                                 | Plan Change  |
| 13. BSED German Secondary Education                                   | Plan Change  |
| 14. Minor German Secondary Education                                  | Plan Change  |
| 15. MUS 162 – Diction for Singers II                                  | Course Change – description, requisites                  |
| 16. PHI 110 – Global Philosophy: Origins                              | Course Change – number, title, description               |
| 17. TH 315 – Intro to Creative Dramatics                              | Course Change – title, description, requisites           |
| 18. TH 345 – Intro to Children’s Theatre                              | Course Change – title, repeat rules, consent, components |
| 19. MUP 1/2/3/430 – Baritone Horn Private Lessons                     | Course Change – title, components                        |
| 20. HIS 430 – Applied Teaching Methods for History and Social Science | Course Change – co-convene, title, description           |

**B. COLLEGE OF BUSINESS ADMINISTRATION**

- |  |  |
|--|--|
| 1. CIS 220– Programming Principles                     | Course Change – requisites, components                     |
| 2. CIS 310 – Database Analysis, Modeling, and Design   | Course Change – requisites                                 |
| 3. CIS 320 – Hardware and Operating Systems            | Course Change – requisites, components                     |
| 4. CIS 370 – Networks and Telecommunications           | Course Change – requisites, components                     |
| 5. CIS 410 – Advanced Database Concepts                | Course Change – title, description, requisites, components |
| 6. CIS 440 – Web Technology and Development            | Course Change – requisites, components                     |
| 7. CIS 460 – Advanced Topics in Information Technology | Course Change – requisites, components                     |
| 8. CIS 480 – Systems Analysis and Design               | Course Change – requisites, components                     |
| 9. CIS 490 – Development and Implementation            | Course Change – title, description, component, requisites  |

**C. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES**

- |   |  |
|---|--|
| 1. ANT 390 – Cultural Simulation: The Mars Mission      | Course Change – title, descrip, units, repeat rules, component |
| 2. ANT 390H- Cultural Simulation: The Mars Mission      | Course Change – title, descrip, units, repeat rules, component |
| 3. ANT 390L - Cultural Simulation: The Mars Mission Lab | Course Deletion  |
| 4. PRM 498 – Senior Seminar                             | Course Deletion  |
| 5. PRM 498C – Senior Seminar                            | Course Deletion  |
| 6. PL 407 – Planning of Public Lands                    | Course Change – units, requisites                              |

**D. CONSORTIUM OF PROFESSIONAL SCHOOLS AND COLLEGES**

- |  |                               |
|--|-------------------------------|
| 1. FOR 370 – Indigenous Knowledge: Ecological Implications | Course Change – requisites    |
| 2. FOR 382 – Ecological Restoration Applications           | Course Change – requisites    |
| 3. FOR 498 – Senior Seminar                                | Course Change – grading basis |

**E. COLLEGE OF ENGINEERING AND NATURAL SCIENCES**

- |   |   |
|---|---|
| 1. CS 126 – Intro to Computer Science             | Course Change – requisites              |
| 2. CS 126R – Intro to Computer Science Recitation | Course Change – description             |
| 3. CENE 480 – Environmental Transport Processes   | Course Change – description, co-convene |

**F. COLLEGE OF BUSINESS ADMINISTRATION**

- |  |               |
|--|---------------|
| 1. Certificate in Database Systems         | Plan Deletion |
| 2. Certificate in Web Development          | Plan Deletion |
| 3. Certificate in Business Systems Analyst | Plan Deletion |

**II. ACTION ITEMS****A. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES**

- |  |  |
|--|--|
| 1. JLS 340W – Science Writing                                | New Course   |
| 2. DIS 418 – Law of Disability Discrimination                | New Course- co-convene DIS 518                                 |
| 3. PRM 221 – Intro to Orienteering                           | New Course   |
| 4. PRM 222 – Search and Rescue Technician II & III           | New Course   |
| 5. PRM 223 – Intro to Technical Rescue                       | New Course   |
| 6. PRM 224 – Intro to Tracking                               | New Course   |
| 7. PRM 225 – Avalanche Safety Level I                        | New Course   |
| 8. PRM 432 – Intro to Multi-Day River Expedition Leadership  | New Course   |
| 9. PRM 450C – PRM Senior Seminar                             | New Course   |
| 10. PRMBSX   | Plan Change  |
| 11. PSY 405 – Clinical Psychology                            | Course Change – capstone                                       |
| 12. PSY 408 – Fieldwork Experience                           | Course Change – capstone                                       |
| 13. PSY 486C – Senior Capstone: Advanced Research Experience | New Course   |
| 14. PSY 490C – Senior Capstone                               | Course Change – units, title, grading, description, requisites |
| 15. BA Psychology  | Plan Change  |
| 16. BS Psychology  | Plan Change  |
| 17. BAILS Psychology   | Plan Change  |

18. PAS 330 – Adjudication Administration and Management	New Course
19. PAS 360 – Police and Community	New Course
20. B.A.S. Public Agency Service	Plan Change, Subplan Change
21. Bachelor of Interdisciplinary Studies, Emphasis in Administration of Justice	Plan Change, Subplan Change
22. ANT 340 – Music In Culture	New Course

#### B. COLLEGE OF ARTS AND LETTERS

1. MUS 161 – Diction for Singers I	Course Change – description, requisites
2. ARH 300W – Writing About Art	New Course
3. BA Art History	Plan Change
4. ART 373 – Jewelry/Metalsmithing Art Topics	New Course
5. ART 472 and 472C – Jewelry and Metalsmithing Exhibition	Course Change – repeat rules
6. BA Sculpture	Plan Change
7. BFA Ceramics	Plan Change
8. Retroactive Credit	
9. REL 300W – Method and Theory in the Study of Religion	New Course
10. BA Religious	Plan Change
11. TH 308- Theatre Education Practicum	New Course
12. TH 325 – Script Reading for Educational Settings	New Course
13. TH 425	New Course
14. BS Theatre Education	Plan Change
15. Theatre Education Minor	Plan Change
16. Asian Studies Minor	Plan Change
17. BS Interior Design	Plan Change
18. BMUS Vocal Performance	Plan Change

#### C. COLLEGE OF BUSINESS ADMINISTRATION

1. Certificate in Enterprise Systems	New Plan
2. Certificate in System and Administration and Security	New Plan
3. BSBA Computer Information Systems (Extended Major)	Plan Change
4. Minor in Economics	Plan Change
5. BAILS Enterprise and Society	Plan Change

#### D. CONSORTIUM OF PROFESSIONAL SCHOOLS

1. FOR 251 – Intro to Wildland Fire	New Course
2. FOR 351 – Fire Monitoring and Modeling	New Course
3. FOR 440 – Principles of Wood Science and Technology	New Course – co-convene FOR 540
4. FOR 443 – Ecology and Management of Introduced Species in Forests and Rangelands	New Course
5. FOR 451 – Fire Ecology and Management	New Course- co-convene FOR 551
6. BSF Forestry Extended Major	Subplan Change
7. BSF Forestry Extended Major	New Subplan
8. HA 494 – European Hospitality and Tourism	Course Change - requisites

9. HA 495 – European Food Service Mgt	Course Change – grading basis
10. BS HRM	Plan Change
11. BS International Hospitality Management	Plan Change

#### E. COLLEGE OF ENGINEERING AND NATURAL SCIENCES

1. EE 386 – Engineering Design: The Methods	Course Change- JLW, description, requisites
2. BSE Electrical Engineering	Plan Change
3. CM 302 – Professional Writing for Project Managers	Course Change – JLW
4. BS Construction Management	Plan Change
5. CENE 460 – Classical Open Channel Flow	New Course - co-convene CENE 560
6. CENE 462 – Water Quality Modeling	New Course – co-convene CENE 562
7. BSE Civil Engineering (Extended Major)	Plan Change
8. Minor in Civil Engineering	Plan Change
9. BSE Environmental Engineering Ext. Major	Plan Change
10. CS 345 – Principles of Database Systems	New Course
11. CS 413 – Virtual Worlds	New Course
12. CS 430 – Computer Graphics	New Course
13. CS 445 – Data Mining	New Course
14. BS Computer Science	Plan Change
15. BIO 471 – Microbial Ecology	Course Change- description
16. ENV 471 – Microbial Ecology	Course Change – description
17. GLG 306 – Marine Geology and the Evolution of Ocean Basins	New Course
18. GLG 307 – Oceanography	Course Change – number to 107, requisites
19. BSED Earth Science Education	Plan Change
20. Minor in Chemistry	Plan Change

#### F. GATEWAY STUDENT SUCCESS CENTER

1. USC 108 – Intro to the Biomedical Professions	New Course
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#### G. LIBERAL STUDIES PROGRAM

1. FS 111 – Science First Year Seminar	New Course
2. FS 121 - Aesthetic and Humanistic Inquiry First Year Seminar	New Course
3. FS 131 – Cultural Understanding First Year Seminar	New Course
4. FS 141 – Social and Political Worlds First Year Seminar	New Course

#### H. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

1. BIS Emphasis in Humanities and Emphasis in Public Agency Service	New Subplan
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#### I. Liberal Studies Approvals

CM 302W, ARH 300W, JLS 340W, STA 473C, NUR 450C

### III. DISCUSSION

#### A. Curriculum Review of University Course Lines

UNIVERSITY CURRICULUM COMMITTEE

January 30, 2007

MINUTES

**OLD BUSINESS**

**I. MINUTES OF THE January 16, 2007 MEETING** –approved as presented.

**Members Present:** J.Allen, M. Glass, J. Hagood, C. Hammersley, D. Hardy-Short, D. Koerner, K. Kozak, D. Li.,  
C. Medina, P. Pollak, D. Raymond, L. Robyn, D. Ruwe , G. Tallman, B. Urdang , B. Willis

**Members Absent:** E. Hill, C. Lee, B. Maris, E. Norgard

**NEW BUSINESS**

**I. CONSENT ITEMS**

**A. CONSORTIUM OF PROFESSIONAL SCHOOLS** – items 2,4,5,6,7,9,10, and 11 were moved to the Action agenda.

Remaining items approved as presented.

1. HS 471 – Health Issues of the Southwest	Course Change – description
2. NUR 190 – Transition Into Nursing	Course Change – number, requisites
3. NUR 195 – Pharmacology	Course Change – number, requisites
4. NUR 208 – Health-Illness Transitions in Chronic Illness	Course Change – requisite
5. NUR 211 – Developmental and Health-Illness Transitions of Child-Bearing and Child-Rearing Families	Course Change- units, requisites
6. NUR 212 – Transition: Acute Health-Illness	Course Change – requisites
7. NUR 302 – Baccalaureate Nursing Transitions	Course Change – units
8. NUR 307 – Nursing Assessment	Course Change – units, title
9. NUR 320 – Death and Dying	Course Change – units, title, description
10. NUR 350 – Family Nursing	Course Change – units, title, descrip, requisite
11. NUR 390 – Nursing Research	Course Change – title, descrip, requisites
12. NUR 427 – Public Health Nursing	Course Change - requisites

**B. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES** – both items moved to the Action agenda.

1. ES 391 – Special Topics in Ethnic Studies	Course Change – description, repeat rules
2. ES 391H – Special Topics in Ethnic Studies – Honors	Course Change – description, repeat rules

**C. COLLEGE OF ENGINEERING AND NATURAL SCIENCES** – items 1, 2 and 3 moved to the Action agenda.

Remaining items approved as presented.

1. BIO 345 – Plant Propagation	Course Change – title, descrip, component, requisite
2. BIO 284 – Botany	Course Change – units, descrip, component
3. BIO 284H – Botany – Honors	Course Change – units, descrip, component
4. EXS 490 – Musculoskeletal Exercise Testing and Prescription	Course Deletion
5. CENE 150 –Intro to Environmental Engineering	Course Change – descrip, requisites
6. CENE 450 – Geotechnical Evaluation and Design	Course Change – title, descrip, component
7. ENV 110 – Earth's Dynamic Atmospheric Environment	Course Change – title
8. ENV 120 – Perspectives in Environmental Science	Course Deletion

9. ENV 230 – Foundations of Environmental Science: Humans and the Environment Course Change – requisites

10. ENV 285 – Intermediate Environmental Lab Course Deletion

## II. ACTION ITEMS

### A. COLLEGE OF EDUCATION – all items approved as presented.

1. ETC 320 – Intro to Education Technologies New Course

2. ETC 450 – Integration of Technology in Education New Course

3. Teacher Education Admissions Plan Change

### B. CONSORTIUM OF PROFESSIONAL SCHOOLS – item 1 approved with change to P/F grading option. Remaining items approved as presented. All items approved for Fall 2007.

1. NUR 113 – Current Issues for Health Professions New Course

2. NUR 190 – Transition Into Nursing Course Change - number, requisites

3. NUR 208 – Health-Illness Transitions in Chronic Illness Course Change – requisite

4. NUR 211 – Developmental and Health-Illness Transitions of Child-Bearing and Child-Rearing Families Course Change- units, requisites

5. NUR 212 – Transition: Acute Health-Illness Course Change – requisites

6. NUR 214 – Introduction to Health Assessment New Course

7. NUR 302 – Baccalaureate Nursing Transitions Course Change – units

8. NUR 304 – Baccalaureate Nursing Role Development New Course

9. NUR 320 – Death and Dying Course Change- units, title, description

10. NUR 321 – Gerontology New Course

11. NUR 324 – Nursing Informatics New Course

12. NUR 325 – Genomics in Contemporary Nursing and Health Care New Course

13. NUR 329 – Introduction to U.S. Health Policy New Course

14. NUR 350 – Family Nursing Course Change – units, title, descrip, requisite

15. NUR 390 – Nursing Research Course Change – title, descrip, requisites

16. NUR 426 – Psychiatric/Mental Health Nursing Course Change – number, requisites

17. NUR 450C – Advanced Applied Nursing Course Change – units, title, description, component, requisite

18. NUR 451 – Preceptorship New Course

19. B.S. Nursing – accelerated option (extended major) Plan Change

20. B.S. Nursing (extended major) Plan Change

21. B.S.N. – Option for Registered Nurses (extended major) Plan Change

### C. COLLEGE OF ENGINEERING AND NATURAL SCIENCES – All items were approved with the following: items 1 and 2, FOR 311 in prerequisite change to 313; item 7 change to one option; item 10 change to #14; items 11 and 13 changes to

the prerequisites.

1. BIO 441 – Conservation Biology	New Course, cross list
2. ENV 440 – Conservation Biology	Course Change – cross listing, requisites
3. BIO 441L – Conservation Biology Lab	New Course, cross list
4. ENV 440L – Conservation Biology Lab	Course Change – description
5. BIO 301 – Science, Religion, and Reality	New Course
6. BIO 302 – Relevance of Science	New Course
7. Minor in Biology, Secondary Education	Plan Change
8. EXS 460 – Cardiopulmonary Exercise Testing and Prescription	Course Change – title, requisites
9. B.S. in Exercise Science	Plan Change
10. CENS 396 – International Engineering and Science Experience	New Course
11. ENV 326 – Ecology	New Course, cross list BIO 326
12. ENV 326L – Environmental Ecology Lab	New Course
13. BIO 326 – Ecology	Course Change –cross list ENV 326, descrip
14. ENV 330 – Environmental Ecology: Synthesis and Applications	Course Deletion
15. ENV 375 – Environmental Sciences of the San Juan River Basin	New Course
16. ENV 409 – Soil and Groundwater Bioremediation	New Course, cross list BIO 409
17. BIO 409 – Soil and Groundwater Bioremediation	Course Change- cross list ENV 409, descrip
18. B.S. Environmental Sciences	Plan Change
19. Physics and Mathematics (Merged Major)	Plan Change
20. BS Ed Physics: Secondary Education (extended major)	Plan Change
21. International Construction Management Certificate	Certificate Deletion
22. International Engineering Certificate	Certificate Deletion
23. International Engineering and Natural Science Certificate	New Certificate
24. BIO 345 – Plant Propagation	Course Change – title, descrip, component, requisite
25. BIO 284 – Botany	Course Change – units, descrip, component
26. BIO 284H – Botany – Honors	Course Change – units, descrip, component

**D. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES** – item 1 approved w/changes made to the form #14. Items 7, 9, 13, and 15 pulled by department. All other items approved as presented.

1. POS 456 – Topics in Global Environmental Politics	New Course
2. ES 100 – Introduction to Ethnic Studies	New Course
3. ES 391 – Special Topics in Ethnic Studies	Course Change – description, repeat rules
4. ES 391H – Special Topics in Ethnic Studies – Honors	Course Change – description, repeat rules
5. Minor in Ethnic Studies	Plan Change
6. B.A. Liberal Studies: Ethnic Studies (Extended Major)	Plan Change
7. PAS 330 –Adjudication Administration and Management	New Course
8. PAS 356 – Applied Program Planning and Evaluation	New Course
9. PAS 360 – Police and Community	New Course

<b>10. PAS 415 – Conflict Resolution and Mediation in the Public Sector</b>	<b>New Course</b>
<b>11. PAS 450 – Leadership Concepts, Skills, and Models in the Public Sector</b>	<b>New Course</b>
<b>12. Bachelor of Applied Science</b>	<b>Plan Change</b>
<b>13. B.A.S. Public Agency Service</b>	<b>Plan Change, Subplan Change</b>
<b>14. Bachelor of Interdisciplinary Studies</b>	<b>Plan Change</b>
<b>15. Bachelor of Interdisciplinary Studies, Emphasis in Administration of Justice</b>	<b>Plan Change, Subplan Change</b>
<b>16. Bachelor of Interdisciplinary Studies, Emphasis in Public Agency Service</b>	<b>Plan Change, Subplan Change</b>
<b>17. Bachelor of Interdisciplinary Studies, Emphasis in Fire Science</b>	<b>New Plan</b>
<b>E. Diversity – approved as presented.</b>	<b>ES 100 – US Ethnic, Summer 07</b>

**III. DISCUSSION**

**A. Curriculum Review of University Course Lines**



# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

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

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

Fall 2007

3. College CAL

4. Academic Unit ART

5. Current course subject/catalog number ART 150

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

**ART 150 TWO-DIMENSIONAL DESIGN FUNDAMENTALS (3)**

Studio course. Explores art elements and design principles applicable to all the visual arts, with an emphasis on two-dimensional organization and color theory. Prerequisite: ART 135 or International Student Group AHI

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

If yes, list course \_\_\_\_\_

Will this continue? \_\_\_\_\_

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

If required, for what academic plan/subplan? Studio Art Degrees

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

Won't affect catalogue copy so Nicole says no Plan change form required....

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

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

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

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

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

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

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

If revised, how should it be revised? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

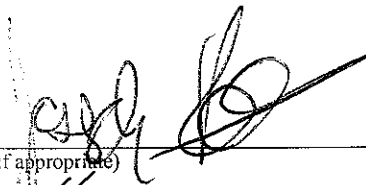
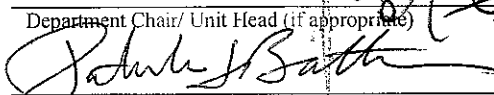
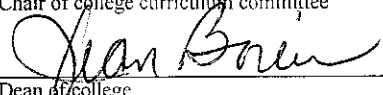
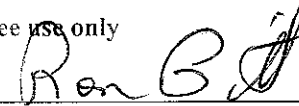
Only fill in what is changing.

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

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_
- c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
- d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
- e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
- f. Proposed long course title \_\_\_\_\_  
(max 100 characters including spaces)
- g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)
- h. Proposed catalog course description (max. 30 words, excluding requisites)
- i. Proposed grading option: Letter grade  Pass/Fail  or Both   
(If both, the course may only be offered one way for each respective section.)
- j. May course be repeated for additional units? yes  no   
j.1. If yes, maximum units allowed? \_\_\_\_\_  
j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
yes  no
- k. Please check ONE of the following that most appropriately describes the proposed course change(s):  
Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision
- l. Proposed prerequisites (must be completed before) \_\_\_\_\_  
**Dropping all prerequisites--ART 135 or International group prerequisites**
- m. Proposed corequisites (must be completed with) \_\_\_\_\_
- n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)  
Instructor consent  Department consent  No consent

12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.  
 The prerequisite is unnecessary and prevents students from taking 135 and 150 during their first semester, which is recommended in order to complete their Foundations courses during the freshman year. This was more a curriculum management tool than an actual necessary sequencing of classes. This will aid articulation.

**13. Approvals**

	11/07/06 Date
Department Chair/ Unit Head (if appropriate) 	11/21/06 Date
Chair of college curriculum committee 	11/27/06 Date
Dean of college	Date
<b>For Committee use only</b>	
	02/13/07 Date
For University Curriculum Committee	Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007
3. College CAL 4. Academic Unit ART
5. Current course subject/catalog number ART 300
6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog.*)  
**ART 300 CONTEMPORARY ART TRENDS (3)**  
Historical factors of this century leading to the development of the art of the present; the contemporary art world. AHI
7. Is course currently cross-listed or co-convened? yes  no   
If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_
8. Is course an elective?  or required for an academic plan/subplan?   
If required, for what academic plan/subplan? \_\_\_\_\_  
If required, also submit *Proposal for New Plan or Plan Change.*
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes \_\_\_\_\_ no   
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. Does this change affect community college articulation? yes  no   
If yes, explain how in the justification and provide supporting documentation from the affected institutions.
- Is the course a Common Course as defined by your Articulation Task Force? yes  no   
If yes, has the change been approved by the Articulation Task Force? yes  no
- If this course has been listed in the *Course Equivalency Guide*, should that listing be left as is,  or be revised?   
If revised, how should it be revised? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

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

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

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

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

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

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

h. Proposed catalog course description (max. 30 words, excluding requisites)  
Starting with Abstract Expressionism as background, this class focuses on art of the present and the development of contemporary trends"?

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

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

j.1. If yes, maximum units allowed? \_\_\_\_\_

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

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

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

l. Proposed prerequisites (must be completed before) \_\_\_\_\_

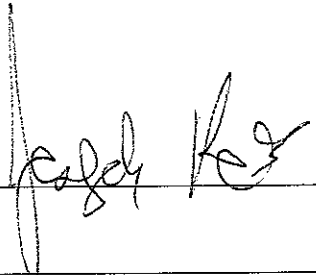
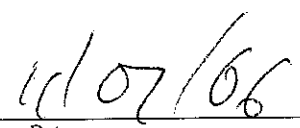

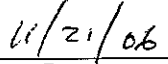
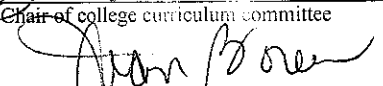
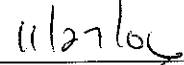
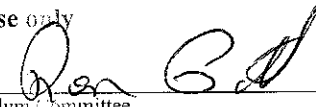
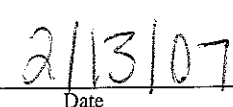
m. Proposed corequisites (must be completed with) \_\_\_\_\_

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

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

**There has been too much overlap with this class and what is offered in Art History—the “negotiated settlement” is that ART will teach mostly the work of living artists, starting in the 1960s and will overlap with Art History only in about a 20 year period—this will avoid duplication of content and better control offerings at Distance sites.**

**13. Approvals**

		
Department Chair/ Unit Head (if appropriate)		Date
		
Chair of college curriculum committee		Date
		
Dean of college		Date
<b>For Committee use only</b>		
		
For University Curriculum Committee		Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007
3. College Cal 4. Academic Unit SOA
5. Current course subject/catalog number ART 462C
6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).  
**ART 462C CERAMICS EXHIBITION (3)**  
Studio course. Independent studio activity culminating in an exhibition, a written statement, and an oral presentation directed and evaluated by a faculty committee. 5 hrs. studio.  
Prerequisite: ART 461 CAP
7. Is course currently cross-listed or co-convened? yes  no  X  
If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_
8. Is course an elective?  or required for an academic plan/subplan?  X  
If required, for what academic plan/subplan? BFA Ceramics  
**If required, also submit Proposal for New Plan or Plan Change.**
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no  X  
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. Does this change affect community college articulation? yes  no  X  
**If yes, explain how in the justification and provide supporting documentation from the affected institutions.**
- Is the course a Common Course as defined by your Articulation Task Force? yes  no  X  
**If yes, has the change been approved by the Articulation Task Force?** yes  no
- If this course has been listed in the Course Equivalency Guide, should that listing be left as is,  or be revised?   
If revised, how should it be revised? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.  
  
If information is remaining the same, leave the section blank.

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_

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

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

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

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

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

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

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

**ART 462C CERAMICS EXHIBITION (3)**

Studio course. Independent studio activity culminating in an exhibition, a written statement, and an oral presentation directed and evaluated by a faculty committee. 5 hrs. studio.

Prerequisite: ART 461 CAP. **May be repeated up to 6 units.** *for credit for a total of 6 units*

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

j. May course be repeated for additional units? yes x no   
6

j.1. If yes, maximum units allowed? \_\_\_\_\_

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

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

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

l. Proposed prerequisites (must be completed before) \_\_\_\_\_

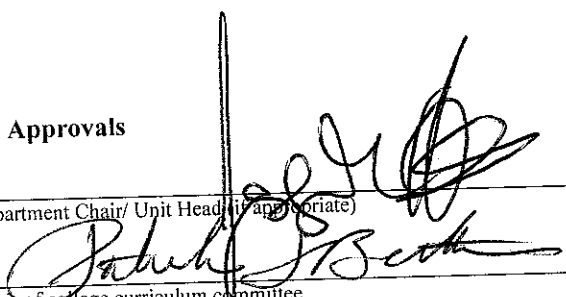
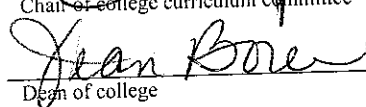
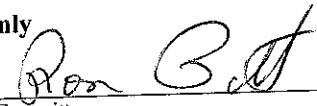
m. Proposed corequisites (must be completed with) \_\_\_\_\_



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

12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.  
 Art 462c should be made repeatable. A student should be able to take it twice if they choose to do so. The situation is that we sometimes have students who switch gears during the middle of their capstone experience and decide in consultation with us that they should wait and have their BFA exhibition the next semester. In the past we have always given these students an incomplete. We are mostly interested in doing this because it is good for the students. Their work (the quality of it) is what will open doors to graduate schools and get them residencies or jobs upon graduation.

**13. Approvals**

	12-5-06
Department Chair/ Unit Head (if appropriate)	Date
	12/5/06
Chair of college curriculum committee	Date
	12/5/06
Dean of college	Date
<b>For Committee use only</b>	
	2/13/07
For University Curriculum Committee	Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE DELETION

1. Course deletion effective at the **END** of what term and year?  
(ex. Spring 2008, Summer 2008) *See effective dates schedule.* Spring 2007
2. College CAL
3. Academic Unit MODL

4. Current course subject and catalog number FRE 430

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

FRE 430 LANGUAGE TEACHING METHODS (3)

Exploration and practice of various methods, techniques, and approaches in effective foreign-language teaching. For teaching majors and minors only. Department consent required. Prerequisite: FRE 403C and 404C

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

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

If yes, list course GER 430, SPA 430,  
LAN 430

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

If required, for what academic plan/subplan? BSEd French Sec. Education  
Minor French Sec. Education  
If required, also submit *Proposal for Plan Change.*

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

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

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

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

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

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

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

11. Justification for course deletion.

**LAN 430 will substitute for it. No more cross-listing under 4 different prefixes.**

**12. Approvals**

Department Chair/Unit Head (if appropriate)	<u>Edward Hood</u>	<u>11/7/06</u>
		Date
Chair of college curriculum committee	<u>Jane Bate</u>	<u>11/28/06</u>
		Date
Dean of college	<u>Jean Borew</u>	<u>11/27/06</u>
		Date
<b>For Committee use only</b>		
For University Curriculum Committee	<u>Ken Bell</u>	<u>2/13/07</u>
		Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE DELETION

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

Spring 2007

2. College CAL

3. Academic Unit MODL

4. Current course subject and catalog number SPA 430

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

SPA 430 LANGUAGE TEACHING METHODS (3) Explores various methods, techniques, and approaches in effective foreign language teaching. Includes peer teaching. For teaching majors and minors only. Prerequisite: SPA 404

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

7. Is course currently cross-listed or co-convened? yes  no   
If yes, list course GER 430, FRE 430, LAN 430

8. Is course an elective?  or required for an academic plan/subplan?   
BSEd Spanish Sec. Education  
BSEd Spanish Sec. Education (extended major)  
Minor Spanish Sec. Education  
If required, for what academic plan/subplan? \_\_\_\_\_  
If required, also submit *Proposal for Plan Change*.

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

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

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

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

11. Justification for course deletion.

**LAN 430 will substitute for it. No more cross-listing under 4 different prefixes.**

**12. Approvals**

Department Chair/Unit Head (if appropriate)	<u>Edward W Hood</u>	<u>11/7/06</u>
Chair of college curriculum committee	<u>Stacy J. Batten</u>	<u>11/28/06</u>
Dean of college	<u>Don Bore</u>	<u>11/27/06</u>
<b>For Committee use only</b>		
For University Curriculum Committee	<u>Ron Gill</u>	<u>2/13/07</u>

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE DELETION

1. Course deletion effective at the **END** of what term and year?  
(ex. Spring 2008, Summer 2008) *See effective dates schedule.* Spring 2007
2. College CAL 3. Academic Unit MODL
4. Current course subject and catalog number GER 430
5. Current catalog **title**, course **description**, and **units**. (*Copy and paste from current on-line academic catalog.*)
- GER 430 LANGUAGE TEACHING METHODS (2-3) Exploration and practice of various methods, techniques, and approaches in effective language teaching. For teaching majors and minors only. Department consent required. Prerequisite: GER 403
6. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
7. Is course currently cross-listed or co-convened? yes  no   
If yes, list course FRE 430, SPA 430, LAN 430
8. Is course an elective?  or required for an academic plan/subplan?   
If required, for what academic plan/subplan? BSEd German Sec. Education  
Minor German Sec. Education  
If required, also submit *Proposal for Plan Change*.
9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.)  
yes  no   
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. Does this change affect community college articulation? yes  no   
If yes, explain how in the justification and provide supporting documentation from the affected institutions.
- Is the course a Common Course as defined by your Articulation Task Force? yes  no   
If yes, has the change been approved by the Articulation Task Force? yes  no
- If this course is listed in the *Course Equivalency Guide*, should the listing be changed to departmental elective credit  OR changed to elective credit

11. Justification for course deletion.

**LAN 430 will substitute for it. No more cross-listing under 4 different prefixes.**

**12. Approvals**

Department Chair/Unit Head (if appropriate)	<u>Edward Hood</u>	<u>11/7/06</u>
		Date
Chair of college curriculum committee	<u>John J. Bate</u>	<u>11/28/06</u>
		Date
Dean of college	<u>John Bowen</u>	<u>11/27/06</u>
		Date
<b>For Committee use only</b>	<u>Ron B.</u>	<u>2/13/07</u>
For University Curriculum Committee		Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

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

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

Fall 2007

3. College CAL

4. Academic Unit MODL

5. Current course subject/catalog number LAN 430

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

LAN 430 LANGUAGE TEACHING METHODS (3)

Cross-listed under FRE 430, GER 430, NAV 430, and SPA 430. For teaching majors and minors only.  
Prerequisite: Admission to French (BSED) or German Secondary (BSED) or Spanish (BSED) or Spanish Secondary (BSED)

7. Is course currently cross-listed or co-convened? yes  no   
If yes, list course GER 430, FRE 430, SPA 430  
Will this continue? no

8. Is course an elective?  or required for an academic plan/subplan?   
BSEd French Secondary Education  
Minor French Secondary Education  
BSEd German Secondary Education  
Minor German Secondary Education  
BSEd Spanish Secondary Education  
BSEd Spanish Secondary Education  
(extended major)  
Minor Spanish Secondary Education  
If required, for what academic plan/subplan? Minor Spanish Secondary Education  
If required, also submit *Proposal for New Plan or Plan Change*.

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

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

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

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



**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

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

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

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

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

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

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

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

LAN 430 LANGUAGE TEACHING METHODS (3)

Exploration and practice of various methods, techniques, and approaches in effective foreign language teaching. Includes peer teaching. Taught in English. For secondary education (German, French, Spanish) majors and minors only.

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

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

j.1. If yes, maximum units allowed? \_\_\_\_\_

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

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

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

l. Proposed prerequisites (must be completed before) \_\_\_\_\_

m. Proposed corequisites (must be completed with) \_\_\_\_\_

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

Instructor consent

Department consent

No consent

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

**Combining all cross-listed 430 classes (GER, FRE, SPA, and LAN) under this one prefix necessitates a revised course description. Old wording of major and minor plans (old prerequisites) was not clear. This simplifies the MODL curriculum and thus makes it more transparent to our students.**

13. Approvals

*Edward Alford*

11/7/06

Department Chair/ Unit Head (if appropriate)

Date

*Patrick J. Bate*

11/28/06

Chair of college curriculum committee

Date

*Jean Breen*

11/27/06

Dean of college

Date

For Committee use only

*Ron Bell*

2/13/07

For University Curriculum Committee

Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

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

1. College CAL

2. Academic Unit MODL

3. Academic Plan Name B.S. Ed. French Secondary Education

4. Subplan (if applicable)? \_\_\_\_\_

5. Effective Date FALL 2007

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

7. For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the *current* on line academic catalog: (<http://www3.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>) Be sure you include all catalog text that pertains to this plan change

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

For New Plans, leave this column blank.

### MAJOR REQUIREMENTS

Complete the following 35 units:

- FRE 201, 202, 403C, and 404C (14 units) (or credit by exam for any of them)
- FRE 321, 405, 406, and **430** and LAN 435 (15 units) (You may substitute FRE 421 and 422 for FRE 405 and 406 with your advisor's consent.)
- FRE 303W or 304W, either of which meets NAU's junior writing requirement (3 units)
- 3 additional units of coursework in French, excluding FRE 101 and 102

### MAJOR REQUIREMENTS

Complete the following 35 units:

- FRE 201, 202, 403C, and 404C (14 units) (or credit by exam for any of them)
- FRE 321, 405, 406, and **LAN 430** and LAN 435 (15 units) (You may substitute FRE 421 and 422 for FRE 405 and 406 with your advisor's consent.)
- FRE 303W or 304W, either of which meets NAU's junior writing requirement (3 units)
- 3 additional units of coursework in French, excluding FRE 101 and 102

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

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

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

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

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

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

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

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

- a) *Create with language to express meanings orally on concrete topics relating to work, school, home, and leisure activities using all major time frames (present, past, and future). They can interact with native speakers unaccustomed to dealing with non-natives, and handle complicated or unexpected communicative tasks. (Speaking skills)*
- b) *Create with language to express meanings in written form about familiar topics using the major time frames (present, past, and future) with some control of aspect. Their written messages allow them to interact with natives not used to the writing of non-natives, and meet basic work and/or academic writing needs (e.g., narratives, descriptions, summaries, research papers). (Writing skills)*
- c) *Identify and use main ideas and details from connected aural discourse involving description and narration in different time frames or aspects, and about a variety of topics beyond the immediacy of the situation for communicative purposes. (Listening skills)*
- d) *Identify and use main ideas and details from authentic, connected, longer written texts involving description and narration in different formats (e.g., short stories, novels, news items, simple technical material) about a variety of topics for communicative purposes. (Reading skills)*
- e) *Recognize, investigate, and produce French written or oral discourse communicating findings about historical and contemporary issues important to life in Francophone countries.*
- f) *Analyze the socio-historical context, language, themes, and structure of classic and contemporary literary texts.*

*Learning outcomes for the B.S. French Secondary Education: In addition to the learning outcomes previously outlined, the following outcomes are more specific to the B.S. in French Secondary Education. At the end of the B.S. French Secondary Education program, the students will be able to:*

- g) *Identify, investigate, and evaluate the effectiveness of various language acquisition models.*
- h) *Identify the goal areas and standards for foreign language learning, and show how these standards can be integrated into language instruction.*
- i) *Develop instructional and assessment practices that reflect their understanding of language acquisition at different levels and the goal areas and standards for foreign language learning.*

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

The old FRE 430 was always cross-listed with GER 430, SPA 430, and LAN 430. Offering 430 under one prefix only (LAN)—instead of four—will make the MODL course offerings and degree plans more transparent to students and streamline our scheduling of classes.

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

N/A

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

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

Yes, other MODL plans; plan change forms all submitted concurrently.

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

Yes.

Certifications

Edwards Hood 11/7/06  
Department Chair/ Unit Head (if appropriate) Date

Patricia J. Bell 11/28/06  
Chair of college curriculum committee Date

Jan Bowen 11/27/06  
Dean of college Date

For committee use only

Ron Bell 2/13/07  
For University Curriculum Committee Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

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

1. College CAL 2. Academic Unit MODL

3. Academic Plan Name Minor French Secondary Education

4. Subplan (if applicable)? \_\_\_\_\_

5. Effective Date FALL 2007

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

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

*For New Plans, leave this column blank.*

For this minor, complete the following 20 units:

- FRE 201, 202, 303W, 304W, and 403C (17 units) (or credit by exam for any of them)
- **FRE 430** (3 units)

You may also be required to take FRE 404C to develop your language skills.

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

For this minor, complete the following 20 units:

- FRE 201, 202, 303W, 304W, and 403C (17 units) (or credit by exam for any of them)
- **LAN 430** (3 units)

You may also be required to take FRE 404C to develop your language skills.

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

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

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

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

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

- b. indicate admission to a major.
- c. will not be used.

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

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

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

**N/A (minor plan)**

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

The old FRE 430 was always cross-listed with GER 430, SPA 430, and LAN 430. Offering 430 under one prefix only (LAN)—instead of four—will make the MODL course offerings and degree plans more transparent to students and streamline our scheduling of classes.

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

N/A

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


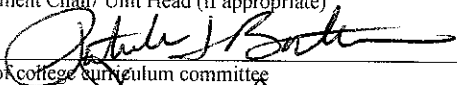
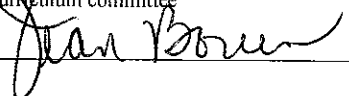
If so, attach supporting documentation from the affected departments/units and college dean.

Yes, other MODL plans; plan change forms all submitted concurrently.


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

Yes.

**Certifications**

	11/7/06
Department Chair/ Unit Head (if appropriate)	Date
	11/29/06
Chair of college curriculum committee	Date
	11/27/06
Dean of college	Date

**For committee use only**

	2/13/07
For University Curriculum Committee	Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

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

1. College CAL 2. Academic Unit MODL

3. Academic Plan Name B.S. Ed. Spanish Secondary Education 4. Subplan (if applicable)? \_\_\_\_\_

5. Effective Date FALL 2007

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



7.

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

(<http://www4.nau.edu/aiio/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

Complete the following 30 units of upper-division Spanish courses:

- SPA 303 (or credit by exam) (3 units)
- one of SPA 304W, 311W, or 312W, any of which meets NAU's junior writing requirement (3 units)
- SPA 321 or 322 (3 units)
- one of SPA 340, 360, or 460C (3 units)
- one of SPA 351, 352, or 353 (3 units)
- SPA 404 (or credit by exam) (3 units)
- SPA 405 and 406 (6 units)
- **SPA 430** and LAN 435 (6 units)

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

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

### MAJOR REQUIREMENTS

Complete the following 30 units of upper-division Spanish courses:

- SPA 303 (or credit by exam) (3 units)
- one of SPA 304W, 311W, or 312W, any of which meets NAU's junior writing requirement (3 units)
- SPA 321 or 322 (3 units)
- one of SPA 340, 360, or 460C (3 units)
- one of SPA 351, 352, or 353 (3 units)
- SPA 404 (or credit by exam) (3 units)
- SPA 405 and 406 (6 units)
- **LAN 430** and LAN 435 (6 units)

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

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

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

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

- a. verify satisfactory completion of a non course requirement.
- b. indicate admission to a major.
- 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>).

- a) Create with language to express meanings orally on concrete topics relating to work, school, home, and leisure activities using all major time frames (present, past, and future). They can interact with native speakers unaccustomed to dealing with non-natives, and handle complicated or unexpected communicative tasks. (Speaking skills)
- b) Create with language to express meanings in written form about familiar and academic topics using the major time frames (present, past, and future) with some control of aspect. Their written messages allow them to interact with natives not used to the writing of non-natives, and meet basic work and/or academic writing needs (e.g., narratives, descriptions, summaries, research papers). (Writing skills)
- c) Identify and use main ideas and details from connected aural discourse involving description and narration in different time frames or aspects, and about a variety of topics beyond the immediacy of the situation for communicative purposes. (Listening skills)
- d) Identify and use main ideas and details from authentic, connected, longer written texts involving description and narration in different formats (e.g., short stories, novels, news items, simple technical material) about a variety of topics for communicative purposes. (Reading skills)
- e) Recognize, investigate, and produce Spanish written or oral discourse communicating findings about historical and contemporary issues important to life in Spanish-speaking countries.
- f) Analyze the socio-historical context, language, themes, and structure of classic and contemporary literary texts.

*Learning outcomes for the B.S. Spanish Secondary Education: In addition to the learning outcomes previously outlined, the following outcomes are more specific to the B.S. in Spanish Secondary Education. At the end of the B.S. Spanish Secondary Education program, the students will be able to:*

- g) Analyze the structure and use of the language at the sound, word, and sentence level.
- h) Summarize different linguistic features observed in different Spanish dialects in terms of historical change, geographical location and social variables.
- i) Identify, investigate, and evaluate the effectiveness of various language acquisition models.
- j) Identify the goal areas and standards for foreign language learning, and show how these standards can be integrated into language instruction.
- k) Develop instructional and assessment practices that reflect their understanding of language acquisition at different levels and the goal areas and standards for foreign language learning.

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

**The old SPA 430 was always cross-listed with FRE 430, GER 430, and LAN 430. Offering 430 under one prefix only (LAN) instead of the 4 previous ones will make the MODL course offerings and degree plans more transparent to students and streamline our scheduling of classes.**

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

N/A

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

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

**Yes, other MODL plans; plan change forms all submitted concurrently.**

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

Yes.

**Certifications**

Edward W Hood

11/7/06

Department Chair/ Unit Head (if appropriate)

Date

*[Signature]*

11/28/06

Chair of college curriculum committee

Date

*[Signature]*

11/27/06

Dean of college

Date

**For committee use only**

Ron B.H.

2/13/07

For University Curriculum Committee

Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

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

1. College CAL

2. Academic Unit MODL

3. Academic Plan Name B.S. Ed. Spanish Secondary Education (extended major)

4. Subplan (if applicable)? \_\_\_\_\_

5. Effective Date FALL 2007

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

New Plan

Plan Change

Plan Deletion

New Subplan

Subplan Change

Subplan Deletion

7.

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

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

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

For New Plans, leave this column blank.

### MAJOR REQUIREMENTS

Complete the following 30 units of upper-division Spanish courses:

- SPA 303 (or credit by exam) (3 units)
- one of SPA 304W, 311W, or 312W, any of which meets NAU's junior writing requirement (3 units)
- SPA 321 or 322 (3 units)
- one of SPA 340, 360, or 460C (3 units)
- one of SPA 351, 352, or 353 (3 units)
- SPA 404 (or credit by exam) (3 units)
- SPA 405 and 406 (6 units)
- **SPA 430** and LAN 435 (6 units)

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

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

### MAJOR REQUIREMENTS

Complete the following 30 units of upper-division Spanish courses:

- SPA 303 (or credit by exam) (3 units)
- one of SPA 304W, 311W, or 312W, any of which meets NAU's junior writing requirement (3 units)
- SPA 321 or 322 (3 units)
- one of SPA 340, 360, or 460C (3 units)
- one of SPA 351, 352, or 353 (3 units)
- SPA 404 (or credit by exam) (3 units)
- SPA 405 and 406 (6 units)
- **LAN 430** and LAN 435 (6 units)

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

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

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

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

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

\*\*A *Milestone* is used to record noncourse requirements, such as the FIRM 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>).

- a) Create with language to express meanings orally on concrete topics relating to work, school, home, and leisure activities using all major time frames (present, past, and future). They can interact with native speakers unaccustomed to dealing with non-natives, and handle complicated or unexpected communicative tasks. (Speaking skills)
- b) Create with language to express meanings in written form about familiar and academic topics using the major time frames (present, past, and future) with some control of aspect. Their written messages allow them to interact with natives not used to the writing of non-natives, and meet basic work and/or academic writing needs (e.g., narratives, descriptions, summaries, research papers). (Writing skills)
- c) Identify and use main ideas and details from connected aural discourse involving description and narration in different time frames or aspects, and about a variety of topics beyond the immediacy of the situation for communicative purposes. (Listening skills)
- d) Identify and use main ideas and details from authentic, connected, longer written texts involving description and narration in different formats (e.g., short stories, novels, news items, simple technical material) about a variety of topics for communicative purposes. (Reading skills)
- e) Recognize, investigate, and produce Spanish written or oral discourse communicating findings about historical and contemporary issues important to life in Spanish-speaking countries.
- f) Analyze the socio-historical context, language, themes, and structure of classic and contemporary literary texts.

*Learning outcomes for the B.S. Spanish Secondary Education: In addition to the learning outcomes previously outlined, the following outcomes are more specific to the B.S. in Spanish Secondary Education. At the end of the B.S. Spanish Secondary Education program, the students will be able to:*

- g) Analyze the structure and use of the language at the sound, word, and sentence level.
- h) Summarize different linguistic features observed in different Spanish dialects in terms of historical change, geographical location and social variables.
- i) Identify, investigate, and evaluate the effectiveness of various language acquisition models.
- j) Identify the goal areas and standards for foreign language learning, and show how these standards can be integrated into language instruction.
- k) Develop instructional and assessment practices that reflect their understanding of language acquisition at different levels and the goal areas and standards for foreign language learning.

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

**The old SPA 430 was always cross-listed with FRE 430, GER 430, and LAN 430. Offering 430 under one prefix only (LAN) instead of the 4 previous ones will make the MODL course offerings and degree plans more transparent to students and streamline our scheduling of classes.**

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

**N/A**

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

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

**Yes, other MODL plans; plan change forms all submitted concurrently.**

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

**Yes.**

**Certifications**

Edward W Hood

11/7/06

Department Chair/ Unit Head (if appropriate)

Date

John Baker

11/28/06

Chair of college curriculum committee

Date

Jean Bowen

11/27/06

Dean of college

Date

**For committee use only**

Ron Pitt

2/13/07

For University Curriculum Committee

Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

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

1. College CAL

2. Academic Unit MODL

3. Academic Plan Name Minor Spanish Secondary Education

4. Subplan (if applicable)? \_\_\_\_\_

5. Effective Date FALL 2007

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

Plan Change  Plan Deletion

New Subplan

Subplan Change

Subplan Deletion

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

*For New Plans, leave this column blank.*

To complete this minor, take at least 20 units of Spanish coursework with an overall grade point average of B or better. Of these units:

- 20 units must be in SPA courses at the 200 level or above
- at least 12 units must be at the 300 level or above, including **SPA 430**
- at least 6 units must be in classroom courses (You may count no more than 14 units of credit by exam toward this minor.)

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

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

To complete this minor, take at least 20 units of Spanish coursework with an overall grade point average of B or better. Of these units:

- 20 units must be in SPA courses at the 200 level or above
- at least 12 units must be at the 300 level or above, including **LAN 430**
- at least 6 units must be in classroom courses (You may count no more than 14 units of credit by exam toward this minor.)



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

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

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

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

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

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

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

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

N/A (minor plan)

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

The old SPA 430 was always cross-listed with FRE 430, GER 430, and LAN 430. Offering 430 under one prefix only (LAN) instead of the 4 previous ones will make the MODL course offerings and degree plans more transparent to students and streamline our scheduling of classes.

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

N/A

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

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

Yes, other MODL plans; plan change forms all submitted concurrently.

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

Yes.

Certifications

*Edward W Hood*

11/2/06

Department Chair/ Unit Head (if appropriate)

Date

*John J. Bost*

11/23/06

Chair of college curriculum committee

Date

*Jean Bowen*

11/27/06

Dean of college

Date

For committee use only

*Don G. A.*

2/13/07

For University Curriculum Committee

Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

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

1. College CAL

2. Academic Unit MODL

3. Academic Plan Name B.S. Ed. German Secondary Education

4. Subplan (if applicable)? \_\_\_\_\_

5. Effective Date FALL 2007

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

Plan Change  Plan Deletion

New Subplan

Subplan Change

Subplan Deletion

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

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

*For New Plans, leave this column blank.*

### MAJOR REQUIREMENTS

Complete the following 35 units, with at least one course that focuses heavily on writing.

- GER 201, 202, 303, 403, and 404 (17 units) (or credit by exam for any of them)
- GER 304W, which meets NAU's junior writing requirement (3 units)
- GER 321 and **430** and LAN 435 (9 units)
- one of GER 409, 410, 411, or 412 (3 units)
- one of GER 405 or 406C or HIS 360 (3 units)

### MAJOR REQUIREMENTS

Complete the following 35 units, with at least one course that focuses heavily on writing.

- GER 201, 202, 303, 403, and 404 (17 units) (or credit by exam for any of them)
- GER 304W, which meets NAU's junior writing requirement (3 units)
- GER 321 and **LAN 430** and LAN 435 (9 units)
- one of GER 409, 410, 411, or 412 (3 units)
- one of GER 405 or 406C or HIS 360 (3 units)

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

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

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

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

- a. verify satisfactory completion of a non course requirement.
- b. indicate admission to a major.
- 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>).

a) Create with language to express meanings orally on concrete topics relating to work, school, home, and leisure activities using all major time frames (present, past, and future). They can interact with native speakers unaccustomed to dealing with non-natives, and handle complicated or unexpected communicative tasks. (Speaking skills)

b) Create with language to express meanings in written form about familiar topics using the major time frames (present, past, and future) with some control of aspect. Their written messages allow them to interact with natives not used to the writing of non-natives, and meet basic work and/or academic writing needs (e.g., narratives, descriptions, summaries, research papers). (Writing skills)

c) Identify and use main ideas and details from connected aural discourse involving description and narration in different time frames or aspects, and about a variety of topics beyond the immediacy of the situation for communicative purposes. (Listening skills)

d) Identify and use main ideas and details from authentic, connected, longer written texts involving description and narration in different formats (e.g., short stories, novels, news items, simple technical material) about a variety of topics for communicative purposes. (Reading skills)

e) Recognize, investigate, and produce German written or oral discourse communicating findings about historical and contemporary issues important to life in German-speaking countries.

f) Analyze the socio-historical context, language, themes, and structure of classic and contemporary literary texts.

*Learning outcomes for the B.S. German Secondary Education: In addition to the learning outcomes previously outlined, the following outcomes are more specific to the B.S. in German Secondary Education. At the end of the B.S. German Secondary Education program, the students will be able to:*

g) Identify, investigate, and evaluate the effectiveness of various language acquisition models.

h) Identify the goal areas and standards for foreign language learning, and show how these standards can be integrated into language instruction.

i) Develop instructional and assessment practices that reflect their understanding of language acquisition at different levels and the goal areas and standards for foreign language learning.

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

The old GER 430 was always cross-listed with FRE 430, SPA 430, and LAN 430. Offering 430 under one prefix only (LAN) instead of the 4 previous ones will make the MODL course offerings and degree plans more transparent to students and streamline our scheduling of classes.

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

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?  
If so, attach supporting documentation from the affected departments/units and college dean.

**Yes, other MODL plans; plan change forms all submitted concurrently.**

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

**Yes.**

Certifications	<u>Edward Hood</u>	<u>11/7/06</u>
Department Chair/ Unit Head (if appropriate)	<u>John Bate</u>	<u>11/28/06</u>
Chair of college curriculum committee	<u>Jan Hauer</u>	<u>11/27/06</u>
Dean of college		<u>                    </u>

**For committee use only**

	<u>Ron Bate</u>	<u>2/13/07</u>
For University Curriculum Committee		Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

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

1. College CAL 2. Academic Unit MODL
3. Academic Plan Name Minor German Secondary Education 4. Subplan (if applicable)? \_\_\_\_\_
5. Effective Date FALL 2007
6. Is this proposal for a :  New Plan  Plan Change  Plan Deletion  
*(Please refer to Plan and Subplan definitions)*  New Subplan  Subplan Change  Subplan Deletion

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

*For New Plans, leave this column blank.*

- For this minor, complete the following 20 units:
- GER 201, 202, 303, 304W, and 403 (17 units) (or credit by exam for any of them)
  - **GER 430** (3 units)

You may also be required to take GER 404 to develop your language skills.

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

- For this minor, complete the following 20 units:
- GER 201, 202, 303, 304W, and **403** (17 units) (or credit by exam for any of them)
  - **LAN 430** (3 units)

You may also be required to take GER 404 to develop your language skills.

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

9. For undergraduate plans, will a milestone\*\* be used to:  
 a. verify satisfactory completion of a non course requirement.

- b. indicate admission to a major.
- c. will not be used.

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

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

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

N/A (minor plan)

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.  
**The old GER 430 was always cross-listed with FRE 430, SPA 430, and LAN 430. Offering 430 under one prefix only (LAN) instead of the 4 previous ones will make the MODL course offerings and degree plans more transparent to students and streamline our scheduling of classes.**

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

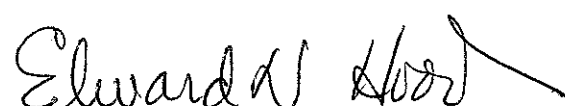
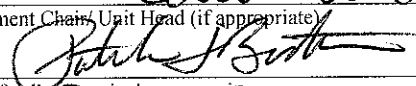
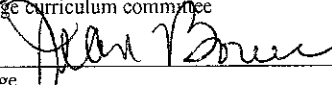
13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?

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


**Yes, other MODL plans; plan change forms all submitted concurrently.**

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

Yes.

Certifications		11/7/06
Department Chair/ Unit Head (if appropriate)		Date
		11/28/06
Chair of college curriculum committee		Date
		11/27/04
Dean of college		Date

**For committee use only**

	2/13/07
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 COURSE CHANGE

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

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

3. College CAL 4. Academic Unit MUSIC

5. Current course subject/catalog number MUS 162

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

**MUS 162 DICTION FOR SINGERS II (1)**  
English, French, and Spanish.

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

If yes, list course

Will this continue? \_\_\_\_\_

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

**B. MUSIC EDUCATION: Choral and**

If required, for what academic plan/subplan? MUSIC EDUCATION: Vocal Performance

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

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

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

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

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

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

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

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

If revised, how should it be revised? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_

Only fill in what is changing.

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

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

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

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

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

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

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

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

**German and French diction for singers**

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

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

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

j.1. If yes, maximum units allowed? \_\_\_\_\_

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

yes  no

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

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

Seminar  Field Studies  Independent Study  Activity  Supervision

**MUS 161, Acceptance into either B. MUSIC PERFORMANCE: Vocal or B. MUSIC EDUCATION: Choral degree plans**

l. Proposed prerequisites (must be completed before)

m. Proposed corequisites (must be completed with)

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

Instructor consent  Department consent  No consent



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

We wish to change and modernize the curriculum to reflect what is appropriate and will be the most useful for the students while studying solo singing at the university, as well as after they graduate. The most useful diction for students to study is in the languages of English, Italian, (which are taught in the first semester), German and French. It is appropriate to teach German and French in the second semester.

No prerequisite is listed in the course description, which has caused confusion with BA majors wanting to take the course, as well as students who are not even music majors. The proposed prerequisite will alleviate this confusion.

13/ Approvals

*Yadd E. Sullivan*

Department Chair/ Unit Head (if appropriate)

*11/13/06*

Date

*Patrick J. Batt*

Chair of college curriculum committee

*11/29/06*

Date

*Jean Breen*

Dean of college

*11/27/06*

Date

For Committee use only

*Don B. J.*

*2/13/07*

For University Curriculum Committee

Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this course a Liberal Studies Course?      yes       no
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule.      Fall  
~~Spring 2008~~
3. College      CAL      4. Academic Unit      PHI

5. Current course subject/catalog number      PHI 110

6. Current catalog title, course description, and units. (Cut and paste from current on-line academic catalog).  
**GLOBAL PHILOSOPHY: ORIGINS (3)**

**Reading and critical analysis of texts defining the global origins of philosophy, including African, Asian, European, and Native American culture. AHI**

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

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

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

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

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

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

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

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

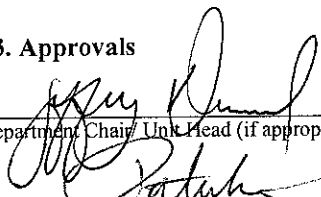
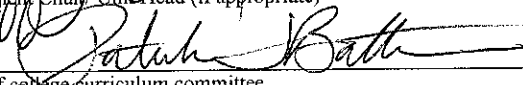
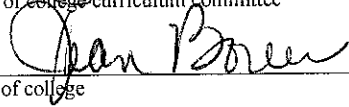
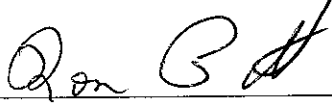


11. a. Proposed course subject /catalog number PHI 150 b. Proposed units 3
- c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
- d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(must be approved by UGC before UCC)
- e. Proposed to cross-list with \_\_\_\_\_
- f. Proposed long course title Philosophies of the World  
(max 100 characters including spaces)
- g. Proposed short course title Philosophies of the World  
(max 30 characters including spaces)
- h. Proposed catalog course description (max. 30 words, excluding requisites)  
**Reading and critical analysis of texts defining the global origins of philosophy, including African, Asian, European, and Native American culture. AHI**
- i. Proposed grading option: Letter grade  Pass/Fail  or Both   
*(If both, the course may only be offered one way for each respective section.)*
- j. May course be repeated for *additional* units? yes  no   
j.1. If yes, maximum units allowed? \_\_\_\_\_  
j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
yes  no   
11j.2.i. If yes, max units/term \_\_\_\_\_
- k. Please check **ONE** of the following that most appropriately describes the proposed course change(s):
- k.i. Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision
- k.ii. In addition to the above, it will also be taught: Web  ITV  Hybrid Web  Hybrid ITV
- l. Proposed prerequisites (must be completed before) None
- m. Proposed corequisites (must be completed with) None
- n. If course has no requisites, will all sections of the course require: (check only one)  
Instructor consent  Academic unit consent  No consent

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

**Name/number change. The course change of name and number make it clear to the student that it is parallel to another offering in CAL, REL 150 Religions of the World. Informal focus groups indicates that students have some difficulty inferring the course content from the course title.**

**13. Approvals**

	1/16/07
Department Chair/ Unit Head (if appropriate)	Date
	1-16-07
Chair of college curriculum committee	Date
	1/17/07
Dean of college	Date
<b>For Committee use only</b>	
	2/13/07
For University Curriculum Committee	Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course?      Liberal Studies       Diversity       Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) *See effective dates schedule.*      Fall 2007
3. College Arts and Letters      4. Academic Unit Theatre
5. Current course subject/catalog number      TH 315
6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).  
**TH 315 INTRODUCTION TO CREATIVE DRAMATICS (3)**  
**Development and use of creative dramatics in the K-8 classroom and production.**
7. Is course currently cross-listed or co-convened?      yes       no   
If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_
8. Is course an elective?            or required for an academic plan/subplan?        
If required, for what academic plan/subplan? \_\_\_\_\_  
If required, also submit *Proposal for New Plan or Plan Change*.
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.)      yes       no   
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. Does this change affect community college articulation?      yes       no   
If yes, explain how in the justification and provide supporting documentation from the affected institutions.
- Is the course a Common Course as defined by your Articulation Task Force?      yes       no   
If yes, has the change been approved by the Articulation Task Force?      yes       no
- If this course has been listed in the *Course Equivalency Guide*, should that listing  
be left as is,       or be revised?   
If revised, how should it be revised? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

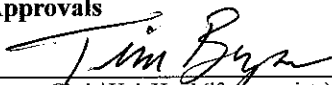
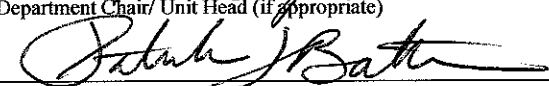
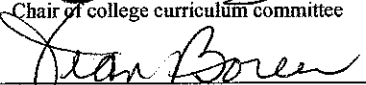

Only fill in what is changing.

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

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

12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.  
**Change in title and course description demonstrates current approaches to the field of educational drama.**

**13. Approvals**

	11/21/06
Department Chair/ Unit Head (if appropriate)	Date
	12/05/06
Chair of college curriculum committee	Date
	12/15/06
Dean of college	Date
<b>For Committee use only</b>	
	2/13/07
For University Curriculum Committee	Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007
3. College Arts and Letters 4. Academic Unit Theatre
5. Current course subject/catalog number TH 345
6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog.*)  
**TH 345 INTRODUCTION TO CHILDREN'S THEATRE (3)**  
Dramatic production for young audiences.
7. Is course currently cross-listed or co-convened? yes  no   
If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_
8. Is course an elective?  or required for an academic plan/subplan?   
If required, for what academic plan/subplan? \_\_\_\_\_  
If required, also submit *Proposal for New Plan or Plan Change*.
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no   
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. Does this change affect community college articulation? yes  no   
If yes, explain how in the justification and provide supporting documentation from the affected institutions.
- Is the course a Common Course as defined by your Articulation Task Force? yes  no   
If yes, has the change been approved by the Articulation Task Force? yes  no
- If this course has been listed in the *Course Equivalency Guide*, should that listing be left as is,  or be revised?   
If revised, how should it be revised? \_\_\_\_\_



**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

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

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

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

**A change in the title of the course demonstrates the current approach to the field of theatre for youth.**

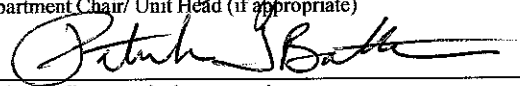
**13. Approvals**



11/21/06

Department Chair/ Unit Head (if appropriate)

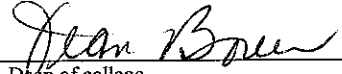
Date



12/05/06

Chair of college curriculum committee

Date



12/05/06

Dean of college

Date

**For Committee use only**



2/13/07

For University Curriculum Committee

Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

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

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

Summer 2007  
~~Spring 2007 or earliest available semester~~

3. College Arts and Letters

4. Academic Unit School of Music

5. Current course subject/catalog number Baritone Horn Private Lessons/various numbers (see attached)

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

**MUP 1/2/3/4/5/630 Baritone Horn Private Lessons (1). May be repeated for up to 5 hours of credit. Also see attached.**

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

If yes, list course \_\_\_\_\_

Will this continue? \_\_\_\_\_

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

If required, for what academic plan/subplan? \_\_\_\_\_

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

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

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

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

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

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

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

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

If revised, how should it be revised? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

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



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

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

**The current instrument designation of "baritone horn" is mostly antiquated. Its lone usage, sometimes in the context of marching band, does not reflect the broad training in serious solo and ensemble performance that the School of Music provides.**

**13. Approvals**

*[Signature]*

11/20/06

Department Chair/ Unit Head (if appropriate)

Date

*[Signature]*

October 17, 2006

Chair of college curriculum committee

Date

*[Signature]*

11/27/06

Dean of college

Date

**For Committee use only**

*[Signature]*

2/13/07

For University Curriculum Committee

Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

COURSE #	CURRENT TITLE	PROPOSED TITLE
MUP 130	Baritone Horn Private Lessons	Euphonium Private Lessons
MUP 230	Baritone Horn Private Lessons	Euphonium Private Lessons
MUP 330	Baritone Horn Private Lessons	Euphonium Private Lessons
MUP 430	Baritone Horn Private Lessons	Euphonium Private Lessons
MUP 530	Baritone Horn Private Lessons	Euphonium Private Lessons
MUP 630	Baritone Horn Private Lessons	Euphonium Private Lessons

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both   
Neither

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

3. College CAL 4. Academic Unit HIS

5. Current course subject/catalog number HIS 430

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

**HIS 430 APPLIED TEACHING METHODS FOR HISTORY AND SOCIAL SCIENCE (3)**  
Required of all secondary education majors preparing to teach history and social sciences; you normally enroll during the semester before student teaching. Instruction includes a combination of traditional tutorial and field-based experiences. You will immediately apply the methods content in classroom situations provided during student teaching.

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

If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_

8. Is course an elective?  or required for an academic plan/subplan?   
**HISBSEDX (No change to any existing  
plan/subplan or catalog plan/subplan  
language will occur with this course  
change.)**

If required, for what academic plan/subplan? \_\_\_\_\_  
**If required, also submit *Proposal for New Plan or Plan Change*.**

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

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

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

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

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

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

If revised, how should it be revised? TCHNG MTHDS HIST/SOCSCI

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

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

Only fill in what is changing.  
  
If information is remaining the same, leave the section blank.

d. Proposed to co-convene with HIS 530 Date approved by UGC TBA  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

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

f. Proposed long course title TEACHING METHODS FOR HISTORY AND SOCIAL SCIENCES  
(max 100 characters including spaces)

g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces) TCHNG MTHDS HIST/SOCSCI

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

**Examines curricular, methodological, and philosophical issues surrounding the teaching of history and the social sciences. Required of all secondary education majors preparing to teach history and the social sciences. Normally completed in the semester before student teaching.**

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

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

j.1. If yes, maximum units allowed? \_\_\_\_\_

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

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

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

l. Proposed prerequisites (must be completed before) \_\_\_\_\_

m. Proposed corequisites (must be completed with) \_\_\_\_\_

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



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

This proposal is motivated by three developments.

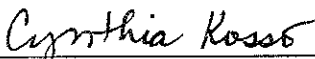
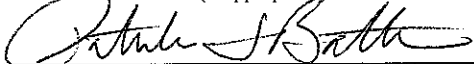
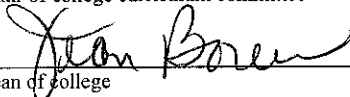

**1. House cleaning. The present catalog title and description has not matched the current course since the departure of Dr. Dave Strate in 1997. Department and student assessments have consistently supported the current course.**

**2. The updated course title and description accompany course changes that have been dictated to the history department by a Specialized Professional Association (SPA) of the National Council for Accreditation of Teacher Education (NCATE).**

**3. The new course title and description accompany a proposal to create a co-convened graduate-level version of the course (HIS 530), which will be more complimentary with the College of Education's M.Ed. Secondary Education Certification Emphasis. The new course also accedes to NCATE requirements. Under NCATE, graduate students who gain certification must complete at least two "content-area" courses at the graduate level.**

**A note of support from the College of Education accompanies this proposal.**

13. Approvals

	1-08-07
Department Chair/Unit Head (if appropriate)	Date
	1-16-07
Chair of college curriculum committee	Date
	1-16-07
Dean of college	Date
<b>For Committee use only</b>	
	2/13/07
For University Curriculum Committee	Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

**History 430**  
**Teaching Methods for History and the Social Sciences**  
**Spring 2008**

**Professor XXX**  
**Class Times: T/Th 4-5:15**  
**Classroom: LA 321**  
**Office and Office Hours: TBA**

**Three Credit Hours**  
**Office:**  
**Phone: 523-**  
**E-mail:**

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### **Description and Goals**

This course examines the curriculum and philosophical issues of secondary-level history and social sciences teaching. Its principal goals are students' development of an intellectual presence as teachers and historians, and the building of their repertoire of teaching methods.

### **Objectives**

- Students will examine philosophies and debates surrounding that pertain to the teaching of history and the social sciences at the secondary level, and will develop their own teaching philosophy.
- Students will critically examine the various standards set forth by Arizona State, the National Council for the Social Studies, and the National Council on History Education, and learn how to fulfill their demands in the classroom.
- Students will explore the practices of history and social sciences and diverse methods for teaching them, such as deliberative discussions, jigsaw, lecture, mock trial, debate, primary source analysis, Socratic questioning, historical novels, and writing assignments.
- Students will learn how to develop curriculum and assessment tools, teach a mini-lesson and prepare a unit plan that employs the teaching methods demonstrated in the course.

### **Expectations and Approach**

This course is taught in seminar style and depends on face-to-face interaction among students and between students and the instructor. This approach permits both the instructor and students to simulate the secondary classroom. Students are expected to have completed all required reading prior to each session, and to actively participate in class discussions of readings and lectures. Consistent attendance and preparation are essential to the success of the course and are an integral part of student assessment. Throughout, students are expected to achieve a critical understanding of the course material and to demonstrate respect for the views of their peers.

### **Required Reading**

- Frederick D. Drake and Lynn R. Nelson, *Engagement in Teaching History: Theory and Practices for Middle and Secondary Teachers* (Pearson Prentice Hall, 2005)
- Eric Foner, *The Story of American Freedom* (Norton, 1998)
- Tim O'Brien, *The Things They Carried* (Broadway, 1998)
- Ron H. Pahl, *Breaking Away from the Textbook*, volumes 1 & 2 (Scarecrow Education, 2002)

- *Rethinking Our Classrooms: Teaching for Equity and Justice*, volume 1 (A Rethinking Schools Publication, 1994)
- Arizona State Social Studies Standards  
<http://www.ade.state.az.us/standards/sstudies/>
- National Council for the Social Studies Standards  
[http://downloads.ncss.org/NCATE/NCSS\\_NCATE\\_STDS-04rev.pdf](http://downloads.ncss.org/NCATE/NCSS_NCATE_STDS-04rev.pdf)
- National Council on History Education Standards  
<http://www.nche.net/docs/vitalthemeshabits.pdf>
- Course reserves articles at Cline Library <http://www.nau.edu.cline/>
- H-Net High School Social Studies Internet Discussion Group. To sign-up, go to: <http://www.h-net.org/~highs/> and click on "Subscribe!"

**Assessment of Student Learning and Evaluation System**

Grading Rubrics for all assignments follow the Course Outline.

**Evaluation**

Attendance	10%
Class participation	10%
Role play writing assignment	10%
Standards analysis	10%
Poster presentation	5%
Unit plan analysis and rubric	10%
Unit plan rationale	5%
O'Brien Essay	5%
Mini-lesson	10%
Unit plan	25%
TOTAL	100%

**Course and University Policies**

Changes may be made to the course syllabus at any time. Generally, this means modifying the order of presentation in order to accommodate time constraints and/or unforeseen developments. The instructor will make a timely announcement on any and all changes.

Plagiarism and cheating are serious offenses at the university, especially for students who are preparing to serve as teachers. The penalty in this course is an "F" for the assignment and usually for the course. The student will also be referred to university officials responsible for addressing issues of academic dishonesty.

This course will adhere to university policies that ensure a safe working and learning environment; a supportive environment for students with disabilities; all rules set by the institutional review board as well as the academic integrity of the university. These policies are available at <http://jan.ucc.nau.edu/academicadmin/plcystmt.html>

## Course Outline

DATE	TOPIC/READINGS	METHODS
T 1/17	<i>Introductions</i>	
Th 1/19	<i>What are the Social Studies?</i> Drake and Nelson, chapter 2; Schug, "Why Kids Don't Like Social Studies" (e-reserve)	Socratic method
T 1/24	<i>Teaching History and Social Studies in the past: legacies and problems</i> Drake and Nelson, chapter 8; Orrill and Shapiro, "From Bold Beginnings to an Uncertain Future" (e-reserve)	Lecture/large group discussion
Th 1/26	<i>The Social Studies today: issues, concerns, debates</i> Henry Giroux and Peter McLaren, "Teacher Education and the Politics of Engagement: The Case for Democratic Schooling" (e-reserve); selection from E.D. Hirsch, <i>Cultural Literacy: What Every American Needs to Know</i> (e-reserve); Stephen M. Fain and Robert Shostak, "Educational Philosophies" (e-reserve)	Graphic organizers
T 1/31	<i>Multicultural Education and History</i> James A. Banks, "Transforming the Mainstream Curriculum" (e-reserve); Lawrence Levine, "Clio, Canons, and Culture" (e-reserve); Ravitch, "A Culture in Common" (e-reserve); Kelley, "People in Me" (handout)	Cooperative learning/jigsaw
Th 2/2	<i>Diversity and the Social Studies Classroom</i> Peterson, "The Complexities of Encouraging Social Action" ( <i>Rethinking</i> , 40-41); Miller, "Tapping into Feelings of Fairness" ( <i>Rethinking</i> , 44-48); Bigelow, "Role Plays: Show, Don't Tell" ( <i>Rethinking</i> , 114-16)	Role play: The origins of the modern high school
T 2/7	<i>"Meaning over Memory": Historical thinking skills and benchmarks</i> Drake and Nelson, chapters 1 & 3; Wineburg, "Teaching the Mind Good Habits" (e-reserve)	Stages of backward design
Th 2/9	<i>Lesson and unit planning/assessment</i> Drake and Nelson, chapters 5 and 6	Rubrics
T 2/14	<i>The Standards</i> Nash, "In the Matter of History" (e-reserve); Wineburg, "Crazy for History" (e-reserve)	Debate: High stakes testing <b>DUE</b> : Standards analysis assignment
Th 2/16	<i>Social Studies Textbooks</i> Michael Romanowski, "Problems of Bias in History Textbooks" (e-reserve); James Loewen, introduction and chapter 1: "Handicapped by History: The Process	Teaching critical literacy: Students as textbook detectives

	of Hero-making” (e-reserve)	
T 2/21	<i>Organizing your U.S. history course – teaching with ideas, themes, and questions</i> Drake and Nelson, chapter 4; Foner, <i>The Story of American Freedom</i>	Poster presentations/group work  <b>DUE:</b> Poster Presentations
Th 2/23	<i>Using primary sources in the history classroom</i> Drake and Nelson, chapters 7 and 9; Ueno Chizuko, “The Politics of Memory” (e-reserve)	Chautauqua
T 2/28	<i>Teaching World History</i> Ron Pahl, <i>Breaking Away from the Textbook</i> , volumes 1 & 2; recommended: Dunn, “Constructing World History in the Classroom” (e-reserve)	Large group discussion  <b>DUE:</b> Unit Plan Analysis and Rubric
Th 3/2	<i>Present mini-lessons</i>	
T 3/7	<i>History as Mystery</i> Gerwin and Zevin, selections from History as Mystery (e-reserve); Daniel Kain, “Why Problem-Based Learning for Future Teachers” (e-reserve)	View episode from PBS’s History Detectives
Th 3/9	<i>Present mini-lessons</i>	
T 3/14	<i>Writing Assignments and the Social Studies</i> Drake and Nelson, chapter 10; Jean Pollard Dimitt and David W. Van Cleaf, “Integrating Writing and the Social Studies: Alternatives to the Formal Research Paper” (e-reserve)	Peer review  <b>DUE:</b> Unit Rationale
Th 3/16	<i>Present mini-lessons</i>	
T 3/21	<i>Spring Break</i>	
Th 3/23	<i>Spring Break</i>	
T 3/28	<i>Technology/Media</i> Reading: Rosenzweig and Bass, “Rewiring the History and Social Studies Classroom: Needs, Frameworks, Dangers, and Proposals” (e-reserve); Christensen, “Unlearning the Myths that Bind Us” ( <i>Rethinking</i> , 8-13)	Using (not abusing) Hollywood’s history/Media in the classroom <b>DUE:</b> Revised Unit Rationale
Th 3/30	Using Historical Novels: Small and large-group discussion of Tim O’Brien, <i>Things</i> , directed by graduate students.	<b>DUE:</b> O’Brien Essay
T 4/4	<i>Current Events and Controversial Issues</i> Roach, “Moving, Toward Reparations” (e-reserve); Evans, “Teaching Social Issues: Implementing an Issues-Centered Curriculum” (e-reserve);	Mock trial <b>DUE:</b> Role play writing assignment

	recommended: Kelley, “‘A Day of Reckoning’: Dreams of Reparations” (e-reserve)	
Th 4/6	<i>Present mini-lessons</i>	
T 4/11	<i>Preparing for Professionalism/Classroom Management</i> Eleanor Kutz, chapter 9 from <i>An Unquiet Pedagogy: Transforming Practice in the English Classroom</i> (e-reserve); Christensen, “Building Community from Chaos” ( <i>Rethinking</i> , 50-55); Peterson, “The Challenge of Classroom Discipline” ( <i>Rethinking</i> , 34-37)	Large group discussion/guest speaker
Th 4/13	<i>Present mini-lessons</i>	
T 4/18	<i>Present mini-lessons</i>	
Th 4/20	<i>Present mini-lessons</i>	
T 4/25	<i>Present mini-lessons</i>	
Th 4/27	<i>Present mini-lessons</i>	
T 5/9		<b>UNITS DUE BY 5 PM</b>

### Assignments Grading Rubrics

#### Attendance

- A = Student has no more than three absences.
- B = Student has no more than six absences.
- C = Student has no more than eight absences.
- D - F = Student has nine or more absences.

#### Participation

- A = Actively engages in classroom discussions and activities. Comes to class having read and thought about materials.
- B = Contributes some to class discussions and activities, and comes to class having done the reading.
- C = Contributes some to class activities, but rarely participates in class discussions. Shows little evidence of reading or engagement.
- D = Does not participate in class discussions and is an unenthusiastic participant in class activities. No indication of reading or engagement.
- F = No participation in class activities or discussion. No indication of reading or engagement.

#### Standards Analysis

**Due Feb. 14**

Read the standards set forth by Arizona State, the National Council for the Social Studies, and the National Council on History Education. In 3-4 double-spaced pages, do the following:

1. Provide an example from each of the standards for each of the vital themes and narratives identified by the National Council for History Education.
2. Reflect on how well the various standards promote critical and multiple perspectives on U.S. and world history, and social science knowledge (remember to provide examples to support your assertions!).
3. In one paragraph, reflect on how well the various standards promote higher-level cognitive skills – analysis, synthesis, and evaluation.
4. In one paragraph, reflect on how well the standards help promote affective skills.
5. Reflect on how comfortable you are with your content knowledge and identify at least one secondary source (no on-line sources or textbooks, please!) that you could consult as a teacher to improve that knowledge.

A = Essay is well organized and clearly written. Persuasively answers all parts of the question and provides relevant examples to support assertions. Reflections demonstrate a close, critical reading of the standards and serious engagement with historiographical and pedagogical issues.

B = Essay is generally well written and answers all parts of the question. Demonstrates a close reading of the standards, but the analysis is somewhat thin and/or shows some gaps in understanding.

C = Essay may be well written, but does not answer all parts of the question or, conversely, answers all parts of the question but poor grammar and organization detract from clarity. Analysis is generally weak, with few and/or unpersuasive examples, and demonstrates a rather shallow reading of the standards.

D = Essay does not answer all parts of the question, is poorly organized and poorly written. Although there is some evidence of having read the standards, fails to provide analysis or evaluation.

F = Does not turn in assignment.

### Poster Presentations

**Due Feb. 21**

Together with your jigsaw group, select one chapter from Eric Foner's book, *The Story of American Freedom*, to represent in poster form. Assemble pictures, drawings, and text that will serve as an exhibit about the topic covered in the selected chapter. There should be a clear heading for all images and text (including where you found it). A representative of the group will have ten minutes to present the poster to the rest of class, explaining the topic of the poster and how the poster speaks to the major problems, debates, events, and personalities that are relevant to the topic. This is a collaborative project and all members of the group should participate in its conceptualization and design. However, each student in the group should also be assigned a role. Possible roles include:

- Manager: this person organizes the project, keeps group members focused and is responsible for materials used, time management (deadlines) and communication with the teacher
- Art director: this person organizes the layout and design of the poster.
- Researcher: this person finds images and text for the poster.
- Copywriter: this person writes the headings and text to be pasted on the poster.
- Presenter: this person prepares and presents a 5-10 minute presentation of the poster.

A = Visual display is neat, appealing, creative, and coherent. Clearly and effectively communicates the topic of the chapter by exploring multiple perspectives and complexity. Oral presentation clearly and effectively introduces the topic of the poster and explains the rationale behind the poster display.

B = Visual display is neat, appealing, and organized, but lacks creativity and/or depth. The topic is clear, though some of the complexity and diversity explored by Foner is missing or under-analyzed. Oral presentation communicates clearly and effectively most of the time.

C = Visual display meets all of the requirements, but lacks visual appeal – or, conversely, has visual appeal, but does not meet all of the requirements. The topic is fairly clear, but the presentation is poorly organization, reveals some gaps in understanding, and does not explore multiple perspectives. Oral presentation shows some difficulty.

D = Visual display only meets some of the requirements, and lacks neatness and organization. The topic is unclear, misrepresented, and lacks depth. Oral presentation lacks coherency and is ineffective.

F = Does not complete the assignment.

### Unit Plan Analysis/Rubric

**Due: Feb. 28**

Analyze two unit plans from Ron Pahl’s *Breaking Away from the Textbook* (choose one from volume 1 and one from volume 2). Design a rubric for analysis considering enduring understandings, content, instructional strategies, and assessment. You might want to add other criteria, e.g., universal design principles (accessibility to all learners) and/or fosters critical thinking. Use the rubric to grade both unit plans, then justify it, according to your rubric, in one paragraph.

A = Rubric demonstrates a comprehensive and critical understanding of enduring understandings, content, instructional strategies, and assessment. Rubric is thoroughly applied to both unit plans. Accompanying justification is concise (no more than one paragraph), well written and organized.

B = Rubric demonstrates a good understanding of at least three of the following four principles: enduring understandings, content, instructional strategies, and assessment. Rubric is fairly and consistently applied to both unit plans. Accompanying justification is concise (no more than one paragraph), and written and organized in a satisfactory manner.

C = Rubric demonstrates a fair understanding of enduring understandings, content, instructional strategies, and assessment. Rubric is applied to both unit plans but may



contain inconsistencies. Accompanying justification lacks conciseness (exceeds more than one paragraph or rambles), and/or may be poorly written and organized.

D = Rubric demonstrates a poor understanding of enduring understandings, content, instructional strategies, and assessment. Rubric is applied to both unit plans but may contain inconsistencies. Accompanying justification lacks conciseness (exceeds more than one paragraph or rambles), and is poorly written and organized.

F = Does not complete assignment.

### **Unit Plan Rationale**

**Due for peer review: March 14**

**Due to instructor: March 23**

On March 14, every student should bring a unit rationale to class for peer review. The rationale should be 3-4 double-spaced typed pages that provide the following information:

1. What is the topic/subject of the unit? Why is it important? How does it fit into the history or social science class you are teaching? How does it correspond with standards set by Arizona State, The National Council for the Social Studies, and the National Council on History Education?
2. Enduring understandings you want to communicate.
3. Summary of strategies and approaches. Justify your choice of content, instructional techniques, their sequence, how they complement each other, and their appropriateness to the unit topic. Make sure that you explain how your content and methods address diversity and multiple intelligences. Possibilities include: cooperative learning, lecture, problem-based learning, primary source work, videos, discussion, role play, research, debate, mock trials, etc.
4. Assessment and evaluation. What knowledge do you assume your students have? How will you know what your students have learned?

We will redistribute the unit rationales anonymously for an in-class peer review. Peers will write a one paragraph constructive critique with helpful suggestions of how to improve the work. A revised version of the unit rationale will be turned into the instructor on March 23.

### **Mini-Lesson**

**Variable Due Date**

Design a 20-minute lesson on a history or social science topic of your choice. Use the following rubric to guide your presentation of content, your methods, planning/organization, diversity of views, and assessment techniques. (See Drake and Nelson chapter 5 for ideas and format for lesson-plan writing.)

*- Visit my homepage <http://jan.ucc.nau.edu/~lcd23/> for examples of mini-lessons and unit plans by past students -*

	Correlative NCSS Standards	Approaches D-C	Meets C-B	Exceeds A
%		60-75 points	76-89 points	90-100 points
30%	Content 1.1a, 1.2a, 1.3a, 1.4a, 1.5a, 1.6a, 1.7a, 1.8a, 1.9a, 1.10a	Makes an attempt to correlate the unit to larger themes, issues, and concepts as identified by NCSS standards, AZ State standards, and/or NCHE Vital Themes and Narratives, yet errors in detail and use of source material show lack of understanding.	Exhibits content knowledge by persuasively explaining the lesson's relationship to larger themes, issues, and concepts, as identified by NCSS standards, AZ State standards, and/or NCHE Vital Themes and Narratives. There may be some minor errors in detail, which suggest that the instructor has not fully mastered the content	Exhibits content mastery by persuasively explaining the lesson's significance in disciplinary terms and relating it to larger themes, issues, and concepts, as identified by NCSS standards, AZ State standards, and/or NCHE Vital Themes and Narratives. Selects appropriate source material for the topic
30%	Methods 1.1b, 1.2b, 1.3b, 1.4b, 1.5b, 1.6b, 1.7b, 1.8b, 1.9b, 1.10b	Exclusively didactic approach used and no attempt is made to support the needs of diverse learners	Methods are appropriate to grade level and an attempt is made to support the needs of diverse learners, yet they do not correlate with objectives	Methods correlate with objectives, are appropriate to grade level, and support the needs of diverse learners
10%	Planning and organization 1.1c, 1.2c, 1.3c, 1.4c, 1.5c, 1.6c, 1.7c, 1.8c, 1.9c, 1.10c	Content and/or skill objectives are unclear; lesson planning is unorganized and contains grammatical errors	Content and skill objectives are sound and measurable, but not clearly stated; lesson planning is well organized, with some lack of attention to detail	Content and skill objectives are clearly stated and measurable; lesson planning is organized, coherent, and shows attention to detail
10%	Diversity NCSS Standard 1.1	Content does not include multicultural perspectives	Content includes multicultural perspectives in a tokenistic way	Content incorporates multicultural perspectives in ways that communicate the value of diversity
10%	Dispositions and professionalism 1.1d, 1.2d, 1.3d, 1.4d, 1.5d, 1.6d, 1.7d, 1.8d, 1.9d, 1.10d	Delivery is unpracticed and too informal; no attempt made to adjust to class learning needs	Delivery of lesson is practiced, but needed some work; professional demeanor maintained throughout most of the lesson; attempt made to adjust to class learning needs	Delivery of lesson is practiced and well executed; professional demeanor maintained throughout; attempt made to adjust to class learning needs
10%	Assessment	No assessment present or assessment is not logically connected to the content, making it invalid and unfair	Assessment is present, but does not clearly correlate with objectives or fails to provide useful feedback to students	Uses a valid assessment, one that correlates with objectives and provides useful feedback to students.

**Role-play writing assignment (2-3 double-spaced pages)****Due: March 4**

You've made the final cut for a highly prized social studies teaching job. Now, it's just you and one other candidate. The pressure is on for a last interview with the principal. You're sitting in her office and she says:

"It's no secret around here that kids find their history classes boring. Why do you think that is so? Tell me how your teaching philosophy, and the methods and content that flow from it will change that?"

Having lobbed these questions at you, the principal sits back in her chair to hear your response. What do you say?

A = Essay is well organized and clearly written. Provides a thoughtful, well-conceived philosophy that synthesizes and interprets course activities, lectures and reading.

B = Essay may be well written and provide a defensible philosophy, but does not adequately draw upon and integrate the course activities, lectures and readings.

Conversely, essay may cite authorities, but lacks focus and rambles.

C = Essay contains some good ideas, but lacks focus and contains mistakes. Does not draw upon course readings and lectures.

D = Philosophy is inconsistent, contradictory, and unclear. Poor organization and grammar.

F = Does not turn in assignment.

**Tim O'Brien Essay****Due March 30**

Write a 4 to 5-page essay that addresses one of the following questions.

1) The book is organized around emotional clusters rather than chronology? Does this provide more or less coherence to the story?

2) In "Sweetheart of the Song Tra Bong," what transforms Mary Anne into a predatory killer? Does it matter that Mary Anne is a woman? How so? What does the story tell us about the nature of the Vietnam War and how does it fit into the larger story O'Brien is telling?

3) Would this text be useful in the high school classroom? To teach about the Vietnam War? The human condition? The nature of courage? How would you present it?

A = Essay is well organized and clearly written. Persuasively answers all parts of the question and provides relevant examples to support assertions. Reflections demonstrate a close, critical reading of the book.

B = Essay is generally well written and answers all parts of the question. Demonstrates a close reading of the book, but the analysis is somewhat thin and/or shows some gaps in understanding.

C = Essay may be well written, but does not answer all parts of the question or, conversely, answers all parts of the question but poor grammar and organization detract from clarity. Analysis is generally weak, with few and/or unpersuasive examples, and demonstrates a shallow reading of the book.

D = Essay does not answer all parts of the question, is poorly organized and poorly written. Although there is some evidence of having read the book, it fails to provide analysis.

F = Does not turn in assignment.

**Unit Plan**

**Due: May 9**

Design a “unit of instruction” consisting of a coherent set of daily lesson plans, covering a 2-3 week period, using the following rubric to guide your selection of content, methods, planning/organization, diversity of views, and assessment techniques. Package it in a professional-looking manner, adhering to following format:

1. Title that states the topic/subject of the unit
2. Grade level, length of each class, and course taught (i.e. U.S. history, world history, economics, government, geography)
3. Rationale for the unit in narrative form. See above for unit rationale format.
4. Daily lesson plans. Each lesson must be in the format described above.
5. Assessment: assignment/s and rubrics for how you will grade.
6. Bibliography: Primary and secondary sources used.

	Correlative NCSS Standards	Approaches D-C	Meets C-B	Exceeds A
%		60-75 points	76-89 points	90-100 points
35%	Content 1.1a, 1.2a, 1.3a, 1.4a, 1.5a, 1.6a, 1.7a, 1.8a, 1.9a, 1.10a	Makes an attempt to correlate the unit to larger themes, issues, and concepts as identified by NCSS standards, AZ State standards, and/or NCHE Vital Themes and Narratives, yet errors in detail and use of source material show lack of understanding	Exhibits content knowledge by correlating the unit to larger themes, issues, and concepts as identified by NCSS standards, AZ State standards, and/or NCHE Vital Themes and Narratives, yet does not persuasively demonstrate the unit’s significance in disciplinary terms. There may be some minor errors and uneven selection of source material	Exhibits content mastery by persuasively explaining the unit’s significance in disciplinary terms and its relationship to larger themes, issues, and concepts, as identified by NCSS standards, AZ State standards, and/or NCHE Vital Themes and Narratives. Selects appropriate source material for the topic
35%	Methods 1.1b, 1.2b, 1.3b, 1.4b, 1.5b, 1.6b, 1.7b, 1.8b, 1.9b, 1.10b	Lack of variety in methods; over-reliance on teacher-centered methods.	Uses a variety of methods that correlate with objectives, are appropriate to grade level, and support the needs of diverse students. Methods give limited opportunities for critical thinking, problem solving, and cooperative learning	Uses a variety of methods – such as role play, multimedia and technology, debate, mock trial, primary source analysis, etc. – that correlate with objectives, are appropriate to grade level, that support the needs of diverse students, and that give students opportunities for critical thinking, problem solving, and cooperative learning

10%	Planning and organization 1.1c, 1.2c, 1.3c, 1.4c, 1.5c, 1.6c, 1.7c, 1.8c, 1.9c, 1.10c	Content and skill objectives are unclear and/or difficult to measure. Unit and lesson planning is poorly organized and contains grammatical errors. Sloppy presentation	Content and skill objectives are clear and measurable; unit and lesson planning shows sufficient level of organization, yet there minor grammatical errors and some lack of attention to detail	Content and skill objectives are clear and measurable; unit and lesson planning is organized, coherent, and shows attention to detail
10%	Diversity 1.1	Content does not include multicultural and/or global perspectives and thus fails to communicate the value of diversity	Content includes multicultural and/or global perspectives but in a limited or tokenistic fashion so that the value of diversity is not clearly communicated	Content incorporates multicultural and/or global perspectives in ways that communicate the value of diversity
10%	Assessment	Lacks variety in assessment and/or assessment is not logically connected to the content, making it invalid and unfair	Uses some variety in assessment techniques, but relies heavily on summative rather than formative and authentic assessments	Uses a variety of assessment techniques, such as formative, summative, and authentic

**History 530**  
**Teaching Methods for History and the Social Sciences**  
**Spring 2008**

**Professor XXX****Class Times: T/Th 4-5:15****Classroom: LA 321****Office and Office Hours: TBA****Three credit hours****Office:****Phone: 523-****E-mail:****Description and Goals**

This course examines the curriculum and philosophical issues of secondary-level history and social sciences teaching. Its principal goals are students' development of an intellectual presence as teachers and historians, and the building of their repertoire of teaching methods.

**Objectives**

- Students will examine philosophies and debates surrounding that pertain to the teaching of history and the social sciences at the secondary level, and will develop their own teaching philosophy.
- Students will critically examine the various standards set forth by Arizona State, the National Council for the Social Studies, and the National Council on History Education, and learn how to fulfill their demands in the classroom.
- Students will explore the practices of history and social sciences and diverse methods for teaching them, such as deliberative discussions, jigsaw, lecture, mock trial, debate, primary source analysis, Socratic questioning, historical novels, and writing assignments.
- Students will learn how to develop curriculum and assessment tools, teach a mini-lesson, and prepare a unit plan that employs the teaching methods demonstrated in the course.

**Expectations and Approach**

This course is taught in seminar style and depends on face-to-face interaction among students and between students and the instructor. This approach permits the instructor and students to simulate the secondary classroom. Students are expected to have completed all required reading prior to each session, and to actively participate in class discussions of readings and lectures. Consistent attendance and preparation are essential to the success of the course and are an integral part of student assessment. Throughout, students are expected to achieve a critical understanding of the course material and to demonstrate respect for the views of their peers.

**Required Reading**

- Frederick D. Drake and Lynn R. Nelson, *Engagement in Teaching History: Theory and Practices for Middle and Secondary Teachers* (Pearson Prentice Hall, 2005)
- Eric Foner, *The Story of American Freedom* (Norton, 1998)
- Tim O'Brien, *The Things They Carried* (Broadway, 1998)

- Ron H. Pahl, *Breaking Away from the Textbook*, volumes 1 & 2 (Scarecrow Education, 2002)
- *Rethinking Our Classrooms: Teaching for Equity and Justice*, volume 1 (A Rethinking Schools Publication, 1994)
- Peter Stearns, Peter Seixias, and Sam Wineburg, eds., *Knowing, Teaching & Learning History* (New York University Press, 2000)
- Sam Wineburg, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (Temple University Press, 2001)
- Arizona State Social Studies Standards  
<http://www.ade.state.az.us/standards/sstudies/>
- National Council for the Social Studies Standards  
[http://downloads.ncss.org/NCATE/NCSS\\_NCATE\\_STDS-04rev.pdf](http://downloads.ncss.org/NCATE/NCSS_NCATE_STDS-04rev.pdf)
- National Council on History Education Standards  
<http://www.nche.net/docs/vitalthemeshabits.pdf>
- Course reserves articles at Cline Library <http://www.nau.edu.cline/>
- H-Net High School Social Studies Internet Discussion Group. To sign-up, go to: <http://www.h-net.org/~highs/> and click on "Subscribe!"

### Assessment of Student Learning and Evaluation System

Grading Rubrics for all assignments follow the Course Outline.

#### Evaluation

Attendance	10%
Class participation	10%
Role play writing assignment	5%
Standards analysis	10%
Poster presentation	5%
Unit plan analysis and rubric	5%
Unit plan rationale	5%
Mini-lesson	15%
Unit plan	20%
Review of Wineburg,	5%
Response Essays to Stearns, <i>et al.</i>	5%
Peer Teaching Lesson, O'Brien	5%
TOTAL	100%

#### Course and University Policies

Changes may be made to the course syllabus at any time. Generally, this means modifying the order of presentation in order to accommodate time constraints and/or unforeseen developments. The instructor will make a timely announcement on any and all changes.

Plagiarism and cheating are serious offenses at the university, especially for students who are preparing to serve as teachers. The penalty in this course is an "F" for the assignment and usually for the course. The student will also be referred to university officials responsible for addressing issues of academic dishonesty.

This course will adhere to university policies that ensure a safe working and learning environment; a supportive environment for students with disabilities; all rules set

by the institutional review board as well as the academic integrity of the university. These policies are available at <http://jan.ucc.nau.edu/academicadmin/pleystmt.html>

### Course Outline

DATE	TOPIC/READINGS	METHODS
T 1/17	<i>Introductions</i>	
Th 1/19	<i>What are the Social Studies?</i> Drake and Nelson, chapter 2; Schug, "Why Kids Don't Like Social Studies" (e-reserve)	Socratic method
T 1/24	<i>Teaching History and Social Studies in the past: legacies and problems</i> Drake and Nelson, chapter 8; Orrill and Shapiro, "From Bold Beginnings to an Uncertain Future" (e-reserve)	Lecture/large group discussion
Th 1/26	<i>The Social Studies today: issues, concerns, debates</i> Henry Giroux and Peter McLaren, "Teacher Education and the Politics of Engagement: The Case for Democratic Schooling" (e-reserve); selection from E.D. Hirsch, <i>Cultural Literacy: What Every American Needs to Know</i> (e-reserve); Stephen M. Fain and Robert Shostak, "Educational Philosophies" (e-reserve)	Graphic organizers
T 1/31	<i>Multicultural Education and History</i> James A. Banks, "Transforming the Mainstream Curriculum" (e-reserve); Lawrence Levine, "Clio, Canons, and Culture" (e-reserve); Ravitch, "A Culture in Common" (e-reserve); Kelley, "People in Me" (handout), Ross E. Dunn, "Constructing World History in the Classroom"; Christine Gutierrez, "Making Connections: The Interdisciplinary Community of Teaching and Learning History," in Stearns.	Cooperative learning/jigsaw  <b>DUE:</b> Reading Response to Dunn
Th 2/2	<i>Diversity and the Social Studies Classroom</i> Peterson, "The Complexities of Encouraging Social Action" ( <i>Rethinking</i> , 40-41); Miller, "Tapping into Feelings of Fairness" ( <i>Rethinking</i> , 44-48); Bigelow, "Role Plays: Show, Don't Tell" ( <i>Rethinking</i> , 114-16)	Role play: The origins of the modern high school
T 2/7	<i>"Meaning over Memory": Historical thinking skills and benchmarks</i> Drake and Nelson, chapters 1 & 3; Wineburg, "Teaching the Mind Good Habits" (e-reserve) Peter Seixas, "Schweigen! Die Kinder!," in Stearns	Stages of backward design <b>DUE:</b> Reading Response to Seixas
Th 2/9	<i>Lesson and unit planning/assessment</i> Drake and Nelson, chapters 5 and 6	Rubrics
T 2/14	<i>The Standards</i>	Debate: High stakes



	Nash, "In the Matter of History" (e-reserve); Wineburg, "Crazy for History" (e-reserve)	testing <b>DUE:</b> Standards analysis assignment
Th 2/16	<i>Social Studies Textbooks</i> Michael Romanowski, "Problems of Bias in History Textbooks" (e-reserve); James Loewen, introduction and chapter 1: "Handicapped by History: The Process of Hero-making" (e-reserve) Roy Rosenzweig, "How Americans Use and Think about the Past," in Stearns (G)	Teaching critical literacy: Students as textbook detectives <b>DUE:</b> Reading Response to Rosenzweig
T 2/21	<i>Organizing your U.S. history course – teaching with ideas, themes, and questions</i> Drake and Nelson, chapter 4; Foner, <i>The Story of American Freedom</i>	Poster presentations/group work  <b>DUE:</b> Poster Presentations
Th 2/23	<i>Using primary sources in the history classroom</i> Drake and Nelson, chapters 7 and 9; Ueno Chizuko, "The Politics of Memory" (e-reserve)	Chautauqua
T 2/28	<i>Teaching World History</i> Ron Pahl, <i>Breaking Away from the Textbook</i> , volumes 1 & 2; recommended: Dunn, "Constructing World History in the Classroom" (e-reserve)	Large group discussion  <b>DUE:</b> Unit Plan Analysis and Rubric
Th 3/2	<i>Present mini-lessons</i>	
T 3/7	<i>History as Mystery</i> Gerwin and Zevin, selections from History as Mystery (e-reserve); Daniel Kain, "Why Problem-Based Learning for Future Teachers" (e-reserve)	View episode from PBS's History Detectives
Th 3/9	<i>Present mini-lessons</i>	
T 3/14	<i>Writing Assignments and the Social Studies</i> Drake and Nelson, chapter 10; Jean Pollard Dimitt and David W. Van Cleaf, "Integrating Writing and the Social Studies: Alternatives to the Formal Research Paper" (e-reserve)	Peer review  <b>DUE:</b> Unit Rationale
Th 3/16	<i>Present mini-lessons</i>	
T 3/21	<i>Spring Break</i>	
Th 3/23	<i>Spring Break</i>	
T 3/28	<i>Technology/Media</i> Reading: Rosenzweig and Bass, "Rewiring the History and Social Studies Classroom: Needs, Frameworks, Dangers, and Proposals" (e-reserve); Christensen, "Unlearning the Myths that Bind Us" ( <i>Rethinking</i> , 8-13); Shelly Weintraub, "What's This New Crap? What's Wrong with the Old Crap?," in	Using (not abusing) Hollywood's history/Media in the classroom <b>DUE:</b> Revised Unit Rationale <b>DUE:</b> Reading

	Stearns	Response to Weintraub
Th 3/30	Using Historical Novels: Small and large-group discussion of Tim O'Brien, <i>Things</i> , directed by graduate students.	<b>DUE:</b> Mentor Assignment for O'Brien
T 4/4	<i>Current Events and Controversial Issues</i> Roach, "Moving, Toward Reparations" (e-reserve); Evans, "Teaching Social Issues: Implementing an Issues-Centered Curriculum" (e-reserve); recommended: Kelley, "A Day of Reckoning": Dreams of Reparations" (e-reserve)	Mock trial <b>DUE:</b> Role play writing assignment
Th 4/6	<i>Present mini-lessons</i>	
T 4/11	<i>Preparing for Professionalism/Classroom Management</i> Eleanor Kutz, chapter 9 from <i>An Unquiet Pedagogy: Transforming Practice in the English Classroom</i> (e-reserve); Christensen, "Building Community from Chaos" ( <i>Rethinking</i> , 50-55); Peterson, "The Challenge of Classroom Discipline" ( <i>Rethinking</i> , 34-37)	Large group discussion/guest speaker  <b>DUE:</b> Review of Wineburg, <i>Historical Thinking</i>
Th 4/13	<i>Present mini-lessons</i>	
T 4/18	<i>Present mini-lessons</i>	
Th 4/20	<i>Present mini-lessons</i>	
T 4/25	<i>Present mini-lessons</i>	
Th 4/27	<i>Present mini-lessons</i>	
T 5/9		<b>UNITS DUE BY 5 PM</b>

### Assignments and Grading Rubrics

#### Attendance

- A = Student has no more than three absences.
- B = Student has no more than five absences.
- C = Student has no more than seven absences.
- D - F = Student has seven or more absences.

#### Participation

- A = Actively engages in classroom discussions and activities. Comes to class having read and thought about materials.
- B = Contributes some to class discussions and activities, and comes to class having done the reading.
- C = Contributes some to class activities, but rarely participates in class discussions. Shows little evidence of reading or engagement.
- D = Does not participate in class discussions and is an unenthusiastic participant in class activities. No indication of reading or engagement.
- F = No participation in class activities or discussion. No indication of reading or engagement.

**Standards Analysis****Due Feb. 14**

Read the standards set forth by Arizona State, the National Council for the Social Studies, and the National Council on History Education. In 3-4 double-spaced pages, do the following:

1. Provide an example from each of the standards for each of the vital themes and narratives identified by the National Council for History Education.
2. Reflect on how well the various standards promote critical and multiple perspectives on U.S. and world history, and social science knowledge (remember to provide examples to support your assertions!).
3. In one paragraph, reflect on how well the various standards promote higher-level cognitive skills – analysis, synthesis, and evaluation.
4. In one paragraph, reflect on how well the standards help promote affective skills.
5. Reflect on how comfortable you are with your content knowledge and identify at least one secondary source (no on-line sources or textbooks, please!) that you could consult as a teacher to improve that knowledge.

A = Essay is extremely well organized and written in excellent, flawless prose. Persuasively and comprehensively answers all parts of all questions and provides poignant examples to support assertions. Reflections demonstrate a close, critical reading of the standards and serious engagement with historiographical and pedagogical issues.

B = Essay is well organized and clearly written. Persuasively answers all parts of the question and provides relevant examples to support assertions. Reflections demonstrate a close, critical reading of the standards and serious engagement with historiographical and pedagogical issues.

C = Essay is generally well written and answers all parts of the question. Demonstrates a close reading of the standards, but the analysis is somewhat thin and/or shows some gaps in understanding.

D = Essay may be well written, but does not answer all parts of the question or, conversely, answers all parts of the question but poor grammar and organization detract from clarity. Analysis is generally weak, with few and/or unpersuasive examples, and demonstrates a rather shallow reading of the standards.

F = Essay does not answer all parts of the question, is poorly organized and poorly written. Although there is some evidence of having read the standards, fails to provide analysis or evaluation.

**Poster Presentations****Due Feb. 21**

Together with your jigsaw group, select one chapter from Eric Foner's book, *The Story of American Freedom*, to represent in poster form. Assemble pictures, drawings, and text that will serve as an exhibit about the topic covered in the selected chapter. There should be a clear heading for all images and text (including where you found it). A representative of the group will have ten minutes to present the poster to the rest of class, explaining the topic of the poster and how the poster speaks to the major problems, debates, events, and personalities that are relevant to the topic. This is a collaborative project and all members of the group should participate in its conceptualization and design. However, each student in the group should also be assigned a role. Possible roles include:

- Manager: this person organizes the project, keeps group members focused and is responsible for materials used, time management (deadlines) and communication with the teacher
- Art director: this person organizes the layout and design of the poster.
- Researcher: this person finds images and text for the poster.
- Copywriter: this person writes the headings and text to be pasted on the poster.
- Presenter: this person prepares and presents a 5-10 minute presentation of the poster.

A = Visual display is neat, appealing, creative, and coherent. Clearly and effectively communicates the topic of the chapter by exploring multiple perspectives and complexity. Oral presentation clearly and effectively introduces the topic of the poster and explains the rationale behind the poster display.

B = Visual display is neat, appealing, and organized, but lacks creativity and/or depth. The topic is clear, though some of the complexity and diversity explored by Foner is missing or under-analyzed. Oral presentation communicates clearly and effectively most of the time.

C = Visual display meets all of the requirements, but lacks visual appeal – or, conversely, has visual appeal, but does not meet all of the requirements. The topic is fairly clear, but the presentation is poorly organization, reveals some gaps in understanding, and does not explore multiple perspectives. Oral presentation shows some difficulty.

D = Visual display only meets some of the requirements, and lacks neatness and organization. The topic is unclear, misrepresented, and lacks depth. Oral presentation lacks coherency and is ineffective.

F = Does not complete the assignment.

### Unit Plan Analysis/Rubric

**Due: Feb. 28**

Analyze two unit plans from Ron Pahl's *Breaking Away from the Textbook* (choose one from volume 1 and one from volume 2). Design a rubric for analysis considering enduring understandings, content, instructional strategies, and assessment. You might want to add other criteria, e.g., universal design principles (accessibility to all learners) and/or fosters critical thinking. Use the rubric to grade both unit plans, then justify it, according to your rubric, in one paragraph.

A = Rubric demonstrates a comprehensive and critical understanding of enduring understandings, content, instructional strategies, assessment, and at least one additional criterion. Rubric is thoughtfully and thoroughly applied to both unit plans. Accompanying justification is concise (no more than one paragraph), excellently written and organized.

B = Rubric demonstrates a comprehensive understanding of enduring understandings, content, instructional strategies, and assessment. Rubric is thoroughly applied to both unit plans. Accompanying justification is concise (no more than one paragraph), well written and organized.

C = Rubric demonstrates a good understanding of at least three of the following four principles: enduring understandings, content, instructional strategies, and assessment.

Rubric is fairly and consistently applied to both unit plans. Accompanying justification is concise (no more than one paragraph), and written and organized in a satisfactory manner.

D = Rubric demonstrates a fair understanding of enduring understandings, content, instructional strategies, and assessment. Rubric is applied to both unit plans but may contain inconsistencies. Accompanying justification lacks conciseness (exceeds more than one paragraph or rambles), and/or may be poorly written and organized.

F = Rubric demonstrates a poor understanding of enduring understandings, content, instructional strategies, and assessment. Rubric is applied to both unit plans but may contain inconsistencies. Accompanying justification lacks conciseness (exceeds more than one paragraph or rambles), and is poorly written and organized.

### **Unit Plan Rationale**

**Due for peer review: March 14**

**Due to instructor: March 23**

On March 14, every student should bring a unit rationale to class for peer review. The rationale should be 3-4 double-spaced typed pages that provide the following information:

1. What is the topic/subject of the unit? Why is it important? How does it fit into the history or social science class you are teaching? How does it correspond with standards set by Arizona State, The National Council for the Social Studies, and the National Council on History Education?
2. Enduring understandings you want to communicate.
3. Summary of strategies and approaches. Justify your choice of content, instructional techniques, their sequence, how they complement each other, and their appropriateness to the unit topic. Make sure that you explain how your content and methods address diversity and multiple intelligences. Possibilities include: cooperative learning, lecture, problem-based learning, primary source work, videos, discussion, role-play, research, debate, mock trials, etc.
4. Assessment and evaluation. What knowledge do you assume your students have? How will you know what your students have learned?

We will redistribute the unit rationales anonymously for an in-class peer review. Peers will write a one paragraph constructive critique with helpful suggestions of how to improve the work. A revised version of the unit rationale will be turned into the instructor on March 23.

### **Mini-Lesson**

### **Variable Due Date**

Design a 20-minute lesson on a history or social science topic of your choice. Use the following rubric to guide your presentation of content, your methods, planning/organization, diversity of views, and assessment techniques. (See Drake and Nelson chapter 5 for ideas and format for lesson-plan writing.)

*- Visit my homepage <http://jan.ucc.nau.edu/~lcd23/> for examples of mini-lessons and unit plans by past students -*

	Correlative NCSS Standards	Approaches D-C	Meets C-B	Exceeds A
%		60-75 points	76-89 points	90-100 points
30%	Content 1.1a, 1.2a, 1.3a, 1.4a, 1.5a, 1.6a, 1.7a, 1.8a, 1.9a, 1.10a	Makes an attempt to correlate the unit to larger themes, issues, and concepts as identified by NCSS standards, AZ State standards, and/or NCHE Vital Themes and Narratives, yet errors in detail and use of source material show lack of understanding.	Exhibits content knowledge by persuasively explaining the lesson's relationship to larger themes, issues, and concepts, as identified by NCSS standards, AZ State standards, and/or NCHE Vital Themes and Narratives. There may be some minor errors in detail, which suggest that the instructor has not fully mastered the content	Exhibits content mastery by persuasively explaining the lesson's significance in disciplinary terms and relating it to larger themes, issues, and concepts, as identified by NCSS standards, AZ State standards, and/or NCHE Vital Themes and Narratives. Selects appropriate source material for the topic
30%	Methods 1.1b, 1.2b, 1.3b, 1.4b, 1.5b, 1.6b, 1.7b, 1.8b, 1.9b, 1.10b	Exclusively didactic approach used and no attempt is made to support the needs of diverse learners	Methods are appropriate to grade level and an attempt is made to support the needs of diverse learners, yet they do not correlate with objectives	Methods correlate with objectives, are appropriate to grade level, and support the needs of diverse learners
10%	Planning and organization 1.1c, 1.2c, 1.3c, 1.4c, 1.5c, 1.6c, 1.7c, 1.8c, 1.9c, 1.10c	Content and/or skill objectives are unclear; lesson planning is unorganized and contains grammatical errors	Content and skill objectives are sound and measurable, but not clearly stated; lesson planning is well organized, with some lack of attention to detail	Content and skill objectives are clearly stated and measurable; lesson planning is organized, coherent, and shows attention to detail
10%	Diversity NCSS Standard 1.1	Content does not include multicultural perspectives	Content includes multicultural perspectives in a tokenistic way	Content incorporates multicultural perspectives in ways that communicate the value of diversity
10%	Dispositions and professionalism 1.1d, 1.2d, 1.3d, 1.4d, 1.5d, 1.6d, 1.7d, 1.8d, 1.9d, 1.10d	Delivery is unpracticed and too informal; no attempt made to adjust to class learning needs	Delivery of lesson is practiced, but needed some work; professional demeanor maintained throughout most of the lesson; attempt made to adjust to class learning needs	Delivery of lesson is practiced and well executed; professional demeanor maintained throughout; attempt made to adjust to class learning needs
10%	Assessment	No assessment present or assessment is not logically connected to the content, making it invalid and unfair	Assessment is present, but does not clearly correlate with objectives or fails to provide useful feedback to students	Uses a valid assessment, one that correlates with objectives and provides useful feedback to students.

**Role-play writing assignment (2-3 double-spaced pages)**

**Due: March 4**

You've made the final cut for a highly prized social studies teaching job. Now, it's just you and one other candidate. The pressure is on for a last interview with the principal. You're sitting in her office and she says:

“It’s no secret around here that kids find their history classes boring. Why do you think that is so? Tell me how your teaching philosophy, and the methods and content that flow from it will change that?”

Having lobbed these questions at you, the principal sits back in her chair to hear your response. What do you say?

A = Essay is extremely well organized and written in excellent, flawless prose. Persuasively and comprehensively answers all parts of both questions and provides poignant examples to support assertions. Provides a thoughtful, well-conceived philosophy that demonstrates critical insight, interpretations and syntheses of course activities, lectures and reading.

B = Essay is well organized and clearly written. Provides a thoughtful, well-conceived philosophy that synthesizes and interprets course activities, lectures and reading.

C = Essay may be well written and provide a defensible philosophy, but does not substantially draw upon and integrate the course activities lectures and readings. Conversely, essay may cite authorities but lacks focus and rambles.

D = Essay contains some good ideas but lacks focus and contains mistakes. Does not draw upon course activities, readings and lectures.

F = Philosophy is inconsistent, contradictory, and unclear. Poor organization and grammar.

### **Tim O’Brien Peer Teaching Assignment**

**Due March 30**

Prepare a lesson plan on O’Brien that addresses the following:

On the copyright page of the novel appears the following: “This is a work of fiction. Except for a few details regarding the author's own life, all the incidents, names, and characters are imaginary.” Yet the book has been widely praised by Vietnam veterans as “true.” How can this seeming paradox be reconciled? Or can it? And what does this say about history and the teaching of history? Is literature “truer” than or “as true” as history. If so, how should it be used to teach about the past? Should historical novels be conceived of as history and vice versa?

You will use your lesson plan to guide a small-group discussion of undergraduates.

A = Plan comprehensively addresses all parts of the teaching charge, providing extensive examples from text and numerous outside sources to support teaching.

B = Plan addresses all parts of the teaching charge, providing examples from text and outside sources to support teaching.

C = Plan addresses some parts of the teaching charge, providing examples from text and outside sources to support teaching.

D = Plan addresses some parts of the teaching charge, providing examples from text to support teaching.

F = Plan addresses some parts of the teaching charge, but exhibits either a lack of a critical understanding of the book or fails to provide examples from text and/or outside sources to support teaching.

**Reading Response Essay Questions for Peter Stearns, Peter Seixias, and Sam Wineburg, eds., *Knowing, Teaching, and Learning History***

Write short (2-3 page) essays in response to your reading of selected chapters in Stearns, et al. These essays will be evaluated on “check, check-plus, check-minus” basis as follows.

√ + An excellently written summary of the main points and argument of the article, followed by a well-justified opinion, e.g., agree or disagree with author.

√ An well written summary of the main points and argument of the article, followed by a defended opinion, e.g., agree or disagree with author.

√ - Essay is marred by more than two careless writing errors and/or fails to provide a satisfactory summary, making a defensible opinion untenable.

Dunn, “Constructing World History in the Classroom.” Describe the three competing models of world history. What does Dunn believe are the greatest challenges facing world history teaching? **Due 1/31**

Seixas, “Schweigen! Die Kinder!” Seixas describes three ways of dealing with conflicting interpretations of the past. As a student of history, which approach has dominated your classes to present (high school and university)? Do you agree with Seixas’ conclusion? **Due 2/7**

Rosenzweig, “The Young and Restless,” Why are youth tuning out media news coverage? How does it affect the history/social studies classroom and the larger American society? **Due 2/16**

Weintraub, “What’s This New Crap? What’s Wrong with the Old Crap?” What were challenges that Weintraub and her colleagues faced in revising the history curriculum? Why was there so much controversy? What is the main theme of the new curriculum? **Due 3/28**

**Wineburg Book Review**

**Due 4/11**

Write a review of Sam Wineburg, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Not to exceed 3 double-spaced pages.

A = Review extremely well organized and written in excellent, flawless prose. It concisely presents a summary of the major points and argument, a sympathetic appreciation of the book’s strengths, and an insightful critique of the book’s shortcomings. The conclusion insightfully sums up the reviewer’s overall assessment of the book.



B = Review is well organized and well written. It presents a good summary of the major points and argument, a solid appreciation of the book's strengths, and a logical critique of the book's shortcomings. The conclusion accurately sums up the reviewer's overall assessment of the book.

C = Review presents a logical organization but certain passages may lack clarity. It presents a fair summary of the major points and argument, a defensible appreciation of the book's strengths, and a critique of the book's shortcomings. The conclusion indicates the reviewer's overall assessment of the book.

D = Review lacks adequate organization, making overall clarity difficult. It includes only a partial summary of the major points and argument, and may lack an appreciation of the book's strengths. The critique of the book's shortcomings is either absent or unfounded and the conclusion is either absent or contradicts the reviewer's earlier comments.

F = Review lacks adequate organization, making overall clarity difficult. It fails to satisfactorily summarize the book, making any appreciation of the book's strengths impossible. Its critique of the book's shortcomings is either absent, unfounded, or flippant. The conclusion is either absent or contradicts the reviewer's earlier comments.

### Unit Plan

**Due: May 9**

Design a "unit of instruction" consisting of a coherent set of daily lesson plans, covering a 2-3 week period, using the following rubric to guide your selection of content, methods, planning/organization, diversity of views, and assessment techniques. Package it in a professional-looking manner, adhering to following format:

1. Title that states the topic/subject of the unit
2. Grade level, length of each class, and course taught (e.g., U.S. history, world history, economics, government, geography)
3. Rationale for the unit in narrative form. See above for unit rationale format.
4. Daily lesson plans. Each lesson must be in the format described above.
5. Assessment: assignment/s and rubrics for how you will grade them.
6. Bibliography: Primary and secondary sources used.

	Correlative NCSS Standards	Approaches D-C	Meets C-B	Exceeds A
%		60-75 points	76-89 points	90-100 points
35%	Content  1.1a, 1.2a, 1.3a, 1.4a, 1.5a, 1.6a, 1.7a, 1.8a, 1.9a, 1.10a	Makes an attempt to correlate the unit to larger themes, issues, and concepts as identified by NCSS standards, AZ State standards, and/or NCHE Vital Themes and Narratives, yet errors in detail and use of source material show lack of understanding	Exhibits content knowledge by correlating the unit to larger themes, issues, and concepts as identified by NCSS standards, AZ State standards, and/or NCHE Vital Themes and Narratives, yet does not persuasively demonstrate the unit's significance in disciplinary terms. There may be some minor errors and uneven selection of source material	Exhibits content mastery by persuasively explaining the unit's significance in disciplinary terms and its relationship to larger themes, issues, and concepts, as identified by NCSS standards, AZ State standards, and/or NCHE Vital Themes and Narratives. Selects appropriate source material for the topic

35%	Methods 1.1b, 1.2b, 1.3b, 1.4b, 1.5b, 1.6b, 1.7b, 1.8b, 1.9b, 1.10b	Lack of variety in methods; over-reliance on teacher- centered methods.	Uses a variety of methods that correlate with objectives, are appropriate to grade level, and support the needs of diverse students. Methods give limited opportunities for critical thinking, problem solving, and cooperative learning	Uses a variety of methods – such as role play, multimedia and technology, debate, mock trial, primary source analysis, etc. – that correlate with objectives, are appropriate to grade level, that support the needs of diverse students, and that give students opportunities for critical thinking, problem solving, and cooperative learning
10%	Planning and organization 1.1c, 1.2c, 1.3c, 1.4c, 1.5c, 1.6c, 1.7c, 1.8c, 1.9c, 1.10c	Content and skill objectives are unclear and/or difficult to measure. Unit and lesson planning is poorly organized and contains grammatical errors. Sloppy presentation	Content and skill objectives are clear and measurable; unit and lesson planning shows sufficient level of organization, yet there minor grammatical errors and some lack of attention to detail	Content and skill objectives are clear and measurable; unit and lesson planning is organized, coherent, and shows attention to detail
10%	Diversity 1.1	Content does not include multicultural and/or global perspectives and thus fails to communicate the value of diversity	Content includes multicultural and/or global perspectives but in a limited or tokenistic fashion so that the value of diversity is not clearly communicated	Content incorporates multicultural and/or global perspectives in ways that communicate the value of diversity
10%	Assessment	Lacks variety in assessment and/or assessment is not logically connected to the content, making it invalid and unfair	Uses some variety in assessment techniques, but relies heavily on summative rather than formative and authentic assessments	Uses a variety of assessment techniques, such as formative, summative, and authentic

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course?      Liberal Studies      Diversity       Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule.      Fall 2007
3. College      College of Business Administration      4. Academic Unit \_\_\_\_\_
5. Current course subject/catalog number      CIS 220
6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).  
**CIS 220 PROGRAMMING PRINCIPLES (3)**  
Study of the fundamentals of programming, including algorithmic design, programming constructs, object-oriented concepts, data structures, file processing, and testing. Prerequisite: (CIS 120 or CIS 120H) and CIS 120L

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

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

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.)      yes       no
- If yes, explain in the justification and provide supporting documentation from the affected departments.  
    Combined course content will remain the same and it will still be a three credit hour requirement.

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

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

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

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

If revised, how should it be revised? \_\_\_\_\_

### FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11.      a. Proposed course subject /catalog number \_\_\_\_\_      b. Proposed units      3

Only fill in what is changing.

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

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

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

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

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

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

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

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

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

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

j.1. If yes, maximum units allowed? \_\_\_\_\_

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

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

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

l. Proposed prerequisites (must be completed before) CIS 120

m. Proposed corequisites (must be completed with) None

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

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

CIS 120 and CIS 120L were from a 2 hour course and 1 hour lab to CIS 120 (3 hours).

**13. Approvals**

Department Chair/ Unit Head (if appropriate)

Date

Chair of college curriculum committee

Date

Dean of college

Date

**For Committee use only**

For University Curriculum Committee

Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course?      Liberal Studies      Diversity       Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule.      Fall 2007
3. College      College of Business Administration      4. Academic Unit \_\_\_\_\_
5. Current course subject/catalog number      CIS 310
6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).  
**CIS 310 DATABASE ANALYSIS, MODELING, AND DESIGN (3)**  
Database development with an emphasis on relational database concepts, query language, and data modeling.  
Projects include development of database systems in varied environments. Prerequisite: CIS 220 and Business Major Status
7. Is course currently cross-listed or co-convened?      yes       no   
If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_
8. Is course an elective?       or required for an academic plan/subplan?   
If required, for what academic plan/subplan? B.S.B.A. in CIS  
**If required, also submit Proposal for New Plan or Plan Change.**
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.)      yes       no   
If yes, explain in the justification and provide supporting documentation from the affected departments.  
Combined course content will remain the same and it will still be a three credit hour requirement.
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      X  
**If yes, has the change been approved by the Articulation Task Force?**      yes      no
- If this course has been listed in the Course Equivalency Guide, should that listing be left as is,       or be revised?
- If revised, how should it be revised? \_\_\_\_\_

### FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11.      a. Proposed course subject /catalog number \_\_\_\_\_      b. Proposed units \_\_\_\_\_

Only fill in what is changing.

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

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

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

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

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

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

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

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

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

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

j.1. If yes, maximum units allowed? \_\_\_\_\_

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

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

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

l. Proposed prerequisites (must be completed before)      CIS 120

m. Proposed corequisites (must be completed with)      None

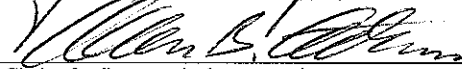
n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)  
Instructor consent       Department consent       No consent

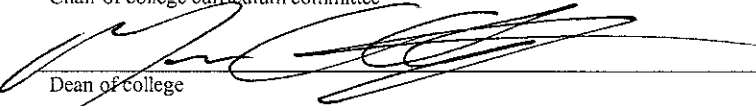
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

**Review of assessment data indicated that students did not have to take a programming class to successfully complete this course. This course is used in certificate programs in which non-majors are eligible to enroll.**


13. Approvals

  
Department Chair/ Unit Head (if appropriate) 11/19/2007  
Date

  
Chair of college curriculum committee 1/23/07  
Date

  
Dean of college 1/23/07  
Date

**For Committee use only**

  
For University Curriculum Committee 2/13/07  
Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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



# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course?      Liberal Studies      Diversity       Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule.      Fall 2007
3. College      College of Business Administration      4. Academic Unit \_\_\_\_\_
5. Current course subject/catalog number      CIS 320

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).  
**CIS 320 HARDWARE AND OPERATING SYSTEMS (3)**  
Operating system fundamentals including installation, configuration, administration, use, and analysis of leading operating systems. Coverage will include extensive practical work to include use of command language scripting, file systems, security, and user rights. Letter grade only. May be repeated for a maximum of 9 units. Prerequisite: CIS 220 and Business Major Status Milestone

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

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

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.)      yes       no   
If yes, explain in the justification and provide supporting documentation from the affected departments.  
Combined course content will remain the same and it will still be a three credit hour requirement.

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

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

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

### FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_

Only fill in what is changing.

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

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

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

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

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

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

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

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

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

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

j.1. If yes, maximum units allowed? \_\_\_\_\_

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

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

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

l. Proposed prerequisites (must be completed before) CIS 220

m. Proposed corequisites (must be completed with) None

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

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

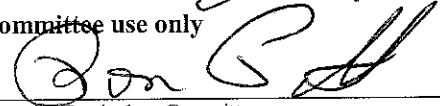
**This course is used in certificate programs in which non-majors are eligible to enroll.**

**13. Approvals**

  
Department Chair/ Unit Head (if appropriate) \_\_\_\_\_ Date 1/19/07

  
Chair of college curriculum committee \_\_\_\_\_ Date 1/23/07

  
Dean of college \_\_\_\_\_ Date 1/23/07

**For Committee use only**  
  
For University Curriculum Committee \_\_\_\_\_ Date 2/13/07

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course?      Liberal Studies      Diversity       Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule.      Fall 2007
3. College      College of Business Administration      4. Academic Unit \_\_\_\_\_
5. Current course subject/catalog number      CIS 370

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).  
**CIS 370 NETWORKS AND TELECOMMUNICATIONS (3)**  
Network configurations, communications, resource distribution and sharing, systems architecture, management utilities, regulatory environment, and security. Case studies may be used. Prerequisite: CIS 320 and Business Major Status Milestone

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

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

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.)      yes       no
- If yes, explain in the justification and provide supporting documentation from the affected departments.  
    Combined course content will remain the same and it will still be a three credit hour requirement.

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

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

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

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

If revised, how should it be revised? \_\_\_\_\_

### **FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

11.      a. Proposed course subject /catalog number \_\_\_\_\_      b. Proposed units \_\_\_\_\_

Only fill in what is changing.

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

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

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

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

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

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

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

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

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

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

j.1. If yes, maximum units allowed? \_\_\_\_\_

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

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

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

l. Proposed prerequisites (must be completed before) CIS 320

m. Proposed corequisites (must be completed with) None

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

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

**This course is used in certificate programs in which non-majors are eligible to enroll.**

**13. Approvals**

  
Department Chair/ Unit Head (if appropriate) \_\_\_\_\_ Date 1/19/07

  
Chair of college curriculum committee \_\_\_\_\_ Date 1/23/07

  
Dean of college \_\_\_\_\_ Date 1/23/07

**For Committee use only**

  
For University Curriculum Committee \_\_\_\_\_ Date 2/13/07

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course?      Liberal Studies      Diversity       Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule.      Fall 2007
3. College      College of Business Administration      4. Academic Unit \_\_\_\_\_
5. Current course subject/catalog number      CIS 410

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).  
**CIS 410 ADVANCED DATABASE CONCEPTS      (3)**  
In-depth investigation and application of database concepts including: data models, application development using host language and DBMS development tools, the physical database layer and database administration, and data warehousing. Prerequisite: CIS 310 and Business Major Status Milestone

7. Is course currently cross-listed or co-convened?      yes      X      no  
If yes, list course      CIS 510  
Will this continue?      yes

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

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.)      yes            no        
If yes, explain in the justification and provide supporting documentation from the affected departments.  
Combined course content will remain the same and it will still be a three credit hour requirement.

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

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

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

### FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11.      a. Proposed course subject /catalog number \_\_\_\_\_      b. Proposed units \_\_\_\_\_

Only fill in what is changing.

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

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

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

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

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

f. Proposed long course title Enterprise Database Concepts  
(max 100 characters including spaces)

g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces) Enterprise Database Concepts

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

**In-depth investigation and application of database concepts including: data models, application development using host language and DBMS development tools, and data warehousing.**

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

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

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

j.1. If yes, maximum units allowed? \_\_\_\_\_

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

yes  no

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

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

l. Proposed prerequisites (must be completed before) CIS 310

m. Proposed corequisites (must be completed with) None

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

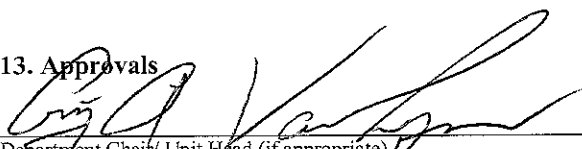
Instructor consent  Department consent  No consent

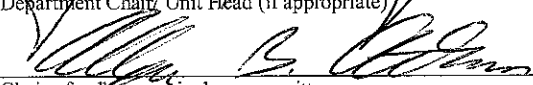



12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

**Changes to CIS courses are based on both recommendations from the CIS advisory board to meet the CIS market, and evaluation of assessment feedback. This course is used in certificate programs in which non-majors are eligible to enroll.**

13. Approvals

  
\_\_\_\_\_  
Department Chair/ Unit Head (if appropriate) 1/19/2007  
Date

  
\_\_\_\_\_  
Chair of college curriculum committee 1/23/07  
Date

  
\_\_\_\_\_  
Dean of college 1/23/07  
Date

**For Committee use only**

  
\_\_\_\_\_  
For University Curriculum Committee 2/13/07  
Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course?      Liberal Studies      Diversity       Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule.      Fall 2007
3. College College of Business Administration      4. Academic Unit \_\_\_\_\_
5. Current course subject/catalog number      CIS 440

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog.*)  
**CIS 440 WEB TECHNOLOGY AND DEVELOPMENT (3)**  
Software development for establishing a business presence on the web. Topics include the web, web servers, e-commerce, application modeling and design, tools and languages, and site architecture. Prerequisite: CIS 221 and BMS Milestone and Prerequisite or Corequisite: CIS 310

7. Is course currently cross-listed or co-convened?      yes       no   
If yes, list course      CIS 540  
Will this continue?      yes

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

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.)      yes       no   
If yes, explain in the justification and provide supporting documentation from the affected departments.  
Combined course content will remain the same and it will still be a three credit hour requirement.

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

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

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

### **FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

11.      a. Proposed course subject /catalog number \_\_\_\_\_      b. Proposed units \_\_\_\_\_

Only fill in what is changing.

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

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

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

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

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

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

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

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

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

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

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

j.1. If yes, maximum units allowed? \_\_\_\_\_

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

yes  no

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

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

l. Proposed prerequisites (must be completed before) CIS 310

m. Proposed corequisites (must be completed with) None

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

Instructor consent  Department consent  No consent

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

**Changes to CIS courses are based on both recommendations from the CIS advisory board to meet the CIS market, and evaluation of assessment feedback. Assessment data indicated that the second level programming class was not needed to successfully complete this course at the undergraduate level. This course is used in certificate programs in which non-majors are eligible to enroll.**

**13. Approvals**

Department Chair/ Unit Head (if appropriate)

Date

Chair of college curriculum committee

Date

Dean of college

Date

**For Committee use only**

For University Curriculum Committee

Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

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

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

3. College      College of Business Administration      4. Academic Unit \_\_\_\_\_

5. Current course subject/catalog number      CIS 460

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).  
**CIS 460 ADVANCED TOPICS IN INFORMATION TECHNOLOGY (3)**  
Topics cover emerging technologies in the use and development of information systems. Instructor's consent required. Prerequisite: CIS 220 and Business Major Status Milestone

7. Is course currently cross-listed or co-convened?      yes    X      no  
If yes, list course      CIS 560  
Will this continue?      yes

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

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.)      yes            no        
If yes, explain in the justification and provide supporting documentation from the affected departments. Combined course content will remain the same and it will still be a three credit hour requirement.

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

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

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

### **FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

11.      a. Proposed course subject /catalog number \_\_\_\_\_      b. Proposed units \_\_\_\_\_

Only fill in what is changing.

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

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

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

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

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

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

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

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

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

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

j.1. If yes, maximum units allowed? \_\_\_\_\_

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

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

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

l. Proposed prerequisites (must be completed before)      CIS 360 or ACC 300

m. Proposed corequisites (must be completed with)      None


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

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

**Changes to CIS courses are based on both recommendations from the CIS advisory board to meet the CIS market, and evaluation of assessment feedback. Review of assessment dated indicated that programming was not required to successfully complete this course at an undergraduate level. This course is used in certificate programs in which non-majors are eligible to enroll.**


**13. Approvals**

  
Department Chair/ Unit Head (if appropriate) 11/19/2007  
Date

  
Chair of college curriculum committee 1/23/07  
Date

  
Dean of college 1/23/07  
Date

**For Committee use only**

  
For University Curriculum Committee 2/13/07  
Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course?      Liberal Studies      Diversity       Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule.      Fall 2007
3. College      College of Business Administration      4. Academic Unit \_\_\_\_\_

5. Current course subject/catalog number      CIS 480

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog.*)  
**CIS 480 SYSTEMS ANALYSIS AND DESIGN (3)**  
Techniques for studying, documenting, specifying, designing, implementing, and testing small and/or enterprise-wide business systems. Analysis and design includes structured and object-oriented methods using CASE tools.  
Prerequisite: CIS 310 and Business Major Status Milestone

7. Is course currently cross-listed or co-convened?      yes    X      no  
If yes, list course      CIS 580  
Will this continue?      yes

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

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.)      yes            no        
If yes, explain in the justification and provide supporting documentation from the affected departments.  
Combined course content will remain the same and it will still be a three credit hour requirement.

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

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

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

### **FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

11.      a. Proposed course subject /catalog number \_\_\_\_\_      b. Proposed units \_\_\_\_\_



Only fill in what is changing.

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

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

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

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

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

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

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

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

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

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

j.1. If yes, maximum units allowed? \_\_\_\_\_

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

yes  no

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

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

l. Proposed prerequisites (must be completed before) CIS 310

m. Proposed corequisites (must be completed with) None

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

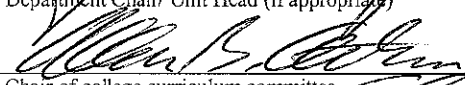
Instructor consent  Department consent  No consent


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

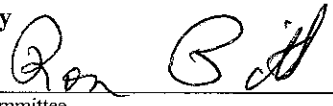
**This course is used in certificate programs in which non-majors are eligible to enroll.**

**13. Approvals**

  
Department Chair/ Unit Head (if appropriate) 11/19/2007  
Date

  
Chair of college curriculum committee 1/23/07  
Date

  
Dean of college 1/23/07  
Date

**For Committee use only**  
  
For University Curriculum Committee 2/13/07  
Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course?      Liberal Studies      Diversity       Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule.      Fall 2007
3. College      College of Business Administration      4. Academic Unit \_\_\_\_\_
5. Current course subject/catalog number      CIS 490

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).  
**CIS 490 IS DEVELOPMENT AND IMPLEMENTATION (3)**

Planning project management, development, and the implementation of an information system. Topics may also include feasibility studies, alternative implementation strategies, and the implementation of designs done in CIS 480. Prerequisite: CIS 221 and CIS 480 and Business Major Status Milestone

7. Is course currently cross-listed or co-convened?      yes      X      no  
If yes, list course      CIS 590  
Will this continue?      yes

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

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.)      yes            no        
If yes, explain in the justification and provide supporting documentation from the affected departments. Combined course content will remain the same and it will still be a three credit hour requirement.

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

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

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

### **FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

11.      a. Proposed course subject /catalog number \_\_\_\_\_      b. Proposed units \_\_\_\_\_

Only fill in what is changing.

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

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

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

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

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

f. Proposed long course title Management of Information Assurance and Security  
(max 100 characters including spaces)

g. Proposed short course title Info Assurance and Security  
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)  
**Advanced study of Enterprise-wide information assurance and security; includes strategic, continuity and disaster recovery planning, policies, procedures, staffing functions, security practices and security architecture.**

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

j. May course be repeated for additional units? yes  no   
j.1. If yes, maximum units allowed? \_\_\_\_\_

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

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

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

l. Proposed prerequisites (must be completed before) CIS 320

m. Proposed corequisites (must be completed with) None

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

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

Changes to CIS courses are based on both recommendations from the CIS advisory board to meet the CIS market, and evaluation of assessment feedback. Review of assessment dated indicated that programming was not required to successfully complete this course at an undergraduate level. This course is used in certificate programs in which non-majors are eligible to enroll.

13. Approvals

Department Chair/ Unit Head (if appropriate)

Date

Chair of college curriculum committee

Date

Dean of college

Date

For Committee use only

For University Curriculum Committee

Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course?      Liberal Studies       Diversity       Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule.      Fall 2007
3. College SBS      4. Academic Unit ANT
5. Current course subject/catalog number      ANT 390
6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).  
**ANT 390 CULTURAL SIMULATION: THE MARS MISSION (4)**  
Collaborative project to build and document a historically and scientifically plausible "working model" of the first permanent settlement on Mars. 3 hrs. lecture, 2 hrs. lab. SPW
7. Is course currently cross-listed or co-convened?      yes       no   
If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_
8. Is course an elective?            or required for an academic plan/subplan?        
If required, for what academic plan/subplan? \_\_\_\_\_  
If required, also submit *Proposal for New Plan or Plan Change*.
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.)      yes       no   
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. Does this change affect community college articulation?      yes       no   
If yes, explain how in the justification and provide supporting documentation from the affected institutions.
- Is the course a Common Course as defined by your Articulation Task Force?      yes       no   
If yes, has the change been approved by the Articulation Task Force?      yes       no
- If this course has been listed in the *Course Equivalency Guide*, should that listing  
be left as is,       or be revised?   
If revised, how should it be revised?      Change course name to "Cultural Simulation" and change credit hours from 4 to 3-4.

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

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

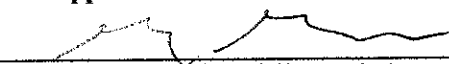
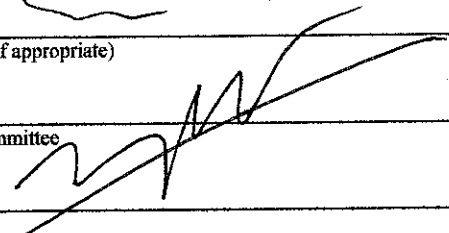



11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units 3-4
- c. **If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved?** Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
- d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
- e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
- f. Proposed long course title Cultural Simulation  
(max 100 characters including spaces)
- g. Proposed short course title Cultural Simulation  
(max 30 characters including spaces)
- h. Proposed catalog course description (max. 30 words, excluding requisites)  
ANT 390 CULTURAL SIMULATION (3-4)  
**An introduction to the simulations in anthropology used to explore human cultures and cultural dynamics. Variable credit: 3 hrs. lecture, (4 if lab is included). May be repeated for a maximum of 8 units. SPW**
- i. Proposed grading option: Letter grade  Pass/Fail  or Both   
(If both, the course may only be offered one way for each respective section.)
- j. May course be repeated for additional units? yes  no   
j.1. If yes, maximum units allowed? 8  
j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
yes  no
- k. Please check **ONE** of the following that most appropriately describes the proposed course change(s):  
Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision
- l. Proposed prerequisites (must be completed before) \_\_\_\_\_
- m. Proposed corequisites (must be completed with) \_\_\_\_\_
- n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)  
Instructor consent  Department consent  No consent

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

**The secondary designation, "Mars Base" is being dropped, making the course more general and available to all faculty who use simulations as part of their research and instructional repertoires. The modified description and variable-credit structure allows a range of courses to be taught under this designation.**

**13. Approvals**

Department Chair/ Unit Head (if appropriate)		1/8/07 Date
Chair of college curriculum committee		1-11-07 Date
Dean of college		Date
<b>For Committee use only</b>		
For University Curriculum Committee		2/13/07 Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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



# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course?      Liberal Studies       Diversity       Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule.      Fall 2007
3. College SBS      4. Academic Unit ANT
5. Current course subject/catalog number      ANT 390H
6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog.*)  
ANT 390H CULTURAL SIMULATION: THE MARS MISSION (4)  
Collaborative project to build and document a historically and scientifically plausible "working model" of the first permanent settlement on Mars. 3 hrs. lecture, 2 hrs. lab. SPW
7. Is course currently cross-listed or co-convened?      yes       no   
If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_
8. Is course an elective?            or required for an academic plan/subplan?        
If required, for what academic plan/subplan? \_\_\_\_\_  
**If required, also submit *Proposal for New Plan or Plan Change.***
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.)      yes       no   
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. Does this change affect community college articulation?      yes       no   
If yes, explain how in the justification and provide supporting documentation from the affected institutions.
- Is the course a Common Course as defined by your Articulation Task Force?      yes       no   
If yes, has the change been approved by the Articulation Task Force?      yes       no
- If this course has been listed in the Course Equivalency Guide, should that listing  
be left as is,       or be revised?        
If revised, how should it be revised?      Change course name to "Cultural Simulation" and change credit hours from 4 to 3-4.

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

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

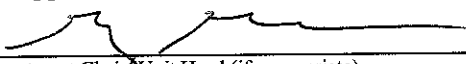
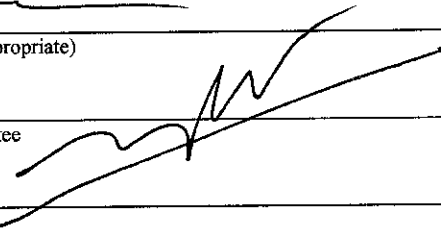



11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units 3-4
- c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
- d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
- e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
- f. Proposed long course title Cultural Simulation  
(max 100 characters including spaces)
- g. Proposed short course title Cultural Simulation  
(max 30 characters including spaces)
- h. Proposed catalog course description (max. 30 words, excluding requisites)  
ANT 390H CULTURAL SIMULATION (3-4)  
**An introduction to the simulations in anthropology used to explore human cultures and cultural dynamics. Variable credit: 3 hrs. lecture, (4 if lab is included). May be repeated for a maximum of 8 units. SPW**
- i. Proposed grading option: Letter grade  Pass/Fail  or Both   
(If both, the course may only be offered one way for each respective section.)
- j. May course be repeated for additional units? yes  no   
j.1. If yes, maximum units allowed? 8  
j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
yes  no
- k. Please check **ONE** of the following that most appropriately describes the proposed course change(s):  
Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision
- l. Proposed prerequisites (must be completed before) \_\_\_\_\_
- m. Proposed corequisites (must be completed with) \_\_\_\_\_
- n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)  
Instructor consent  Department consent  No consent

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

**The secondary designation, "Mars Base" is being dropped, making the course more general and available to all faculty who use simulations as part of their research and instructional repertoires. The modified description and variable-credit structure allows a range of courses to be taught under this designation.**

**13. Approvals**

	<u>1/8/07</u>
Department Chair/Unit Head (if appropriate)	Date
	<u>1-17-07</u>
Chair of college curriculum committee	Date
Dean of college	Date
<b>For Committee use only</b>	
	<u>2/13/07</u>
For University Curriculum Committee	Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE DELETION

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

Spring 2007

2. College SBS

3. Academic Unit Anthropology

4. Current course subject and catalog number ANT390L

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

**ANT 390L CULTURAL SIMULATION: THE MARS MISSION LAB (1)**

Collaborative project to build and document a historically and scientifically plausible "working model" of the first permanent settlement on Mars.

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

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

If yes, list course \_\_\_\_\_

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

If required, for what academic plan/subplan? \_\_\_\_\_

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

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

yes  no

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

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

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

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

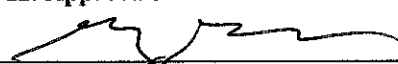
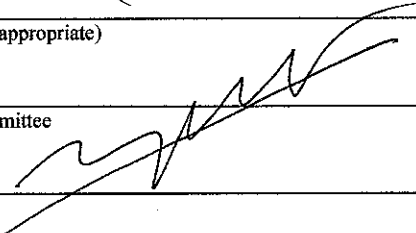

If yes, has the change been approved by the Articulation Task Force? yes  no

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

11. Justification for course deletion.

**The lecture portion of the course is being changed to allow any computer simulation topic in anthropology to be taught under the ANT390 number and the lab is optional within the lecture course. A separate lab is no longer needed.**

**12. Approvals**

 Department Chair/Unit Head (if appropriate)	2/2/07 Date
 Chair of college curriculum committee	2/5/07 Date
Dean of college	Date
<b>For Committee use only</b>  For University Curriculum Committee	2/13/07 Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE DELETION

1. Course deletion effective at the **END** of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Spring 2007
2. College Social and Behavioral Sciences 3. Academic Unit Geography, Planning & Recreation
4. Current course subject and catalog number PRM 498
5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.)  
**PRM 498 SENIOR SEMINAR (3)**  
Integrates theory and practice, with emphasis on historical, contemporary, and future issues. Letter grade only. May be repeated for up to 6 units of credit.
6. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
7. Is course currently cross-listed or co-convened? yes  no  X  
If yes, list course \_\_\_\_\_
8. Is course an elective?  or required for an academic plan/subplan?  X  
If required, for what academic plan/subplan? PRMBSX  
If required, also submit *Proposal for Plan Change*.
9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.)  
yes  no  X  
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. Does this change affect community college articulation? yes  no  X  
If yes, explain how in the justification and provide supporting documentation from the affected institutions.
- Is the course a Common Course as defined by your Articulation Task Force? yes  no  X  
If yes, has the change been approved by the Articulation Task Force? yes  no
- If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit  OR changed to elective credit



# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

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

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

3. College Social and Behavioral Sciences 4. Academic Unit Geography, Planning and Recreation

5. Current course subject/catalog number PL 407

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

### **PL 407 PLANNING ON PUBLIC LANDS (2)**

History and process of planning as it applies to various public lands in the United States.

Prerequisite: PL 302 or International Exchange Student Group

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

If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_

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

If required, for what academic plan/subplan? \_\_\_\_\_  
If required, also submit *Proposal for New Plan or Plan Change*.

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

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

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

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

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

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

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

If revised, how should it be revised? \_\_\_\_\_



**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

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



11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units 3  
c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

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

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

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

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

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

**PL 407 PLANNING ON PUBLIC LANDS (3)**  
History and process of planning as it applies to various public lands in the United States.

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

j. May course be repeated for additional units? yes  no   
j.1. If yes, maximum units allowed? \_\_\_\_\_

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

- k. Please check ONE of the following that most appropriately describes the proposed course change(s):  
Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision

l. Proposed prerequisites (must be completed before) None

m. Proposed corequisites (must be completed with) \_\_\_\_\_

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

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


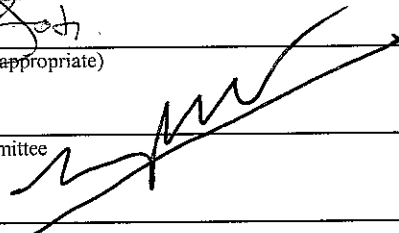
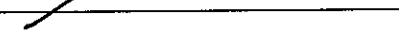
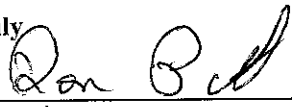
**Justification for Changing PL 407 "Planning on Public Lands" from Two Credit Hours to Three**

This course affords students an opportunity to learn about planning and operations within the various federal land management agencies through lecture, assigned readings, classroom discussion, guest speakers and a course project involving an aspect of public lands planning. The project for Spring 2007 will involve the Grand Canyon Stagecoach Line, a multi-jurisdictional historic route.

Instructor Kim Watson has taught this class three previous times, and has found that the time allotted to a two credit hour class is insufficient to accomplish all of the learning objectives for the class. Additionally, students have commented on the fact that they give up one evening per week for this class, and that having it as a three credit hour class would be a better return on their time investment. It is likely that establishing this class as a three credit class will help fulfill the Department's stated goal of having it become a viable class to be offered annually.

Finally, the course as taught by Mr. Watson was originally conceived as a three credit hour course and content has been modified to teach the two credit hour format; however the lesson plans and course structure are already in place for a three credit hour class.

**13. Approvals**

	1/4/07
Department Chair/ Unit Head (if appropriate)	Date
	1-18-07
Chair of college curriculum committee	Date
	
Dean of college	Date
<b>For Committee use only</b>	
	2/13/07
For University Curriculum Committee	Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

## **COURSE SYLLABUS – PL 407**

### **General Information:**

*School of Social and Behavioral Sciences, Department of Geography, Planning and Recreation*

**Course Title:** *PL 407 Planning on Public Lands*

**Semester:** *Spring Semester, 2007*

*3 credit hours, 6:00 – 8:30 p.m. Monday evenings, Room 204, SBS West*

**Instructor:** *Kim W. Watson*

**Office Address:** *Social and Behavioral Sciences (West) Room # 257  
Box 15700 Flagstaff, AZ 86001*

**Office Hours:** *By appointment*

**Course Prerequisites:** *PL-302 (none)*

**Course Description:** *Introduction to the operations and planning requirements of the major federal land management agencies, state and local agencies and partners.*

### **Student Learning Expectations/Outcomes for this Course:**

*Upon completion of this course students will understand the missions of the various federal land management agencies, their similarities and differences and how they interact with each other as well as state, local and private partners.*

*Through classroom discussions and project work students will come into contact with planning professionals from a variety of agencies and backgrounds.*

### **Course Structure/Approach:**

*Discussion of relevant planning and operational issues will be an essential part of this course. Students will have the opportunity to experience working on interdisciplinary teams on a project that will result in a deliverable to one of the land management agencies.*

### **Textbook and Required Materials:**

## COURSE SYLLABUS – PL 407

### General Information:

School of Social and Behavioral Sciences, Department of Geography, Planning and Recreation

**Course Title:** PL 407 Planning on Public Lands

**Semester:** Spring Semester, 2007

3 credit hours, 6:00 – 8:30 p.m. Monday evenings, Room 204, SBS West

**Instructor:** Kim W. Watson

**Office Address:** Social and Behavioral Sciences (West) Room # 257  
Box 15700 Flagstaff, AZ 86001

**Office Hours:** By appointment

**Course Prerequisites:** ~~PL 302~~ none

**Course Description:** Introduction to the operations and planning requirements of the major federal land management agencies, state and local agencies and partners.

### Student Learning Expectations/Outcomes for this Course:

Upon completion of this course students will understand the missions of the various federal land management agencies, their similarities and differences and how they interact with each other as well as state, local and private partners.

Through classroom discussions and project work students will come into contact with planning professionals from a variety of agencies and backgrounds.

### Course Structure/Approach:

Discussion of relevant planning and operational issues will be an essential part of this course. Students will have the opportunity to experience working on inter-disciplinary teams on a project that will result in a deliverable to one of the land management agencies.

### Textbook and Required Materials:

Loomis, John B. 1993 Integrated Public Lands Management. Columbia University Press (IPLM)

Davis, Charles 2001 Western Public Lands and Environmental Politics 2<sup>nd</sup> Edition. Westview Press (WPL)

**Other Required Reading:**

Various Agency Websites:  
[www.blm.gov](http://www.blm.gov)  
[www.nps.gov](http://www.nps.gov)  
[www.fws.gov](http://www.fws.gov)  
[www.land.state.az.us](http://www.land.state.az.us)  
[www.fs.fed.us](http://www.fs.fed.us)  
Other reading as assigned

**Course Outline:**

**Tentative Schedule – subject to change:**

<b>Week</b>	<b>Topic</b>	<b>Reading</b>	<b>Guest Speaker</b>
1/15/07	MLK Holiday –no class	<a href="http://www.parktraining.org">www.parktraining.org</a> Complete "Introduction to the NPS: Its History and Mission"	N/A
1/22/07	Course Introduction	Agency websites	
1/29/07	Major land management agencies/policies	WPL p. 1- 50 Agency websites	
2/05/07	USFS/BLM	IPLM Ch .2 p. 23 - 80	John Nelson, USFS
2/12/07	NPS	WPL p. 169-196 IPLM Ch.12 p. 467 - 500	TBA
2/19/07	USFWS/AZ Game and Fish	WPL p. 223-247 IPLM p. 421-431	Rick Miller AZ Game and Fish
2/26/07	Intro to Planning Project	Catch-up	
3/05/07	Private Land Perspective	Babbitt Ranches Website	Bill Cordasco Babbitt Ranches
3/12/07	Collaborative Plan- ning	IPLM p. 1-17	Ursula Montano City of Flagstaff
3/19/07	<b>Spring Break No Class</b>		
3/26/07	Arizona State Trust Lands	Website	Al Hendricks

4/2/07	Tribal Perspectives	TBA	Leigh Kuwanwisimwa
4/09/07	Project (Grand Canyon Stagecoach Line	TBA	
4/16/06	Project	TBA	
4/23/06	Project	TBA	
4/30/07	Working with Advocacy Groups		Representative from advocacy group
5/7/07	Final Exam		

There will be a field trip scheduled to some portion of the Grand Canyon Stagecoach Line during this course, as well as an opportunity to attend at least one inter-agency planning meeting for the project.

## Assessment of Student Learning Outcomes

### Evaluation:

#### 300 total points possible

#### 1) Class participation

(100 points possible)

Students will submit one relevant, articulate and insightful question (type-written) at the beginning of each class, pertinent to either the assigned readings or previous discussions. As an alternative you may bring recent news article/web-posting etc. pertinent to planning on public lands for discussion. Record your name on each and be prepared to lead a discussion on the topic. Time restraints may not allow the discussion of each topic in each session. However, I will use the questions to help refine future classroom sessions.

Participation/contribution to class discussions

Class attendance

(1 point each = 14 points)

Thoughtful contribution to discussion

(1 point each = 14 points)

**(28 points possible)**

Participation in class exercise/project – TBA

**(50 points possible)**

Submission of discussion questions/articles

(2 points each class = first eleven classes **22 points possible)**

#### 2) 500 – 600 word essays (4 essays)

(100 points possible)

Essays must be well written and relevant to class, thoughtful and concise with proper citations and bibliography where appropriate. There will be four essays worth 20 points each. Topics will be assigned.

#### 3) Midterm

**(50 points possible)**

#### 4) Take home final

**(50 points possible)**

## Grading

90 -100%	=	A
80 - 90%	=	B
70 – 80%	=	C
60 – 70 %	=	D
50 – 60 %	=	F

## Course Policy

- Retests/makeup tests: Students who have excused absences due to illness, other NAU class commitments etc. will be given the opportunity to makeup missed tests.
- Attendance: No points will be taken off for absences that are required due to illness, emergency or other NAU class commitments.
- Statement on plagiarism and cheating: Plagiarism or cheating will result in failure for the assignment.

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.

Other

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007
3. College Consortium of Professional Schools 4. Academic Unit School of Forestry
5. Current course subject/catalog number FOR 370
6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).  
**FOR 370 INDIGENOUS KNOWLEDGE : ECOLOGICAL IMPLICATIONS (3)**  
Uses advanced ecology and natural science principles to critically review literature and information about the ecological implications of indigenous people's resource use strategies. Letter grade or pass-fail. Prerequisite: ((FOR 270 or FOR 270H) and ENV 230) or International Student Group SAS
7. Is course currently cross-listed or co-convened? yes  no   
If yes, list course \_\_\_\_\_  
Will this continue? Yes
8. Is course an elective?  or required for an academic plan/subplan?   
If required, for what academic plan/subplan? Forestry B.S., Indigenous Forestry Focus Area  
If required, also submit *Proposal for New Plan or Plan Change*.
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no   
If yes, explain in the justification and provide supporting documentation from the affected departments. Enrollment may decline slightly in ENV 230. This impact is expected to be negligible, however, for the reason described in Section 12.
10. Does this change affect community college articulation? yes  no   
If yes, explain how in the justification and provide supporting documentation from the affected institutions.
- Is the course a Common Course as defined by your Articulation Task Force? yes  no   
If yes, has the change been approved by the Articulation Task Force? yes  no
- If this course has been listed in the Course Equivalency Guide, should that listing be left as is,  or be revised?   
If revised, how should it be revised? \_\_\_\_\_



**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

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

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_

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

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

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

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

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

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

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

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

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

j.1. If yes, maximum units allowed? \_\_\_\_\_

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

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

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

**FOR 270, FOR 270H or International Student Group SAS Note: This proposal involves dropping the requirement for ENV 230.**

l. Proposed prerequisites (must be completed before)

m. Proposed corequisites (must be completed with)

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

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

There are currently two main prerequisites listed in the catalog for FOR 370 – FOR 270/270H (Native American Ecology) and ENV 230 (Foundations of Environmental Science: Humans and the Environment). The FOR 370 instructor does not believe that ENV 230 is truly needed by students taking FOR 370 (FOR 270 examines basic ecological principles and aspects of the human environment interface most relevant to FOR 370). The ENV 230 requirement is thus redundant and as a prerequisite may be a barrier to some students who might wish to take the course. In practice, the instructor has frequently waived the requirement for ENV 230 and students have been able to complete FOR 370 with no apparent problems.

**13. Approvals**

<u>James A. All</u> (Associate Director)	<u>1/8/07</u>
Department Chair/ Unit Head (if appropriate)	Date
<u>James A. All</u>	<u>1/8/07</u>
Chair of college curriculum committee	Date
<u>David R. Patton</u>	<u>1/8/07</u>
Dean of college	Date

**For Committee use only**

<u>Ben B. D.</u>	<u>2/13/07</u>
For University Curriculum Committee	Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

**James Allen**

---

**From:** Roderic A Parnell [Roderic.Parnell@NAU.EDU]  
**Sent:** Friday, January 05, 2007 3:58 PM  
**To:** James Allen  
**Subject:** Re: UCC proposal for FOR 370

Hi Jim:

I have read the proposal from Thom Alcoze concerning changing the prerequisites for his FOR 370 course, specifically by dropping the prerequisite of ENV 230. I have no objection to dropping ENV 230 as a pre-requisite. Many of our environmental sciences and studies students will continue to take ENV 370, having had ENV 230, but I agree that this course change will have negligible impact on ENV 230 enrollments.

Rod

On Jan 5, 2007, at 8:45 AM, James Allen wrote:

Rod:

Attached is a form that I hope to submit to the UCC early next week. This proposal is at the request of Thom Alcoze. He is requesting that we drop the requirement for ENV 230 as a prerequisite for FOR 370 (Indigenous Knowledge: Ecological Implications). I doubt this would be objectionable to you or that it will have a very noticeable effect on the enrollment in ENV 230, but if you have any questions or concerns, please let me know. Thanks.  
/Jim

James A. Allen, Associate Director  
School of Forestry  
Northern Arizona University  
P.O. Box 15018  
Flagstaff, AZ 86011-5018  
Office Phone: 928-523-5894  
Fax: 928-523-1080

<UCC - 2007 - FOR370.doc>

Roderic A. Parnell, Jr., Ph.D.  
Professor and Chair, Center for Environmental Sciences and Education  
<http://home.nau.edu/envsci/>  
Professor of Geology and Director Grand Canyon Sandbar Studies Lab  
<http://www4.nau.edu/geology/namdor/>  
Frier Hall, room 207 (bldg. 12)  
Northern Arizona University, Box 4099  
Flagstaff, AZ 86011-4099  
(928) 523-3329

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) *See effective dates schedule.* Fall 2007
3. College Consortium of Professional Schools 4. Academic Unit School of Forestry
5. Current course subject/catalog number FOR 382
6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog.*)  
**FOR 382 ECOLOGICAL RESTORATION APPLICATIONS (3)**  
Examples and applications of ecological science related to restoring natural structures and processes of ecosystems. Coconvenes with FOR 582. Letter grade only. Instructor's consent required. SAS
7. Is course currently cross-listed or co-convened? yes  no   
If yes, list course FOR 582 Ecological Restoration Applications  
Will this continue? Yes
8. Is course an elective?  or required for an academic plan/subplan?   
If required, for what academic plan/subplan? Forestry B.S., Ecological Restoration Focus Area  
If required, also submit *Proposal for New Plan or Plan Change.*
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no   
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. Does this change affect community college articulation? yes  no   
If yes, explain how in the justification and provide supporting documentation from the affected institutions.
- Is the course a Common Course as defined by your Articulation Task Force? yes  no   
If yes, has the change been approved by the Articulation Task Force? yes  no
- If this course has been listed in the *Course Equivalency Guide*, should that listing be left as is,  or be revised?   
If revised, how should it be revised? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

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

11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_
- c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
- d. Proposed to co-convene with \_\_\_\_\_ Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
- e. Proposed to cross-list with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
- f. Proposed long course title \_\_\_\_\_  
(max 100 characters including spaces)
- g. Proposed short course title \_\_\_\_\_  
(max 30 characters including spaces)
- h. Proposed catalog course description (max. 30 words, excluding requisites)
- i. Proposed grading option: Letter grade  Pass/Fail  or Both   
(If both, the course may only be offered one way for each respective section.)
- j. May course be repeated for additional units? yes  no   
j.1. If yes, maximum units allowed? \_\_\_\_\_  
j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
yes  no
- k. Please check **ONE** of the following that most appropriately describes the proposed course change(s):  
Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision
- l. Proposed prerequisites (must be completed before) FOR 282 (Ecological Restoration Principles) or instructor's consent.
- m. Proposed corequisites (must be completed with) \_\_\_\_\_
- n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)  
Instructor consent  Department consent  No consent

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

Currently, the only prerequisite for this course is "instructor's consent." The instructor, however, strongly believes that it is highly desirable for students to take the two ecological restoration courses in a logical order, which begins by introducing the principles (done in FOR 282) and then moves on to applications (FOR 382). The current situation, in which quite a few students taking FOR 382 have not yet had FOR 282, requires the instructor (Dr. Pete Fulé) to take some time to go over material that is covered in FOR 282. This is inefficient and also somewhat unfair to the students who have already taken FOR 282.

**13. Approvals**

<u>James A. All</u> Associate Director	<u>1/8/07</u>
Department Chair/ Unit Head (if appropriate)	Date
<u>James A. All</u>	<u>1/8/07</u>
Chair of college curriculum committee	Date
<u>Daniel R. Patton</u>	<u>1/8/07</u>
Dean of college	Date

**For Committee use only**

<u>Ron Bell</u>	<u>2/13/07</u>
For University Curriculum Committee	Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007
3. College Consortium of Professional Schools 4. Academic Unit School of Forestry
5. Current course subject/catalog number FOR 498
6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).  
**FOR 498 SENIOR SEMINAR (1-3)**  
Integrates theory and practice, with emphasis on historical, contemporary, and future issues.
7. Is course currently cross-listed or co-convened? yes  no   
If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_
8. Is course an elective?  or required for an academic plan/subplan?   
If required, for what academic plan/subplan? \_\_\_\_\_  
**If required, also submit *Proposal for New Plan or Plan Change*.**
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no   
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. Does this change affect community college articulation? yes  no   
**If yes, explain how in the justification and provide supporting documentation from the affected institutions.**
- Is the course a Common Course as defined by your Articulation Task Force? yes  no   
If yes, has the change been approved by the Articulation Task Force? yes  no
- If this course has been listed in the Course Equivalency Guide, should that listing be left as is,  or be revised?   
If revised, how should it be revised? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

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

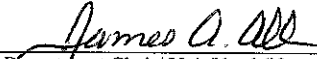


11. a. Proposed course subject /catalog number \_\_\_\_\_ b. Proposed units \_\_\_\_\_
- c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes  No   
If yes, please attach a Justification Form for Instructional Fees indicating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




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

**Changing the grading basis from "Letter grade" to "Letter grade or Pass/Fail" gives the instructors additional flexibility in how they handle the grading of this seminar course.**

**13. Approvals**

	1/29/07
Department Chair/ Unit Head (if appropriate)	Date
	1/29/07
Chair of college curriculum committee	Date
	1/29/07
Dean of college	Date

**For Committee use only**

	2/13/07
For University Curriculum Committee	Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

Only utilize form if proposing course for LIBERAL STUDIES designation.

### LIBERAL STUDIES ONLY

Contact name: \_\_\_\_\_

Contact email: \_\_\_\_\_

Dept. Chair name: \_\_\_\_\_

Dept. Chair email: \_\_\_\_\_

College Contact name : \_\_\_\_\_

College Contact email: \_\_\_\_\_

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

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

**OR**

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

**OR**

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

#### NEW LIBERAL STUDIES COURSE

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

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

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

Aesthetic and Humanistic Inquiry  Cultural Understanding  Lab Science

Science/Applied Science  Social and Political Worlds

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

Creative Thinking  Critical Reading  Effective Oral Communication  Effective Writing  Critical Thinking

Ethical Reasoning  Quantitative/Spatial Analysis  Scientific Inquiry  Use of Technology

7. Is this a topics course? Yes  No

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

#### TOPICS COURSE ONLY

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

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

\_\_\_\_\_ Revised 8/06

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

**NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)**

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

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

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

**NEW SENIOR CAPSTONE COURSE (refer to question 19)**

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

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

If yes, which course(s)? \_\_\_\_\_

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

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) *See effective dates schedule.* Fall 2007
3. College CENS 4. Academic Unit CS
5. Current course subject/catalog number CS 126
6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).

### CS 126 INTRODUCTION TO COMPUTER SCIENCE (3)

Introduces foundational principles of computer science including object-oriented fundamentals.  
Prerequisite or Corequisite: MAT 125 or MAT 125H or Math Placement 55 or higher

7. Is course currently cross-listed or co-convened? yes  no   
If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_
8. Is course an elective?  or required for an academic plan/subplan?   
If required, for what academic plan/subplan? \_\_\_\_\_  
**If required, also submit *Proposal for New Plan or Plan Change*.**
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no   
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. Does this change affect community college articulation? yes  no   
**If yes, explain how in the justification and provide supporting documentation from the affected institutions.**
- Is the course a Common Course as defined by your Articulation Task Force? yes  no   
**If yes, has the change been approved by the Articulation Task Force?** yes  no
- If this course has been listed in the *Course Equivalency Guide*, should that listing be left as is,  or be revised?   
If revised, how should it be revised? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

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

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

**CS 126 INTRODUCTION TO COMPUTER SCIENCE (3)**

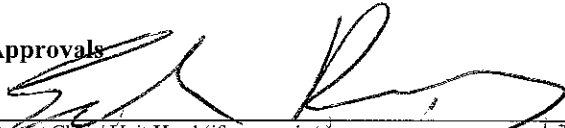
Introduces foundational principles of computer science including object-oriented fundamentals.

- i. Proposed grading option: Letter grade  Pass/Fail  or Both   
(If both, the course may only be offered one way for each respective section.)
- j. May course be repeated for additional units? yes  no   
j.1. If yes, maximum units allowed? \_\_\_\_\_  
j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
yes  no
- k. Please check **ONE** of the following that most appropriately describes the proposed course change(s):
- Lecture w/0 unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision
- l. Proposed prerequisites (must be completed before) MAT 125 or MAT 125H or Math Placement 55 or higher
- m. Proposed corequisites (must be completed with) CS 126R and (MAT 125 or MAT 125H or Math Placement 55 or higher)
- n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)  
Instructor consent  Department consent  No consent

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

There is typically a high dropout and failure rate for CS126, our first required course in the CS sequence - often 40-70%. For some it is just not what they were expecting. For others, the initial culture shock of programming in an object-oriented language is an effective deterrent from continuing on in the course. Some in the latter group have dropped out to take the gentler CS122 and have then gone on to excel in their second attempt at CS126. By adding a recitation section as a mandatory co-requisite, we intend to help students understand and succeed in CS126 through the use of toy problems, hands-on computing, instructor guidance, and peer support.

13. Approvals

  
Department Chair/ Unit Head (if appropriate) \_\_\_\_\_ Date 1/17/07

  
Chair of college curriculum committee \_\_\_\_\_ Date 1/30/07

  
Dean of college \_\_\_\_\_ Date 30 Jan 07

**For Committee use only**  
  
For University Curriculum Committee \_\_\_\_\_ Date 2/13/07

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) *See effective dates schedule.* Fall 2007
3. College CENS 4. Academic Unit CS
5. Current course subject/catalog number CS 126R
6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog.*)

### CS 126R INTRODUCTION TO COMPUTER SCIENCE RECITATION (1)

Optional recitation section covering problem-solving techniques in introductory computer science. Must be taken concurrently with CS 126. Co-requisite: CS 126

7. Is course currently cross-listed or co-convened? yes  no   
If yes, list course \_\_\_\_\_  
Will this continue? \_\_\_\_\_
8. Is course an elective?  or required for an academic plan/subplan?   
If required, for what academic plan/subplan? \_\_\_\_\_  
**If required, also submit *Proposal for New Plan or Plan Change.***
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no   
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. Does this change affect community college articulation? yes  no   
**If yes, explain how in the justification and provide supporting documentation from the affected institutions.**
- Is the course a Common Course as defined by your Articulation Task Force? yes  no   
**If yes, has the change been approved by the Articulation Task Force?** yes  no
- If this course has been listed in the Course Equivalency Guide, should that listing be left as is,  or be revised?   
If revised, how should it be revised? \_\_\_\_\_

**FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.**

Only fill in what is changing.

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

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

**Mandatory** recitation section covering problem-solving techniques in introductory computer science. Must be taken concurrently with CS 126. Corequisite: CS 126

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




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


There is typically a high dropout and failure rate for CS126, our first required course in the CS sequence - often 40-70%. For some it is just not what they were expecting. For others, the initial culture shock of programming in an object-oriented language is an effective deterrent from continuing on in the course. Some in the latter group have dropped out to take the gentler CS122 and have then gone on to excel in their second attempt at CS126. This mandatory recitation is designed to help students understand and succeed in CS126 through the use of toy problems, hands-on computing, instructor guidance, and peer support.

13. Approvals

  
\_\_\_\_\_  
Department Chair/Unit Head (if appropriate) 1/17/07  
Date

  
\_\_\_\_\_  
Chair of college curriculum committee 1/30/07  
Date

  
\_\_\_\_\_  
Dean of college 30 Jan 07  
Date

**For Committee use only**  
  
\_\_\_\_\_  
For University Curriculum Committee 2/13/07  
Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies  Diversity  Both
2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2007
3. College CENS 4. Academic Unit CENE
5. Current course subject/catalog number CENE 480
6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog.*)

### ENVIRONMENTAL TRANSPORT PROCESSES (3)

**Fundamental engineering concepts of momentum, mass, and energy balances, with applications for environmental engineering. Prerequisite: ME 395 with grade greater than or equal to C**


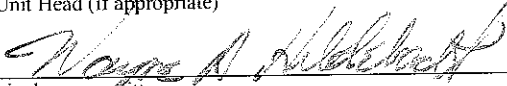
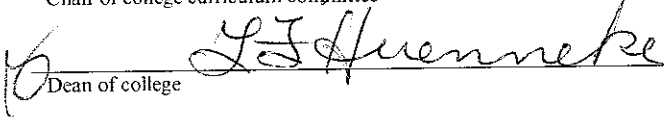

7. Is course currently cross-listed or co-convened? yes  no   
If yes, list course CENE 502  
Will this continue? Yes
8. Is course an elective?  or required for an academic plan/subplan?   
If required, for what academic plan/subplan? Environmental Engr.  
**If required, also submit Proposal for New Plan or Plan Change.**
9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  no   
If yes, explain in the justification and provide supporting documentation from the affected departments.
10. Does this change affect community college articulation? yes  No   
**If yes, explain how in the justification and provide supporting documentation from the affected institutions.**
- Is the course a Common Course as defined by your Articulation Task Force? yes  no   
If yes, has the change been approved by the Articulation Task Force? Yes  no
- If this course has been listed in the Course Equivalency Guide, should that listing be left as is,  or be revised?   
If revised, how should it be revised? \_\_\_\_\_

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

**As part of our preparation for an upcoming accreditation visit, we have reviewed all of our course descriptions. Course content has been modified gradually to reflect current practice in engineering. The proposed changes reflect the current content of the course.**

**Co-convening with CENE 502 needs to be approved and is being submitted to UGC.**

**13. Approvals**

	11/15/06
Department Chair/ Unit Head (if appropriate)	Date
	12-15-06
Chair of college curriculum committee	Date
	22 Dec 06
Dean of college	Date
<b>For Committee use only</b>	
	2/13/07
For University Curriculum Committee	Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

	<p><b>In-class Participation:</b> In-class participation consists of answering questions, in-class assignments and quizzes (group and individual) and is used to assess what is being understood in a quick and timely manner.</p> <p><b>Timeline for Assessment</b>                  Homework is typically assigned weekly throughout the semester. The mid-term exam will be given mid-semester (approx week 7-8) and the final exam will be given during finals week (week 16). In-class participation will consist of daily activities; some activities will be specifically graded, others (such as answering questions) are subject to the instructor's judgement and will be graded at the end of the semester.</p>																		
<p><b>Grading System:</b></p>	<table border="1"> <thead> <tr> <th>Grading Scheme</th> <th>Points</th> <th>Grading Scale</th> </tr> </thead> <tbody> <tr> <td>Homework:</td> <td>500</td> <td>A ≥90</td> </tr> <tr> <td>In-class Participation</td> <td>200</td> <td>B ≥80</td> </tr> <tr> <td>Mid-term Exam</td> <td>120</td> <td>C ≥70</td> </tr> <tr> <td>Final Exam:</td> <td>180</td> <td>D ≥60</td> </tr> <tr> <td><b>Total:</b></td> <td><b>1000</b></td> <td>F &lt;60</td> </tr> </tbody> </table>	Grading Scheme	Points	Grading Scale	Homework:	500	A ≥90	In-class Participation	200	B ≥80	Mid-term Exam	120	C ≥70	Final Exam:	180	D ≥60	<b>Total:</b>	<b>1000</b>	F <60
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Mid-term Exam	120	C ≥70																	
Final Exam:	180	D ≥60																	
<b>Total:</b>	<b>1000</b>	F <60																	
<p><b>Course Policies:</b></p>	<p><b>Retests / Makeup Tests</b>                  There are NO make-up assignments or tests without prior consent of the instructor.</p> <p><b>Attendance</b>                  Attending class is MANDATORY; tardiness and unexcused absences are considered lack of in-class participation and will be reflected in your grade.</p> <p><b>Out-of-class Work Expectations:</b> A 3-credit course consists of 3 hours per week of in-class time; it is expected that for each 1 hour of in-class time, 2 hours of out-of-class work is to be performed. Out-of-class work consists of PREPARATION FOR CLASS (PREreading material assigned), doing homework, and STUDYING and REVIEWING material that was presented each day. It is expected that each student will perform 6 hours per week of out-of-class work for this course. (Ref: NAU Academic Contact Hour Policy)</p> <p><b>Statement on Plagiarism and Cheating</b>                  Plagiarism and cheating are subject to the Arizona Board of Regents' Code of Conduct and the procedures outlined in the NAU Student Handbook concerning the charges for these offenses. Websites for these documents may be consulted at:</p> <p>Arizona Board of Regents' Code of Conduct:  <a href="http://www.abor.asu.edu/1_the_regents/policymanual/chap5/index.html">http://www.abor.asu.edu/1_the_regents/policymanual/chap5/index.html</a></p> <p>NAU Student Handbook:  <a href="http://www4.nau.edu/stulife/handbook.htm">http://www4.nau.edu/stulife/handbook.htm</a></p> <p>NAU Student Code of Conduct:  <a href="http://www4.nau.edu/stulife/handbookcode.htm">http://www4.nau.edu/stulife/handbookcode.htm</a></p> <p>Disciplinary Action:  <a href="http://www4.nau.edu/stulife/handbookdisciplinary.htm">http://www4.nau.edu/stulife/handbookdisciplinary.htm</a></p>																		
<p><b>University Policies:</b></p>	<p><b>Safe Working and Learning Environment:</b>  <a href="http://oak.ucc.nau.edu/dam1/Safe%20Policy.htm">http://oak.ucc.nau.edu/dam1/Safe%20Policy.htm</a></p> <p><b>Students with Disabilities:</b>  <a href="http://www2.nau.edu/dss/">http://www2.nau.edu/dss/</a></p>																		

## Course Syllabus

### CENE 502 Principles of Environmental Transport Processes

<b>General Information:</b>	<p>Name of College and Department: Civil &amp; Environmental Engineering, College of Engineering and Natural Sciences</p> <p>Course Prefix, Number, and Title: CENE 502, Environmental Transport Processes</p> <p>Semester: Fall 2007</p> <p>Clock Hours / Credit: 3 clock hours, 3 credit hours.</p> <p>Hours:</p> <p>Instructor: Bridget Bero, Ph.D., P.E., Associate Professor</p> <p>Office Address: Room 321, Engineering, Bldg. 69 (928) 523-2051 <a href="mailto:Bridget.Bero@nau.edu">Bridget.Bero@nau.edu</a></p> <p>Office Hours: Tu/Wed/Th, 9:00am-10:00am</p>
<b>Course Prerequisites:</b>	ME 395
<b>Course Description:</b>	Fundamental engineering concepts of mass transport with applications for environmental engineering:
<b>Student Learning Expectations / Outcomes for this Course:</b>	<p>On completing this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply the differential equation of mass transfer to environmental engineering problems and solve.</li> <li>2. Identify, simplify and diagram two-phase convective mass transfer systems; formulate and solve associated environmental engineering problems.</li> <li>3. Select appropriate mass transfer coefficient correlations and apply them to the design and analysis of mass transfer equipment.</li> <li>4. Analyze and critique the current literature on a mass transfer problem and present your conclusion</li> <li>5. Experimentally determine mass transfer coefficients and use to design a scaled-up system.</li> <li>6. This course is co-convened with an undergraduate section, CENE 480. As a result, students in CENE 502 are expected to demonstrate a significantly deeper understanding of the course material. You will be asked to demonstrate this by deriving certain equations in your homework and project assignments. Specific instructions will be provided on an assignment-by-assignment basis.</li> <li>7. Students in CENE 502 will also be asked to assume certain leadership responsibilities during the course. To meet the leadership criteria, students may (1) mentor undergraduate students by assisting them with their homework, or (2) prepare and present a lecture to the class.</li> </ol>
<b>Course Structure and Approach:</b>	This course presents material during lectures and through assigned reading and homework that are expected to be completed outside of class. Additional work required for CENE 502 is a critical analysis and presentation of a published journal article that has been approved by the instructor and an associated laboratory component that requires experimental work, scale up calculations and a lab report.
<b>Textbook and Required Materials:</b>	Welty, J.R., Wicks, C.E., Wilson, R.E and Rorrer, G. <i>Fundamentals of Momentum Heat, and Mass Transfer</i> , 4th Ed. Wiley, 2001. ISBN#0-471-38149-7.
<b>Recommended Optional Material / References:</b>	Internet, library resources will be used as recommended by the instructor.
<b>Course Outline:</b>	<p>Weeks 1 – 4: Chapters 24 and 25</p> <p>Weeks 4 – 5: Chapter 26</p> <p>Weeks 6 – 9: Chapters 28 and 29</p>

	<p>Arizona Board of Regents' Code of Conduct:  <a href="http://www.abor.asu.edu/1_the_regents/policymanual/chap5/index.html">http://www.abor.asu.edu/1_the_regents/policymanual/chap5/index.html</a></p> <p>NAU Student Handbook:  <a href="http://www4.nau.edu/stulife/handbook.htm">http://www4.nau.edu/stulife/handbook.htm</a></p> <p>NAU Student Code of Conduct:  <a href="http://www4.nau.edu/stulife/handbookcode.htm">http://www4.nau.edu/stulife/handbookcode.htm</a></p> <p>Disciplinary Action:  <a href="http://www4.nau.edu/stulife/handbookdisciplinary.htm">http://www4.nau.edu/stulife/handbookdisciplinary.htm</a></p>
<p><b>University Policies:</b></p>	<p>Safe Working and Learning Environment:  <a href="http://oak.ucc.nau.edu/dam1/Safe%20Policy.htm">http://oak.ucc.nau.edu/dam1/Safe%20Policy.htm</a></p> <p>Students with Disabilities:  <a href="http://www2.nau.edu/dss/">http://www2.nau.edu/dss/</a></p> <p>Institutional Review Board:  <a href="http://www4.nau.edu/ovp/irb/index.htm">http://www4.nau.edu/ovp/irb/index.htm</a></p> <p>Academic Integrity Guidance:  <a href="http://www.nau.edu/library/information/guides/plagiarism.html">http://www.nau.edu/library/information/guides/plagiarism.html</a></p>
<p><b>College of Engineering and Natural Sciences Policies:</b></p>	<p><b>Professional Ethics and Code of Conduct</b></p> <p>Exceptionally high standards of honor and integrity are fundamental and essential to the study and practice of engineering. Academic preparation for the profession must be conducted in an atmosphere which fosters these values.</p> <p>In addition to compliance with the Student Code of Conduct and Policy that apply to all students at NAU, engineering students are expected to conduct themselves professionally. Violation of the National Society of Professional Engineers (NSPE) Code of Ethics, found at <a href="http://www.nspe.org/ethics/eh1-code.asp">http://www.nspe.org/ethics/eh1-code.asp</a> or the Association of Computing Machinery (ACM) Code of Ethics and Professional Conduct, found at <a href="http://www.acm.org/constitution/code.html">http://www.acm.org/constitution/code.html</a> may lead to dismissal from the College's academic programs.</p> <p>Violations of any of these codes will be handled as detailed in the publications listed above, and will be documented in the student's advisement file.</p> <p>Faculty members may ask students to affirm in writing that they have neither given nor received unauthorized aid on an examination or assignment.</p>

# UNIVERSITY CURRICULUM COMMITTEE

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

1. College College of Business Administration
2. Academic Unit \_\_\_\_\_
3. Academic Plan Name Certificate in Database Systems
4. Subplan (if applicable)? \_\_\_\_\_
5. Effective Date FALL 2007
6. Is this proposal for a :  New Plan  Plan Change  Plan Deletion  
*(Please refer to Plan and Subplan definitions)*  New Subplan  Subplan Change  Subplan Deletion

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

*For New Plans, leave this column blank.*

Certificate in Database Systems  
To complete this certificate, you take the following 15 units with a cumulative grade point average of at least 2.00:

- CIS 120, 120L, 220, 310, and 410 (12 units)
- 3 units chosen with your certificate advisor's approval from CIS 408, 460, 490, or 497

Be aware that some courses required for this certificate may have prerequisites that you must also take. Check NAU's Course Catalog to find out.

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

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

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

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

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

\*\*A Milestone is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.  
**If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.**

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

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

**Existing certificates are in low demand and the two proposed certificates are based on recommendations of the CIS Advisory Council and assessment feedback.**

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

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?  
 If so, attach supporting documentation from the affected departments/units and college dean.  
 N/A

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

**Certifications**

Department Chair/ Unit Head (if appropriate)

Date

Chair of college curriculum committee

Date

Dean of college

Date

**For committee use only**

For University Curriculum Committee

Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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





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

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

\*\*A *Milestone* is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.  
**If yes**, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

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

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

**Existing certificates are in low demand and the two proposed certificates are based on recommendations of the CIS Advisory Council and assessment feedback.**

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


13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?  
If so, attach supporting documentation from the affected departments/units and college dean.  
N/A

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


**Certifications**

  
\_\_\_\_\_  
Department Chair/ Unit Head (if appropriate) 11/19/2007  
Date

  
\_\_\_\_\_  
Chair of college curriculum committee 11/23/07  
Date

  
\_\_\_\_\_  
Dean of college 11/23/07  
Date

**For committee use only**

  
\_\_\_\_\_  
For University Curriculum Committee 2/13/07  
Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

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

1. College College of Business Administration 2. Academic Unit \_\_\_\_\_  
3. Academic Plan Name Certificate in Business Systems Analyst 4. Subplan (if applicable)? \_\_\_\_\_

5. Effective Date FALL 2007

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

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

*For New Plans, leave this column blank.*

Certificate in Business Systems Analysis  
To complete this certificate, you take the following 15 units with a cumulative grade point average of at least 2.00:

- CIS 120, 120L, 220, 310, and 480 (12 units)
- 3 units chosen with your certificate advisor's approval from CIS 408, MGT 497, MKT 497, CIS 490, or CIS 497

If you are a CIS major, you must take an additional advisor-approved, 3-unit, upper-division CIS course to complete the 6 units for the certificate that aren't used in your major or any other academic plan.

Be aware that some courses required for this certificate may have prerequisites that you must also take. Check NAU's course catalog to find out.

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

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

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

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

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

\*\*A Milestone is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.  
**If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.**

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

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


**Existing certificates are in low demand and the two proposed certificates are based on recommendations of the CIS Advisory Council and assessment feedback.**

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

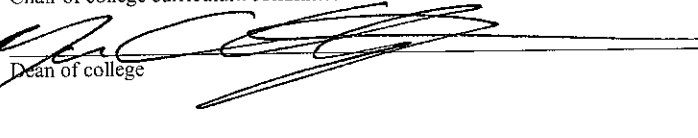
13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?  
 If so, attach supporting documentation from the affected departments/units and college dean.  
 N/A

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


**Certifications**

  
 Department Chair/ Unit Head (if appropriate) \_\_\_\_\_ Date 1/19/07

  
 Chair of college curriculum committee \_\_\_\_\_ Date 1/23/07

  
 Dean of college \_\_\_\_\_ Date 1/23/07

**For committee use only**

  
 For University Curriculum Committee \_\_\_\_\_ Date 2/13/07

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes  No   
*If yes, route completed form to Liberal Studies.*
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2007  
*See effective dates schedule.*
3. College Social & Behavioral Sciences 4. Academic Unit School of Communication
5. Course subject/catalog number JLS 340W 6. Units 3
7. Co-convened with \_\_\_\_\_ 6a. Date approved by UGC \_\_\_\_\_  
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)
8. Cross-listed with \_\_\_\_\_  
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Science Writing  
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Science Writing
11. Catalog course description (max. 30 words, excluding requisites).

**Explores skills needed in writing about science for a general audience, including assessing newsworthiness, dealing with jargon and controversy, and conveying the excitement of discovery.**

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

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

- a. Lecture w/(1) unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision

b. In addition to the above, it will also be taught: Web  ITV  Hybrid web  Hybrid ITV

16. Prerequisites (must be completed *before* proposed course) JLS 131; junior-level standing

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

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

- instructor consent  department consent  no consent

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

Name of new plan? \_\_\_\_\_

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

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

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

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

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

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

**Clear and cogent writing about science is a skill of increasing importance among journalists and other professional communicators. This class will teach those skills by showing students how to assess the news value of science stories; deal with jargon, complex technologies, and controversy; interview and profile working scientists; and craft compelling writings that convey innovation, discovery, and excitement. The class will comprise both lecture and in-class writing lab segments; it will also include a writing workshop in the final weeks, during which students will comment on one another's work. For this reason, the class will fulfill the junior-level writing requirement. Each Science Writing student will also be required to interview and profile a working scientist; as a result, the class should help facilitate contacts between the School of Communication and science-based departments on campus.**

**Peter Friederici, Asst. Professor,  
Lea Parker, Professor,  
Journalism**

24. Names of current faculty qualified to teach this course \_\_\_\_\_

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

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

**NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)**

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

**Journalism: News Editorial Focus**

**Journalism: Environmental Communication Focus**

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

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

**GO TO question 42**

**NEW SENIOR CAPSTONE COURSE (refer to question 19)**

19. To which degree programs offered by your department/academic unit does this proposal apply? \_\_\_\_\_


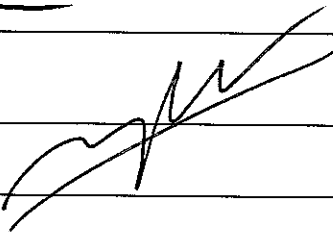
20. Does this proposal replace or modify an existing course or experience? yes  no

If yes, which course(s)? \_\_\_\_\_

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

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

**2. Approvals**

  
 Department Chair (if appropriate) \_\_\_\_\_ Date 11-27-06  
  
 Chair of college curriculum committee \_\_\_\_\_ Date 11-22-06  
 Dean of college \_\_\_\_\_ Date \_\_\_\_\_

**for Committees use only**

\_\_\_\_\_  
 for Liberal Studies Committee \_\_\_\_\_ Date \_\_\_\_\_

Action taken: \_\_\_\_\_ Approved as submitted \_\_\_\_\_ Approved as modified  
  
 for University Curriculum Committee \_\_\_\_\_ Date 2/13/07

Action taken: \_\_\_\_\_ Approved as submitted \_\_\_\_\_ Approved as modified

## **JLS 340W: Science Writing**

College of Social and Behavioral Sciences

School of Communication

Department of Journalism

3 Credit Hours

Draft Syllabus

### **Contact Information**

Instructor: Assistant Professor Peter Friederici

Office: School of Communication 321

Phone: 928-523-6378

E-mail: Peter.Friederici@nau.edu

Class meeting time: TC

Office hours: TC

### **Overview**

In this class you will learn the basics of writing about science for a general audience. You will learn how to track down a story and how to explain complex technologies and discoveries to a lay audience. You will learn how to deal with both jargon and controversy, and how to tease out what aspects of scientific investigation and innovation are of greatest relevance to readers' lives. Above all, you will learn to craft compelling stories that relate the excitement of scientific discovery.

### **Expectations and Assessment**

I expect full participation of students in this class. I expect participants to be self-starters who can locate their own reading material (in the case of the supplementary science article assignments); show initiative in finding a working scientist and current issue in science to use as story topics; craft readable prose on deadline; contribute to in-class discussions; and critique the writings of other students in the class. Grades will be based largely, though not entirely, on writing assignments, and I expect those writings to reflect and respect the values of both journalism and science. In other words, I expect prose that is readable and interesting while maintaining the high standard of accuracy that is critical in science – and, for that matter, in good reporting.

### **Prerequisites**

Students majoring in journalism and related fields in the School of Communication must have completed JLS 131 and be at the junior level in order to enroll in this class. Students majoring in other fields should have junior-level standing and substantial writing experience.

### **Readings**

The following books are required:

- *A Field Guide for Science Writers*, by Deborah Blum, Mary Knudson, and Robin Marantz Henig, second edition (Oxford University Press, 2006)
- *The Best American Science and Nature Writing 2006*, edited by Brian Greene (Houghton Mifflin, 2006).
- *Ideas into Words: Mastering the Craft of Science Writing*, by Elise Hancock (Johns Hopkins University Press, 2003)

You will also be required to read the following handouts, among others, which will be available either in hard copy form or on the class Vista site.



- “Dealing with the Press,” from *The Chicago Guide to Communicating Science*, by Scott L. Montgomery (University of Chicago Press, 2003)
- “Weird Science: Why editors must dare to be dumb,” by K. C. Cole, *Columbia Journalism Review*, July/August 2006
- “Everglades,” by Michael Grunwald, from *Smithsonian*

In addition, I expect you to keep a reading journal that will reflect your reading of at least two additional mass-media science pieces each week. They can be stories you like or dislike; in either event, please come to class prepared to present and discuss them. Good places to look for such stories include the following:

- The *New York Times* “Science Times” (published each Tuesday, and available either in printed form or at [www.nytimes.com](http://www.nytimes.com))
- *Discover* magazine ([www.discover.com](http://www.discover.com))
- *Seed* magazine ([www.seedmagazine.com](http://www.seedmagazine.com))
- Occasional stories in numerous other magazines, including *Harper’s*, the *Atlantic*, the *New Yorker*, *Scientific American*, *Wired*, *National Geographic*, and *Smithsonian*

If you like, you may substitute a radio or TV science story for one of the print stories each week.

### Grading

This will be a writing-intensive class that requires you to participate by sharing your writings, commenting on fellow students’ work, and contributing to in-class discussions. Your grade will be based on:

- Your writing assignments (70%)
- Class participation, including critique of others’ writings (10%)
- Your reading journal (20%). I expect your reading journal to include the following elements for each science story you read:
  - Date of publication
  - Title
  - Author
  - Publication
  - Analysis (a few sentences) that indicates what you like and don’t like about the piece.

You may keep your writing journal in handwritten form, or type its weekly entries into a single file; you will need to turn it in at the end of the semester. I expect the journal to include entries for all the stories assigned from the *Best American* anthology or handouts during the semester, as well as the two other stories you choose each week.

### Writings

You will be required to hand in the following writing assignments:

- News item (3 pages, double-spaced; 750 to 1,000 words; 10% of total grade)
- Explanatory writing piece (4 pages, double-spaced; 1,000 to 1,200 words; 10% of total grade)
- Scientist profile (5 pages, double-spaced; 1,250 to 1,500 words; 20% of total grade)
- Feature story (8 to 10 pages, double-spaced; 2,000 to 2,500 words; 30% of total grade)

For each of these assignments, you will first hand in a draft version. I’ll expect you to create, after receiving comments from me and possibly from other students, a final polished version of each. This is a journalism class, and assignment deadlines will not be altered without a very good reason.

**Grading Basis:** Grades will be assigned as:

90–100% = A; 80–89% = B; 70–79% = C; 60–69% = D; less than 59% = F

### **Attendance**

You are required to attend class regularly and participate in class discussions. In-class work missed due to absence cannot be made up unless you have an excuse authorized by the university. If you are involved in student activities that will take you away from campus during the semester, alert me to your absence beforehand so that arrangements can be made to make up work no later than the following week. This same rule applies to work missed with an institutional or medical excuse.

### **Originality of Work**

All work for JLS 340W must be original and must be completed, by you, specifically for this class during this semester. No duplicate work (work previously done for other classes) will be accepted. Students turning in duplicate work will receive a zero for that assignment and will be subject to sanctions for cheating. Any case of cheating or plagiarism will result in a grade of zero for the assignment or test, or a lowering of the final grade by one letter grade, or both. It can result in failure of the class at the instructor's discretion.

### **Validation**

*Once you are given back a graded assignment, it is your responsibility to keep that paper. If there is any question regarding your final grade, you will be asked to produce your papers for proof of submission and grade. Please keep a notebook or folder with all returned assignments.*

### **Common Courtesies**

We will maintain a professional atmosphere in the classroom. Please turn off all cell phones, pagers, beepers, etc. while in class; they may not be used in the classroom. For the sake of the computers, no snacks or drinks of any sort are allowed in the classroom. Computer monitors must be turned off unless we are using them for an in-class assignment.

### **Evacuation Note**

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

### **Class Meetings and Assignments**

Subject to change

#### **Week 1**

##### *Topics*

Science as inquiry; media writing as inquiry  
Science in the media

#### **Week 2**

##### *Topics*

Brief history of science writing  
Types of science writing: basic story structures

Scientist profiles: preparation

*Readings*

*Field Guide*: Chapters 1 and 2

*Ideas into Words*: Chapter 1

*Best American*: “Introduction,” “X-Ray Vision,” and “The Illusion of Gravity”

**Week 3**

*Topics*

Reporting

Description and observation

Precision

*Assignment due*

News item draft

*Readings*

*Field Guide*: Chapters 4, 5, 17, and 18

*Ideas into Words*: Chapter 2

*Best American*: “Out of Time” and “Buried Suns”

**Week 4**

*Topics*

Simplifying and explaining

Science literacy, or lack thereof

*Assignment due*

New item revision

*Readings*

*Field Guide*: Chapters 19 and 20

*Best American*: “Mysteries of Mass” and “Taming Lupus”

**Week 5**

*Topics*

The scientist’s perspective

What can go right, and wrong

*Assignment due*

Explanatory writing draft

*Readings*

*Ideas into Words*: Chapter 3

*Best American*: “Remembering Francis Crick”

“Dealing with the Press,” from Scott L. Montgomery, *The Chicago Guide to Communicating Science*

**Week 6**

*Topics*

Interviews and profiles

Is the personal necessary?

*Assignment due*

Explanatory writing revision

*Readings*

*Ideas into Words*: Chapter 4

*Best American*: “The Mummy Doctor” and “Torrential Reign”

**Week 7**

*Topics*

Analogy, metaphor, analysis, interpretation

*Readings*

*Field Guide*: Chapter 6

*Ideas into Words*: Chapter 5

*Best American*: “The Coming Death Shortage” and “Conservation Refugees”

**Week 8**

*Topics*

Style

*Assignment due*

Scientist profile draft

*Readings*

*Ideas into Words*: Chapter 6

*Best American*: “Dr. Ecstasy” and “Remembrance of Things Future”

Handout: “Everglades,” by Michael Grunwald, from *Smithsonian*

**Week 9**

*Topics*

Feature stories

*Readings*

*Field Guide*: Chapters 20 and 21

*Ideas into Words*: Chapter 7

*Best American*: “Future Shocks” and “Are Antibiotics Killing Us?”

**Week 10**

*Topics*

Markets and careers

*Assignment due*

Market or career analysis

Scientist profile revision

*Readings*

*Field Guide*: Chapters 7 through 16

**Week 11**

*Topics*

Extrapolation; cause and effect

Feature story workshop 1

*Assignment due*

Feature story draft

*Readings*

*Field Guide*: Chapters 3 and 36

*Best American*: “Lights, Camera, Armageddon”

**Week 12**

*Topics*

Controversial stories and balance

Feature story workshop 2

*Readings*

*Field Guide*: Epilogue

*Best American*: “Show Me the Science” and “The Dover Monkey Trial”

**Week 13**

*Topics*

The politics of science and science writing  
Feature story workshop 3

*Readings*

*Best American*: “Almost Before We Spoke, We Swore” and “His Brain, Her Brain”

**Week 14**

*Topics*

Wrapping up: Why science matters, and why science writing matters  
Feature story workshop 4

*Assignment due*

Reading journal

*Readings*

“Weird Science: Why editors must dare to be dumb,” by K. C. Cole, *Columbia Journalism Review*, July/August 2006

*Best American*: “My Bionic Quest for Bolero” and “Buried Answers”

**Week 16 (Finals Week)**

*Assignment due*

Feature story revision

**Additional Attachments:**

Policies and Standards: JLS and PR Courses

NAU Policy Statements

# UNIVERSITY CURRICULUM COMMITTEE

## Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes  No   
*If yes, route completed form to Liberal Studies.*
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Spring 2007  
*See effective dates schedule.*
3. College Social & Behavioral Sciences 4. Academic Unit Geography, Planning & Recreation
5. Course subject/catalog number PRM 432 6. Units 3
7. Co-convened with \_\_\_\_\_ 7a. Date approved by UGC \_\_\_\_\_  
*(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)*
8. Cross-listed with \_\_\_\_\_  
*(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)*
9. Long course title Introduction to Multi-day River Expedition Leadership  
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) River Expedition Leadership
11. Catalog course description (max. 30 words, excluding requisites).

PRM 432 is designed to introduce the theories and techniques used in conducting a safe and professional multiple day river expedition on rivers typical of the Western U.S. The course is also structured to expand the PRM students' knowledge in outdoor leadership through a river context. The primary purpose of this course is to train students in boat handling skills, and the logistics, safety and leadership requirements encountered when conducting a multi-day river experience. During both in class lecture and field experience, students will be introduced to concepts of trip planning and logistics, proper equipment selection and maintenance, safe travel while on the river, emergency planning and procedures, group dynamics, theories of outdoor leadership and appropriate group conduct. Federal, state and local governing agency policies will be presented including licensing and relevant certifications.

12. Grading option: Letter grade  Pass/Fail  or Both   
*(If both, the course may only be offered one way for each respective section.)*
13. Is this a topics course? Yes  No
14. May course be repeated for *additional* units? yes  no   
a. If yes, maximum units allowed? \_\_\_\_\_  
b. If yes, may course be repeated for *additional* units in the same term? (ex. PES 100) yes  no
15. Please check **ONE** of the following that most appropriately describes the course:
- Lecture w/o unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision
16. Prerequisites (must be completed *before* proposed course) \_\_\_\_\_

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

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

instructor consent X

department consent

no consent

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

Name of new plan? \_\_\_\_\_

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

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

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

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

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

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

**This is the first course in PRM that will compliment the PRM 431 Outdoor Leadership II class and focus on river adventure program leadership. It will teach river expedition planning, implementation and leadership.**

24. Names of current faculty qualified to teach this course      Mr. Paul Lauck

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? NAU Outdoors will provide outdoor equipment.

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



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

## LIBERAL STUDIES ONLY

Contact name: \_\_\_\_\_

Contact email: \_\_\_\_\_

Dept. Chair name: \_\_\_\_\_

Dept. Chair email: \_\_\_\_\_

College Contact name : \_\_\_\_\_

College Contact email: \_\_\_\_\_

27. This course is a  Single section  Multi-section

28. List names of faculty who may teach this course: \_\_\_\_\_

29. Section enrollment cap: \_\_\_\_\_

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

### NEW LIBERAL STUDIES COURSE

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

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

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

Aesthetic and Humanistic Inquiry  Cultural Understanding  Lab Science

Science/Applied Science  Social and Political Worlds

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

Creative Thinking  Critical Reading  Effective Oral Communication  Effective Writing  Critical Thinking

Ethical Reasoning  Quantitative/Spatial Analysis  Scientific Inquiry  Use of Technology

33. Is this a topics course? Yes  No

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

### TOPICS COURSE ONLY

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

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

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

GO TO question 42

revised 3/06

**NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)**

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

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

**GO TO question 42**

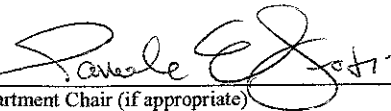
**NEW SENIOR CAPSTONE COURSE (refer to question 19)**

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

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

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

**42. Approvals**

  
 Department Chair (if appropriate) \_\_\_\_\_ Date 11/13/06  
 \_\_\_\_\_  
 Chair of college curriculum committee \_\_\_\_\_ Date 11/13/06  
 \_\_\_\_\_  
 Dean of college \_\_\_\_\_ Date \_\_\_\_\_

**For Committees use only**

**For Liberal Studies Committee**

Date

Action taken: \_\_\_\_\_

Approved as submitted

Approved as modified

**For University Curriculum Committee**

Date

Action taken: \_\_\_\_\_

Approved as submitted

Approved as modified

**PRM 432: Introduction to Multi-day River Expedition Leadership**

**DEPARTMENT OF GEOGRAPHY, PLANNING & RECREATION  
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES  
SPRING, 2007**

**Primary Instructor: Paul "Zeke" Lauck**

Mr. Lauck's Office: SBS West Bldg 70, Room 253      E-mail: paul.lauck@nau.edu

Office hours: 10:00-12:00 Noon M & W or by appointment      Phone: 523-2722

Time/day Wednesday evenings, 5:30-7:00 pm, 4/4, 4/11, 4/18, 4/25 NAU Outdoor RC

10 day field experience, San Juan River, Utah, 5/14-23

Credit hours earned: 3

Other instructors TBA per student enrollment

**Course Prerequisites:**

Consent of instructor. Submission and approval of a class application. Completion of PRM 331 is highly recommended

**Course Description:**

PRM 432 is designed to introduce the theories and techniques used in conducting a safe and professional multiple day river expedition on rivers typical of the Western U.S. The course is also structured to expand the PRM students' knowledge in outdoor leadership through a river context. The primary purpose of this course is to train students in boat handling skills, and the logistics, safety and leadership requirements encountered when conducting a multi-day river experience. During both in class lecture and field experience, students will be introduced to concepts of trip planning and logistics, proper equipment selection and maintenance, safe travel while on the river, emergency planning and procedures, group dynamics, theories of outdoor leadership and appropriate group conduct. Federal, state and local governing agency policies will be presented including licensing and relevant certifications.

**Course Objectives:**

The objectives of this course can best be expressed in two categories; **Skill Enhancement and Leadership Experience**. The latter would include:

**Judgment**

Judgment is an experience-based application of the human brain's ability to reason. Development of good judgment for outdoor activities is the overall objective of any outdoor leadership course. Judgment includes the ability of the student to recognize their strengths and limitations as both a leader and an outdoor expert, and to make and implement appropriate field decisions. Students will have the opportunity to apply judgment throughout the field portion of the course.

### **Decision-Making and Problem Solving**

Students will learn decision-making and itinerary problem solving strategies relative to river travel, particularly as it applies to variable water levels, weather conditions and group needs.

### **Outdoor Leadership**

Students will have the opportunity to apply leadership theory and group handling skills in a field setting. These structured leadership experiences will require the participants to synthesize and integrate safety standards, leadership skills, and environmental ethics to a particular situation. Feedback will be given regularly to student leaders by instructors and peers.

### **Expedition Behavior**

Expedition behavior is a combination of interlocking social relationships: individual to individual, individual to group, group to individual, group to other groups, and individual/group to multiple users, administrative agencies, and local populations. Students will be evaluated on their motivation and self-awareness of these relationships.

### **Environmental Ethics**

Students will learn the practical and philosophical underpinnings of practicing ethics in the outdoors with focus on riparian area awareness. Through use of the LeaveNoTrace (LNT) guidelines, students will be exposed to a basic environmental ethic by practicing skills and techniques that promote minimum impact on the environment.

### **Safety, Emergency and Risk Management**

Students will learn the fundamentals of dealing with today's extremely complicated liability and risk management procedures.

### **Familiarity with Governing Agency Protocols**

Students will be introduced to the common regulations concerning commercial and private party river running permits. This includes application procedures as well as equipment and personal skill requirements.

The **Skill Enhancement** objectives include:

### **Basic Raft Rigging and Navigation Skills**

Students will learn and demonstrate basic skills related to equipment rigging and raft guiding in both oar-powered and paddle-powered rafts. An outdoor leader must be competent in the outdoors to be able to both support their followers in the outdoors and avoid creating emergency situations themselves.

### **River Safety and Rescue Procedures**

Students will learn, through discussion and scenarios, to prepare for, prevent, and handle river emergencies. The student's current first aid/medical training is a factor in emergency preparedness.

### **Equipment Maintenance and Repair**

The selection, design, repair, and storage of equipment will be discussed and practiced. Participants will be instructed in specific equipment needed for individuals, sub-groups, and groups. Design, cost, availability, weight, and quality of equipment will be discussed.

### **Food/Meal Logistics**

Through instruction and practice, students will be able to plan, package, and cook a variety of nutritional meals typical of commercial river trips. Students will also learn and practice the basics of safe food packing, transport and preparation in a river camp setting.

### **Survival and Weather**

Students will receive instruction in simple outdoor survival techniques and basic meteorology, particularly as it applies to river travel and safe camping.

### **River Camp Setup and Use**

Through daily use and transport, students will be introduced to camp setup for both minimum impact and personal hygiene. The implementation of proper health and sanitation techniques is essential to the well-being, safety, and comfort of the outdoor user. Emphasis will be directed to group communicative maladies and their prevention. The subjects of water purification, disposal of human waste, environmentally sound and sanitary dishwashing, and preparation of food will be outlined and practiced in the field. Environmentally safe health practices, including bathing and laundry, will be taught and practiced in the field.

### **Outdoor Education and Interpretation**

Students will be given the opportunity to practice outdoor teaching skills while becoming aware of the area's natural and cultural history. Understanding the ecological integrity of an area will be emphasized during the course.

### **Outdoor Experience Logistics/Planning**

Students will learn the essential elements of planning and administration for an extended river experience.

### **Course Structure:**

The course is split into two specific segments, the on-campus portion and the on-river field portion. While this course relies very heavily on a hands-on, experiential approach, much of the material covered will be explained and expanded through the use of on site lectures. Material will be presented in a traditional lecture mode before and during the on river segment of the course. The on-campus lecture sessions will include student orientation to the equipment provided and required personal gear, shuttle and menu planning, food purchase and other logistical considerations, a 'dry-run' of raft rigging and equipment preparation and an overview of on river concerns. The field portion will include on-site lectures each morning in camp covering topics such as boat handling, safety and rescue, camp setup and group/personal hygiene, LeaveNoTrace

environmental impact issues, relationship and sexual harassment issues and rafting industry dynamics.

Pre-selected interpretative topic presentations will be provided by the students on-site. Possible topics include but are not limited to: current and historic local environmental concerns, SJ River running history, geography of SJ drainage system and/or the Four-corners area in general, local human history (can be sub-divided into archaic-pueblo, Mormon settlement, gold rush, modern tourism, etc), geology of the area (can be sub-divided into anticline-syncline development, Honaker formation, upper, middle or lower reach variations, petroleum), fluvial geomorphology, current commercial outfitting in the area, rock art, drainage system dams and management issues, etc.

### **Text and Materials:**

One river "guide" is required. The student may select from these three:

Kearsley, L. *San Juan River Guide: Sand Island to Clay Hills Crossing*, Shiva Press, 2002

Whitis, D. and T. Martin *Guide to the San Juan River*, Rivermaps, 2005

Baars, D and G. Stevenson *San Juan Canyons: A river runners guide and natural history of San Juan river canyons*, Canon Publishers, 1986

One notebook appropriate for personal journal entries during the course. May be waterproof, but not required.

Ellison, J. *BASIC ESSENTIALS – RAFTING 2<sup>nd</sup> ed.*, Globe Pequot, 2000

Assigned readings, other than individual research for interpretative topics, will come from the instructors personal library available during the field trip

Other personal gear as discussed in class.

See also attached selected reading list.

### **Course Outline/Schedule:**

**Day 1** –(April 4) Introduction, review text requirements and grading, introduce interpretation topic selection, orientation to equipment check list and NAU Outdoors warehouse.

**Day 2** – (April 11) Trip planning and logistics considerations – particularly shuttle issues and budget, agency requirements, assign interpretation topics, begin equipment organization/repair.

**Day 3** – (April 18) Personal clothing and gear list discussion, menu planning

**Day 4** – (April 25) Finalize all logistic requirements, collect NAU insurance paperwork, 'dry-run' of raft rig.

**Day 5** – (May 13) The evening before leaving campus, the group will meet and purchase and pack the trip food.

**Day 6** – (May 14) Meet early morning to load vans and trailer. Leave for Sand Island, Utah.

**Day 7 – 13** – (May 15-21) On river. Morning and evening sessions include reading moving water, related hydrology and water dynamics, on water safety concerns and response, in field equipment maintenance and repair, river rescue, trip leadership issues, camp setup, etc. Handouts and assigned readings given during dinner. Individual interpretative presentations given at appropriate related locations during trip.

**Day 14** – (May 22) End river portion of course and return to campus. Clean and repair equipment as required.

**Day 15** – (May 23) Students return any borrowed/rented equipment. Submit journals and meet with instructors individually for final exam.

### **Student Evaluation and Grading:**

Student performance/attained skill levels will be evaluated through the following means of assessment;

**Instructor field assessment** – A consensus of all instructors involved

**Trip log/Journal** – Each student will be required to keep a journal of their course experience. The journal will be submitted for instructor evaluation at the finish of the course.

**Field Interpretation** – Each student will select or be assigned an interpretative topic, to be researched prior to the field portion of the course, and presented to the group during an appropriate time during the river trip.

**Self-Evaluation** – Each student will discuss with the instructors their course involvement and learning curve and suggest an appropriate final grade.

**Oral and Practical Exam** – Each student will participate in an oral exam with the instructors at the end of the course. During this period, each student will be given the opportunity to demonstrate attained skills.

Students grades will be determined per the following criteria:

- ❖ Collective evaluation by the instructors of the students field performance = 75 points
- Special note:** Participation as an integrated member of the group during the course is required. If the student is determined by all of the instructors present to be non-participating or exhibits dangerous and improper ‘expedition behavior’, particularly if the students actions are considered to be a hazard or potentially detrimental to the course as a whole, severe point reduction will be administered accordingly.
- ❖ Trip log/journal contents and insights = 35 points
- ❖ Interpretation presentation = 40 points
- ❖ Final exam on topics covered during the course = 40 points
- ❖ Self evaluation = 10 points

Grades will be issued per usual university grading scale;  $\geq 90\%$  (180) =A,  $\geq 80\%$  (160) =B,  $\geq 70\%$  (140) = C, etc

## **Course Policy:**

Attendance is required for all class meetings and the field portion of the course. Any absences of scheduled campus meetings, without prior consent of the instructor, will be considered cause for dismissal from the course. This course should not be considered as simply a 'vacation' by the student, and each student is expected to fully participate in all academic as well as recreational opportunities.

## **NORTHERN ARIZONA UNIVERSITY, S.B.S. AND G.P.R. POLICY STATEMENTS**

### **EMERGENCY EVACUATION PROCEDURES:**

In the event of an alarm, you must leave the building immediately by the nearest exit, and move away from the building. Do not use the elevators. Please help those who may need assistance in exiting. When in the field, emergency evacuation procedures will be followed that are determined to be the most appropriate for the situation.

### **SAFE ENVIRONMENT POLICY**

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault, or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

### **STUDENTS WITH DISABILITIES**

If you have a learning and/or physical disability, you are encouraged to make arrangements for class assignments/exams so your academic performance will not suffer because of the disability or handicap. If you have questions about special provisions for students with disabilities, contact the Counseling and Testing Center (523-2261). It is your responsibility to register with the Counseling and Testing Center. Application for services should be made at least eight weeks before the start of the semester. If the Counseling and Testing Center verifies your eligibility for special services, you should consult with your instructor during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center.

### **INSTITUTIONAL REVIEW BOARD**

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities. The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.



### **ACADEMIC INTEGRITY**

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner. Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU's Student Handbook.

### **CLASSROOM CIVILITY & COURTESY**

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. It is the responsibility of each student to behave in a manner that does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus. At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an "administrative withdrawal" from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.

Common courtesy dictates:

- No extended private conversations during lectures
- Turn all electronic communications devices off (cell phones, pagers etc.)
- Enter and exit quietly if you must do so during lecture

### **STUDENT MEDICAL/HEALTH INSURANCE**

The University's self-insurance plan does not provide for medical coverage to students if injured while participating in University-related activities or academic programs. Students are strongly encouraged to obtain medical/health insurance prior to participation – either through their parent's health insurance plan or by purchasing insurance (such as the Blue Cross/Blue Shield package offered through Fronske Health Center).

## PRM 432: Intro to Multi-day River Expedition Leadership Class Application

Applications due: Friday March 30, 2007  
To: Paul Lauck, Bldg 70 SBS West, Room 253

Please type or Print:

### 1. Application general info

- ≡ Name
- ≡ Address
- ≡ Phone Number
- ≡ E-mail address

### 2. Brief Outdoor Resume

- ≡ Location of trip(s) - if more than five, list most recent
- ≡ Length of trip(s)
- ≡ Activity highlights
- ≡ Was trip sponsored by NAU?
- ≡ Was there an academic component to the outing?
- ≡ Did you have a planning or leadership role?

### 3. What would you like to accomplish through taking this course? (a Paragraph or two is fine)

### 4. Do you have any outdoor/medical certifications?

### 5. Graduation date and Major

\*Note: Outdoor experience is NOT a requirement to participate in this course, however, PRM majors will be given preference for open slots when class is filling

**Zeke's Personal River library available during course– may not be a complete list**  
*INDICATES SOURCE OF SELECTED READINGS*

### **GEOLOGY/PHYSICAL GEOGRAPHY**

Scenes of the Plateau Lands and How They Came to Be – Stokes  
*Geology of the Canyons of the San Juan* – Baars  
Carving Grand Canyon- Ranney  
Pages of Stone – Chronic  
Life In Stone – Sadler  
*Canyon Country* - Ranney

### **Other NATURAL HISTORY**

Hawks – Peterson Guide series  
Southwestern and Texas Wildflowers – Peterson Guide series  
Insects – Peterson Guide series  
Birds of North America – National Geographic Field Guide  
Field Guide to Birds of the Western Region – Stokes  
Dragonflies through Binoculars – Dunkle  
Butterflies through Binoculars, the West – Glassberg  
A Naturalist's Guide to Canyon Country – Williams  
Flowers of the Southwestern Deserts – Dodge  
Shrubs and Trees of the Southwestern Uplands – Elmore  
Flowers of the Southwest Mountains – Arnberger  
*Run, River, Run* – Zwinger  
Wind In the Rock – Zwinger  
The Stars – Rey  
The San Juan: The Four Corners River – Wilde  
The Moon Book - Long

### **HUMAN HISTORY**

*The San Juan Canyon, Southeastern Utah; Water Supply Paper 538* – Miser  
River Runners' Guide to Utah and Adjacent Areas – Nichols  
Rough Water Man, Elwyn Blake's Colorado and San Juan Expeditions – Westwood  
Saga of San Juan, The History of San Juan County, Utah – Perkins  
Looking Back Around the Hat, A History of Mexican Hat – Valle  
The WEN, the BOTANY and the MEXICAN HAT – Cook  
Any Time, Any Place, Any River, The Nevills of Mexican Hat – Nelson  
Prehistoric Indians of the Southwest – Wormington  
Canyon Country Prehistoric Indians – Barnes  
*River Flowing from the Sunrise, An Environmental History of the Lower San Juan* – Aton  
Standing Up Country, The Canyonlands of Utah and Arizona – Crampton  
Through the Hole in the Rock - Reay

## **GUIDING and READING WATER**

OARS Handbook for Professional Whitewater Guides – Ghiglieri

AMC Whitewater Handbook – Urban

Knots and Splices – Day

Useful Knots and How to Tie Them – Plymouth Cord Co pub

River Safety and Rescue – Hammersley

River Running – Huser

*River Rescue* – Bechdel and Ray

River Rafting – Kuhne

Advanced River Rafting – Kuhne

*Rafting!* – Bennett

Wilderness Search and Rescue – Setnicka

*The Basic Essentials of Rafting* – Ellison

Whitewater Rafting – McGinnis

Whitewater Boatman, The Making of a River Guide – Wood

What the River Says – Wallach

Waterlines, Journeys on a Desert River – Walka

Sandstone Sunsets, In Search of Everett Ruess – Taylor

Medicine for Mountaineering – Wilkerson

The Outward Bound Wilderness First-aid Handbook – Isaac

*Backcountry Environmental Health Manual* – Coconino County Dpt. Health Services

Whitewater Home Companion – Nealy

*Whitewater!* – Strung

Utah Parks and Recreation Boating Laws and Rules

*Utah Parks and Recreation Guide Licensing Regulations*

*The Guides Guide Augmented* - McGinnis

## **RIVER GUIDES**

Canyon Country Paddles – Huser

A Naturalist's San Juan River Guide – Aitchison

San Juan Canyons, A River Runner's Guide – Baars

*San Juan River Guide* – Kearsley

Guide to the San Juan River –Whitis and Martin

Map and Guide to the San Juan River - Jones

NORTHERN ARIZONA UNIVERSITY  
**POLICY STATEMENTS**

**SAFE ENVIRONMENT POLICY**

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

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

**STUDENTS WITH DISABILITIES**

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

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

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at <http://www2.nau.edu/dss/>.

**INSTITUTIONAL REVIEW BOARD**

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

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

*A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website:*

*<http://www4.nau.edu/ovp/regulatorycompliance/irb/index.htm>. If you have questions, contact Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.*

### **ACADEMIC INTEGRITY**

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

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

### **ACADEMIC CONTACT HOUR POLICY**

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

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

# UNIVERSITY CURRICULUM COMMITTEE

## Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes  No   
*If yes, route completed form to Liberal Studies.*
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2007  
*See effective dates schedule.*
3. College Social and Behavioral Science 4. Academic Unit Public Agency Service
5. Course subject/catalog number PAS 330 6. Units 3
7. Co-convened with None 7a. Date approved by UGC N/A  
*(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)*
8. Cross-listed with None  
*(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)*
9. Long course title Adjudication Administration & Management  
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Adjudication Adm & Mgmt
11. Catalog course description (max. 30 words, excluding requisites).

**This course provides an overview of court administration and management in the United States, with focus on the institutions and actors that are part of the American court system.**

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   
Seminar  Field Studies  Lab only  Clinical  Research   
Independent Study  Activity  Supervision
16. Prerequisites (must be completed *before* proposed course) Junior status
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      xx

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      XX  
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      <sup>XX</sup>  
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      <sup>XX</sup>  
If yes, does it require listing in the *Course Equivalency Guide*?      yes       no   
Please list, if known, the institution, subject/catalog number of the course. \_\_\_\_\_

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

**The criminal justice system is composed of three major parts: Courts, Corrections and Law Enforcement. This course fill a needed gap in the Administration of Justice program. This program attracts students interested in seeking an applied degree in the area of criminal justice. This course provides a grounding in court administration and management.**

24. Names of current faculty qualified to teach this course      Beverly Spitler, Cindy Scott,  
Larry Gould

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

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



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

## LIBERAL STUDIES ONLY

Contact name: \_\_\_\_\_

Contact email: \_\_\_\_\_

Dept. Chair name: \_\_\_\_\_

Dept. Chair email: \_\_\_\_\_

College Contact name : \_\_\_\_\_

College Contact email: \_\_\_\_\_

27. This course is a  Single section  Multi-section

28. List names of faculty who may teach this course: \_\_\_\_\_

29. Section enrollment cap: \_\_\_\_\_

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

### NEW LIBERAL STUDIES COURSE

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

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

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

Aesthetic and Humanistic Inquiry  Cultural Understanding  Lab Science

Science/Applied Science  Social and Political Worlds

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

Creative Thinking  Critical Reading  Effective Oral Communication  Effective Writing  Critical Thinking

Ethical Reasoning  Quantitative/Spatial Analysis  Scientific Inquiry  Use of Technology

33. Is this a topics course? Yes  No

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

### TOPICS COURSE ONLY

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

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

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

GO TO question 42  
revised 8/06

**NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)**

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

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

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

**GO TO question 42**

**NEW SENIOR CAPSTONE COURSE (refer to question 19)**

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

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

If yes, which course(s)? \_\_\_\_\_

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

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

**42. Approvals**

Department Chair (if appropriate)

Chair of college curriculum committee

Dean of college

Date

Date

Date

**For Committees use only**

For Liberal Studies Committee

Date

Action taken:

\_\_\_\_\_ Approved as submitted

\_\_\_\_\_ Approved as modified

For University Curriculum Committee

Date

Action taken:

\_\_\_\_\_ Approved as submitted

\_\_\_\_\_ Approved as modified

NORTHERN ARIZONA UNIVERSITY  
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCE  
PUBLIC AGENCY SERVICE  
ADMINISTRATION OF JUSTICE EMPHASIS/SPECIALIZATION

PAS 330 ADJUDICATION ADMINISTRATION/MANAGEMENT

SPRING 2007

THREE (3) CREDIT HOURS

DR. BEVERLEY SPITLER

LOCATION: MESA COMMUNITY COLLEGE (DOWNTOWN)

OFFICE HOURS: TWO HOURS BEFORE CLASS, AND AFTER CLASS

Beverley.Spitler@nau.edu

COURSE PREREQUISITES: Junior status or instructor's approval

COURSE DESCRIPTION:

This course is designed to provide a brief overview of court structure in the United States, followed by a more intensive review of the management and administration of courts from the perspective of a court administrator. The course focuses on the institutions and actors that make up courts as well as the interactions between the court and, local, state, and federal agencies responsible for funding. In the past, the administration of a court within a jurisdiction largely rested with the senior judge or another judge assigned such duties. Administration of court is now recognized as being too complex and too time consuming for a sitting judge. The role of the court administrator in this increasingly complex environment in determining budget allocation, hiring of personnel, human resource management, caseload management, docket review, space allocation, use of technology and courtroom management is central to this course.

STUDENT LEARNING EXPECTATIONS/OUTCOMES FOR THIS COURSE:

Students interested in court administration should have a working knowledge of the administrative and managerial function specific to and in addition to other management, budget, organizational theory and leadership courses taught in the administration of justice program. As described below the learning outcomes expected in this course go beyond those found in other courses, which describe the court system in the United States in terms of judicial authority, comparison of structure, jurisdiction, Constitutional review, and flow of process. In sum, this course reviewed in the inner administrative complexities of how a court system is managed.

Following both general and specific learning outcomes in which the student should:

- Be able to compare and contrast the different structure of courts and the notion of judicial independence at the federal and state level.

- Be able to discuss public versus private section administration and the differing role of the court administrator in each.
- Be able to define the role of the court administrator.
- Be able to define organization and agency administration.
- Be able to discuss the principles and practices of organization administration as they relate to court management and administration.
- Demonstrate an awareness of various management and supervisory functions in the court system.
- Identify the historical approaches to management, in particular the increasing importance in the role of court administrator.
- Discuss the primary leadership theories of trait, style, and situational leadership.
- Be able to write organizational goals and a mission statement relative to the applied practices found in a court system.
- Identify court décor and decorum relative to the creation of an environment that maintains the decorum of the court, while attending to the comfort of people entering this environment.
- Define the court as an organization.
- Demonstrate by identifying the different personnel roles and functions of the court system.
- Discuss the administrative issues that impact the court including budget development, personnel management, docket management, and space allocation relative to the normal activities found in a court operations such as, delays, case scheduling conflicts, managing cases conflicts, stress on the bench and in the administrative office, and other modern courtroom challenges.
- Be able to identify the financial concerns facing the court system.
- Demonstrate a working knowledge of court administration issues such as budget, personal management, and calendar management.
- Be able to identify the different roles and relationships of the presiding judge, judges, and court administrator.
- Be able to design a calendar/fiscal year budget.
- Discuss the problems of managing the various levels of the court system.
- Be able to discuss how the court operates and is managed on the city, county and state level in Arizona.

#### COURSE STRUCTURE/APPROACH:

A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture face-to-face, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

#### TEXTBOOK AND REQUIRED MATERIALS:

Aikman, A.B., (2006). *The Art and Practice of Court Administration*. Auerbach Publishing.

Hays, Steven (2005). *Handbook of Court Administration and Management*. Public administration and Public Policy.

Supplemental Texts:

Wildavsky, Aaron and Naomi Caiden. 2004. *The New Politics of the Budgetary Process*, 5<sup>th</sup> Edition. New York, NY: Longman

RECOMMENDED OPTIONAL MATERIALS/REFERENCES:

Website of COSCA, The Conference of State Court Administrators  
Website of The National Center for State Courts

Griller & Stott, (2002). *The improvement of the administration of justice*. Chicago: American Bar Association Judicial Division.

Tobin, R., (1999). *Creating the judicial branch: The unfinished reform*. Williamsburg, VA: National Center for State Courts.

COURT ORGANIZATION WEBSITES (good place to look for jobs/internships)

National Center for State Courts	<a href="http://www.ncsconline.org">www.ncsconline.org</a>
Federal Judicial Center	<a href="http://www.fjc.gov">www.fjc.gov</a>
United State Courts Webpage	<a href="http://www.uscourts.gov">www.uscourts.gov</a>
Conference of State Court Admins.	<a href="http://cosca.ncsc.dni.us">http://cosca.ncsc.dni.us</a>
National Assoc. for Court Mangt.	<a href="http://www.nacmnet.org">www.nacmnet.org</a>
National Institute for Justice/DOJ	<a href="http://www.ojp.usdoj.gov/nij">www.ojp.usdoj.gov/nij</a>
Council for Court Excellence (DC)	<a href="http://www.courtexcellence.org">www.courtexcellence.org</a>
Az.Admin Office of Courts	<a href="http://www.supreme.state.az.us">www.supreme.state.az.us</a>
Center for Court Innovation	<a href="http://www.courtinnovation.org/">www.courtinnovation.org/</a>
Community Justice Exchange	<a href="http://www.communityjustice.org">www.communityjustice.org</a>

Court Jobs and Graduate/Training Programs

Who Has Court Jobs. Com	<a href="http://www.whohascourtjobs.com">www.whohascourtjobs.com</a>
Cal State-Sacramento Judicial Fellow Program	<a href="http://www.csus.edu/calst/Programs/judicial_admin.html">www.csus.edu/calst/Programs/judicial_admin.html</a>
Institute for Court Management	<a href="http://www.ncsconline.org/d_icm/icmindex.hhtml">www.ncsconline.org/d_icm/icmindex.hhtml</a>
University of Denver Masters	<a href="http://www.law.du.edu/msla/">www.law.du.edu/msla/</a>
Michigan State Judicial Administration Program	<a href="http://judicialadministration.msu.edu">http://judicialadministration.msu.edu</a>
Arizona Court Jobs (Admin. Office)	

<http://www.supreme.state.az.us/jobs/default.htm>

## COURSE OUTLINE

### First Class:

Discuss syllabus, answer questions, get information on students, introduces courts  
Overview of the court system in the United States and the role of the Court  
Administrator.

### Second Class:

The role of the court administrator relative to the role of the senior and/or administrative  
judge.  
Selected reading from Handbook of Court Administration and Management.

### Third class:

The role of the court administrator in working with other courtroom actors and external  
organizations that impact both the legal and administrative function of the court.  
Chapter 6: The Courthouse and the People Who Work There  
Chapter 7: Role of the Prosecutor, Defense Attorney and Judges  
Group work

### Fourth Class:

Exam on Chapters 1, 2, 4 and 5, plus selected readings from Handbook of Court  
Administration.  
Leadership issues and conflicts in court administration.

### Fifth Class:

Legal Actors: The Dynamics of Court  
Guest Speaker: Maricopa County Prosecutors Office and Judge from Family Court,  
Senior Administrator from the Maricopa District Court (please have question ready for  
these individuals about the operations of the court system specifically from their position  
within the system) Participation points will be given here.

### Sixth Class

Court Management Issues: Court Efficiency and Management  
Chapter 9: Consequences of State Funding and Budgeting  
Chapter 10: Studies of Delay and its Reduction  
Chapter 11: Managing the Court System  
Group Work

Seventh Class

Computer Technology in the Courtroom

Calendar Management for Small and Large Court Jurisdictions

Chapter 12: Training, Hiring Personnel, Budget, Human Resources

Chapter 13: Trial Court Administrators and State Court Administrators

Eighth Class

Group Presentations

Take Home Final

ASSESSMENT OF STUDENT LEARNING OUTCOMES

Each student will be evaluated on his/her attainments of the following course learning outcomes:

- |   |  |
|---|--|
| A. Demonstrated mastery of concepts and perspectives as related to Adjudication Management  | Demonstrated through oral and written expression utilizing the appropriate analytical tools applied to practical problems. |
| B. Demonstrated ability to analyze readings, provide insightful recommendations, critical analysis and thinking by incorporating materials in a conceptual way. | Demonstrated through written analysis of required reading and discussions.   |
| C. Ability to demonstrate through Competence in problem solving, critical thinking, group discussions and writing experiences.                                  | Demonstrated through written and verbal communication. (group presentations using multi-media, short essays, exams)        |
| D. Demonstrated ability to conduct research, develop new strategies and design court calendar/budgets.  | Demonstrated through group project.  |
| E. Demonstrated ability to utilize technology.  | Demonstrated through the use of Internet, Power-point presentations and APA format.  |

CLASS REQUIREMENTS AND ASSIGNMENTS:

Students are required to read assigned chapters prior to class. Questions and discussions will come from these readings. Students are also required to search the Internet sites given in this syllabus for written essays.

### ESSAYS:

There are three essays that are due. Two of the essays are due in the second class meeting and one on the third class meeting. These essays will need to be written in the APA 5<sup>th</sup> Ed. format. If you do not have a copy of the APA manual, you can purchase one from the bookstore, or Barnes & Noble, Borders, or go on-line to get this information. Each essay is worth 50 points.

### MAJOR PROJECT:

Students will get into groups of two or three depending on the size of the class. This will be done on the first night of class. A court will be assigned to the group that does business in the State of Arizona. Among the possibilities are the Federal District Court, State Supreme Court of Arizona, the Arizona Court of Appeals (Tucson), Pima County Superior Court, Tucson City Court, Pima County Courts of Justice, Pima County Drug Court, Teen Court, a local Tribal Court, or any other local state court (must be cleared by instructor).

Once you have your court, I will ask that you create a document that includes the following: An Introduction, general knowledge on the type of court that you have selected (e.g., what do we know about the state supreme courts, or circuit courts, what types of cases do they handle, etc), knowledge specific to your local court including a history, structure, organizational chart, identify personnel and responsibilities, process of the court or how it works, and statistics on caseloads. Finally, I will ask you to design a calendar and fiscal plan for your court.

You may have to do library research and website research, but much of your research will need to come from interviews or contacts with staff in your particular court. Therefore, you should start early and should make your professional contacts soon. When making an in-person contact, please dress appropriately (no shorts, short skirts, tee shirts, etc). If you look professional you will get the information that you need.

This will be an oral presentation in front of the entire class. Your presentation will be a Power-point presentation and a written paper that will handed in with the Power-point presentation.

How will I grade this project? For each group, I will ask that you turn into me a breakdown of the work that will be done by each person in your group. You may wish to assign group members a particular section of the paper. In the end, I will ask each of the



group members to grade the others in the group as to their effort and participation. I will give the paper an overall grade. The grading will be 50% for the paper and Power-point, 40% on the presentation 10% on group participation based on your colleagues.

MID-TERM:

There will be a Mid-term exam on the Fourth Class meeting.

FINAL EXAM:

This will be a take home exam. It is *not* a comprehensive exam.

PARTICIPATION IN CLASS:

Participation will involve responding to assignments and engaging in the open exchange of ideas in class. Students will be required to have questions to ask when guest speakers are brought to class. Participation will be evaluated on the basis of participation rubric.

GRADING SYSTEM:

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

Assignment points:

Participation-----	150
Essays-----	150
Mid-term-----	100
Final-----	150
Major Project-----	100
Total points-----	650

COURSE POLICY:

Exams

Since the class only meets eight (8) times, there will be no makeup exams and no retesting.

## Attendance

Since the class only meets eight (8) times, attendance is mandatory. Due to the fact that some of your grade is based on participation, you will need to be in class every time the class meets. If for some reason you will miss class, you need to call the professor or E-mail the professor in a timely manner in order not to lose your points for that night. If you miss more than one class, your grade will lower one complete grade.

## STATEMENT ON PLAGIARISM AND CHEATING:

Please refer to the NAU Student Handbook policy statement on Academic Integrity. Academic honesty does not allow “plagiarism---knowingly representing the words or ideas of another as one’s own” (2005, Undergraduate General Academic and Graduation Policies).

## **NORTHERN ARIZONA UNIVERSITY**

### **POLICY STATEMENTS**

#### **SAFE ENVIRONMENT POLICY**

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

You may obtain a copy of this policy from the college dean’s office. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), the academic ombudsperson (928-523-9368), or NAU’s Office of Affirmative Action (928-523-3312).

#### **STUDENT WITH DISABILITIES**

If you have a learning and/or physical disability, you are encouraged to make arrangements for class assignments/exams so your academic performance will not suffer because of the disability or handicap. If you have questions about special provisions for students with disabilities, contact the Counseling and Testing Center (928-523-2261).

It is your responsibility to register with the Counseling and Testing Center. Application for services should be made at least eight weeks before the start of the semester.

If the Counseling and Testing Center verifies your eligibility for special services, you should consult with your instructor during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate

provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center.

## **INSTITUTIONAL REVIEW BOARD**

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

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

A copy of the IRB *Policy and Procedures Manual* is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 928-523-4889.

## **ACADEMIC INTEGRITY**

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's Administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning.

It is the responsibility of individual faculty members to identify instances of academic dishonesty and recommend penalties to the department chair or college dean in keeping with the severity of the violation. Penalties may range from verbal chastisement to a failing grade in the course. The complete policy on academic integrity is in Appendix F of NAU's *Student Handbook*.

## **CLASSROOM CIVILITY STATEMENT**

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to the freedom to teach and to learn. Part of the obligation implies the responsibility of each member of the NAU community to maintain

a positive learning environment in which the behavior of any individual does not disrupt the classes of teachers or learners.

It is the responsibility of the individual faculty member to determine, maintain, and enforce the standards of behavior acceptable to preserving an atmosphere appropriate for teaching and learning. Students will be warned if their behavior is evaluated by faculty member as disruptive. Sanctions may include a range of responses from immediate removal from class to referral to the appropriate academic unit and/or the Office of Student Life to review pertinent alleged university violations of ethical and behavioral standards. Significant and/or continued violations may result in administrative withdrawal from the class.

# UNIVERSITY CURRICULUM COMMITTEE

## Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes  No   
*If yes, route completed form to Liberal Studies.*
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2007  
*See effective dates schedule.*
3. College Social and Behavioral Science 4. Academic Unit Public Agency Service
5. Course subject/catalog number PAS 360 6. Units 3
7. Co-convened with None 7a. Date approved by UGC N/A  
*(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)*
8. Cross-listed with None  
*(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)*
9. Long course title Police and Crisis Management  
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Police Crisis Manage
11. Catalog course description (max. 30 words, excluding requisites).  
**This course examines police and community collaborations related to crime, public relations and wide area crisis management. Specific to this course are issues of organization, implementation and budgeting of effort.**
12. Grading option: Letter grade  Pass/Fail  or Both   
*(If both, the course may only be offered one way for each respective section.)*
13. Is this a topics course? Yes  No
14. May course be repeated for additional units? yes  no   
a. If yes, maximum units allowed? \_\_\_\_\_  
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes  no
15. Please check **ONE** of the following that most appropriately describes the course:  
Lecture w/o unit embedded lab  Lecture only   
Seminar  Field Studies  Lab only  Clinical  Research   
Independent Study  Activity  Supervision
16. Prerequisites (must be completed *before* proposed course) Junior status
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  **XX**  
Name of new plan?      BIS/BAS in Administration of Justice

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

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

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

This course does not appear to duplicated any specific course in criminal justice; however, some of the subject areas such as community relations, and police response are covered in various courses, there is no indication that the subject is addressed from an development, operations, implementation and budgeting perspectives or in terms of crisis management.

---

*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      x      no

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

While taking a significantly different track as compared to Criminal Justice and while addressing the needs of students in geographic areas of the state, specifically Phoenix and rural areas outside of Tucson, Yuma and Flagstaff, it is possible, although not probable that students might be drawn away from the BS in Criminal Justice. We believe that this is not likely, as most of the students taking the administration of justice emphasis/specialization are time and place bound, live outside of the Tucson, Flagstaff and Yuma areas of delivery, start with AAS Degrees, which are not accepted toward a BS degree and are non traditional students.

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

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

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

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

**It is not uncommon for either the police or community leaders to attempt to solve crime and crime related problems, issues related to public/community relations and wide area crisis management, without using a collaborative and well planned efforts. This course outlines an approach by with the police can work within the administrative structure of not only an individual department, but with a community to address these issues. The course includes issues relative to development, organization, implementation and budgeting for ongoing police operation related to public/community relations, as well as for large scale investigations, natural and human made disasters.**

24. Names of current faculty qualified to teach this course      Beverly Spitler, Cindy Scott,  
Marcie Demotte

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

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

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

## LIBERAL STUDIES ONLY

Contact name: \_\_\_\_\_

Contact email: \_\_\_\_\_

Dept. Chair name: \_\_\_\_\_

Dept. Chair email: \_\_\_\_\_

College Contact name : \_\_\_\_\_

College Contact email: \_\_\_\_\_

27. This course is a  Single section  Multi-section

28. List names of faculty who may teach this course: \_\_\_\_\_

29. Section enrollment cap: \_\_\_\_\_

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

*OR*

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

*OR*

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

### NEW LIBERAL STUDIES COURSE

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

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

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

Aesthetic and Humanistic Inquiry  Cultural Understanding  Lab Science

Science/Applied Science  Social and Political Worlds

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

Creative Thinking  Critical Reading  Effective Oral Communication  Effective Writing  Critical Thinking

Ethical Reasoning  Quantitative/Spatial Analysis  Scientific Inquiry  Use of Technology

33. Is this a topics course? Yes  No

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

### TOPICS COURSE ONLY

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

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

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

**NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)**

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

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

**GO TO question 42**

**NEW SENIOR CAPSTONE COURSE (refer to question 19)**

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

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

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

**42. Approvals**

Department Chair (if appropriate)

Chair of college curriculum committee

Dean of college

Date

Date

Date

**For Committees use only**

For Liberal Studies Committee

Date

Action taken:

Approved as submitted

Approved as modified

For University Curriculum Committee

Date

Action taken:

Approved as submitted

Approved as modified



NORTHERN ARIZONA UNIVERSITY  
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES  
PUBLIC AGENCY SERVICE  
ADMINISTRATION OF JUSTICE EMPHASIS/SPECIALIZATION

PAS 360 POLICE AND CRISIS MANAGEMENT  
SEMESTER OFFERED: SPRING/FALL 2007  
CREDIT HOURS: THREE (3) CREDIT HOURS

INSTRUCTOR: DR. BEVERLEY SPITLER  
LOCATION: MCC DOWNTOWN CAMPUS  
OFFICE HOURS: TWO (2) HOURS BEFORE CALL AND AFTER, OR  
STUDENT CAN REACH INSTRUCTOR BY PHONE

COURSE PREREQUISITES: Junior status or instructor's approval

COURSE DESCRIPTION:

This course examines the critical role of the police in providing leadership within a community, while providing an environment of police and community collaboration during times of both normality and during times of crisis. It is not uncommon for either the police or community leaders to join together to solve crime and crime related problems, issues related to public/community relations and wide area crisis management, using a collaborative and well planned efforts. This course outlines an approach by which the police can work within the administrative structure of not only an individual department, but with a community to address these issues. It is essential that police departments provide leadership relative to the development, organization, implementation and budgeting for ongoing police operation related to public/community relations, as well as for large scale investigations, natural and human made disasters. Wide area crisis management for this course is defined as any situation involving natural or human made disaster or any criminal investigation of sufficient intensity or length that it calls for greater than normal demands on the resources of a department.

STUDENT LEARNING EXPECTATIONS/OUTCOMES FOR THIS COURSE:

This course should be of particular use to those practitioners and other students interested in the potential of advancement in rank within policing. It is important that the student is aware of the current issues and modern approaches that pertain to the various relationships that exist between the police and the community. While other courses in the administration of justice program provide substantive learning in the area of leadership, this course is specific to the role of the supervisor and administration relative to working with and within communities. Basic courses concerning the overall role of law enforcement and its place within the criminal justice structure can be found elsewhere and maybe preparatory but not a prerequisite for this course.

The course is designed to prepare the police practitioner and other interested students for the role of a police supervisor or administration in the development of strategies to work with communities and community leaders on problems of interest to both. The student will:

- Demonstrate a basic knowledge of the historical background of American Law Enforcement and the evolution of community policing versus public relations.
- Demonstrate a basic knowledge of wide area crisis management.

- Be able to distinguish between community policing and community/public relations and role of each in wide area crisis management.
- Be able to demonstrate an understanding of the role of the police supervisor and/or administrator in the development of:
  - Strategic planning relative to both community policing and community/public relations
  - Budgets relative to operations in this area
  - Organization and reporting structure that meet the needs of both the police agency and policing, in particular with the development of staffing plans for use in wide area crisis management.
  - Plans for wide area crisis management related to extensive criminal investigation, human made and/or natural disasters.
  - Interviewing, hiring/appointing, training and review of personnel assigned to work specifically with communities in the areas of community policing and community relations.
  - Evaluation tools to determine the effectiveness and efficiency of departmental efforts directed at both community policing and community/public relations.
- Identify the roles, concepts and skills involved in positive leadership within the agency relative to these issues.
- Identify multiple communities that interact with a police agency and the role the police administrator, including issues of leadership.
- Identify and distinguish problem areas for police and community relationships and community relations.
- Demonstrate awareness of particularly critical issues for police agencies in dealing with the public.
- Develop a community relations profile of an agency using assorted published sources.
- Be able to analyze the complexity of the law enforcement and the community support necessary for its overall effectiveness.
- Identify the role of the police supervisors and administrator in understanding the importance of the concept of community and acquire knowledge of demographics and how a rapidly changing population impacts the organizations and institutions of a society.
- Be able to acquire an overview of community policing and problem solving, including the development of measures of effectiveness and efficiency.
- Be able to discuss various policing and management styles and how those relate to police and the community and how fear of crime impacts the relationship between the two groups.
- Be able to identify critical ongoing issues (i.e., multicultural relationships, alternative lifestyles, and ethics) which exist in the police-community relationship.

#### COURSE STRUCTURE/APPROACH:

A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture face-to-face, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

#### TEXTBOOK AND REQUIRED MATERIALS:

Alexander, David (2002). *Principles of Emergency Planning and Management*. Oxford University Press: New York.

Hunter, R., T. Barker and P. Mayhall (2005). *Police – Community Relations and the Administration of Justice*. Prentice Hall.

Ancona, Deborah, Thomas Kochan, et al. eds. 2005. *Managing for the Future: Organizational Behavior and Processes, 3<sup>rd</sup> Edition*. Mason:OH: Thomson-Wadworth Publishers.

Readings on Electronic Reserve:

Ulrich, Dave, Jack Zenger, and Norm Smallwood. 1999. *Results Based Leadership*. Boston, MA: Harvard Business School Press. Chapters 1,2,4, 7 and 8.

Yulk, Gary. 2001. *Leadership in Organizations, 5<sup>th</sup> Edition*. Upper saddle River, NJ: Prentice Hall. Chapters 10 and 14.

Cozzetto, Don A., Mary Grisez Kweit, and Robert W. Kweit. 1995. *Public Budgeting*. White Plains, NY: Longman. Chapters 2 and 4 (available through electronic reserve)

Supplemental material on Reserve:

Chrisley, D., (2002). *Leadership field book*. San Francisco, CA: Jossey-Bass.

Covey, S., (1991). *Principled centered leadership*. New York: Fireside.

COURSE OUTLINE:

First Class:

Introduction of syllabus, introduction of students, class expectations.  
Chapter 1, Overview and Historical Development  
Chapter 2, Police Relations vs. Police Community Relations  
Overview of Leadership in Policing (no readings, just lecture)

Second Class:

Discuss of articles; class participation  
Chapter 3, Community Policing  
Chapter 4, Which Community?  
Readings from Disaster Management  
The role of budgeting in the development of program initiatives – Reading from *Public Budgeting*.  
Article essay: Article about the varying roles of community relations and police community relations

Third Class:

Discussion of articles; class participation  
Chapter 5, Intra-department relations  
Chapter 6, Police Role in Leadership  
Readings and Presentations from Disaster Management  
Police Ride Due; turn in report from police ride. Informal class presentation on police ride.

Fourth Class:

Mid-term exam, Chapters: 1, 2, 3, 4, 5

Readings from: *Managing for the Future: Organizational Behavior and Processes, 3<sup>rd</sup> Edition.*

Overview of leadership versus management/administration

Article essay: Article about community policing. Write a one page essay on article and attach article.

Fifth Class:

Discussion of articles; class participation

Chapter 8, Communication skills and the public

Chapter 9, Police discretion and the community

Role-play on police discretion and the community (Role of PIO).

Sixth Class:

Readings from *Leadership in Organizations, 5<sup>th</sup> Edition*

Discussion of the role of the police supervisor and/or administrator in the development of: strategic planning relative to both community policing and community/public relations; budget development; organization and reporting structure that meet the needs of both the police agency and policing; interviewing, hiring/appointing, training and review of personnel assigned to work specifically with communities in the areas of community policing and community relations; and evaluation tools to determine the effectiveness and efficiency of departmental efforts directed at both community policing and community/public relations.

Seventh Class:

All Major Projects Due: Begin project presentations and disaster management plan.

Take home Final Exam

Eighth Class:

Turn in Final Exam

Complete project presentations.

ASSESSMENT OF STUDENT LEARNING OUTCOMES:

Each student will be evaluated on his/her attainments of the following course learning outcomes:

A. Demonstrated mastery of concepts and perspectives as related to Police appropriate analytical tools	Demonstrated through oral and written expression utilizing the and Community. applied to practical problems.
--	--

B. Demonstrated ability to analyze readings, provide insightful recommendations, critical analysis and thinking by incorporating materials in a conceptual way.	Demonstrated through written analysis of required reading and discussions.
---	--

C. Ability to demonstrate through competence in problem solving, critical thinking, group discussions and writing experiences.

Demonstrated through written and verbal communication. (group presentations using multi-media, short essays, exams)

D. Demonstrated ability to conduct research, develop new strategies for Police and Community

Demonstrated through group project.

E. Demonstrated ability to utilize technology.

Demonstrated through the use of Internet, Power-point presentations and APA format.

### TIMELINE FOR ASSESSMENT:

Each student is given a copy of the syllabus with what is required each week the class meets. Student mark your calendar to know what is expected and when critical assignments (major papers) are due. It is important that each student prepares for class due to the fact that the course is only eight weeks in duration. If questions about arise about your papers, please make those questions known at the first class or phone the instructor during the first week of class.

### CLASS REQUIREMENTS AND ASSIGNMENTS:

Students are required to read assigned chapters prior to class. Questions and discussions will come from these readings. Students are also required to search the Internet sites given in this syllabus for written essays.

### ESSAYS:

There are three essays that are due. These essays will need to be written in the APA 5<sup>th</sup> Ed. format. If you do not have a copy of the APA manual, you can purchase one from the bookstore, or Barnes & Noble, Borders, or go on-line to get this information. Each essay is worth 50 points.

### Police Ride:

Students are required to complete a ride-along with a police agency. It is the student's responsibility to contact the agency. Obtain and fill out the proper paperwork and schedule a time to do a ride-along. You have the officer(s) sign a form that your instructor will give you. The ride-along will be a minimum of eight hours. If necessary, you may do more than one ride-along so that you can complete the required hours. You are encouraged to participate for more than the required eight hours. When you have completed the ride-along, you will write a 4 to 6 page summary of the entire experience. In addition to the four to six pages of type written information, you will also include a cover page and reference page. This paper should expand on the concept of community policing and should convey what you observed on your ride-along.

What did you learn? What was exciting? What surprised you? You are required to use the knowledge and concepts that you have learned in this class. This project is worth 100 points.

### Major Project:

Each student will be assigned a small, medium or large sized police agency. You will write a paper explaining what kind of public picture of that agency you can get based on agency and media sources as well as other research sources. As part of this assignment you will briefly assess the disaster management plan.

The first part of your paper will be a historical and statistical portrait of the city. Use available published statistics (UCR, demographics, economics, etc), city history, police department history, and any information that you can find out about the police community relations programs in that city (hint: check the department website). Include a research of popular, professional, and scholarly literature, books, government documents, newspapers, and websites to see what kinds of mentions this city has received related to crime and policing in the past to provide as much historical context as possible. Do not forget to look for advocate and critic websites (e.g. police unions, ACLU, "Back the Badge", etc).

In part two of your paper, you must identify media outlets for the city (on the web: e.g. newspapers and television stations) and keep a log of reports relating to that police agency by checking the websites several times each week. In your log, you will notate each mention of the police agency that is reported. You will note what the story is about, whether the police are the source or the subject of the story, and how the police were portrayed (positive, neutral, negative). You will make note of the normal type of crime and incident reporting and compare such reporting to any larger scale incidents. At the end of the term, you will summarize your findings in a research paper. Your analysis of your collected data should be both quantitative and qualitative—i.e. report the percentages of various kinds of stories and distribution of positive, negative, neutral stories as well as explain your personal perception of how the police are portrayed and what supports your conclusion.

The final portion of your paper contains your conclusions and discussion, as well as the summary of your interview with a police supervisor, public relations officer, disaster management team, and/or police administrator. What public face does the police agency have? Have they successfully gotten their message to their constituency? What connections were you able to find between the police agency and the material that we have studied with particular attention being paid to the role of leadership? Explain whether you have developed a more positive or more negative attitude toward your chosen agency, and explain why. Would you suggest that the agency do differently to improve police community relations? Do you feel that agency is ready for a disaster?

At the end of the term, you must give a presentation to the class of your findings including Power-point visual aids. (APA format, 5<sup>th</sup> ed)

This project is worth 200 points.

### MID-TERM:

There will be a Mid-term exam on the Fourth Class meeting.

### FINAL EXAM:

This will be a take home exam. It is not a comprehensive exam.

### PARTICIPATION IN CLASS:

Participation will involve responding to assignments and engaging in the open exchange of ideas in class. Students will be required to have questions to ask when guest speakers are brought to class. Participation will be evaluated on the basis of participation rubric.

### GRADING SYSTEM:

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

### Assignment points:

Participation-----150  
Essays-----150  
Mid-term-----100  
Final-----100  
Police Ride-----100  
Major Project-----200  
  
Total points-----800

### COURSE POLICY:

#### Exams

Since the class only meets eight (8) times, there will be no makeup exams and no retesting.

#### Attendance

Since the class only meets eight (8) times, attendance is mandatory. Due to the fact that some of your grade is based on participation, you will need to be in class every time the class meets. If for some reason you will miss class, you need to call the professor or E-mail the professor in a timely manner in order not to loose your points for that night. If you miss more than one class, your grade will lower one complete grade.

### STATEMENT ON PLAGIARISM AND CHEATING:

Please refer to the NAU Student Handbook policy statement on Academic Integrity. Academic honesty does not allow “plagiarism---knowingly representing the words or ideas of another as one’s own” (2005, Undergraduate General Academic and Graduation Policies).

### **NORTHERN ARIZONA UNIVERSITY**

## **POLICY STATEMENTS**

### **SAFE ENVIRONMENT POLICY**

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

You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), the academic ombudsperson (928-523-9368), or NAU's Office of Affirmative Action (928-523-3312).

### **STUDENT WITH DISABILITIES**

If you have a learning and/or physical disability, you are encouraged to make arrangements for class assignments/exams so your academic performance will not suffer because of the disability or handicap. If you have questions about special provisions for students with disabilities, contact the Counseling and Testing Center (928-523-2261).

It is your responsibility to register with the Counseling and Testing Center. Application for services should be made at least eight weeks before the start of the semester.

If the Counseling and Testing Center verifies your eligibility for special services, you should consult with your instructor during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center.

### **INSTITUTIONAL REVIEW BOARD**

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

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

A copy of the IRB *Policy and Procedures Manual* is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 928-523-4889.

### **ACADEMIC INTEGRITY**



The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's Administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning.

It is the responsibility of individual faculty members to identify instances of academic dishonesty and recommend penalties to the department chair or college dean in keeping with the severity of the violation. Penalties may range from verbal chastisement to a failing grade in the course. The complete policy on academic integrity is in Appendix F of NAU's *Student Handbook*.

## **CLASSROOM CIVILITY STATEMENT**

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to the freedom to teach and to learn. Part of the obligation implies the responsibility of each member of the NAU community to maintain a positive learning environment in which the behavior of any individual does not disrupt the classes of teachers or learners.

It is the responsibility of the individual faculty member to determine, maintain, and enforce the standards of behavior acceptable to preserving an atmosphere appropriate for teaching and learning. Students will be warned if their behavior is evaluated by faculty member as disruptive. Sanctions may include a range of responses from immediate removal from class to referral to the appropriate academic unit and/or the Office of Student Life to review pertinent alleged university violations of ethical and behavioral standards. Significant and/or continued violations may result in administrative withdrawal from the class.

# UNIVERSITY CURRICULUM COMMITTEE

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

1. College Social and Behavioral Sciences
2. Academic Unit Public Agency Service BAS
3. Academic Plan Name Public Agency Service
- Administration of Justice,  
Social and Community  
Service, Public  
Administration and Fire  
Science
4. Subplan (if applicable)? \_\_\_\_\_
5. Effective Date FALL 2007
6. Is this proposal for a :  New Plan  Plan Change  Plan Deletion  
*(Please refer to Plan and Subplan definitions)*  New Subplan  Subplan Change  Subplan Deletion

7.

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

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

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

For New Plans, leave this column blank.

Open LOUIE

We designed the B.A.S. degree with a specialization in public agency service for students with an associate degree from a community college who seek entry to or promotion within public agencies in the areas of administration or social and community service.

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

- 64 units in an associate degree transfer block
- at least 15 units of liberal studies requirements
- at least 21 units of B.A.S. core requirements
- at least 15 units of public agency service specialization requirements

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

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

**Program Director  
Larry A. Gould, PhD**

**Bachelor of Applied Science  
Degree in Public Agency  
Service with Specializations  
in:**

**Public Agency Administration  
Social and Community  
Service  
Administration of Justice  
Fire Science Administration**

We designed the B.A.S. degree with areas of specialization in public agency **administration, social and community service, administration of justice and fire science administration** for students with an associate degree from a regionally accredited community college seeking entry to or promotion within public agencies in these areas.

To earn this degree, you must complete at least 120 units of coursework, which we describe

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

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

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

Also be aware that at least 36 units of the courses you take at NAU must be upper-division courses (those numbered 300 and above), and you must meet all residency and other upper-division requirements as specified in this catalog.

in the sections that follow:

- 64 units in an associate degree transfer block
- at least 15 units of liberal studies completion requirements
- at least 21 units of B.A.S. core requirements
- at least **12** units of specialization requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. **Check NAU's course catalog to find out.** (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

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

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

### **Associate Degree Transfer Block**

To be admitted to this B.A.S. degree plan, you must have a pre-approved associate degree either completed or in progress at a regionally accredited institution.

We accept a maximum block transfer of 64 units from your associate degree program, and you then take the remaining 56 units at NAU to complete 120 units. (Please note that if you complete all required core, specialization, and liberal studies requirements in less than 56 units, you may take the remaining units from any courses offered by NAU.)

For information about the associate degree transfer block and the appropriateness of your associate degree,

Also be aware that at least 36 units of the courses you take at NAU must be upper-division courses (those numbered 300 and above), and you must meet all residency and other upper-division requirements as specified in this catalog. **(Be aware that some B.A.S. specializations require more than the minimum of 36 units of upper-division courses.)**

In addition, be aware that you must complete your associate degree before NAU can award the B.A.S. degree. Additionally, some departments may require that you complete your associate degree before entering a B.A.S. plan; see the specific plan to find out.

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

### **Associate Degree Transfer Block**

check with the public agency service advisor. Please note that you may be completing your associate degree while you work on the B.A.S.; however, the associate degree must be awarded before the awarding of the B.A.S. degree.

### **Liberal Studies Completion Requirement**

NAU requires that you complete 35 units of liberal studies coursework. To enter this B.A.S. degree plan without deficiencies, you must have completed, as part of your associate degree, at least 16-20 units of liberal studies coursework that transfer to NAU. These courses must include composition, mathematics, and a lab science as well as 3-6 units of additional liberal studies coursework.

You select the remaining 15-19 units of liberal studies courses in consultation with a B.A.S. advisor to help you meet your personal goals and ensure that these courses contribute to a coherent overall curriculum.

To be admitted to the B.A.S. plan, you must have a pre-approved associate degree either completed or in progress at a regionally accredited institution.

We accept a maximum block transfer of 64 units from your associate degree program, and you then take the remaining 56 units at NAU to complete 120 units. (Please note that if you complete all required core, specialization, and liberal studies requirements in less than 56 units, you may take the remaining units from any courses offered by NAU.)

**You may also need to meet specific departmental requirements and/or make up specific deficiencies before NAU can award your B.A.S. degree.**

### **Liberal Studies Completion Requirement**

NAU requires that you complete 35 units of liberal studies coursework, **as we describe in the NAU's Academic Plans section of this catalog.** To enter a B.A.S. plan without deficiencies, you must have

Please note that you may use the same course to satisfy both a liberal studies and a B.A.S. core requirement; you may also include courses with the course prefixes used in your public agency service specialization to satisfy liberal studies requirements, although you can't use the specific courses from your specialization.

### **B.A.S. Core Requirements**

You take the following 21 units, chosen with the approval of the public agency service advisor. These courses are designed to help you acquire a general knowledge of management, organizational, and policy issues while advancing your professional communication, computer, and quantitative skills:

- communication block:  
one course from BME 420, CJ 345W, ENG 305W, or SC 314, 315, or 475 (3 units)
- public administration and management block:  
one course from BME 480; CJ 331; HA 345; HS 410; MGT

completed, as part of your associate degree, at least 16-20 units of liberal studies coursework that transfer to NAU. These courses must include composition, mathematics, and a lab science as well as at least **6** units of additional liberal studies coursework.

You select the remaining 15-19 units of liberal studies courses in consultation with a B.A.S. advisor to help you meet your personal goals and ensure that these courses contribute to a coherent overall curriculum.

Please note that you may use the same course to satisfy both a liberal studies and a B.A.S. core requirement; you may also include courses with the course prefixes used in **your specialization** to satisfy liberal studies requirements, although you can't use the specific courses from your specialization.

### **B.A.S. Core Requirements**

You take the following 21 units, **which are** designed to help you acquire a general knowledge of management, organizational, and policy issues while advancing

303; PAS/POS 325, 326, 327, or 421C; PAS 401 or PAS 408C; POS 344, 359 or 428; SC 472 or 477; and SOC 334 or 431 (3 units)

- values, ethics, and policy block:

one course from BME 310; SHP 300W; CJ 315, 325, 380, or 450C; HUM 345W, 371, or 373; PAS 411; PHI 332W; SC 424; or SOC 301, 333, 339, or 441 (3 units)

- technical and quantitative block:

one course from CIS 360, CJ 355, ECI 497C, ESE 380, HS 333, MAT 114, PAS 355, SOC 365, or SW 370 (3 units)

- 6 units from any of the previously listed courses in the core blocks
- ENG 305W, HUM 345W, or SOC 320W, each of which meets NAU's junior writing requirement (3 units)

Please note that at least 18 units in the core must be upper-division (300-400 level) courses.

Also note that you may use the same course to satisfy both a B.A.S. core and a liberal studies requirement or

your professional communication, computer, and quantitative skills:

- communication block:

one course from BME 420; CJ 345W; ENG 305W; and SC 314, 315, **424, 472**, or 475, **477** (3 units)

- public administration and management block:

one course from BME 480; CJ 331, **333**; HA 345; HS 410; MGT 303; PAS/POS 325, 326, 327, or 421C; PAS 401 or PAS 408C; POS 344, 359 or 428; ~~SC 472 or 477~~; and SOC 334 or 431 (3 units)

- values, ethics, and policy block:

one course from BME 310; SHP 300W; CJ 315, 325, 380, or 450C; HUM 345W, 371, or 373; PAS 411; PHI 332W; ~~SC 424~~; or SOC 301, 333, 339, or 441 (3 units)

- ~~technical and quantitative~~ **technical, quantitative, qualitative, and science** block:

one course from **BIO 301 and 302**; CIS 360; CJ 355; ECI 497C; ESE 380; HS 333; MAT 114; PAS 355, **356**; **POS 303**; SOC 365 ; or ~~SW 370~~ (3 units)

- 6 units from any of the



a B.A.S. core and a public agency service specialization requirement.

### **Public Agency Service Specialization Requirements**

You take the following 21 units:

- HUM 371 (3 units)
- POS 326 or PAS 326 (3 units)
- one of SC 424, 472, or 477 (3 units)
- 12 units in public agency administration or in social and community service, as we describe in the following sections

Please note that you may use the same course to satisfy both a public agency service specialization and a B.A.S. core requirement. However, you may not use a specific course from your specialization to satisfy a liberal studies requirement, although you may use other courses with the course prefixes used in your specialization.

### **Public Agency Administration**

You take the following:

previously listed courses in the core blocks

- a junior writing course, as specified within the requirements for each individual B.A.S. specialization (3 units)

Please note that at least 18 units in the core must be upper-division (300-400 level) courses.

Also note that you may use the same course to satisfy both a B.A.S. core and a liberal studies requirement. ~~or a B.A.S. core and a specialization requirement.~~

**Some departments may require specific courses to be taken in the B.A.S. Core.**

### **Public Agency Service**

~~You take the following 21 units:~~

- ~~• HUM 371 (3 units)~~
- ~~• POS 326 or PAS 326 (3 units)~~
- ~~• one of from SC 424, 472, or 477 (3 units)~~
- ~~• 12 units in public agency administration or in social and community service, as we describe in the following sections~~

~~Please note that you may use the same course to satisfy both a public agency service~~

- 6 units from CJ 331 and 333; MGT 303; SOC 301, 333, 339, and 441; and POS 327 and 428

Additionally, you must take:

- 3 units from POS 325 or PAS 325
- 3 units from POS 421C or PAS 421C, which meets NAU's senior capstone requirement

You may substitute courses with written approval of a public agency service advisor.

### **Social and Community Service**

You take the following 6 units:

- 3 units from CJ 410; SOC 301, 320W, 333, 339, 417, and 441; SOC 360 or GRT 360; and EDF 301W
- PAS 408C, which meets NAU's senior capstone requirement (3 units)

Additionally, you must take

- CJ 325 as part of the B.A.S. core requirements (3 units)

You may substitute courses with written approval of a public agency service advisor.

### **Administration of Justice Specialization Requirements**

~~specialization and a B.A.S. core requirement. However, you may not use a specific course from your specialization to satisfy a liberal studies requirement, although you may use other courses with the course prefixes used in your specialization.~~

### **Public Agency Administration Requirements:**

You take the following 21 units:

- HUM 371 (3 units)
- POS 326 or PAS 326 (3 units)
- one of from SC 424, 472, or 477 (3 units)
- ~~6~~ **9** units from CJ 331 and 333; ~~MGT 303~~; SOC 301, 333, 339, and 441; **PAS 415 and 450**; and POS 327 and 428

~~Additionally, you must take:~~

- 3 units from POS 325 or PAS 325

### **Please note that for this Specialization from the BAS Core you must take:**

- **ENG 305W or any other NAU course that meets the NAU junior writing requirement. Be aware that many junior level writing courses have prerequisites.**
- **PAS/POS 421C or PAS 408C, either of which**

You take the following 21 units:

- PAS/POS 325, 326, 327, PAS 310, 340, 401, 411

From the BAS Core you must take:

- ENG 305W or any other NAU course that meets the NAU junior writing requirement. Be aware that many junior level writing courses has prerequisites.
- PAS/POS 421C or PAS 408C, either of which meets the NAU senior capstone requirement. Must be taken as part of the public administration and management block in the BAS Core

### **General Electives**

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

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to

**meets the NAU senior capstone requirement.**

- ~~3 units from POS 421C or PAS 421C, which meets NAU's senior capstone requirement~~

You may substitute courses with written approval of a public agency service advisor.

### **Social and Community Service Requirements**

**You take the following 21 units:**

- **HUM 371 (3 units)**
- **POS 326 or PAS 326 (3 units)**
- **one of from SC 424, 472, or 477 (3 units)**

~~You take the following 6 units:~~

- ~~3 **12** units from CJ 410; SOC 301, 320W, 333, 339, 417, and 441; **PAS 415 and 450**; SOC 360 or GRT 360; and EDF 301W~~

**Please note that for this Specialization from the BAS Core you must take:**

- **ENG 305W or any other NAU course that meets the NAU junior writing requirement. Be aware that many junior level writing courses has prerequisites.**

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

- **PAS/POS 421C or PAS 408C, either of which meets the NAU senior capstone requirement.**

- ~~PAS 408C, which meets NAU's senior capstone requirement (3 units)~~

~~Additionally, you must take~~

- ~~CJ 325 as part of the B.A.S. core requirements (3 units)~~

~~You may substitute courses with written approval of a public agency service advisor.~~

### **Administration of Justice Specialization Requirements**

You take the following 21 units:

- **PAS 450 (3 units)**
- **18 units from the following:** PAS/POS 325, 326, 327, Or PAS 310, **330, 360, 340, 401, 411, 415**

### **Please note that for this Specialization from the BAS Core you must take:**

- ENG 305W or any other NAU course that meets the NAU junior writing requirement. Be aware that many junior level writing courses has prerequisites.
- PAS/POS 421C or PAS 408C, either of which meets the NAU senior capstone requirement.

~~Must be taken as part of the public administration and management block in the BAS Core~~

**Fire Science Administration  
Specialization Requirements  
You take the following 21  
units:**

- **PAS 450 and PAS 415 (6 units)**
- **15 units from the following: PAS/POS 325, 326, 327, PAS 310, 330, 340, 360, 401, 411**

**Please note that for this Specialization from the BAS Core you must take:**

- **ENG 305W or any other NAU course that meets the NAU junior writing requirement. Be aware that many junior level writing courses has prerequisites.**
- **PAS/POS 421C or PAS 408C, either of which meets the NAU senior capstone requirement.**

~~Please note that you may use the same course to satisfy both a specialization and a B.A.S. core requirement. However, yYou~~

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may not use a specific course from your specialization to satisfy a liberal studies requirement, although you may use other courses with the course prefixes used in your specialization.

For information about the particular specializations NAU offers, see the Business Administration, Criminal Justice, Education—Teaching and Learning, Health Sciences, and Public Agency Service sections of this catalog.

### **General Electives**

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

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

credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

Academics

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

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

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

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

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

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

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

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

In an applied setting such as an internship or field placement, effective oral communication and writing are the *sine qua non* of democratic engagement, productive community involvement, successful application of academics to an applied setting and successful employment and/or advancement in a career. To show evidence of critical writing and oral argumentation one must first obtain the abilities to construct sound arguments, assess evidence and data and show familiarity with a body of relevant knowledge, both applied and academic. Significantly, showing competence in speech-performance requires mastery of a similar skill set: rhetorical ability with argument, knowledge of which data is relevant, and capacity to reproduce one's scholarship for the interested audience. We work toward having our students equally competent at expressing complicated issues in writing and speech. Additionally, we use technology in various ways to improve writing skills and speech performance. With respect to writing skills, many of our writing classes are either on-line or are hybrid classes facilitating the multiple drafts we believe critical to good writing. The use of video is prevalent in the feedback we give our Communication students. As the assessment subcommittee and Council provide their analyses of our data, we will make sure to note any instructive features our use of technology illuminates.

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

Please note that the justifications for changes to the BAS are noted separately on the Plan Change Form for BAS. The changes noted below are specific to Public Agency Service

**Change 1: Clarification of the specializations offered under the Sub-plan of Public Agency Service. Which now includes Public Agency Administration, Social and Community Service, Administration of Justice and Fire Science Administration.**

**Change 2: This is an overall change to the visual illustration of the various specializations that can be found within Public Agency Service. Specific changes are noted below.**

**Change 3: Public Agency Service Language removed and is replaced by language specific to each specialization. The change is for clarity of presentation.**

**Change 4: Changes to the Public Agency Administration, and Social and Community Service specializations include a restructuring of the specialization relative to the addition of new courses, specifically PAS 415 (Conflict Resolution and Mediation in the Public Sector) and PAS 450 (Leadership Concepts, Skills and Models in the Public Sector). This required a change in the number of units to be taken within the specific blocks in the specialization.**

**Change 5: This is a cosmetic change, which clarifies the requirements for the Junior Level Writing and Capstone Experiences.**

**Change 6: Elimination of CJ 325 as a requirement. This course is no longer taught via the web with the consistency needed for this program. We have had to substitute other courses for CJ 325 for the last two years. Rather than continue this process, we have eliminated the requirement.**

**Change 7: When the Administration of Justice Specialization was created there were no courses specific to the program. The addition of PAS 330 (Adjudication Administration and Management) and PAS 360 (Police and Community) provide students with additional and substantive course work specific to the administration of justice. Central to the specialization is the applied focus on supervision, management and administration; thus, the addition of the requirement of PAS 450 (Leadership Concepts, Skills and Models in the Public Sector).**

**Change 8: Fire Science Administration. The addition of Fire Science Administration is in response to the funding provided by ABOR to create Administration of Justice and Fire Science. Last year we created Administration of Justice and this year we are proposing the creation of the Fire Science Program (not to be confused with wild lands fire suppression). Fire Science Administration at NAU would provide those students with an AAS Degree an avenue toward a Bachelors degree. We have been working closely with the Community Colleges, including Mohave, Coconino and the Maricopa District and various fire departments in the development of this specialization. The core of Fire Science Administration is public administration, which is a natural cap to the applied experience received at the community colleges. As was the case with creation of Administration of Justice specialization, there are currently no courses specific in substance to the discipline of Fire Science; however, over the next year development of those course will occur. The need for this program is in part new requirements, including a Bachelors degree, for promotion within many fire departments and the large number of retirements expected in the next few years.**

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

**The current need for new faculty was satisfied in the Summer of 2006, during which time two faculty were added to the program. It is expected that as the Fire Science Administration program grows additional faculty will be needed. These needs will first be satisfied by the hiring of qualified part-time faculty and then with the support of Distributed Learning Services, the hiring of full-time faculty.**

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

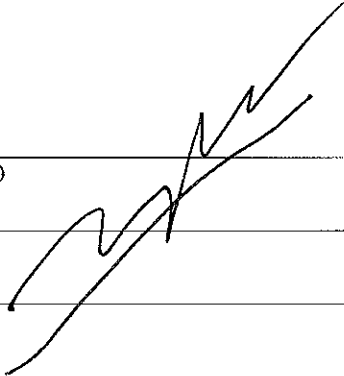
If so, attach supporting documentation from the affected departments/units and college dean.

N/A



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

**Certifications**

Department Chair/ Unit Head (if appropriate)		Date
Chair of college curriculum committee		1-17-07
Dean of college		Date

**For committee use only**

For University Curriculum Committee		2/13/07
		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.*



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.

### *Bachelors Degree in Interdisciplinary Studies*

*B.A. in Interdisciplinary Studies*

*B.S. in Interdisciplinary Studies*

Academic Advising Services, Gateway  
Student Success Center  
NAU, PO Box 5650, Flagstaff, AZ 86011-5650  
928-523-4772

#### **BIS Director**

**Larry A. Gould**

**Undergraduate Introduction**

You may pursue the following academic plan in interdisciplinary studies:

- bachelor of arts in interdisciplinary studies(extended major)
- bachelor of science in interdisciplinary studies(extended major)

NAU's flexible, B.A. and B.S. in Interdisciplinary Studies (BIS) offers you an opportunity to design a plan of studies, in consultation with an advisor, to meet your individual educational needs. You may choose either of these degrees if you plan to enter an occupation that requires a broad general education, if you are seeking career advancement or personal intellectual enrichment, if you are considering a

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

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

### *Bachelors Degree in Interdisciplinary Studies*

*B.A. in Interdisciplinary Studies, Emphasis in Administration of Justice*

*B.S. in Interdisciplinary Studies, Emphasis in Administration of Justice*

Academic Advising Services, Gateway  
Student Success Center  
NAU, PO Box 5650, Flagstaff, AZ 86011-5650  
928-523-4772

#### **BIS Director**

**Larry A. Gould**

**Undergraduate Introduction**

You may pursue the following academic plan in interdisciplinary studies:

- bachelor of arts in interdisciplinary studies(extended major)
- bachelor of science in interdisciplinary studies(extended major)

NAU's flexible, B.A. and B.S. in Interdisciplinary Studies (BIS) offers you an opportunity to design a plan of studies, in consultation with an advisor, to meet your individual educational needs. You may choose either of these degrees if you plan to enter an occupation that requires a broad general education, if you are seeking career advancement or personal intellectual enrichment, if you are considering a preprofessional plan.

preprofessional plan.

We also offer this degree as part of NAU's distance education program; however, not all emphasis areas are available through distance education.

We designed this degree to broaden your background, but not to substitute for a degree that meets specific professional or occupational needs. If you are preparing for an occupation where entry is governed by licensure and/or professional certification, you should seek admission to the appropriate degree plan.

Bachelor of Arts in Interdisciplinary Studies  
(extended major)

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

- at least 35 units of liberal studies requirements
- at least 57 - 71 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

Please note that you must complete

We also offer this degree as part of NAU's distance education program; however, not all emphasis areas are available through distance education.

We designed this degree to broaden your background, but not to substitute for a degree that meets specific professional or occupational needs. If you are preparing for an occupation where entry is governed by licensure and/or professional certification, you should seek admission to the appropriate degree plan.

Bachelor of Arts in Interdisciplinary Studies  
(extended major)

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

- at least 35 units of liberal studies requirements
- **at least 57 - 68 units of major requirements for the Bachelor of Arts and 60 – 67 units of major requirements for the Bachelor of Science**
- elective courses, if needed, to reach an overall total of at least 120 units

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

NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may, also, be used to meet other requirements within your academic plan. Click here for a [list of the available diversity courses](#).

The B.A. in Interdisciplinary Studies requires that you must take at least 30 units of upper-division courses (those numbered 300 and above).

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

Finally, please note that the requirements for any particular BIS plan will be more specific than the general academic description given here. See the specific academic area in this catalog, which are listed at the end of this section, for the BIS plan you are interested in.

Liberal Studies (General Education) Requirements

Click here to go to the section titled NAU's Undergraduate Academic Plans for information about the [35 units of liberal studies](#) credit that we require. Contact the department of your emphasis for information about liberal studies courses that are specific to your major.

Be aware that you may not use courses that have the same prefix or course code as the courses in your emphasis to satisfy liberal studies requirements; in addition, you may not use the specific courses in your focus to satisfy liberal studies requirements. (For the interdisciplinary emphases in arts and

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

The B.A. in Interdisciplinary Studies requires that you must take at least 30 units of upper-division courses (those numbered 300 and above).

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

Finally, please note that the requirements for any particular BIS plan will be more specific than the general academic description given here. See the specific academic area in this catalog, which are listed at the end of this section, for the BIS plan you are interested in.

Liberal Studies (General Education) Requirements

Click here to go to the section titled NAU's Undergraduate Academic Plans for information about the [35 units of liberal studies](#) credit that we require. Contact the department of your emphasis for information about liberal studies courses that are specific to your major.

Be aware that you may not use courses that have the same prefix or course code as the courses in your emphasis to satisfy liberal studies requirements; in addition, you may not use the specific courses in your focus to satisfy liberal studies requirements. (For the interdisciplinary emphases in arts and letters, public agency service, and women's studies, you may use the emphasis course prefixes; however, you may not use the

letters, public agency service, and women's studies, you may use the emphasis course prefixes; however, you may not use the specific courses from those emphases to satisfy both emphasis and liberal studies requirements.)

### **MAJOR REQUIREMENTS FOR B.A.**

You must complete 57- 68 units for this major—in an emphasis, a focus area, and communications skills requirements.

Please note that you must have a grade of C or better in all courses used in the Extended Major, which includes the Emphasis, Focus/Minor/Certificate, and Communication Skills Area.

#### **Emphasis**

You must take 21-28 units in an emphasis approved by the BIS advisory council. See the end of this section for a list of BIS emphases, each of which has been designed with a clear and specific learning objective.

As part of NAU's general university requirements, these units include a junior writing course and senior capstone experience, which we specify within each individual emphasis.

#### **Focus, Minor, or Certificate Requirements**

Meet this 15-unit requirement by choosing one of the three options described in this section.

#### **Focus in Interdisciplinary Studies**

Take at least 15 units in a structured interdisciplinary plan of study outside your emphasis field. You must take 3 units of credit in each of the following blocks: Ethnical Reasoning; Creative and Humanistic Inquiry; Scientific Reasoning and Inquiry; Social and Political

specific courses from those emphases to satisfy both emphasis and liberal studies requirements.)

### **MAJOR REQUIREMENTS FOR B.A.**

You must complete 57- 68 units for this major—in an emphasis, a focus area, and communication skills requirements.

Please note that you must have a grade of C or better in all courses used in the Extended Major, which includes the Emphasis, Focus/Minor/Certificate, and Communication Skills Area.

#### **Emphasis in Administration of Justice**

To complete this emphasis, you take the following 24 units:

- 6 units from PAS/POS 325, PAS/POS 326, PAS/POS 327,; PAS 310 (6 units)
- 3 units from CJ 325, 331, CJ 333, CJ 410, CJ 380; or **PAS 330, PAS 360**
- 3 units from ENG 305W or any other course that meets the Junior Level Writing requirement at NAU. Be aware that many junior level writing courses have prerequisites
- 9 units from PAS 340, PAS 401, PAS 411, **415, 450**
- 3 units from PAS/POS 421C or PAS 408C, either of which meets the NAU senior capstone requirement

#### **Focus, Minor, or Certificate Requirements**

Meet this 15-unit requirement by choosing one of the three options described in this section.

#### **Focus in Interdisciplinary Studies**

Take at least 15 units that include a minimum of ~~in a structured interdisciplinary plan of study outside your emphasis field.~~ You must take 3 units of credit in each of the following blocks: Ethnical **Ethical**

Foundations; and Cultural Understanding. Courses used to satisfy this requirement may not have been used to satisfy any other requirement for this degree. Please see below for listing of approved courses by block.

### **Minor**

You may also fulfill this requirement by completing a minor outside your emphasis field, instead of either a focus or certificate. The minor, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation.

Refer to specific academic areas within this catalog for information about the coursework requirements for particular minors you may be interested in. (Please note that not all minors are available statewide or on line.).

### **Certificate**

You may also fulfill this requirement by completing a certificate outside your emphasis field, instead of either a focus or a minor. The certificate, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation.

Refer to specific academic areas within this catalog for information about the coursework requirements for particular certificates you may be interested in. (Please note that not all certificates are available statewide or on line.).

## **COMMUNICATION SKILLS REQUIREMENTS**

You must take the following 21-25 units:

- 3 units in computer literacy -- This coursework must help you to understand in general the technical components of computers and information systems, the role of computers in

Reasoning; Creative and Humanistic Inquiry; Scientific Reasoning and Inquiry; Social and Political Foundations; and Cultural Understanding. Courses used to satisfy this requirement may not have been used to satisfy any other requirement for this degree. **At least 9 units must be taken at NAU and at least 6 units of the 9 units must be upper-division (300 or 400 level) Please see below for listing of approved courses by block.**

### **Minor**

You may also fulfill this requirement by completing a minor outside your emphasis field, instead of either a focus or certificate. The minor, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation. Refer to specific academic areas within this catalog for information about the coursework requirements for particular minors you may be interested in. (Please note that not all minors are available statewide or on line.).

### **Certificate**

You may also fulfill this requirement by completing a certificate outside your emphasis field, instead of either a focus or a minor. The certificate, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation. Refer to specific academic areas within this catalog for information about the coursework requirements for particular certificates you may be interested in. (Please note that not all certificates are available statewide or on line.).

## **COMMUNICATION SKILLS REQUIREMENTS**

You must take the following 21-25 units:

- 3 units in computer literacy -- This

modern society, how to solve problems using information systems technology, and how to use the World Wide Web and common software productivity tools.

- 6 units of oral communication courses

You may choose 6 units of performance-based courses or a combination of 3 units of performance-based and 3 units of theory-based communication coursework from the following lists

**performance-based courses:**

EM 124; SC 111, 311, 312, 314, 315, and 318; and TH 242

**theory-based courses:**

SC 271, 321, 323, 351, 365, 424, 472, and 477  
(Please note that you can't use CLEP or locally prepared exams to satisfy this requirement. Transfer equivalencies not addressed by articulation agreement must be approved by the BIS/BAS Advisory Council.)

- four courses (12-16 units) in a modern language other than English, selected from the same language  
(You can take CLEP or AP exams to fulfill all or part of this requirement; however, you can't use "travelers" or "conversation only" language courses for this requirement.)

coursework must help you to understand in general the technical components of computers and information systems, the role of computers in modern society, how to solve problems using information systems technology, **word processing, spreadsheet use, data base management** and how to use the World Wide Web and common software productivity tools.

**This course must have been taken within 10 years of admittance to NAU.**

- 6 units of oral communication courses

**You choose 3 units of performance-based courses and 3 units of theory-based courses listed below. At least 3 units must be upper-division**

**performance-based courses:**

EM-124; SC 111, 311, 312, 314, 315, and 318; and TH 242

**theory-based courses:**

SC 271, 321, 323, 351, **361**, 365, 424, 472, **475** and 477  
(Please note that you can't use CLEP or locally prepared exams to satisfy this requirement. Transfer equivalencies not addressed by articulation agreement must be approved by the BIS/BAS Advisory Council.)

- four courses (12-16 units) in a modern language other than English, selected from the same language  
(You can take CLEP or AP exams to fulfill all or part of this requirement; however, you can't use "travelers" or "conversation only" language



courses for this requirement).

**Bachelor of Science in Interdisciplinary Studies (extended major)**

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

- at least 35 units of liberal studies requirements
- at least 60 - 67 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

The B.S. in Interdisciplinary Studies requires that you must take at least 30 units of upper-division courses (those numbered 300 and above).

Additionally, please note that you may

**Bachelor of Science in Interdisciplinary Studies (extended major)**

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

- at least 35 units of liberal studies requirements
- at least 60 - 67 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

The B.S. in Interdisciplinary Studies requires that you must take at least 30 units of upper-division courses (those numbered 300 and above).

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

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

Finally, please note that the requirements for any particular BIS plan will be more specific than the general academic description given here. See the specific academic area in this catalog, which are listed at the end of this section, for the BIS plan you are interested in.

Liberal Studies (General Education)  
Requirements

Click here to go to the section titled NAU's Undergraduate Academic Plans for information about the 35 units of liberal studies credit that we require. Contact the department of your emphasis for information about liberal studies courses that are specific to your major.

Be aware that you may not use courses that have the same prefix or course code as the courses in your emphasis to satisfy liberal studies requirements; in addition, you may not use the specific courses in your focus to satisfy liberal studies requirements. (For the interdisciplinary emphases in arts and letters, public agency service, and women's studies, you may use the emphasis course prefixes; however, you may not use the specific courses from those emphases to satisfy both emphasis and liberal studies requirements.)

#### **MAJOR REQUIREMENTS FOR B.S.**

You must complete 60-70 units for this major—in an emphasis, a focus area, and communications skills requirements.

Please note that you must have a grade of C or better in all courses used in the

Finally, please note that the requirements for any particular BIS plan will be more specific than the general academic description given here. See the specific academic area in this catalog, which are listed at the end of this section, for the BIS plan you are interested in.

Liberal Studies (General Education)  
Requirements

Click here to go to the section titled NAU's Undergraduate Academic Plans for information about the 35 units of liberal studies credit that we require. Contact the department of your emphasis for information about liberal studies courses that are specific to your major.

Be aware that you may not use courses that have the same prefix or course code as the courses in your emphasis to satisfy liberal studies requirements; in addition, you may not use the specific courses in your focus to satisfy liberal studies requirements. (For the interdisciplinary emphases in arts and letters, public agency service, and women's studies, you may use the emphasis course prefixes; however, you may not use the specific courses from those emphases to satisfy both emphasis and liberal studies requirements.)

#### **MAJOR REQUIREMENTS FOR B.S.**

You must complete 60-70 units for this major—in an emphasis, a focus area, and communications skills requirements.

Please note that you must have a grade of C or better in all courses used in the Extended Major.

#### **Emphasis in Administration of Justice**

To complete this emphasis, you take the following 24 units:

- 6 units from PAS/POS 325, PAS/POS 326, PAS/POS 327, ~~PAS 310~~ (6 units)

## Extended Major.

### Emphasis

You must take 21-28 units in an emphasis approved by the BIS advisory council. See the end of this section for a list of BIS emphases, each of which has been designed with a clear and specific learning objective.

As part of NAU's general university requirements, these units include a junior writing course and senior capstone experience, which we specify within each individual emphasis.

### Focus, Minor, or Certificate Requirements

Meet this 15-unit requirement by choosing one of the three options described in this section.

#### **Focus in Interdisciplinary Studies**

Take at least 15 units in a structured interdisciplinary plan of study outside your emphasis field. You must take 3 units of credit in each of the following blocks: Ethnical Reasoning; Creative and Humanistic Inquiry; Scientific Reasoning and Inquiry; Social and Political Foundations; and Cultural Understanding. Courses used to satisfy this requirement may not have been used to satisfy any other requirement for this degree. Please see below for listing of approved courses by block.

#### **Minor**

You may also fulfill this requirement by completing a minor outside your emphasis field, instead of either a focus or certificate. The minor, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation. Refer to specific academic areas within this catalog for information about the coursework requirements for particular minors you may be interested in. (Please note that not all minors are available statewide or on line.).

#### **Certificate**

- 3 units from CJ 331, CJ 333, CJ 325, CJ 410, CJ 380; or **PAS 330, PAS 360**
- 3 units from ENG 305W or any other course that meets the Junior Level Writing requirement at NAU. Be aware that many junior level writing courses have prerequisites
- 9 units from PAS 340, PAS 401, PAS 411, **415, 450**
- 3 units from PAS/POS 421C or PAS 408C, either of which meets the NAU senior capstone requirement

### **Focus, Minor, or Certificate Requirements**

Meet this 15-unit requirement by choosing one of the three options described in this section.

#### **Focus in Interdisciplinary Studies**

Take at least 15 units that include a minimum of ~~in a structured interdisciplinary plan of study outside your emphasis field.~~ ~~You must take 3 units of credit in each of the following blocks: Ethnical~~ **Ethical** Reasoning; Creative and Humanistic Inquiry; Scientific Reasoning and Inquiry; Social and Political Foundations; and Cultural Understanding. Courses used to satisfy this requirement may not have been used to satisfy any other requirement for this degree. **At least 9 units must be taken at NAU and at least 6 units of the 9 units must be upper-division (300 or 400 level) Please see below for listing of approved courses by block.**

#### **Minor**

You may also fulfill this requirement by completing a minor outside your emphasis field, instead of either a focus or certificate. The minor, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation. Refer to specific academic areas within this catalog for information about the

You may also fulfill this requirement by completing a certificate outside your emphasis field, instead of either a focus or a minor. The certificate, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation. Refer to specific academic areas within this catalog for information about the coursework requirements for particular certificates you may be interested in. (Please note that not all certificates are available statewide or on line.)

### COMMUNICATION SKILLS REQUIREMENTS

You must take the following 24 units:

- 6 units in computer literacy, such as CIS 120 and 120L, and one other CIS or VC course taken with a letter grade

(This coursework must help you to understand in general the technical components of computers and information systems, the role of computers in modern society, how to solve problems using information systems technology, and how to use the World Wide Web and common software productivity tools.)

- 6 units of oral communication courses

You may choose 6 units of performance-based courses or a combination of 3 units of performance-based and 3 units of theory-based communication coursework from the following lists

#### **performance-based courses:**

EM 124; SC 111, 311, 312, 314, 315, and 318; and TH 242

#### **theory-based courses:**

SC 271, 321, 323, 351,

coursework requirements for particular minors you may be interested in. (Please note that not all minors are available statewide or on line.)

### **Certificate**

You may also fulfill this requirement by completing a certificate outside your emphasis field, instead of either a focus or a minor. The certificate, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation. Refer to specific academic areas within this catalog for information about the coursework requirements for particular certificates you may be interested in. (Please note that not all certificates are available statewide or on line.)

### COMMUNICATION SKILLS REQUIREMENTS

You must take the following 24 units:

- 6 units in computer literacy, such as CIS 120 and 120L, and one other CIS or VC course taken with a letter grade
- (This coursework must help you to understand in general the technical components of computers and information systems, the role of computers in modern society, how to solve problems using information systems technology, and how to use the World Wide Web and common software productivity tools.) . **These courses must have been taken within 10 years of admittance to NAU.**

- 6 units of oral communication courses

**You choose 3 units of performance-based courses and 3 units of theory-based courses listed below. At least 3 units must be upper-division**

365, 424, 472, and 477  
(Please note that you can't use CLEP or locally prepared exams to satisfy this requirement. Transfer equivalencies not addressed by articulation agreement must be approved by the BIS/BAS Advisory Council.)

- four courses ANT 101 102, or 104, PSY 230 or equivalent, MAT 114, STA 270 or equivalent, CJ 355, ECI 497C, ESE 380, HS 333, SOC 355W, SOC 365, PAS 355, and SW 370 (12 units)

**performance-based courses:**

EM 124; SC 111, 311, 312, 314, 315, and 318; and TH 242

**theory-based courses:**

SC 271, 321, 323, 351, **361**, 365, 424, 472, **475** and 477  
(Please note that you can't use CLEP or locally prepared exams to satisfy this requirement. Transfer equivalencies not addressed by articulation agreement must be approved by the BIS/BAS Advisory Council.)

- **science requirements** four courses ANT 101 102, or 104; **BIO 301 or 302**; PSY 230 or equivalent; MAT 114, STA 270 or equivalent; CJ 355; ECI 497C; ESE 380; HS 333; **SOC 355W, SOC 365; PAS 355, 356;** and SW 370 (12 units). **At least six units must be upper division**

**INTERDISCIPLINARY FOCUS AREA**

**ETHICAL REASONING**

HUM	371	Humanistic Values in a Technological Society
PHI	105	Introduction to Philosophy
PHI	331	Environmental Ethics
HUM	175	Environmental Humanities
HUM	373	Nature and Values
REL	391	Religion, Nature and the Environment
COM	150	Environmental Communication
HUM	395	Public Humanities
PL	376	Planning for Sustainable Tourism

**Creative and Humanistic Inquiry**

ANT	355	Archaeology of Rock Art
ART	100	Art Appreciation
ART	300	Contemporary Art Tends
CJ	215	Crime, Justice and the Media
COM	382	The Art of Communication
HUM	101	Introduction to Humanities
HUM	120	The Search for Meaning
HUM	345W	Critical Judgement in the Humanities
HUM	351	Perspectives on Western Humanities I
HUM	352	Perspectives on Western Humanities II
HUM	353	Perspectives on Western Humanities III
HUM	370	The Popular Arts
MUS	320	Western Musical Heritage
PHI	240	Ancient Philosophy

**INTERDISCIPLINARY FOCUS AREA**

**ETHICAL REASONING**

HUM	371	Humanistic Values in a Technological Society
PHI	105	Introduction to Philosophy
PHI	331	Environmental Ethics
HUM	175	Environmental Humanities
HUM	373	Nature and Values
REL	391	Religion, Nature and the Environment
COM	150	Environmental Communication
HUM	395	Public Humanities
PL	376	Planning for Sustainable Tourism

**Creative and Humanistic Inquiry**

ANT	355	Archaeology of Rock Art
ART	100	Art Appreciation
ART	300	Contemporary Art Tends

PHI	320	Metaphysics	CJ	215	Crime, Justice and the Media
PHI	321	Epistemology	COM	382	The Art of Communication
PHI	322	Philosophy of the Mind	HUM	101	Introduction to Humanities
PHI	351	Philosophy in Literature	HUM	120	The Search for Meaning
PHI	352	Philosophy of Religion	HUM	345W	Critical Judgement in the Humanities
REL	231	Topics in the Study of Religions	HUM	351	Perspectives on Western Humanities I
REL	322	Contemporary Christian Thought	HUM	352	Perspectives on Western Humanities II
REL	325	The Historical Jesus	HUM	353	Perspectives on Western Humanities III
TH	101	Introduction to the Theatre	HUM	370	The Popular Arts
ARH	351	Art of the United States	MUS	320	Western Musical Heritage
ARH	352	Twentieth Century Art to 1945	PHI	240	Ancient Philosophy
ARH	353	Art Since 1945	PHI	320	Metaphysics
ENG	121	The Story of English	PHI	321	Epistemology
ENG	308	Introduction to Linguistics	PHI	322	Philosophy of the Mind
ENG	364	Popular Literature	PHI	351	Philosophy in Literature
MUS	260	Introduction to World Music	PHI	352	Philosophy of Religion
MUS	333	Jazz History and Styles	REL	231	Topics in the Study of Religions
MUS	393	Music America	REL	322	Contemporary Christian Thought
HUM	375	Women in American Arts and Culture	REL	325	The Historical Jesus

### Scientific Reasoning and Inquiry

PHI	203	Scientific Reasoning
PHI	223	Argument Analysis
PHI	359	Philosophy of Science

ALL LAB SCIENCE COURSES IN THE LIBERAL STUDIES BLOCK FALL INTO THE SCIENTIFIC REASONING AND INQUIRY BLOCK IN THE INTERDISCIPLINARY STUDIES CERTIFICATION

ENG	308	Introduction to Linguistics
ENG	364	Popular Literature
MUS	260	Introduction to World Music
MUS	333	Jazz History and Styles
MUS	393	Music America
HUM	375	Women in American Arts and Culture

ALL SCIENCE/APPLIED SCIENCE COURSES IN THE LIBERAL STUDIES BLOCK FALL INTO THE SCIENTIFIC REASONING AND INQUIRY BLOCK IN THE INTERDISCIPLINARY STUDIES CERTIFICATION

### Scientific Reasoning and Inquiry

PHI	203	Scientific Reasoning
PHI	223	Argument Analysis
PHI	359	Philosophy of Science

ECO	284	Principles of Economics: Micro
ECO	285	Principles of Economics: Macro
FOR	222	Environmental Conservation Multicultural Perspectives of Natural Resources
FOR	230	Management
FOR	282	Ecological Restoration Principles

PSY	101	Introduction to Psychology
PSY	240	Developmental Psychology

### Social and Political Foundations

HIS	308	Science, Technology and Society in the American West
POS	231	Topics in Politics and the Humanities
PHI	356	Philosophy of History
PL	120	Building the Human Environment
POS	210	American Indian Tribal Government
POS	320	Native American Politics and Policy
POS	355	Women, Power, and Politics
POS	356	Race, Power, and Politics
POS	357	Topics in Cultural Diversity
AIS	202	Roots of American Indian Federal Policy

		<b>Social and Political Foundations</b>	
	Indigenous/State Relations		
AIS	304	HIS	308
ANT	105	POS	231
ANT	253	PHI	356
ANT	301	PL	120
ANT	303	POS	210
ANT	306	POS	320
ANT	307	POS	355
ANT	350	POS	356
ANT	351	POS	357
CJ	101	AIS	202
CJ	250		
CJ	325	AIS	304
CJ	340	ANT	105
CJ	360	ANT	253
CJ	380	ANT	301
GGR	240	ANT	303
GGR	241	ANT	306
GGR	346	ANT	307
GGR	348	ANT	350
GGR	376	ANT	351
HIS	240	CJ	101
HIS	241	CJ	250
HIS	270	CJ	325
HIS	291	CJ	340
HIS	292	CJ	360
HIS	394	CJ	380
HIS	397	CJ	240
PHI	357	GGR	241
PL	201	GGR	346
PL	376	GGR	348
POS	110	GGR	376
POS	159	HIS	240
POS	201	HIS	241
POS	224	HIS	270
POS	230	HIS	291
POS	241	HIS	292
POS	250	HIS	394
POS	254	HIS	397
POS	344	PHI	357
POS	359	PL	201
POS	360	PL	376
POS	361	POS	110
POS	362	POS	159
POS	364	POS	201
POS	376	POS	224
PSY	250	POS	230
PSY	375	POS	241
REL	390	POS	250
SC	365	POS	254
SOC	101	POS	344
SOC	210	POS	359
SOC	301	POS	360
SOC	316	POS	361
	Contexts		Science, Technology and Society in the Ame
	Anthropology Today: Global Issues		Topics in Politics and the Humanities
	Aztec and Maya: Archaeology of Ancient Mexico		Philosophy of History
	Peoples of the World		Building the Human Environment
	Peoples of Latin America		American Indian Tribal Government
	Peoples of the Southwest		Native American Politics and Policy
	Central America		Women, Power, and Politics
	Ancient Civilization		Race, Power, and Politics
	Southwestern Archaeology		Topics in Cultural Diversity
	Introduction to Criminal Justice		Roots of American Indian Federal Policy
	Criminology		Indigenous/State Relations - Comparative Gl
	Drug Issues and the Law		Contexts
	White Collar and Corporate Crime		Anthropology Today: Global Issues
	Women, Crime, and Justice		Aztec and Maya: Archaeology of Ancient Me
	Law in America		Peoples of the World
	World Geography: West		Peoples of Latin America
	World Geography: East		Peoples of the Southwest
	United States		Central America
	Geography Area Studies		Ancient Civilization
	Regional Geography of Tourism and Recreation		Southwestern Archaeology
	Western Civilization I		Introduction to Criminal Justice
	Western Civilization II		Criminology
	Ancient Near Eastern Civilization		Drug Issues and the Law
	U.S. History to 1865		White Collar and Corporate Crime
	U.S. History since 1865		Women, Crime, and Justice
	Recent America		Law in America
	Survey of American Arts and Culture		World Geography: West
	Political Philosophy		World Geography: East
	Intro to Planning and Land Use Principles		United States
	Planning for Sustainable Tourism		Geography Area Studies
	American Politics		Regional Geography of Tourism and Recreat
	Nature and Politics		Western Civilization I
	Introduction to Politics		Western Civilization II
	Public Administration		Ancient Near Eastern Civilization
	Current Issues in Politics		U.S. History to 1865
	State and Local Politics		U.S. History since 1865
	Introduction to Public Policy Making		Recent America
	Political Ideologies		Survey of American Arts and Culture
	Environmental Movements		Political Philosophy
	Environmental Policy		Intro to Planning and Land Use Principles
	Comparative Politics		Planning for Sustainable Tourism
	Politics of Developing Nations		American Politics
	Studies in Western European Politics		Nature and Politics
	Studies in Russian and Central European Politics		Introduction to Politics
	Studies in North American Politics		Public Administration
	Social Psychology		Current Issues in Politics
	Social Psychology of Self and Identity		State and Local Politics
	Recent Trends in Religion		Introduction to Public Policy Making
	Communication in Contemporary Affairs		Political Ideologies
	Introduction to Sociology		Environmental Movements
	Social Problems		Environmental Policy
	Topics in Contemporary Social Issues		Comparative Politics
	Sociology of Sexuality		Politics of Developing Nations

SOC	333	Environment and Society	POS	362	Studies in Wester European Politics
SOC	339	Crime, Law, and Society	POS	364	Studies in Russian and Central European Po
<b>Cultural Understanding</b>			POS	376	Studies in North American Politics
			PSY	250	Social Psychology
			PSY	375	Social Psychology of Self and Identity
			REL	390	Recent Trends in Religion
CJ	314	Hollywood & the Social Construction of Crime and Justice	SC	365	Communication in Contemporary Affairs
ENG	245	US Multi-Ethnic Literture Survey	SOC	101	Introduction to Sociology
ENG	345	Topics in Multi-Ethnic Literature	SOC	210	Social Problems
ENG	381	Cross-Cultural Approaches to Folklore	SOC	301	Topics in Contemporary Social Issues
ENG	250	Africana Women	SOC	316	Sociology of Sexuality
HUM	362	Perspectives on Asian Humanities	SOC	333	Environment and Society
HUM	382	World Perspective in Humanities	SOC	339	Crime, Law, and Society
PHI	110	Global Philosophy	<b>Cultural Understanding</b>		
AIS	101	Introduction to Applied Indigenous Studies			
AIS	201	American Indian Expression			
AIS	210	Current American Indian Government			
ANT	102	Exploring Cultures	CJ	314	Hollywood & the Social Construction of Crime
ANT	103	Culture in Communication	ENG	245	US Multi-Ethnic Literture Survey
ANT	205	Native Peoples of North America	ENG	345	Topics in Multi-Ethnic Literature
Ant	209	Folklore of the World: Anthropological Perspectives	ENG	381	Cross-Cultural Approaches to Folklore
COM	301	Race, Gender, and the Media	ENG	250	Africana Women
ES	191	Women, Gender Identity and Ethnicity	HUM	362	Perspectives on Asian Humanities
ES	356	Race, Power, and Politics	HUM	382	World Perspective in Humanities
ES	391	Special Topics in Ethnic Studies	PHI	110	Global Philosophy
HIS	102	World History II: The Making of the Modern World			Introduction to Applied Indigenous Studies
HIS	220	History of Africa to 1800	AIS	201	American Indian Expression
HIS	221	History of Africa since 1800	AIS	210	Current American Indian Government
HIS	230	History of Islamic Civilizations to 1500	ANT	102	Exploring Cultures
HIS	231	History of Islamic Civilizations since 1500	Ant	209	Folklore of the World: Anthropological Perspe
HIS	249	Pre-Modern India	COM	301	Race, Gender, and the Media
HIS	250	Pre-Modern East Asia	ES	191	Women, Gender Identity and Ethnicity
HIS	280	Colonial Latin America	ES	356	Race, Power, and Politics
HIS	293	American Indian History	ES	391	Special Topics in Ethnic Studies
HIS	295	Women in American History	HIS	102	World History II: The Making of the Modern \
HIS	297	Women in Asia	HIS	220	History of Africa to 1800
HIS	381	U.S.-Mexico Borderlands	HIS	221	History of Africa since 1800
HIS	382	Mexico: Yesteday and Today	HIS	230	History of Islamic Civilizations to 1500
HUM	130	Introduction to Humanities	HIS	231	History of Islamic Civilizations since 1500
HUM	261	Asian Ideas and Values	HIS	249	Pre-Modern India
HUM	281	Latin American Ideas and Values	HIS	250	Pre-Modern East Asia
HUM	291	American Multicultural Ideas and Values	HIS	280	Colonial Latin America
HUM	381	Mexican Arts and Culture	HIS	293	American Indian History
MUS	360	Topics in World Music	HIS	295	Women in American History
MUS	365	Native American Music	HIS	297	Women in Asia
POS	120	Political Worlds	HIS	381	U.S.-Mexico Borderlands
POS	366	Studies in Latin American Politics	HIS	382	Mexico: Yesteday and Today
POS	370	Studies in Asian Politics	HUM	130	Introduction to Humanities
POS	374	Studies in African Politics	HUM	261	Asian Ideas and Values
REL	150	Religions of the World	HUM	281	Latin American Ideas and Values
REL	210	Hebrew Bible (Old Testament)	HUM	291	American Multicultural Ideas and Values
REL	220	New Testament	HUM	381	Mexican Arts and Culture
REL	301	Ancient Gods and Goddesses			
REL	311	Judaism			



REL	321	Christianity	MUS	360	Topics in World Music
REL	331	Islam	MUS	365	Native American Music
REL	341	Hinduism	POS	120	Political Worlds
REL	351	Buddhism	POS	366	Studies in Latin American Politics
		The Buddha: Depictions of Guddhism's Found	POS	370	Studies in Asian Politics
REL	355	Context	POS	374	Studies in African Politics
REL	359	Mahayana Buddhism: Buddhas and Paths	REL	150	Religions of the World
REL	380	Native American Religions	REL	210	Hebrew Bible (Old Testament)
SC	323	Intercultural Communication	REL	220	New Testament
SOC	315	American Society and the American Indian	REL	301	Ancient Gods and Goddesses
WST	191	Women, Gender Identity and Ethnicity	REL	311	Judaism
WST	360	Transnational Feminisms	REL	321	Christianity
AIS	202	Roots of American Indian Federal Policy	REL	331	Islam
ANT	104	Buried Cities and Lost Tribes	REL	341	Hinduism
ANT	301	Peoples of the World	REL	351	Buddhism
ANT	303	Peoples of Latin America			The Buddha: Depictions of Guddhism's Foun
ANT	306	Peoples of the Southwest	REL	355	Context
ANT	307	Central America	REL	359	Mahayana Buddhism: Buddhas and Paths
ANT	350	Ancient Civilization	REL	380	Native American Religions
CJ	360	Women, Crime, and Justice	SC	323	Intercultural Communication
ES	215	Racial and Ethnic Relations	SOC	315	American Society and the American Indian
HIS	240	Western Civilization I	WST	191	Women, Gender Identity and Ethnicity
HIS	241	Western Civilization II	WST	360	Transnational Feminisms
HIS	251	The Making of Modern Asia	AIS	202	Roots of American Indian Federal Policy
HIS	312	Gandhi's India	ANT	104	Buried Cities and Lost Tribes
HIS	314	Contemporary India	ANT	301	Peoples of the World
HIS	325	Modern China	ANT	303	Peoples of Latin America
HIS	332	Modern Japan	ANT	306	Peoples of the Southwest
HIS	366	The Holocaust	ANT	307	Central America
HIS	396	Chicano History	ANT	350	Ancient Civilization
REL	201	Introduction to Tribal Religions	CJ	360	Women, Crime, and Justice
REL	206	Women's Roles & Experience in Asian Religio	ES	215	Racial and Ethnic Relations
SOC	204	Sociology of Gender	HIS	240	Western Civilization I
SOC	215	Racial and Ethnic Relations	HIS	241	Western Civilization II
WST	150	Women, Information and Technology	HIS	251	The Making of Modern Asia
WST	260	Third World Women	HIS	312	Gandhi's India
WST	291	Introduction to Women's Studies	HIS	314	Contemporary India
HIS	281	Latin American from Independence to the Present	HIS	325	Modern China
			HIS	332	Modern Japan
			HIS	366	The Holocaust
			HIS	396	Chicano History
			REL	201	Introduction to Tribal Religions
			REL	206	Women's Roles & Experience in Asian Religi
			SOC	204	Sociology of Gender
			SOC	215	Racial and Ethnic Relations
			WST	150	Women, Information and Technology
			WST	260	Third World Women
			WST	291	Introduction to Women's Studies
			HIS	281	Latin American from Independence to the Pre

### GENERAL ELECTIVES

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

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

### GENERAL ELECTIVES

Additional coursework is required, if, after you have met the previously described

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

The following BIS emphases are offered through specific academic departments at NAU. See the appropriate section of this catalog or contact the appropriate department for specific information about each emphasis.

<b>Emphasis</b>	<b>Section in Catalog</b>
Administration of Justice	
advertising	<u>Advertising</u>
anthropology	<u>Anthropology</u>
arts and letters	<u>Arts and Letters</u>
biology	<u>Biology</u>
communication sciences and disorders	<u>Health Sciences</u>
criminal justice	<u>Criminal Justice</u>
early childhood education	<u>Teaching and Learning</u>

requirements, you have not yet completed a total of 120 units of credit.

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

The following BIS emphases are offered through specific academic departments at NAU. See the appropriate section of this catalog or contact the appropriate department for specific information about each emphasis.

<b>Emphasis</b>	<b>Section in Catalog</b>
Administration of Justice	Public Agency Service
advertising	<u>Advertising</u>
anthropology	<u>Anthropology</u>
arts and letters	<u>Arts and Letters</u>
biology	<u>Biology</u>
communication sciences and disorders	<u>Health Sciences</u>
criminal justice	<u>Criminal Justice</u>

education	
enterprise in society	<u>Business Administration</u>
environmental communication	<u>Journalism</u>
environmental sciences (NAU-Yuma only)	<u>Environmental Sciences</u>
Ethnic studies	
learning and pedagogy	<u>Teaching and Learning</u>
library science	<u>Teaching and Learning</u>
mathematics and statistics	<u>Mathematics and Statistics</u>
Navajo	<u>Modern Languages</u>
news editorial	<u>Journalism</u>
organizational communication	<u>Speech Communication</u>
parks and recreation management	<u>Geography, Planning, and Recreation</u>

early childhood education	<u>Teaching and Learning</u>
enterprise in society	<u>Business Administration</u>
environmental communication	<u>Journalism</u>
environmental sciences (NAU-Yuma only)	<u>Environmental Sciences</u>
Ethnic studies	
Fire Science Administration	Public Agency Service
learning and pedagogy	<u>Teaching and Learning</u>
library science	<u>Teaching and Learning</u>
mathematics and statistics	<u>Mathematics and Statistics</u>
Navajo	<u>Modern Languages</u>
news editorial	<u>Journalism</u>
organizational communication	<u>Speech Communication</u>

ment	n
philosophy	Philosophy
psychology	Psychology
public agency service	Public Agency Service
sociology	Sociology
speech communication	Speech Communication
women's studies	Women's Studies

parks and recreation management	Geography, Planning, and Recreation
philosophy	Philosophy
psychology	Psychology
public agency service	Public Agency Service
sociology	Sociology
speech communication	Speech Communication
women's studies	Women's Studies

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

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

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

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

a. verify satisfactory completion of a non course requirement.

b. indicate admission to a major.

xx  c. will not be used.

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

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

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

Effective oral communication and writing are the *sine qua non* of democratic engagement, productive community involvement, and successful employment. To show evidence of critical writing one must first obtain the abilities to construct sound arguments, assess evidence and data and show familiarity with a body of relevant knowledge. Significantly, showing competence in speech-performance requires mastery of a similar skill set: rhetorical ability with argument, knowledge of which data is relevant, and capacity to reproduce ones scholarship for the interested audience. We work toward having our students equally competent at expressing complicated issues in writing and speech. Additionally, we use technology in various ways to improve writing skills and speech performance. With respect to writing skills, many of our writing classes are either on-line or are hybrid classes facilitating the multiple drafts we believe critical to good writing. The use of video is prevalent in the feedback we give our Communication students. As the subcommittee and Council provide their analyses of our data, we will make sure to note any instructive features our use of technology illuminates.

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

**All changes relative to the overall BIS, along with the justification for the changes are noted in the plan change for the BIS program.**

**The changes specific to Administration of Justice (BIS) are noted below:**

**Change 1: For both the B.A. and B.S. with an emphasis in Administration of Justice we are adding new courses specific to the program that have been development as we hire new faculty and to provide a set of signature courses that better define the substance of the program. The core of this program continues to be supervision, management and administration in the Justice area; thus, the inclusion of PAS 330 (Adjudication Administration and Management), PAS 360 (Police and Community), PAS 415 (Conflict Resolution and Mediation in the Public Sector), and PAS 450 (Leadership Concepts, Skills and Models in the Public Sector).**

**Change 2: The remainder of the changes are cosmetic and were made for better presentation of the degree plan.**

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

**No, recent hires are meeting current needs.**

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)

*[Handwritten signature]*

Date

*1-17-07*

Chair of college curriculum committee

Date

Dean of college

Date

**For committee use only**

*[Handwritten signature]*

*2/13/07*

For University Curriculum Committee

Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

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

# UNIVERSITY CURRICULUM COMMITTEE

## Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes  No   
*If yes, route completed form to Liberal Studies.*
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2007  
*See effective dates schedule.*
3. College SBS 4. Academic Unit Anthropology
5. Course subject/catalog number ANT 340 6. Units 3
7. Co-convened with N/A 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 N/A  
*(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)*
9. Long course title Music in Culture  
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Music in Culture
11. Catalog course description (max. 30 words, excluding requisites).

**This is a course in ethnomusicology—the anthropology of music, focusing on what music means to different peoples worldwide. Students will compare musical forms, approaches, and uses cross-culturally.**

12. Grading option: Letter grade  Pass/Fail  or Both   
*(If both, the course may only be offered one way for each respective section.)*
13. Is this a topics course? Yes  No
14. May course be repeated for additional units? yes  no   
a. If yes, maximum units allowed? \_\_\_\_\_  
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes  no
15. Please check ONE of the following that most appropriately describes the course:
- Lecture w/o unit embedded lab  Lecture only  Lab only  Clinical  Research   
Seminar  Field Studies  Independent Study  Activity  Supervision
16. Prerequisites (must be completed *before* proposed course) None
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     

Name of new plan? \_\_\_\_\_

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

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

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

N/A

*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            N/A

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

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

**Music is a major culture component. As such, a course on music in culture is a valuable addition to any Anthropology or Liberal Studies curriculum. This is the only course on music in culture (ethnomusicology) to be offered by the Department of Anthropology. It has been well-received by students the past two spring semesters.**

24. Names of current faculty qualified to teach this course      Scott Antes, James Wilce

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

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



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

## LIBERAL STUDIES ONLY

Contact name:

Contact email:

Dept. Chair name:

Dept. Chair email:

College Contact name : \_\_\_\_\_

College Contact email:

27. This course is a  Single section  Multi-section

28. List names of faculty who may teach this course:

29. Section enrollment cap:

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

### NEW LIBERAL STUDIES COURSE

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

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

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

Aesthetic and Humanistic Inquiry  Cultural Understanding  Lab Science

Science/Applied Science  Social and Political Worlds

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

Creative Thinking  Critical Reading  Effective Oral Communication  Effective Writing  Critical Thinking

Ethical Reasoning  Quantitative/Spatial Analysis  Scientific Inquiry  Use of Technology

33. Is this a topics course? Yes  No

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

### TOPICS COURSE ONLY

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

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

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

GO TO question 42

**NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)**

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

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

GO TO question 42

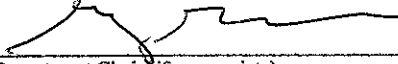
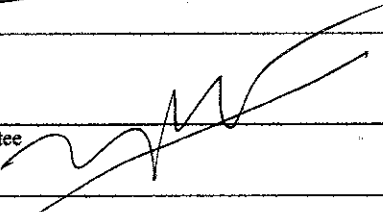
**NEW SENIOR CAPSTONE COURSE (refer to question 19)**

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

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

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


**42. Approvals**

	2/6/07 Date
Department Chair (if appropriate)	
	<del>6-07</del> 2 Date
Chair of college curriculum committee	
Dean of college	Date

**For Committees use only**

For Liberal Studies Committee Date

Action taken: \_\_\_\_\_ Approved as submitted \_\_\_\_\_ Approved as modified

	2/13/07 Date
For University Curriculum Committee	

Action taken: \_\_\_\_\_ Approved as submitted \_\_\_\_\_ Approved as modified

## Course Syllabus

### ANT 340 *Music in Culture*

NAU College of Social and Behavioral Sciences, Department of Anthropology



Semester Hours: 3

Meeting Times: MWF 12:40 PM-1:30 PM

Bldg. & Room: Bldg. 65, SBS 107

Instructor: **Scott E. Antes, MA**

Office: Anthropology 101C (Bldg. 98D)

Office Hours: Monday & Wednesday 11:20 AM-12:20 PM, and by Appointment

Phone: 523-9664

e-mail [Scott.Antes@nau.edu](mailto:Scott.Antes@nau.edu)

#### **Prerequisites: None**



**Course Description.** Welcome to Music in Culture. Keep in mind that this is an *anthropology* course, not a *music* course. It's a very *focused cultural* anthropology course. We're going to talk about—and experience—a *lot* of music in here, but we'll focus on the *cultural* and *social* aspects of music, rather than the *technical* and *theoretical* constructs of music. The latter you can study in a music course. This is a course in *ethnomusicology*—the anthropology of music. Here we'll study what music *means* to different groups of people. The core of cultural anthropology, after all, is *meaning*, and hopefully this course will be a meaningful one for you. As cultural anthropologists, we will compare musical forms, approaches, and uses cross-culturally. Since we have just one semester in which to do all this, we'll obviously need to concentrate our efforts on a limited number of themes, as well as selections to which we'll listen, observe, and perhaps in which each of us will participate. We'll take an historical approach—cross-culturally, focusing on how the functions of music have changed (or not) over time, and we'll discuss the instruments of music in considerable depth. As we go along, we'll study current thinking in the field of ethnomusicology.

**Student Learning Expectations.** The primary goals of this course are:

- ♪ To keep stress levels low, to keep learning and enjoyment levels high.
- ♪ To offer every student in the class an active, *participatory* role in the learning process.
- ♪ To provide working definitions and explanations of terms such as "anthropology," "culture," "music," etc.
- ♪ To open a window through which students may view a variety of musical cultures from around the globe.
- ♪ To illustrate the differences and similarities between various cultures approaches to and uses of music, in order that the student's cultural *exposure* might be coupled with cultural *understanding*.

- ♪ To stimulate an *appreciation* for ethnic and cultural diversity in musical forms and applications.
- ♪ To furnish the student with learning tools that hopefully will enable him or her to become a more effective student and better informed citizen of Planet Earth.
- ♪ To encourage critical thinking.



**Course Structure.** We will conduct this course together, as a class, in a lecture-discussion format, with an accent on student participation. Lectures will serve to summarize and supplement reading assignments, as well as to provide a framework for class discussion. Throughout the semester we also will listen to many audio recordings and view numerous performance videotapes. Hopefully we'll enjoy a number of live in-class performances. Students must compose ten short weekly essays, write a critical book or performance review and present it to the class, take two examinations (midterm and final), and participate to the extent they are willing and able.

(See "Course Requirements and Grading.")

**Required Text and Readings** (available in the NAU bookstore, textbook department): Clayton, Martin, Trevor Herbert, and Richard Middleton. 2003. *The Cultural Study of Music*. New York: Routledge.

Instructor's Note: Although I require just one textbook for this course, keep in mind that all videos, slide presentations, or other visual presentations shown in class are required viewing!!! Also, any guest performances are exam material.

Class handouts will supplement the above texts. Additional reading assignments may be required, at the instructor's discretion. Any such assignments will be handed out in class, sent to the class by e-mail, placed on reserve in the library, or made available as a course pack.

### **Course Outline.**

**Readings:** Students are assigned regular readings from class texts, as outlined in the "Tentative Class Schedule." Since weekly papers and class discussion are based on these readings, students are expected to come to class prepared. Information from class handouts definitely will appear in exam questions, as will material from audiovisual and performance presentations (possibly even from this syllabus).

**Weekly Writing Assignments (10 @ 4 points each = 40 possible points). See note in following paragraph!!!**

This should be an *easy* 40 points. For each of ten weeks, students are required to submit a paper on either (a) the assigned readings for that week, (b) the visual presentation for that week, or (c) a topic of the instructor's choice. These papers are to be one (*minimum*) to two pages in length. *They are not to be summary papers!!* Unless the instructor specifies a topic for the paper, students are simply to relate (1) *what* he or she found most interesting, enlightening, remarkable, amusing, bothersome, etc., to him/her in the reading, visual presentation or lecture for that week, (2) *why* the item struck him/her so, and (3) *where* the student read or discovered the item. *Important: In order to receive full credit, the paper must include the what, the why, and the where.* (For additional information on paper requirements, see "Course Policies.") Papers are due by the beginning of class period on the day scheduled, and must be marked "Paper 1," "Paper 2," etc., in order to get credit for the assignment. **Note! Submit papers only on Wednesdays! Further, I will not accept papers more than one week late.**

## **Assessment of Student Learning Outcomes.**

### **Mid-term Exam (100 possible points).**

Like the final exam, this exam probably will consist of about half multiple-choice questions, with some essay questions. As I write this syllabus, I'm thinking that your essay section will be take-home. The mid-term will encompass all material covered in class up to exam day. *Note: Based on course flow, the exam format may change.*

**Student or Group Presentation (35 possible points).** Details will be provided in class.

**Final Exam (100 possible points).** (Similar in format to the midterm exam, but non-comprehensive.)

### **Class Participation (25 possible points).**

Although ANT 399 officially is a lecture-format course, in this section we emphasize *active learning*. In other words, everyone in this class is expected to play some participatory role in the teaching/learning process. Students will be graded based on their participation. Class participation will be measured by the frequency at which a student participates (or tries to participate) in class discussion, and by regular attendance. (See "Course Policies.") Don't be shy. Ask questions. Voice your opinions. This is *your* class.

### **Grading Scale:**

90-100% (267-300 points): A

80-89% (237-266 points): B

70-79% (207-236 points): C

60-69% (177-206 points): D



### **Course Policies:**

•*Regular attendance is mandatory!!!* You're students; it's your *job* to be here. *If you are absent, you very likely will lose points.* If for some legitimate reason you must miss a class, it is your responsibility to inform me in advance or furnish a doctor's note or other documentation defending your absence.

•*Note-taking is essential.* Examination material will come as much from class lectures as from the readings.

•*Concerning papers: (a) Plagiarism will not be tolerated.* Any statements--*phrases of 4 words or more--*taken verbatim from another author must be enclosed in quotation marks and properly referenced. (For references, use the format shown in this syllabus under "Required Text and Readings.") (b) *All papers must be typed--or printed on a computer printer, double-spaced, in 12-point fonts.* Acceptable fonts are CG Times, Times New Roman, Courier 10 Pitch, Arial, or equivalents. Maximum margin settings: 1" top and bottom, 1.25 inches right and left. (c) Papers may be written in any style or format, as long as they adhere to the above specifications and are academically acceptable to your instructor. (d) *Papers are to be neat and legible,* with a minimum of typos, misspellings, and grammatical errors. *Use your grammar and spell checkers!!!*

•*Special consideration* will be given to students with learning disabilities, physical handicaps, or for whom English is not a first language. Please inform me *now* if this applies to you. Students who have learning disabilities or physical handicaps must present a copy of their eligibility letter to me *as soon as possible.* It may be difficult to accommodate you if special requests are made at the last minute (*i.e.,* the day before an exam).

•**Make-ups: Important:** Because this is a large class, it's very important that your papers be turned in *on time*, and your exams taken *when scheduled*. Make-ups and late papers allowed only with prior permission.

•**Incompletes:** Only written medical documentation constitutes reason for the issuance of an "incomplete."

•**Academic dishonesty of any kind will not be tolerated.** Students charged with academic dishonesty are subject to the Arizona Board of Regents' Code of Conduct—as well as procedures established by NAU and outlined in the *NAU Student Handbook*. (See attachment to this syllabus.)

•**Vista:** If you are reading this syllabus, you already know that we have a Vista shell for this course. Check it regularly for handouts and course information. Use Vista mail for course-related messages, to me or your fellow students. Utilize the Discussions feature, too. I'll use Vista to send you handouts and study guides. Do *not* post Tasty Tidbits (you'll see what these are later) on Vista!!!

**Northern Arizona University Policy Statements:** It is important that you read these. See <http://jan.ucc.nau.edu/academicadmin/policy1.html>.



**Tentative\* Class Schedule:**

<b>Week</b>	<b>Dates</b>	<b>Topics</b>	<b>Readings/Assignments Due</b>
1	Jan 16-19 (No class Mon)	Introduction to the Course & Syllabus Review. Anthropology, Culture, Bio/Ethnomusicology.	Clayton, Intro, Ch. 1 Paper 1 due Friday
2	Jan 22-26	Origins of Music: Early Evidence, Basic categories of Musical Expression. Anthropology, Musicology, and History.	Clayton, Chs. 2 & 3 Paper 2 due Wednesday
3	Jan. 29-Feb. 2	Music in Primary State Culture Areas and Eras. Categorization and Comparison.	Clayton, Chs. 4 & 5 Paper 3 due Wednesday
4	Feb 5-9	Music in Primary State Culture Areas and Eras. Music in Everyday Life. Paper 4 due Wednesday	Clayton, Chs. 6 & 7
5	Feb 12-16	Communication through Music Music in Psychology and Creativity.	Clayton, Chs. 8, 9 Paper 5 due Wednesday
6	Feb 19-23	Music in Worship and Ritual Historical (Ethno)Musicology.	Clayton, Chs. 10 & 11 Paper 6 due Wednesday
7	Feb. 26-Mar 2	History and Storytelling through Music Social History as It Relates to Music.	Clayton, Chs. 12 & 13 Paper 7 due Wednesday
8	Mar 5-9	Review for Mid-Term Exam.	Study for Mid-Term Ex

**Mid-term Exam** due Wednesday.

Write &amp; Submit Essays

9	Mar 12-16	Music in Healing and Therapy Music and Emotion, Musical Analysis	Clayton, Chs. 14 & 15 Paper 8 due Wednesday
10	Mar 19-23	<b>Spring Break!!!!</b>	None
11	Mar 26-30	Music, Sex, and Gender Music as Performance.	Clayton, Chs. 16 & 17 Paper 9 due Wednesday
12	Apr 2-6	Musical Instruments and Their Evolution.	Clayton, Chs. 18, 19, 23
13	Apr 9-13	Presentations & Discussion.	Presentation Preparation
14	Apr 16-20	Presentations & Discussion.	Presentation Preparation
15	Apr 23-27	Remaining Presentations & Discussion. Music and Identity	Clayton, Chs. 20, 21, 22 Paper 10 Wednesday
16	Apr 30-May 4	Course Windup: The Direction and Global Influence of Contemporary Western Music.	Clayton, Chs. 24, 25, 26
17	May 11	<b>Final Examination</b> due by Monday, 12:30 PM	Study for Final Exam

\*No schedule is fixed in stone, including this one. Unless otherwise specified by the instructor, however, readings and written assignments are due on the dates shown above. *Bring your syllabus to each class meeting so that you can note requirement and schedule changes as the course evolves.*



**Instructor's Note:** I sincerely hope that you will learn something meaningful in this class, also that you will *enjoy* learning it. My job will be to present the subject matter in an interesting and meaningful way. Your job is to be an active participant in the learning process. I'll do my part as best I can, but what you ultimately get out of this class is largely up to you. This is a foundation course, the knowledge from which you can build upon the rest of your college or university career, so approach it with that thought in mind. Welcome to what we—together—will do our best to make an exciting and rewarding semester.

