

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
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III. DISCUSSION

A. Curriculum Review of University Course Lines

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)
International Phonetic Alphabet, English, and Italian 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
- l. Proposed prerequisites (must be completed before) Acceptance into either B. MUSIC PERFORMANCE: Vocal or B. MUSIC EDUCATION: Choral degree plans
- 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 International Phonetic Alphabet is necessary as a basis for all the languages, making it more appropriate for English and Italian to be taught in the first semester. Latin is not used for solo singing, and students receive instruction in singing Latin in their choral ensembles.

Also, 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

John E. Sullivan 11/13/06
Department Chair/ Unit Head (if appropriate) Date

Patrick J. Balle 11/28/06
Chair of college curriculum committee Date

Jean Bowen 11/27/06
Dean of college Date

For Committee use only Ron G.D. 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 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 Arts and Letters 4. Academic Unit Humanities, Arts, and Religion
5. Course subject/catalog number ARH 300W 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 Writing About Art
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Writing About Art
11. Catalog course description (max. 30 words, excluding requisites).
This course will provide art history majors with the opportunity to refine their visual literacy through the development of effective written and oral communication skills. *****ARH 300W meets the university requirement for the Junior Level Writing Course. **Priority seating given to Art History Majors.**
12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes No
15. Please check **ONE** of the following that most appropriately describes the course:
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) Junior standing AND 12 credits of ARH prefixed classes, 3 of which at or above the 300 level
17. Corequisites (must be completed *with* proposed course) _____
18. If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19):*
instructor consent department consent No consent

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

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

Required course for majors and minors in Art History, fulfilling the junior level writing course requirement for the Art History program.

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

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

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

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

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

Our new assessment plan calls for the gradual migration of the Junior Level writing requirement to discipline specific courses rather than a generic HAR requirement (HAR 301W). We determined that the laudable objective of an interdisciplinary class bringing in all three of the areas in our department was too large a load to put on a class which also was focused on writing. All three of the areas [Art History/Religious Studies/Humanities] have/will develop a new W class and phase out the existing HAR301W once all who have taken HAR301W have graduated.

24. Names of current faculty qualified to teach this course Carpino, Gulacsi,
Jordan, Murphy, Speer,

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

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

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: Boles

Dept. Chair email: Joseph.boles@nau.edu

College Contact name : Boreen

College Contact email: Jean.Boreen@nau.edu

27. This course is a Single section Multi-section

28. List names of faculty who may teach this course: Carpino, Gulacsi, Jordan, Murphy, Speer,

29. Section enrollment cap: 25

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)

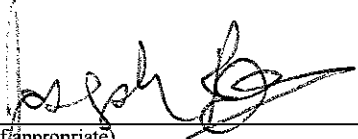

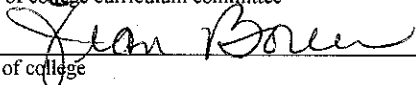
37. To which degree programs offered by your department/academic unit does this proposal apply? **B.A. in Art History**
38. Do you intend to offer ABC 300 and ABC 300W? yes no —New class so no deletion form required,
If no, please submit a course delete form for the ABC 300.

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

	11/17/06
Department Chair (if appropriate)	Date
	12/05/06
Chair of college curriculum committee	Date
	12/15/06
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

COURSE OUTLINE (subject to change)

Week 1: Introduction to the Course

The Literature of Art History: reference books, general histories/surveys, monographs, catalogues (catalogue raisonné, exhibition catalogues), studies in iconography, theory, books on technique, journal articles

Review of Style Manuals/Citation Methods

Week 2: Art Historical Writing: Discussion/Analysis of 3 different types of art history writing

DUE DATE: Critical Review #1

Week 3: Art Historical Writing: Discussion/Analysis of 3 different types of art history writing

DUE DATE: Research Paper Topic and Annotated Bibliography with a minimum of ten sources

Week 4: Writing a Successful Research Paper

DUE DATE: Critical Review #2

Weeks 5-6: DUE DATE: State of the Question Paper

Presentation #1: Paper Summary and What Remains to be Investigated?

Week 7: Thesis exercise, along with updated Annotated Bibliography: bring 10 copies to class for group discussion and critique

Week 8: Research Paper: Formal Analysis due—bring 3 copies to class for group discussion and critique

Week 9: Research Paper: Thematics (iconography, subject matter, text/subtext) due—bring 3 copies to class for group discussion and critique

Week 10: Research Paper: Contextual Analysis due—bring 3 copies to class for group critique

Weeks 11-12: Presentation #2: Synthesis of Formal/Contextual Analysis

Week 13: Guest Lecture: An ARH faculty member will present their research

DUE DATE: First Draft: Research paper—bring 3 copies to class for group discussion and critique

Weeks 14-15: Presentation #3: Conference Paper on Research Topic

Week 16: DUE DATE: FINAL RESEARCH PAPER

Assessment of Student Learning Outcomes:

Methods of Assessment:

1. Attendance and Participation—100 points

Given the structure of the seminar, which is based on class discussions, it is imperative that you attend each class, participate actively, and demonstrate your knowledge of the assigned readings both verbally and in writing.

2. 2 Critical Book/Article Reviews--25 points for each version (total: 100 points)

- a. What is the subject of the chapter/article/book?
- b. What is the argument being made?
- c. How is the argument different from other arguments?
- d. What kind of evidence is being used (please be sure to read the footnotes in the chapter/article!)?
- e. How is this evidence different from other chapters/articles you have read?
- f. What is your assessment of the strengths and weaknesses of the method used for the given art historical topic?

3. 1 State of the Question Paper—50 points for each version (total: 100 points)

Pick a work of art and research how the work has been written about.

- a. Consult at least 3 different sources that discuss the same work of art
- b. Online sources may only be used with prior consent of the instructors
- c. Your paper will be assessed for clarity, good organization, accuracy, and succinctness.
- d. You will be expected to revise/rewrite your paper based on comments provided by your peers and the instructor.

4. Three Presentations—50 points each (total: 150 points)

5. Research Paper—300 points

- a. Topic Approval, including Annotated Bibliography with a minimum of 10 sources—10 points
- b. Thesis Exercise with Updated Annotated Bibliography—15 Points
- c. Formal Analysis—25 points
- d. Thematics—25 points
- e. Contextual Analysis—25 points

- f. First Draft—100 points
- g. Final Draft—100 points

*****NOTE: You must submit TWO copies of your final paper (one will be placed in your assessment file)

Course Policies:

Late Assignments: There will be **NO** makeup writing assignments unless there is a **valid medical written excuse** (from the doctor, hospital, etc), or a **valid institutional excuse presented** (or notification that it will be forthcoming) **within 24 hours** of the missed exam or assignment. A missed assignment will be counted as a zero.

Statement on Plagiarism and Cheating: The Department of Humanities, Arts, and Religion considers cheating and plagiarism serious issues and deals with them severely. Any student found cheating or plagiarizing will fail the exam or assignment, and may be removed from the class.

Cell Phones and Other Electronic Devices: ALL cell phones, pagers, beeping watches and any other form of electronic device **MUST BE SWITCHED** off **BEFORE** you enter the classroom. If one of these devices goes off, you will be asked to leave the class for the remainder of the period.

Grading System: ALL assignments must be completed in order to pass the course, unless you provide the instructor with a valid written medical or institutional letter discussing why this will not be possible (notes from the Fronske health center are not acceptable). With proper documentation, your remaining grades will be averaged together.

A total of 750 points is possible in this course.

The grading scale for the course is as follows:

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

Grading Rubric for Presentations and Written Assignments:

Objective	Mastery (90 – 100; A)	Commendable (80 – 89; B)	Average (70-79; C)	Below Expectations (60-69; D)	Unsuccessful (0-59; F)
Thoughtfully contemplate art through careful observation and supported interpretation	Clearly outstanding work; goes beyond requirements of course and demonstrates careful looking	Superior work; goes slightly above requirements of course and demonstrates careful looking at art and making supported and	Meets course objectives, but does not exceed them; demonstrates looking at art but some interpretations	Does not meet most course objectives; demonstrates poor art observations skills lacking in supported	Does not meet course objectives for careful observation and supported interpretation

	at art while making supported, accurate interpretations	generally accurate interpretations	may be unsupported or inaccurate	interpretations	as stated
Effectively use written language to clearly and accurately communicate about art	Clearly outstanding work that follows guidelines covered for each type of writing; communication is clear, precise, to the point, grammatically correct	Superior work that follows the majority of guidelines covered for each type of writing; communication is mostly clear, precise, to the point, grammatically correct	Average work that follows some of guidelines covered for each type of writing; communication is somewhat lacking in clarity, precision, getting to the point, and/or grammatical correctness	Work does not meet most guidelines covered for each type of writing; communication is lacking in overall clarity, precision, getting to the point, and/or grammatical correctness	Work does not meet stated objective

University Policies: see attached sheet on the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies.

UNIVERSITY CURRICULUM COMMITTEE

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

1. College CAL
2. Academic Unit HAR
3. Academic Plan Name Art History
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.

Major Requirements
HAR 301W, which meets NAU's junior writing requirement (3 units)

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

Major Requirements

- **ARH 300W or HAR 301W, which meet NAU's junior writing requirement. Art History majors will be given priority seating. (3 units)**

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

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

**A Milestone is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.
If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

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

Assessment plans on file—this change part of our assessment plan

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
We are adding a new W class (ARH 300W) to our curriculum, eventually phasing out HAR 301W for reasons given in the new course proposal justification

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

Changes don't impact these concerns

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

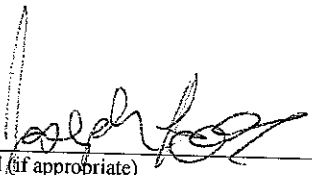
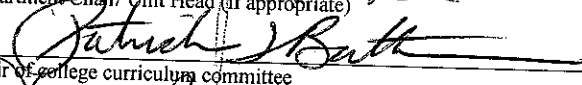
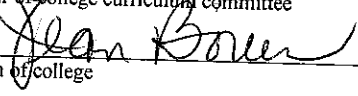
If so, attach supporting documentation from the affected departments/units and college dean.

Changes won't impact other areas.

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

Yes

Certifications

	4/17/06
Department Chair/ Unit Head (if appropriate)	Date
	12/05/06
Chair of college curriculum committee	Date
	12/30/06
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 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 CAL

4. Academic Unit School of Art

5. Course subject/catalog number ART 373

6. Units 3

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

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

9. Long course title Jewelry/Metalsmithing Art Topics
(max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) JewelryMetalArtTopics

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

In depth study of a concept, technique, or problem within Jewelry/Metalsmithing. Topics could include jewelry/metalsmithing workshops, experimental techniques, and form/fabrication techniques.

12. Grading option: Letter
Grade XX

(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? 12

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

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

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

16. Prerequisites (must be completed **before** proposed course) Art 171, 271

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

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

instructor consent department consent no consent

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

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

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

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

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

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

There are not adequate opportunities for special topics in Jewelry/Metalsmithing , especially if students wish to work on techniques and processes not fully covered or explored in lower division classes. Though content will be determined by students' aesthetic visions or desire to learn a new technique, their needs will be addressed in a studio environment with close faculty supervision rather than in an independent study format.

24. Names of current faculty qualified to teach this course Joe Cornett

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

26. Will present library holdings support this course? yes 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 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

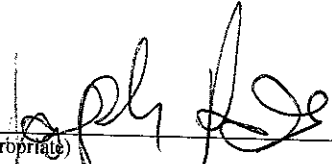
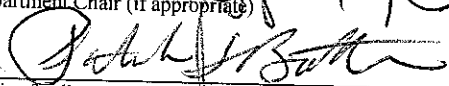
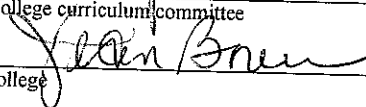
NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

	11/18/06 Date
	11/28/06 Date
	11/27/06 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 _____

College of Arts & Letters
School of Art
ART373, Sect. 1 Jewelry/Metalsmithing Art Topics

Fall 2007

Monday/Wednesday 9:10am – 11:40am

3 credit hours

(May be repeated for a maximum of 12 units, as topics change.)

Professor: Joe Cornett
Office: Building 37, Room 103
Phone: 523-2823
Email: Joe.Cornett@NAU.EDU
Office Hours: M/W 11:40 – 2:00 (by Appointment)

Course Prerequisites: ART171, ART271

Course Description: This class will be an in-depth study of a concept, technique, or problem within the Jewelry/Metalsmithing program. The student should identify a direction related to his or her expertise and make a series of pieces related to that direction.

Regardless of topic, the student will produce metal pieces made from one of the following techniques: Mokume gane, married metals, lost wax casting, raising, reticulation, chain-making techniques, hydraulic press.

Topics include Jewelry/Metalsmithing workshops, experimental techniques, and form/fabrication techniques.

Student Learning
Expectations/
Outcomes:

At the conclusion of this course, the students will have created a body of work that advances their expertise in the technical and aesthetic problems related to making a series of pieces. Students are expected to choose a direction and create a body of artwork. A written contract detailing the student's goals must be completed in the first week of the semester. This contract must be agreed upon and signed by the faculty and the student.

Students will also be expected to participate in all aspects of the visiting artist workshops and write a two-page paper about some aspect of the experience.

Course Structure: The objectives will be accomplished through class lecture and discussion, attending demonstrations on new techniques, creating sample pieces produced from new techniques, and completing work which illustrates acquired understanding and technical study.

Completion of projects in a timely manner, attendance and critique participation are mandatory.

Textbooks: None required

Optional Reading: Heikki Seppa: "Form Emphasis for Metalsmiths"

Course Outline:

1. Students in consultation with the professor will identify the direction of individual study and fill out attached contract.
2. The Professor will work individually with each student to identify and complete projects: A minimum of three to five finished projects will be required, dependent on complexity.
3. The student will also develop a production piece and have a mold made of the piece, or use the hydraulic press to make multiples. Student will keep track of time spent on the original and costs involved to make multiples.

Assessments: There will be four critiques, including the final, at regular intervals throughout the semester.

Grading of Projects: Each project will be graded on a point/percentage system:

- Complexity of design 20%
- Fabrication/execution skills 20%
- Proper finishing: 20%
- Overall effort/time involved in the piece 20%
- Documentation (notes, sketches) 20%

Course Policy: Projects not finished by the due date drop one grade each class meeting thereafter until finished.
Attendance and participation on project critiques without a Doctor's excuse will result in automatic failure for the project. NO MAKE-UPS!

See University Policy Student Handbook re:

- Plagiarism and cheating.
- Safe working and Learning Environment
- Students with Disabilities
- Institutional Review Board
- Academic Integrity policies

College of Arts & Letters
School of Art
ART373, Sect. 1 Jewelry/Metalsmithing Art Topics
Spring 2007 Session; Jan. 15 – May 11, 2007
Monday/Wednesday 9:10am – 11:40am
Instructor: Joe Cornett

Contract Agreement

Describe in detail the body of work you wish to create over the course of the semester. Set goals for yourself for the quarter, midterm, and final dates. Be specific. Include number of pieces you will produce, approximate scale, materials used, and techniques you will be exploring.

Date: _____

Student Name: _____

Instructor: _____

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. ASAP SS '09
3. College CAL 4. Academic Unit School of Art
5. Current course subject/catalog number ART 472, 472C
6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog.*)
ART 472 JEWELRY AND METALSMITHING 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.
- ART 472C JEWELRY AND METALSMITHING STUDIO 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. Prerequisite: ART 471 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? Jewelrymaking/Metalsmithing
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
- 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
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

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) _____

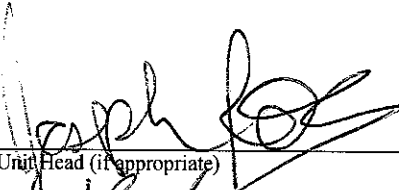
n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
Instructor consent Department consent No consent

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

As we see in other School of Art classes, we would like to allow the exhibition class to be 3 or 6 credits to allow students whose projects are larger in scope or who need more time to develop an acceptable show more time to do so. The faculty committee will make this assessment before the project starts or as the semester progresses based on the progress of the exhibition. The committee will assure that the content in each section is new.

13. Approvals

Department Chair/ Unit Head (if appropriate)



11/13/06

Date

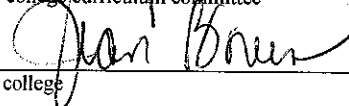
Chair of college curriculum committee



11/28/06

Date

Dean of college



11/27/06

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 NEW ACADEMIC PLAN, PLAN CHANGE, OR PLAN DELETION

1. College Arts and Letters 2. Academic Unit School of Art

3. Academic Plan Name Sculpture 4. Subplan (if applicable)? n/a

5. Effective Date FALL 2007

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

<input type="checkbox"/> New Plan	<input checked="" type="checkbox"/> Plan Change	<input type="checkbox"/> Plan Deletion
<input type="checkbox"/> New Subplan	<input type="checkbox"/> Subplan Change	<input type="checkbox"/> Subplan Deletion

7.

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

For New Plans, leave this column blank.

MAJOR REQUIREMENTS

Complete the following 85 units:

- ART 135, 136, 150, and 151 (12 units)
- 12 units of art history courses
- ARE 330W, which meets NAU's junior writing requirement (3 units)
- 25 units in sculpture: ART 181, 182, 281, 301, 380, 381, and 481

(Some of these courses repeat for credit.)

- ART 482C, which meets NAU's senior capstone requirement (3 units)
- ART 141 or 142, 161, 171, and 222 (12 units)
- 3 units of non-sculpture ART studio coursework (all but those numbered x8x)
- 15 additional units of ART studio coursework

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 **84** units:

- ART 135, 136, 150, and 151 (12 units)
- 12 units of art history courses
- ARE 330W, which meets NAU's junior writing requirement (3 units)
- **24** units in sculpture: ART 181, 182, 281, 380, 381, and 481 (**deleted 301—one credit class**) (Some of these courses repeat for credit.)
- ART 482C, which meets NAU's senior capstone requirement (3 units)
- ART 161, 171, 222, **241, and ²³⁵320** (**15 units**) (**deleted ART 141 or 142**)
- 15 additional units of ART studio coursework

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>).

Assessment plan being written for first time this year

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes. Catalogue cleanup—classes dropped or added dependent on current offerings

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

NA

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

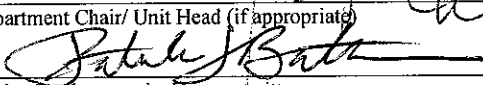
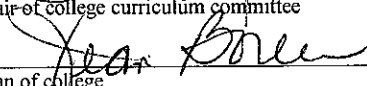
If so, attach supporting documentation from the affected departments/units and college dean.

NA

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

YES

Certifications

	11/29/06
Department Chair/ Unit Head (if appropriate)	Date
	12/05/06
Chair of college curriculum committee	Date
	12/5/06
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 Arts and Letters

2. Academic Unit School of Art

3. Academic
Plan Name BFA Ceramics

4. Subplan (if applicable)? n/a

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/aiol/AcademicCatalog/academiccatalogs.htm>)

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

For New Plans, leave this column blank.

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

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

B.F.A. CERAMICS

MAJOR REQUIREMENTS

Complete the following 85 units:

- ART 135, 136, 150, and 151 (12 units)
- 12 units of art history courses
- ARE 330W, which meets NAU's junior writing requirement (3 units)
- 25 units in ceramics: ART 161, 261, 262, 263, 361, 362, 363, and 461 (Some of these courses repeat for credit.)
- ART 462C, which meets NAU's senior capstone requirement (3 units)
- ART 141 or 142, 171, 181, 222, and 235 (15 units)
- 15 additional units of ART studio coursework

B.F.A. CERAMICS

MAJOR REQUIREMENTS

Complete the following **84** units:

- ART 135, 136, 150, and 151 (12 units)
- 12 units of art history courses
- ARE 330W, which meets NAU's junior writing requirement (3 units)
- ²¹**27** units in ceramics: ART 161, 261, ~~262~~, 263, 361, 362, 363, and 461 (Some of these courses repeat for credit.)
- ART 462C, which meets NAU's senior capstone requirement (3 units) May be repeated for credit
- ART 171, 181, 222, 235, and ~~262~~ ¹² (15 units) (**removed 141 or 142 and put below**)
- **ART 141, 142, 241, or 242 (3 units)**
- Additional ART studio coursework **with advisors approval – ART 132 recommended (9 units)**

• ART 262 = 9 units

- check w/ Eric

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

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

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

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

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

A *Milestone* is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status. If **yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

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

Plan will be filed for the first time this year

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
Catalogue clean up--this allows students more latitude in the selection of printmaking classes and provides students with a clearer credit number in multiples of three (27 instead of 25--)

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

NA

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

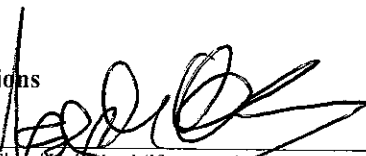
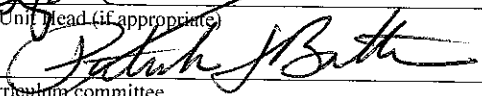
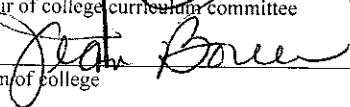
If so, attach supporting documentation from the affected departments/units and college dean.

NA


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

Yes

Certifications

	<u>11/21/06</u>
Department Chair/ Unit Head (if appropriate)	Date
	<u>12/05/06</u>
Chair of college curriculum committee	Date
	<u>12/5/06</u>
Dean of college	Date

For committee use only

	<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.

MEMORANDUM

TO: COLLEGE CURRICULUM COMMITTEE
FROM: EDWARD HOOD, CHAIR, MODL; MICHAEL VINCENT, DEAN, CAL
SUBJECT: RETROCREDITS
DATE: FEBRUARY, 2007

The Department of Modern Languages and the College of Arts and Letters would like to propose a system for granting retrocredit for students who enroll in foreign language courses beyond the introductory level, based on their previous, usually high school, preparation. Retrocredit is ungraded credit for the coursework prerequisite to the course in which students actually enroll, contingent on their receiving a "B" or better in the course of enrollment. Seen in a slightly different way, retrocredit is a form of credit by examination in which the previous preparation is validated by coursework, rather than a single one-time test, such as CLEP.

The principal problem that a retrocredit program addresses is enrollment management at the introductory level. University-bound high school students in Arizona usually study a foreign language for two years, typically in their first and second years. In spite of this previous preparation, at the university they tend to enroll in the very first semester of the foreign language sequence, which is wasteful of their previous preparation as well as of university resources. Efforts at forced placement through testing are almost always unsuccessful. Retrocredit is an efficient incentive for students to enroll at the appropriate level, to perform at a high level, to provide curricular space for them to work to real foreign language proficiency by continuing their foreign language study beyond the language requirement.

How does the system work? Students who apply for retrocredit during pre-registration or during priority enrollment are placed into an appropriate foreign language class, which must be their first university language course. Placement is determined by years of foreign language study (the rule of thumb is 1 year of high school work with a yearlong grade of B or higher equals one semester of university-level work) and/or by consultation with an advisor from the Modern Languages department during summer orientation. A representative from Modern Languages will work with advisors at the Gateway in advance of this spring's priority enrollment and will train them in what to "look for" in a student transcript to determine an accurate placement; we have also talked with the Gateway in terms of how to make students aware of the retrocredit option when they request priority registration. The student will be assigned to a MODL course, and if and only if the student receives a "B" or better in that course, s/he receives ungraded credit for the prerequisites for that course.

Example: Michael, a freshman at NAU, studied Chinese for three years in high school, but didn't take it his senior year. Although he had A's his first two years, he received a C his junior year. His high school program was excellent and students from his high school have always done very well in Chinese courses at NAU. By his preparation, Michael could go into

To: Edward.Hood@nau.edu, Michael.Vincent@nau.edu
From: Ron Pitt <Ronald.Pitt@nau.edu>
Subject: Retrocredit on February 13 UCC
Cc:
Bcc:
Attached:

The material submitted for retro-credit for the Feb. 13 meeting does not, in my opinion, adequately and succinctly explain the proposal.

My understanding was that we were going to start with Spanish and move to other languages as appropriate. If this is the case, this process is not contained within the proposal. If I am mistaken, please let me know.

The proposal does not contain the process by which the student applies for retro-credit which I believe is critical for the proposal.

The proposal states that the student is placed in a language class based upon number of years of language study in high school. I thought we used placement tests for this purpose. I suspect this statement will cause concern among UCC members.

I strongly suggest you prepare an informative oral presentation for the UCC and bring copies of the web pages from University of Wisconsin and Western Michigan which shows how the process works at those institutions.

Ron Pitt 2/13/07
UCC Approval

X-Original-To: pitt@jan.ucc.nau.edu
Delivered-To: pitt@jan.ucc.nau.edu
Date: Wed, 07 Feb 2007 12:10:19 -0700
From: Jean Boreen <jean.boreen@NAU.EDU>
Subject: retrocredits memo updated
To: Ron Pitt <Ronald.Pitt@NAU.EDU>, Nicole Morrow <Nicole.Morrow@NAU.EDU>
X-Mailer: QUALCOMM Windows Eudora Version 6.2.3.4

Hi Ron and Nicole:

First, I'm hoping that Nicole can put the attached memo on the UCC site for members to read (and I will bring additional copies as well as the web pages from Wisconsin and Michigan to the meeting in case members don't go to the link cited in the memo).

Ron: I think we were able to clean up a few of the process issues you noted. I talked at length with Tammy Harrison about advising issues, especially with those students who register during priority enrollment. MODL has committed to a training session with Gateway advisors and will make sure to have a representative at all summer orientations for students who have questions about their priority enrollment decisions as well as students who have to orientation to get registered. (And if there is a day when one of them is not available, I will be). I also talked with Stephanie Moore about putting the retrocredit information on the priority enrollment pages and she is able to do that for us as long as we have information to her by February 19 (which is not a problem).

Further, we will develop a "cheat sheet" for Gateway advisors that goes into some detail about students needing a B or higher every year at the high school level to be considered for the next level of university course. For example, if I got A's in FRE 1 and 2 and B's in FRE 3 and 4, I could be placed into FRE 301 at NAU, but if I got C's in FRE 3 and 4, then I would be placed in FRE 201 at NAU as the C's would not be considered high enough for entrance into FRE 301 but could be very appropriate as a knowledge base for 201.

Do let me know if you have any additional questions.


I'll look forward to seeing you both next Tuesday. 😊

Jean

Jean Boreen
Associate Professor Office 928.523.6765
Associate Dean Fax 928.523.8477
College of Arts and Letters
Box 5064
Northern Arizona University
Flagstaff, AZ 86011-5064



Retrocredits1.doc

 University of Wisconsin - Madison

Department of Spanish and Portuguese



Cou

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Retro Credits

To earn retro-credits, students must take a Spanish or Portuguese LANGUAGE course above the first-semester level (Spanish 102-204, 226, 311; Portuguese 102-202).

The course must be the first college-level Spanish or Portuguese LANGUAGE course *taken* by the student.

To be eligible for retro-credits, students must apply for the credits before they reach 30 *total* credits (not including AP, IB, or CLEP credits).

Transfer students must enroll in the course on the UW-Madison campus before they earn credits (including credits transferred but not including AP, IB, or CLEP credits or retro-*credit* from another language).

Students are afforded the opportunity to fill out the Retroactive Language Credit Request Form in class by the instructor during the third week of class and must earn a grade of B or better.

Last updated: January 8, 2007

Feedback, questions, or comments, please direct to the Webmaster.

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French & Italian

University of Wisconsin-Madison

Welcome French Italian Calendar Maison Française

Retrocredit Policy

- Undergraduate
- Placement & Retrocredits
- Specializing
- Study Abroad
- Honors

1. The course taken to earn retrocredit must be the student's **first college course** in the language. (If a student transfers a course in a foreign language, they **cannot** earn retrocredit at UW-Madison in that language. If a student earned retrocredit at another campus, Admissions will normally allow the credits to transfer.)

New Amendment for Summer 2000: *"Foreign language courses taken while in High School shall not be considered college courses for this purpose, even if they generate college credit. If a student has taken such a course, the course taken to establish retrocredit eligibility must be at a higher level."*

2. The course taken to earn retrocredits must be taken **before the student has earned 30 degree credits** (including Advanced Standing credits transferred from other campuses). In other words, **29 degree credits** is the most you can have and still earn retros.

Credits **NOT** counted toward the 29 credit maximum:

- Advanced Placement, CLEP, or International Baccalaureate credits
- Credit by Departmental Examination
- Retrocredits already awarded (when students are earning retros in more than one language)

3. **RECENT L&S AMENDMENT TO THE 30 CREDIT LIMIT:**
"Regardless of the number of degree credits earned, incoming new freshmen are eligible to earn retrocredits during their first two semesters." This new exception was adopted to address the case of new freshmen who have taken a lot of transferable college courses while still in high school.
4. The course must be **designated appropriate** for earning retros by the department. (Not all language courses beyond the fifth semester are designated appropriate. Some departments allow retros for upper-level literature courses, some do not. Check the foreign language SOAR handout. For courses not mentioned on the handout, check with the department directly.)
5. The student must earn an **appropriate grade** in the course: a B or better in all languages.
(German used to be the only language that would accept a C or better, but beginning with the fall of 1997 German switched to "B or better" too.)
Note: If a student drops a language course, they can take it again and be eligible for retros provided they have not passed the 29 degree credit mark.
6. A student **must apply** for retrocredits during the first two weeks of class by filling out a "Retroactive Language Credit Request

Form." (Late applicants should be referred to L&S Student Academic Affairs.)

7. **Native speakers** of a language can **NOT** earn retrocredits in that language. **BUT**. . . For these purposes, a student's native language is defined as *the language of instruction at their secondary school*. Therefore, a student who attended an American high school but who grew up speaking Spanish **can** earn retros in Spanish. Similarly, a student who grew up speaking French but attended an American school in Europe **can** earn retros in French, etc.
8. Students who earn **Advanced Placement** credit in a foreign language **CAN** still earn retros provided they take a course specifically designated appropriate for students with AP credit (see foreign language handout). *AP credit supersedes the foreign language placement test for purposes of placement.*
9. Retros can be earned for the **first four semesters only**. (For example, a student in seventh semester Chinese is eligible to earn retros for first, second, third, and fourth semester Chinese only--not for fifth and sixth semester.)

T. Walsh, CCAS, June, 2000

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Department of French & Italian
618 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Phone (608) 262-3941, Fax (608) 265-3892

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Please direct questions or comments about this web site to Sue Grass at sgrassri@wisc.edu

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Retroactive Credits in Spanish

Credit for Spanish learned prior to enrollment at WMU

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This policy applies to all students whose first enrollment at WMU is Fall 2005 or after. Students who entered WMU before Fall 2005 are considered under the policy in effect at the time of entry.

Beginning Fall 2005, all new students with previous experience in Spanish will take the [online placement exam](#) found within the [GoWMU portal](#) to determine the first Spanish class in which they should enroll at WMU.

Students may receive retroactive credits in Spanish equivalent to four hours for Intermediate Spanish I (SPAN 2000) and/or four hours for Intermediate Spanish II (SPAN 2010) by completing one or more advanced courses with a grade of "C" or better.

A student who places into SPAN 2010 will receive four hours of retroactive credit for SPAN 2000 by taking SPAN 2010 and receiving a grade of "C" or better in that course. This student would thus receive four hours of credit for 2010 (the course taken) and four hours of retroactive credit for 2000 (the course passed over).

A student who places at the 3000 level will receive four hours of retroactive credit for SPAN 2000 by taking either SPAN 3160 or 3170 and receiving a grade of "C" or better in that course. This student may receive an additional four hours of retroactive credit for SPAN 2010 by taking the remaining 3000-level course (3160 or 3170) and receiving a grade of "C" or better in that course.

No retroactive credit is granted for 1000-level courses. In accordance with University policy, a fee of \$100 is charged for each four-hour course for which a student receives retroactive credit.

Native speakers of Spanish are not eligible to receive retroactive credit under the process described above. They will be eligible for credits, however, if they complete a major or a minor in Spanish. For purposes of this policy, a native speaker is defined as a person who has received his or her secondary education in Spanish in a Spanish-speaking country. Determination of eligibility for retroactive credit in unusual cases will be made by the Spanish undergraduate advisor or by the department chair.

Native speakers may take courses at the 3000 level and above, with the exception of 3160, 3170, 4520, and 4530. In certain cases, native speakers may take 4520, but only with the permission of a Spanish undergraduate advisor. Native speakers who complete a major in Spanish will be eligible to receive a maximum of eight hours of retroactive credit. Determination of this credit will be made by the undergraduate advisor or by the department chair. In order to receive this credit, the student must declare and complete a major in Spanish. Native speakers who declare and complete a minor in Spanish will be eligible to receive a maximum of four hours of retroactive credit as approved by the Spanish undergraduate advisor or by the department chair.

This policy applies to all students whose first enrollment at WMU is Fall 2005 or after. Students who entered WMU before Fall 2005 are considered under the policy in effect at the time of entry.

AP/IB Credit in Spanish

Students who receive a grade of 3 or 4 in the Advanced Placement Exam or a grade of 4 or 5 in the HL (= higher level) International Baccalaureate Exam will receive credit for SPAN 2000 without charge. If they take a course at the 3000 level and receive a grade of "C": or better, they can also receive credit for SPAN 2010 by paying the \$100 fee. Students who receive a grade of 5 in the Advanced Placement Exam or a grade of 6 or 7 in the HL International Baccalaureate Exam will receive credit for SPAN 2000 and 2010 without charge.

Note: the maximum number of hours of retroactive credit in Spanish that a student may receive is **eight**, whether through the retroactive credit policy, or through the AP/IB policy, or through any combination of those policies. Students should come to the Department of Spanish, 420 Sprau Tower, to process any retroactive credits.

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[Major &
Minor](#)

[Awards &
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Department of Spanish
Western Michigan University
Kalamazoo MI 49008-5338
Contact: [Elena Gaudio](#), 420 Sprau Tower
Phone: 269 387-3023
FAX: 269 387-3103
spanish@wmich.edu

Last Update: January 30, 2006

**MODERN AND CLASSICAL
LANGUAGES AND LITERATURES
WICHITA STATE UNIVERSITY**

RETROACTIVE CREDIT APPLICATION

Name _____ Phone _____ Date _____

Address _____
(Street) (City, State and Zip)

MyWSU ID _____ WSU College (major) _____

I am currently enrolled in:

<u>Language Course #</u>	<u>Semester</u>	<u>Section #</u>	<u>Grade</u> <u>(do not fill in)</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Upon successful completion of said course(s) with a grade of C or better, I would like Retroactive Credit for the following course(s):

DEADLINE TO APPLY FOR RETROACTIVE CREDIT IS TWO WEEKS BEFORE THE LAST DAY OF CLASS

The above named student has my permission to apply for retroactive credit.

Date _____
Dr. Eunice Myers
Chair, Retroactive Credit

FAX 978-3293

WICHITA STATE UNIVERSITY

DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES AND LITERATURES

RETROACTIVE CREDIT POLICY

Definition:

Qualified students may earn college credit for previous language experience by successfully completing a language course, or courses, at the appropriate level.

Procedure:

Based on their previous experience, students enroll at their predicted entry level. Normally, predicted entry level is calculated by assuming that 1 year of HS language is the equivalent to 1 semester of college language.

Students must apply for retroactive credit during the semester in which they are enrolled in the retroactive credit eligible course(s). Deadline for application will be announced in all language classes.

If a student successfully completes the course, or courses (with grade of C or better), the student receives graded credit hours for that course, or courses, and the appropriate number of ungraded retroactive credit hours. If a student fails to meet the minimum grade of C, he/she may retake the class. However, a **new application MUST** be filed by the deadline in effect for the semester in which the student retakes the class.

Students whose entry level is:

- A) Level II, will be given retroactive credit for the corresponding level I course upon successful completion of level II. (five graded credit hours, plus five retrocredits)
- B) Level III, will be given retroactive credit for the corresponding level I and II courses upon successful completion of level III. (five/six graded credit hours, plus ten retrocredits)
- C) Level IV, will be given retroactive credit for the corresponding level I, II, and III courses upon successful completion of level IV.

Participation in this program is by application to the Department of MCLL, which retains final authority to adjudicate exception cases.

Students who qualify may request retroactive credit in 305 J.H.

WICHITA STATE UNIVERSITY

DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES AND LITERATURES

Retrocredit Level Course Equivalency

Courses for which Retrocredit may be awarded are listed below in Level I, Level II, and Level III. Example: A student enrolled in Spanish 112 (Level II) may apply for Retrocredit for Spanish 111 (Level I); a student enrolled Spanish 210Q (Level III) may apply for Retrocredit for both Spanish 112 (Level II) and Spanish 111 (Level I).

Level I (5) — 111 — French, German, Greek, Italian, Japanese, Latin, Russian, Spanish

Level II (5) — 112 — French, German, Greek, Italian, Japanese, Latin, Russian, Spanish

Level III (5/6) — 210 (5) — French, Russian, Spanish

220 (5) — German

223 (3) & 224 (3) = (6) Greek, Latin

223 (3) & 225 (2) = (5) Japanese

Courses to be completed in order to receive Retrocredit for Levels, I, II, and III are listed below in Level IV. Students must apply for Retrocredits when first enrolled in Level IV. Example: A student enrolled in German 225 may apply for Retrocredit for German 220, 112, and 111 (15 Credit Hours); upon completion of German 225, 223, (with a grade of C or better), the student would receive the corresponding 15 Retrocredit hours.

Level IV (8/9) — 223 (3) 300 (3) 324 (3) **choice of 2** = (6) French

223 (3) 225 (2) = (5) German

515 (3) 531 (3) 532 (3) = (9) Greek

nine hrs. 500/600 level = (9) Latin

224 (3) 225 (2) 300 (3) = (8) Russian

220 (3) 223 (3) 225 (2) = (8) Spanish

Retrocredits will only be awarded for Levels I, II, and III. The maximum number of Retrocredits awarded will be 15/16 hours.

Should you have any questions about the above, please consult:

Dr. Eunice Myers, Chair
Modern & Classical Lang & Lit
Wichita State University
Campus Box 11, 305 Jardine Hall
1845 Fairmount
Wichita, KS 67260-0011

(316) 978-3180

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 Arts and Letters

4. Academic Unit Theatre

5. Course subject/catalog number TH 308

6. Units 1

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 Theatre Education Practicum
(max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Theatre Education Practicum

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

Observation of teachers and participation in teaching tasks in middle and/or high school theatre classrooms and after-school programs.

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

13. Is this a topics course? Yes No

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

a. If yes, maximum units allowed? _____

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

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

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

16. Prerequisites (must be completed *before* proposed course) 9 units of coursework

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

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

instructor consent

department consent

no consent

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

Name of new plan? BS in Theatre Education

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:

ECI 308

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

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

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

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

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

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

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

The Teaching Practicum is designed to give students the opportunity to observe and practice teach in a classroom that has the potential to become their student teaching site. At this time there are no theatre programs in or near Flagstaff that qualify as a potential site for a student teacher. Future teachers must teach at least 51% of their time in their major. No theatre programs in or near Flagstaff meet this requirement. Moving the Practicum to the Theatre Department will allow the future theatre teacher to make connections with a future cooperating teacher with whom the student may do his/her student teaching. Most departments offering an emphasis in secondary education offer the Practicum within their department. By offering the course through the department the Theatre Education Advisor is provided with another managed opportunity to mentor a future theatre teacher.

24. Names of current faculty qualified to teach this course Dr. Barbara Jo Maier

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

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

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

LIBERAL STUDIES ONLY

Contact name: _____

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

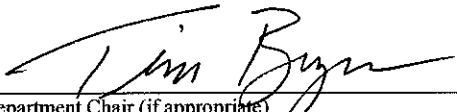


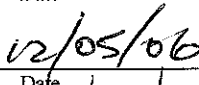
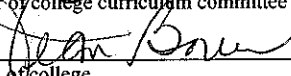
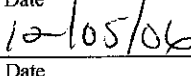
NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

	
Department Chair (if appropriate)	Date
	
Chair of college curriculum committee	Date
	
Dean of college	Date

For Committees use only

For Liberal Studies Committee

Date

Action taken: _____ Approved as submitted _____ Approved as modified





For University Curriculum Committee

Date

Action taken: _____ Approved as submitted _____ Approved as modified

Proposal for New Course: TH 308 Syllabus

Northern Arizona University
College of Arts and Letters
Department of Theatre

Fall 2007

TH 308: Theatre Education Practicum
One Credit

Instructor: Dr. Barbara Jo Maier

Office: Performing Arts Building [37], Room 112

Office Hours:

Office Phone: 928-523-9594

E-Mail: Barbara-Jo.Maier@nau.edu

Department of Theatre Office" 928-523-3765

Mailing Address: PO Box 6040, Riordan and Knowles, Flagstaff, AZ 86011-6040

FAX: 928-523-5111

.....
Course Description:

The Theatre Education Practicum is a course designed to provide future theatre teachers the opportunity to observe teachers and participate in teaching tasks in middle and/or high school theatre classrooms and after-school programs.

Outcomes for this Course:

At the completion of this course the student should be able to:

- identify specific approaches to the teaching of theatre in secondary school settings
- identify classroom management techniques of theatre teachers in secondary school settings
- identify professional behaviors and dispositions of theatre teachers in secondary settings
- prepare and present lessons to secondary students in theatre classes or after school programs

Course Structure /Approach:

This course is designed to provide future theatre teachers with experiences that will serve as preparation for student teaching. Students will meet with the TH 308 Instructor at the beginning, middle and end of the semester to review and reflect upon the student's observations of theatre teachers. 45 hours of observation in secondary school theatre classes and after school programs is required. The student is responsible for contacting cooperating teachers and making arrangements for observations and times to teach and/or direct. Ideally, the student is completing this course at the site where he/she elects to student teach. A minimum of 15 hours of observation and participation is required at any individual site before a reflection paper may be written or lesson presented. The student

is responsible for determining any district and/or school procedures required of classroom visitors. Three Reflection Papers, a Visitation Log signed by the cooperating teacher(s) and three lesson plans are due by the end of the course.

Grading System: Pass/Fail

Successful completion of assignments described below is required to receive a Pass in the course.

Description of Assignments:

A. Reflection Paper (3): Either at the beginning, middle and end of your observation of one teacher or for three different teachers, a Reflection Paper is due. In this paper, please describe your observations of classroom activities or rehearsal situations. Include the following:

1. Description of the classroom or rehearsal space: Visually attractive? Free of trash?
2. Description of the seating arrangement
3. Description of the beginning of class or rehearsal tasks: How is attendance taken? How are students alerted to goals of the class/rehearsal? How does the teacher interact with students as they arrive?
4. Description of materials/ papers delivery: How are materials handed out? Collected?
5. Description of content delivery: How does the teacher deliver instruction? What methods are used to reinforce the content (i.e. handouts; modeling; verbal practice)? Are directions clear and concise?
6. Description of the use of teaching time: How is the majority of class time / rehearsal time spent? Does it appear students are on task? Why or why not? Are students prepared? Are students “with” the teacher or do they challenge or ignore the teacher? Explain.
7. Analysis of the tempo: Did the class/rehearsal drag? Move along at an appropriate pace? Move too quickly?
8. Description of transitions: How does the teacher switch gears from delivery of content to student work time or from working in pairs to presentation, for example?
9. Description of various assessment techniques: If work is presented in class, how does the teacher offer assessment? How do students earn a grade? How do students know what work is being evaluated?
10. Description of the wrap-up: Does the teacher close the session? If so, how?
11. Overall Review: Based on your observations of student behavior and teacher behavior and your understanding of theatre content, how would you rate this classroom or rehearsal setting at this time? Please explain.

B. Theatre Education Practicum Observation Log: 45 hours of observation in a secondary school theatre classroom or after school program must be logged. See the attached Time Log.

C. Lesson Plans (3): Submission of three lesson plans presented to students in observed classes along with an evaluation rubric completed by the cooperating teacher.

Course Policies:

1. ATTENDANCE: Once the student has established a schedule of visitations with a cooperating teacher, it is essential that attendance is mandatory. The student must arrive to the classroom on time and stay until classes have ended. Any modification to this attendance plan must be approved by the cooperating teacher. In case of an absence, the student must notify the cooperating teacher and make up the missed class. Failure to notify the cooperating teacher may result in failure of this course.

2. PROFESSIONAL BEHAVIOR: The student must dress and behave professionally at all times when in the secondary school setting. Check with the principal and/or cooperating teacher for guidelines on professional disposition and dress. Specifically inquire about standards related to tattoos, piercings, smoking, and dress. Inappropriate student dress and/or behavior in the educational setting established as an observation site for TH 308 may result in failure of this course.

University Policies:

1. 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).

2. 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/>.

3. 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>.

4. 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.*

Tentative Calendar with Assignment Due Dates

Week One	Introduction to Course
Week Two	Observations Site(s) and Schedule Established
Week Six	Reflection Paper #1 DUE Observation Time Log DUE Lesson Plan and Assessment Rubric DUE
Week Twelve	Reflection Paper #2 DUE Observation Time Log DUE Lesson Plan and Assessment Rubric DUE
Week Sixteen	Reflection Paper #3 DUE Observation Time Log DUE Lesson Plan and Assessment Rubric DUE

Northern Arizona University
College of Arts and Letters
Department of Theatre

TH 308: Theatre Education Practicum

Observation Time Log

Student Name _____ Semester _____

School Name: _____

Teacher Name: _____

Date: _____ Time In _____ Time Out _____ Teacher Initials _____

Date: _____ Time In _____ Time Out _____ Teacher Initials _____

Date: _____ Time In _____ Time Out _____ Teacher Initials _____

Date: _____ Time In _____ Time Out _____ Teacher Initials _____

Date: _____ Time In _____ Time Out _____ Teacher Initials _____

Date: _____ Time In _____ Time Out _____ Teacher Initials _____

Date: _____ Time In _____ Time Out _____ Teacher Initials _____

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Date: _____ Time In _____ Time Out _____ Teacher Initials _____

Date: _____ Time In _____ Time Out _____ Teacher Initials _____

Date: _____ Time In _____ Time Out _____ Teacher Initials _____

Date: _____ Time In _____ Time Out _____ Teacher Initials _____

Date: _____ Time In _____ Time Out _____ Teacher Initials _____



Delete



File



Create



Reply



Reply All



Forward



Previous



Next



Options



Inbox



Help

Date Sent: Wednesday, November 29, 2006 11:37 AM

From: "Troy R. Hutchings" <Troy.Hutchings@NAU.EDU>

[Add to Address Book](#)

To: "jean.boreen" <jean.boreen@NAU.EDU>

Cc: Barbara Jo Maier <Barbara-Jo.Maier@NAU.EDU>

Subject: Theatre Practicum

Status: Urgent New

Dear Dr. Boreen,

I am writing this correspondence in support of the Theatre Department's initiative to move the required practicum course (ECI 308) to the Department of Theatre (TH 308). Historically, the College of Education has assigned ECI 308 students in Flagstaff schools. Unfortunately, the Flagstaff Unified School District does not have a full theater program at any of its schools which limits the learning opportunities for those that major in Theatre Education. By moving the course to the Department of Theatre, several benefits will be realized; a) the practicum will be more aligned to the theatre methods courses, resulting in an experience that is directly connected to teaching methodology in that subject, and 2) this will give jurisdiction over the placement and evaluation process to the Theater Department which will allow for placements to be made with exemplary teachers in all-day theatre programs in communities other than Flagstaff.

The vast majority of the secondary departments currently house the practicum requirement and have found this to be a beneficial arrangement.

Please allow me to give additional support documentation if it is needed.

Best wishes,

Troy

Troy R. Hutchings

Director of Student Services

Faculty, Educational Leadership

College of Education

Northern Arizona University

Phone: (928) 523-6154

Fax: (928) 523-1168



Secure mode active.

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 Arts and Letters 4. Academic Unit Theatre
5. Course subject/catalog number TH 325 6. Units 1
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 Script Reading for Educational Settings
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Script Reading Educ Settings
11. Catalog course description (max. 30 words, excluding requisites).

Directed readings of one-act and full-length plays, musicals, and other dramatic material suitable for study and production in educational settings

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) TH 130
17. Corequisites (must be completed *with* proposed course) _____
18. If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19):*

instructor consent department consent no consent

19. Is the course needed for a plan of study (major, minor, certificate)? yes no
Name of new plan? Theatre Education Major / Theatre Education Minor

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

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

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

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

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

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

The purpose of the new course, Script Reading for Educational Settings, is to build a knowledge base of practical dramatic literature for future theatre teachers and/or recreational leaders who will direct and produce plays with youth. The educational setting is a unique context requiring performance material that meets educational academic standards and melds with the culture of the community. Currently no class is focused on the specific reading of plays for educational settings. A new teacher or recreational leader entering the workforce with a list of plays ready to direct will be better prepared to survive those very demanding first years in the profession.

24. Names of current faculty qualified to teach this course Dr. Barbara Jo Maier

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

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

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

LIBERAL STUDIES ONLY

Contact name: _____

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

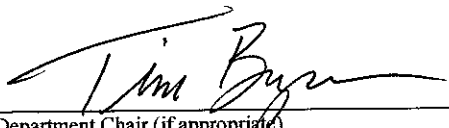
NEW SENIOR CAPSTONE COURSE (refer to question 19)


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

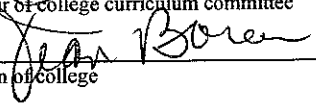
40. Does this proposal replace or modify an existing course or experience? yes no
If yes, which course(s)? _____

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

 _____ 11/21/06 _____
Department Chair (if appropriate) Date

 _____ 12/05/06 _____
Chair of college curriculum committee Date


 _____ 12/5/06 _____
Dean of college Date

For Committees use only

For Liberal Studies Committee

Date

Action taken: _____ Approved as submitted _____ Approved as modified

 _____ 2/13/07 _____
For University Curriculum Committee Date

Action taken: _____ Approved as submitted _____ Approved as modified

Proposal for New Course: TH 325 Syllabus

Northern Arizona University
College of Arts and Letters
Department of Theatre

Fall 2007

TH 325: Script Reading for Educational Settings
One Credit

Instructor: Dr. Barbara Jo Maier

Office: Performing Arts Building [37], Room 112

Office Hours:

Office Phone: 928-523-9594

E-Mail: Barbara-Jo.Maier@nau.edu

Department of Theatre Office" 928-523-3765

Mailing Address: PO Box 6040, Riordan and Knowles, Flagstaff, AZ 86011-6040

FAX: 928-523-5111

.....

Course Description:

Script Reading for Educational Settings is a course designed to acquaint the future theatre teacher or recreational leader with one-act and full-length plays, musicals and other dramatic materials suitable for study and production in educational settings.

Outcomes for this Course:

At the completion of this course the student should be able to:

- identify dramatic literature suitable for study and production by youth and/ for youth in educational settings
- create an annotated bibliography of scripts – one-act plays, full-length plays, musicals, plays for young audiences, social issue plays, and multicultural plays – appropriate for production in educational and community settings with various cast sizes and actor skill levels
- demonstrate how to secure scripts and production rights of published plays

Course Structure /Approach:

Each student will read 30 approved play titles and complete a play report for each play. The class will meet once week to discuss assigned scripts and scripts individually selected by students. Production requirements, cast requirements, appropriateness of the script for high school, middle school, elementary school, and various community audiences and actors will be addressed. Students can determine whether their primary interest is in reading plays for Schools—Elementary (K-6), Middle School (6-8), Secondary Settings (7-12); Youth Theatre (theatre with young people for young people); Community Theatre (amateur theatre for people of all ages); Professional Theatre for

Young Audiences, or for other settings which the student can propose (e.g., a community organization like the Boys or Girls Club). Reading requirements will differ slightly depending on the student's choice. Although this course is designed with pre-service teachers in mind, students planning other careers can tailor the reading assignments to their own future plans (e.g., community theatre, professional theatre). It is expected that students in this class will read and discuss plays they have not read before. A notebook containing play reports is due at the end of the semester as is a take-home final that asks students to synthesize play production information and make play selection decisions based on imagined circumstances.

Required Materials:

Amazing Grace by Shay Youngblood (Dramatic Publishing)
Hard Candy by Jonathan Rand (Playscripts)
The Laramie Project by Moisés Kaufman (Dramatists Play Service)
Oklahoma! by Richard Rodgers and Oscar Hammerstein II (Rodgers and Hammerstein)
Noises Off by Michael Frayn (Samuel French)
The Yellow Boat by David Saar (Anchorage Press)
You Can't Take It with You by George S. Kaufman and Moss Hart (Dramatists Play Service)
Wiley and the Hairy Man by Suzan Zeder (Anchorage Press)

Other scripts must be selected from the provided reading lists.

Recommended Reading List: See Attachments

Grading System:

The grade for this course will be based on points earned in the following categories:

- Play Reports = 5 points [30 Play Reports are required] 150 points
- Final Take-Home Exam 15 points
- Season Selection Research Notebook 20 points
- Attendance and Participation 15 points

Grading Scale:

180 -200 points	A (90-100%)
160 – 179 points	B (80-89%)
140 – 159 points	C (70-79%)
130-139 points	D (65-69%)
Less than 130	F

Description of Assignments and Assessed Categories:

- **Play Reports / 150 points:** Each student must read 30 plays and complete a Play Report for each script. The template for a Play Report is included with this syllabus. A Play Report will be awarded 5 points if all sections of the report are completed accurately, honestly and thoroughly. DO NOT copy the description of the plot from the catalog or the backside of the script. You must include publisher and royalty information. If reading plays in an anthology, look up this data online at Findaplay.com.

I highly recommend that you photocopy the monologues and two-person scenes you discover in each script to insert in your Season Selection Research Notebook.

Required reading:

i. Five (5) Full-length Plays: A full-length play is 2 or more acts long. There are many full-length plays, both comedies and dramas, typically done in schools, colleges and community theatres. Some are tried and true scripts written in the 20's, 30's, 40's, 50's, 60's, and 70's and often reflect an age of innocence. There are also many children's plays, such as the original version of *Peter Pan* and *Alice in Wonderland* that fit into this category. Classics, such as the plays of Shakespeare or Greek comedies and tragedies will also work here as well as historical plays, modern versions of stories in historical times like *Anne of the Thousand Days*, *Abe Lincoln in Illinois*. Good monologues and duo scenes for study in class can often be found in these plays.

ii. Two (2) One-Act Plays: Look for a variety of old and new one-acts in this category. If you are focusing on secondary school settings, look for plays that would be powerful contest or festival entries or will work for Directing II.

iii. Two (2) Musicals: Any full-length musical will do in this category.

iv. Two (2) Theatre for Young Audience Plays: There is a difference in those plays written to be performed for children by adults and those written to be performed by children. You should look for both kinds of shows. There are numerous adaptations of fairy tales and familiar children's books. Most of the major publishers have plays for children, especially Dramatic Publishing. Some companies like New Plays and Anchorage Press specialize in children's plays. Some notable authors include Max Bush, Aurand Harris, Moses Goldberg, Charlotte Chorpenning, Y York, and Suzan Zeder.

v. Two (2) Social Issues Plays: There are a number of plays written dealing with issues of importance to teens--alcohol, drugs, teen pregnancy, peer pressure, etc. Most of these are written to be performed by teenage actors.

vi. Two (2) Multi-Cultural Plays: Look for plays depicting the Latino/Hispanic, African-American, Native American, Asian, and Middle Eastern experience or plays depicting other cultures.

vii. Fifteen (15) plays of your choice in any of the above categories

• **Final Take-Home Exam / 20 points:** A copy of the take-home exam will be handed out at mid-term. Your responses to each question must be typed. Each answer will be evaluated on the accuracy and thoroughness of the responses.

• **Season Selection Research Notebook / 15 points:**

The notebook must have the following sections:

1. Full Length Plays [Play Reports you've completed plus those of others in the class]
2. One-Act Plays [Play Reports you've completed plus those of others in the class]
3. Musicals [Play Reports you've completed plus those of others in the class]
4. Two-Person Scenes [Photocopies or typed versions of scenes from plays read]
5. Monologues [Photocopies or typed versions of monologues from plays read]

• **Attendance and Participation / 15 points:** Students should come to class prepared to discuss a new play each week and prepared to share typed play reports with others in the class. Points will be deducted if a student is consistently not prepared for class.

Course Policies:

- 1. ATTENDANCE:** Regular and prompt attendance is expected. Each individual is responsible for signing in on the attendance sheet at each class session. Arrival ten minutes after the start time of class is considered an absence as is an early exit. After three absences, the final course grade will be lowered.
- 2. PARTICIPATION:** Students are expected to fully participate in class discussions, exercises, group work, and presentations.
- 3. WRITTEN ASSIGNMENTS:** All assignments must be **typed** in 12-point standard font and reflect the best effort of a university student. Please pay attention to spelling, grammar and mechanics. Points will be deducted for poor presentation and errors in spelling, grammar and mechanics. **Assignments are due on the date listed in the Course Calendar.** One re-write per assignment is an option. Re-writes are due no later than one week after the original due date.
- 4. LEARNING ENVIRONMENT:** Please turn off all cell phones, beepers, watches, I-Pods and any other electronic device that may interfere with the learning environment of the classroom. Student conduct that disrupts the learning environment will not be tolerated and may lead to disciplinary action and/or removal from the class.
- 5. ACADEMIC DISHONESTY:** It is expected that each student shall be responsible for his/her own work. Penalty for any act of cheating or fabrication or plagiarism could range from no credit on the assignment to failure of the course to expulsion from the university.

University Policies:

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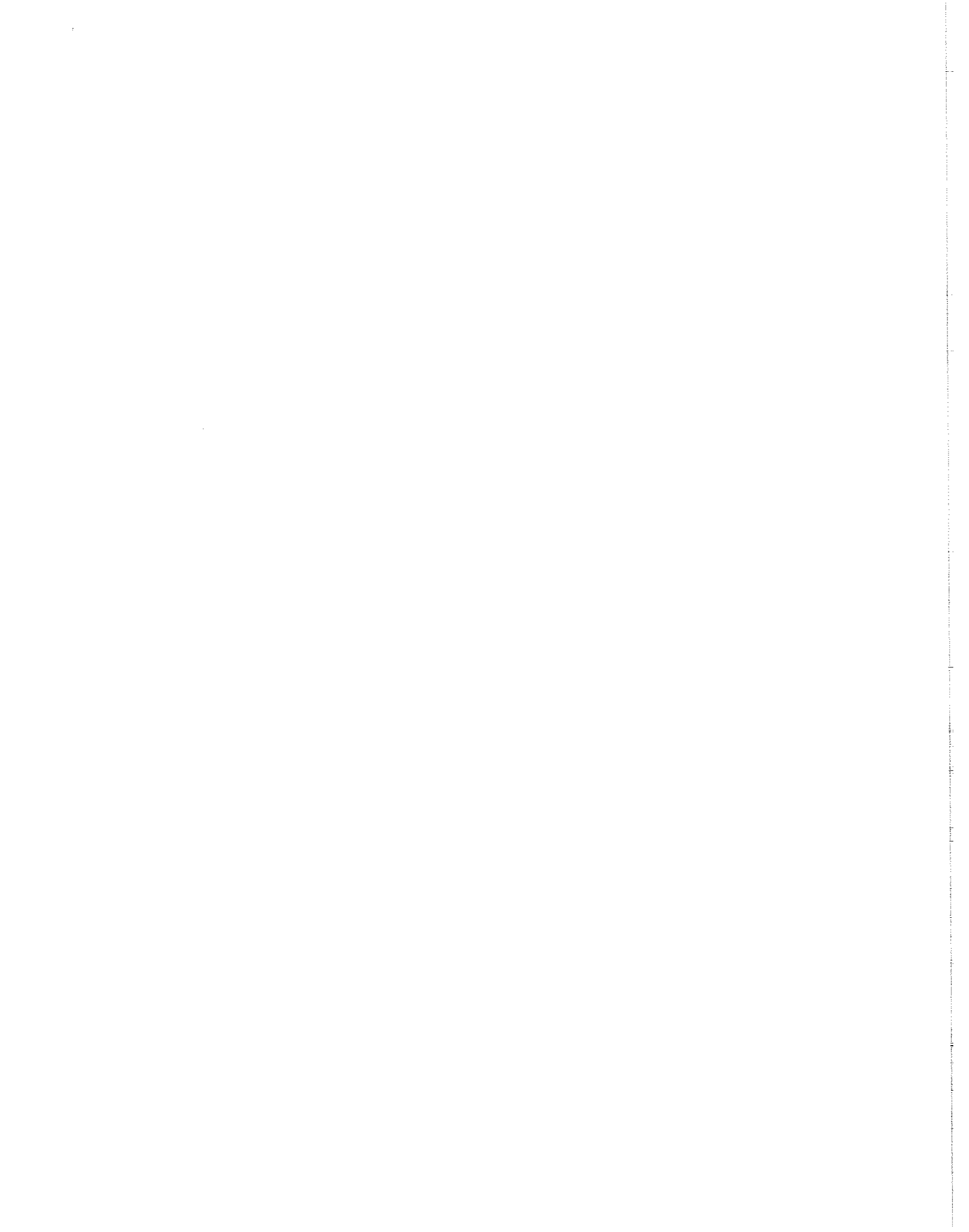
3. **ACADEMIC INTEGRITY:** The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity 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>.

4. **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.*

Tentative Calendar with Assignment Due Dates

Week One	Introduction to Course	
Week Two	Discuss <i>You Can't Take It with You</i>	
Week Three	Discuss <i>Noises Off</i>	
Week Four	Discuss Full-Length Plays	3 Play Reports DUE
Week Five	Discuss <i>Wiley and the Hairy Man</i>	
Week Six	Discuss Theatre for Young Audiences	3 Play Reports Due
Week Seven	Discuss <i>The Laramie Project / Censorship</i>	
Week Eight	Discuss <i>The Yellow Boat</i>	
Week Nine	Discuss Social Issue Plays	3 Play Reports DUE
Week Ten	Discuss <i>Oklahoma!</i>	
Week Eleven	Discuss Musicals	2 Play Reports DUE
Week Twelve	Discuss <i>Hard Candy / One-Act Plays</i>	2 Play Reports DUE
Week Thirteen	Discuss <i>Amazing Grace</i>	
Week Fourteen	Discuss Multi-Cultural Plays	2 Play Reports DUE
Week Fifteen	Season Selection Research Notebooks DUE	
Week Sixteen	Take-Home Final DUE	



Proposal for New Course

TH 325: Script Reading for Educational Settings

Play Report

YOUR NAME: _____

TITLE: _____

PLAYWRIGHT: _____ GENRE: _____

CAST BREAKDOWN: _____ ACTS: _____

SETTINGS: _____

TIME PERIOD: _____ COST OF SCRIPTS: _____

PUBLISHER: _____ ROYALTIES: _____

BRIEF DESCRIPTION OF THE PLOT (INCLUDING THINGS THAT MIGHT BE PROBLEMS):

EVALUATION OF PRODUCTION DEMANDS (costuming, rehearsal period, special effects, acting challenges, etc.):

PERSONAL RESPONSE / EVALUATION OF SUITABILITY:

**MONOLOGUES SUITABLE FOR AUDITIONS, CLASS WORK, AND
SPEECH/DEBATE:**

[Note the character, beginning line, ending line and approximate running time]

TWO-PERSON SCENES SUITABLE FOR CLASS WORK AND SPEECH/DEBATE:

[Note the characters, beginning line, ending line and approximate running time]

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 Arts and Letters 4. Academic Unit Theatre
5. Course subject/catalog number TH 425 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 Play Production for Educational Settings
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Play Production for Ed Settings
11. Catalog course description (max. 30 words, excluding requisites).
*Methods of directing, designing, producing, promoting, and coordinating
theatrical productions in educational settings.
An off-campus practicum is required.*
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? 6
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) TH 325; TH 352
17. Corequisites (must be completed *with* proposed course) _____
18. If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19)*:
instructor consent department consent no consent

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

Name of new plan?

BS in Theatre Education; Theatre Education Minor

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

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

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

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

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

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

This course strengthens the directing and production skills of future secondary theatre teachers. A practicum is linked to this course requiring students to direct middle school or high school students, giving future teachers a taste of reality. Directing middle school and/or high school students is a very different process compared to directing peers. Designing sets and costumes for the wide variety of performance spaces high school teachers must use, designing without the assistance of trained personnel, designing without \$\$, planning and creating advertising, managing ticket sales, and creating and printing the program are practical skills future teachers should practice to insure their future success.

24. Names of current faculty qualified to teach this course Dr. Barbara Jo Maier

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

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

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

LIBERAL STUDIES ONLY

Contact name: _____

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

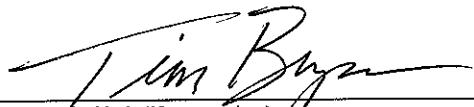

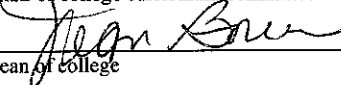
NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

	11/21/06
Department Chair (if appropriate)	Date
	12/05/06
Chair of college curriculum committee	Date
	12/5/06
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

Northern Arizona University
College of Arts and Letters
Department of Theatre

Fall 2007

TH 425: Play Production for Educational Settings
Three Credits

Instructor: Dr. Barbara Jo Maier
Office: Performing Arts Building [37], Room 112
Office Hours:
Office Phone: 928-523-9594
E-Mail: Barbara-Jo.Maier@nau.edu
Department of Theatre Office: 928-523-3765
Mailing Address: PO Box 6040, Riordan and Knowles, Flagstaff, AZ 86011-6040
FAX: 928-523-5111

.....
Course Description:

Methods of directing, designing, producing, promoting and coordinating play production experiences in educational settings. An off-campus practicum is required.

Outcomes for this Course:

At the completion of this course the student should be able to:

- analyze a dramatic text and develop a directorial concept
- conduct auditions and cast actors
- organize and conduct rehearsals for a formal production
- effectively communicate directorial choices to an ensemble modeling effective ways to give praise and constructive criticism
- create an aesthetically unified production
- create promotional materials for a formal theatre production

Course Structure /Approach:

Students enrolled in TH 425 will direct a one-act play in an educational setting. The student and instructor will make individual arrangements for an assigned site. The student and/or secondary school site is responsible for the costs of scripts, royalties, and all other production costs. Students will meet with the TH 425 Instructor at the beginning, middle, and end of the semester to review and reflect upon the student's experiences directing a play in an educational setting. A minimum of 30 hours of rehearsal is required as is a formal presentation of the play. Students are required to see the productions of classmates. The student is responsible for determining any district and/or school procedures required of classroom visitors. A Director's Notebook, a Rehearsal Log and a Final Reflection Paper are due by the end of the course.

Grading System:

The grade for this course will be based on points earned in the following categories:

- Director's Notebook 40 points
- Rehearsal Log 10 points

- Production Fieldwork 40 points
- Final Reflection Paper 10 points

Failure to successfully present a memorized and blocked one-act play on the scheduled date and/or submit a Director's Notebook will result in automatic failure of this course regardless of points accumulated toward a passing grade.

Grading Scale:

- 90 - 100 points A (90-100%)
- 80 - 89 points B (80-89%)
- 79 - 79 points C (70-79%)
- 65 - 69 points D (65-69%)
- Less than 65 points F

Course Policies:

1. ATTENDANCE: Once the student has established a schedule of visitations with a cooperating teacher, it is essential that attendance is mandatory. The student must arrive to the classroom on time and stay until classes have ended. Any modification to this attendance plan must be approved by the cooperating teacher. In case of an absence, the student must notify the cooperating teacher and make up the missed class. Failure to notify the cooperating teacher may result in failure of this course.

2. PROFESSIONAL BEHAVIOR: The student must dress and behave professionally at all times when in the secondary school setting. Check with the principal and/or cooperating teacher for guidelines on professional disposition and dress. Specifically inquire about standards related to tattoos, piercings, smoking, and dress. Inappropriate student dress and/or behavior in the educational setting established as an observation site for TH 308 may result in failure of this course.

University Policies:

1. 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).

2. 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/>.

3. 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>.

4. 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.*

Tentative Calendar with Assignment Due Dates

Week One	Introduction to Course
Week Two	Directing Sites Established
Week Three	Review of Play Selection / Royalties Procedures
Week Four	Directing Approaches and Practice
Week Five	Rehearsal / Stage Management Procedures Review
Week Eight	Director's Notebook DUE/ Design Concept Presentations
Week Twelve	Round One Rehearsal Logs DUE / Problem Solving Discussion
Week Fifteen	View Productions
Week Sixteen	Final Reflection Paper DUE

UNIVERSITY CURRICULUM COMMITTEE

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

1. College Arts and Letters

2. Academic Unit Theatre

3. Academic Plan Name B.S. in Theatre 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. To earn this degree, you must complete at least 131 units of coursework, which we describe in the sections that follow:

at least 35 units of liberal studies requirements.
Be aware that you may not use courses with a TH prefix to satisfy these liberal studies requirements. Contact your department for information about liberal studies courses that are specific to this major.

at least 47 units of major requirements
at least 31 units of teacher-preparation requirements

at least 18 units of minor requirements
elective courses, if needed, to reach an overall total of at least 131 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.)

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

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

To earn this degree, you must complete at least **139** units of coursework, which are **described** in the sections that follow:

• 35 units of liberal studies requirements.

• **50 units** of major requirements
• **30 units** of teacher-preparation requirements

• **18-27 units of a teaching minor**
• **overall total of 133-142 units**
(some courses in teaching minor and liberal studies requirements may have overlapping requirements which will reduce the overall unit requirement)

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

Also be aware that NAU requires that at least 30

You must have a grade of C or better in ENG 105 and all courses required for your major.

In addition, you must have a grade point average of at least 2.5 in all of your NAU coursework in order to graduate. This requirement applies to all B.S.Ed. majors at NAU.

You must also audition for scheduled theatre productions and work on crews for productions.

Be aware that we will only accept up to half of the courses required for your major as transfer credit.

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 131 units to graduate. Contact your advisor for details.

Also be aware that, for the B.S.Ed. degree, you must have the following:

a grade of at least B for the English foundation requirement (ENG 105 or equivalent)
(If you don't receive a 3.0, you may complete an additional writing course, at the 200 level or above, with at least a B, to meet this requirement.)

a grade of at least C for the math foundation requirement (generally MAT 110, 114, 125, or 155)

Major Requirements

You must complete the following 47 units:

TH 123, 124, 130, 135, 213, 331, and 352 (20 units)

TH 203, 263, and 451 (9 units)

TH 133, 222, 242, 430, and 452 (15 units)

TH 341W, which meets NAU's junior writing requirement (3 units)

units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

You must earn a grade of at least B for the English foundation requirement (ENG 105 or equivalent). If you don't receive a 3.0, you may complete an additional writing course, at the 200 level or above, with at least a B, to meet this requirement.)

You must earn a grade of at least C for the Math Foundation Requirement [MAT 114, 125, or 155]

In addition, you must have a grade point average of at least 2.5 in all of your NAU coursework in order to graduate. This requirement applies to all B.S.Ed. majors at NAU.

Be aware that we will only accept up to half of the courses required for your major as transfer credit.

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 139 units to graduate. Contact your advisor for details.

(listed above)

(listed above)

Major Requirements

You must complete the following 50 units:

- TH 122, 123, 124, ~~three semesters of~~ 113, 130, 135, 331, 341W (meets the NAU Junior Writing Proficiency Requirement), 352, and 451 [30 units]
- TH 308, 325, 425, 430, 452 [11 units]
- 3 Units from: TH 133, 202, 204, 235, 242, 263 or 462

Teacher-Preparation Requirements

You must complete 31 units of professional courses offered by the College of Education to qualify for certification to teach theatre in Arizona and most other states.

Click here for more information about [Teacher Preparation in Secondary Education](#). You should also receive advisement from the College of Education for this part of your academic plan.

Please note that these 31 units include ECI 495C, which meets NAU's senior capstone requirement.

Minor Requirements

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

General Electives

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 131 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.)

K-12 Endorsement

If you wish to obtain this optional endorsement to teach creative drama in Arizona elementary schools, you must also take the following 6 units: ECI 302 and TH 315 or 345. (Because this

• **3 Units from: TH 321 or 363**

• **3 Units from: 315 or 345**

Teacher-Preparation Requirements

You must complete **30** units of professional courses offered by the College of Education to qualify for certification to teach theatre in Arizona and most other states. [**If enrolled in the I-STEP or Red Rock Site Program, please note that TH 308 will substitute for ECI 308.**]

Click here for more information about [Teacher Preparation in Secondary Education](#). You should also receive advisement from the College of Education for this part of your academic plan.

Please note that these **30** units include ECI 495C, which meets NAU's senior capstone requirement.

Minor Requirements

You must complete a **teaching** minor of at least **24** units from those described in this catalog. In consultation with your advisor, you should select a minor that's appropriate for your career aspirations and educational needs. Your minor advisor will advise you about this part of your academic plan.

General Electives

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of **139** 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.)

K-12 Endorsement

If you wish to obtain this optional endorsement to teach creative drama in Arizona elementary schools, you must also take the following **3** units: ECI 302.

endorsement is optional, these units aren't included in the 131 units described for this degree.)

(Because this endorsement is optional, these units aren't included in the 139 units described for this degree.)

For New Plans, leave this column blank.

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

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

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

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

Graduates will be prepared to

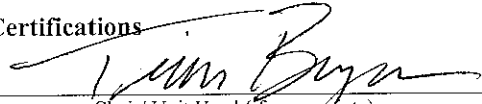
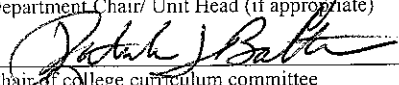
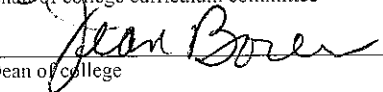
- apply contemporary theatre education strategies, content knowledge, and assessment procedures to effectively deliver theatre instruction to students in grades 7-12
- select, direct, publicize and produce plays logically and artistically through collaborative play production with and for youth in an educational settings
- effectively utilize Arizona's Department of Education Theatre Arts Academic Content Standards and National Theatre Standards to plan learner-centered theatre arts instruction
- demonstrate self-confidence, open-mindedness, and empathy as a professional educator according to INTASC [Interstate New Teacher Assessment and Support Consortium] Core Standards

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

1. TH 122 replaces TH 203. Theatre Ed majors will take all three entry level production courses compared to the option of taking 2 of the 3 courses as required in the other emphases, because future teachers will need to know the basics in all areas
2. Addition of 113 linked to TH 122, 123, 124 keeps the theatre core of classes consistent with other emphases and provides future educators with hands-on lab experience.
3. TH 133 Make-Up, TH 222 Voice and Diction and TH 242 Oral Interpretation and TH 263 Stage Lighting are not required individually as in the previous Course of Study, but are grouped into a list of options to create the time for a new required course: TH 321 Theatre Management or TH 363 Stage Management
4. By offering TH 308 within the Theatre Department, theatre education majors will be able to make contacts with future teaching sites, rather than being limited to observing theatre teachers in Flagstaff as currently required by the College of Education when enrolled in ECI 308. None of the current secondary teachers of theatre in Flagstaff teach enough theatre courses to allow theatre education majors to student teach in Flagstaff. Adding TH 308 to the department's list of required courses follows the model of English, Art and Music Secondary Education programs.
5. By adding TH 315 Creative Drama or TH 345 Children's Theatre to the list of required courses rather than as an elective, Theatre Education majors will take another course focused on pedagogical strategies needed to successfully teach youth.
6. The purpose of the adding new course, Script Reading for Educational Settings, TH 325, is to build a knowledge base of practical dramatic literature for future theatre teachers and/or recreational leaders who will direct and produce plays with youth. The educational setting is a unique context requiring performance material that meets educational academic standards and melds with the culture of the community. Currently no class is focused on the specific reading of plays for educational settings. A new teacher or recreational leader entering the workforce with a list of plays ready to direct will be better prepared to survive those very demanding first years in the profession. Offering the course will keep our Theatre Education requirements in alignment with U of A and ASU.
7. The addition of TH 425, Play Production in Educational Settings, a reality-based course for future theatre teachers, is essential to their success. Designing, constructing, renting or borrowing sets and costumes for the wide variety of performance spaces high school teachers must use, producing without the assistance of trained personnel, and staging a show without \$\$ gives future teachers practice applying concepts to the reality of educational settings.

- 12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
- 13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU? No
- 14. Will present library holdings support this academic plan/subplan? Yes

Certifications

	12/07/06
Department Chair/ Unit Head (if appropriate)	Date
	12/07/06
Chair of college curriculum committee	Date
	12/7/06
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 Arts and Letters 2. Academic Unit Theatre

3. Academic Plan Name Theatre Education minor 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

Theatre Education Minor

If you wish to include a theatre minor in a degree in education, you take the following 28 units with a grade of C or better in each course:

- . TH 113 (1 unit)
-) TH 130, 203, 232, 331, 352, and 430 (18 units)
- . TH 315 or 345 (3 units)
- . one of TH 341W, 351, or 451 (3 units)
- . 3 units from TH 123, 124, and 263

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

You must also audition for theatre productions and work on crews for productions.

Be aware that we will not accept more than half of the courses required for your minor in transfer credit.

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

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.)

Theatre Education Minor

A Theatre Education Minor requires the following 27 units in which you must earn a "C" or better in each course:

TH 130, 325, 425, 352 and 430.

**6 Units from:
TH 135, 315, 321, 345, 363**

**6 Units from:
TH 122, 123, 124**

2 Units of TH 113

**Highly Recommended:
TH 452**

Be aware that we will not accept more than half of the courses required for your minor in transfer credit.

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

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

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

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

a. verify satisfactory completion of a non course requirement.

b. indicate admission to a major.

X c. will not be used.

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

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

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

Graduates should be able to:

- apply contemporary theatre education strategies, content knowledge, and assessment procedures to effectively deliver theatre instruction to students in grades 7-12
- select, direct, publicize and produce plays logically and artistically through collaborative play production with and for youth in an educational settings
- effectively utilize Arizona's Department of Education Theatre Arts Academic Content Standards and National Theatre Standards to plan learner-centered theatre arts instruction
- demonstrate self-confidence, open-mindedness, and empathy as a professional educator according to INTASC [Interstate New Teacher Assessment and Support Consortium] Core Standards

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

The rearrangement of courses for the Theatre Education minor shifts the focus toward practical play production, direction, and pedagogy. New courses in Script Reading and Play Production for Educational Settings also justify this change proposal.

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

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

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

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

Yes

Certifications

Lin Bynum 11/21/06
Department Chair/ Unit Head (if appropriate) Date

Patricia J. Baska 12/05/06
Chair of college curriculum committee Date

Alan Bone 12/05/06
Dean of college Date

For committee use only

Ron Goff 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.

DEPARTMENT OF THEATRE
THEATRE EDUCATION MINOR

THEATRE UNITS - 27 TOTAL

COURSE #	TITLE	UNITS	SEM/YR	GRADE	TRANS
TH 130	Script Analysis	3			
TH 325	Script Reading for Educational Settings	1			
TH 425	Play Production for Educational Settings	3			
TH 352	Directing I	3			
TH 430	H.S. Theatre Teaching Methods	3			
6 UNITS FROM:					
TH 135	Acting I	3			
TH 315	Educational Drama Strategies	3			
TH 321	Theatre Management	3			
TH 345	Theatre for Youth	3			
TH 363	Stage Management	3			
6 UNITS FROM:					
TH 122	Lighting and Sound Technology	3			
TH 123	Stagecraft	3			
TH 124	Costume Construction	3			
PLUS 2 UNITS:					
TH 113	Beginning Production 1/1	2			
Highly Recommended:					
TH 452	Directing II	3			

TOTAL:

27-30

UNIVERSITY CURRICULUM COMMITTEE

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

1. College CAL

2. Academic Unit SOA

3. Academic Plan Name Interior Design

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.

- ID 121,123, 221, 224, 246, 247, 322, 325, 361, 362, 407, 421, 425, 461, and 462 (43 units)
- MER 232 (3 units)
- ART 135 and 150 (6 units)
- CM 130 (3 units)
- 6 units from HA 220, 260, 335, and 495 or from any ACC, BA, ECO, FIN, MGT, or MKT courses
- ARH 141 and 142 (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.)

- ID 121,123, 221, 224, 246, 247, 322, 325, 361, 362, 407, 421, 425, 461, and 462 (43 units)
- MER 232 (3 units)
- ART 135 and 150 (6 units)
- **ID 230 (3 units)**
- 6 units from HA 220, 260, 335, and 495 or from any ACC, BA, ECO, FIN, MGT, or MKT courses
- ARH 141 and 142 (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.
- x c. will not be used.

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

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

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

Will be written this year

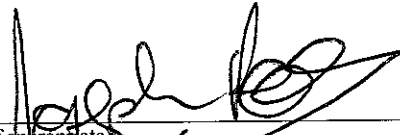

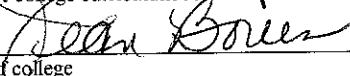
11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
Catalogue cleanup CM 310 has not been taught in years and ID 230 is its replacement

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


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

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

Certifications

	11/21/06
Department Chair/ Unit Head (if appropriate)	Date
	12/05/06
Chair of college curriculum committee	Date
	12/5/06
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 MUSIC

3. Academic Plan Name BMUS - Vocal Performance

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

Language Requirement 16 credits

You must develop a two-term proficiency in two of the following foreign languages: French, German, Spanish, and Italian. You may meet this proficiency requirement in one of three ways:

- by taking two terms of college-level coursework in each of two languages
- or by taking CLEP exams, which are offered by NAU's Counseling and Testing Center. Click here for more information.
- or by taking a language proficiency exam through the School of Music (With this option, you receive no credit for successfully completing the exam. However, the total number of units required for your degree are reduced to no less than 120.)

For New Plans, leave this column blank.

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

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

Language requirement: 16 credits

You must demonstrate a two-semester proficiency in one of the following languages: French, German and Italian. In addition, you must take one semester of each of the remaining two languages for a total of 16 credit hours.

You may meet this proficiency requirement in one of two ways:

By taking two semesters of college-level coursework in French, German or Italian and one semester of each of the remaining two languages

(8 of the 16 credits may be applied to the Liberal Studies requirement);

OR

by taking CLEP exams, which are offered by NAU's Counseling and Testing Center.

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>).

On file

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

Italian is now being offered for Vocal Performance majors (and others by consent of instructor) through the Modern Languages Department. Spanish is being deleted because there is a greater need to expose students to German, French, and Italian, as these are the primary languages being studied in the private vocal studio and presented on the operatic stage.

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

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

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

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

Certifications

Yadd E. Sullivan 11/13/06
Department Chair/ Unit Head (if appropriate) Date
John Batta 11/28/06
Chair of college curriculum committee Date
Jan Brown 11/27/06
Dean of college Date

For committee use only
Don B. D. 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 College of Business Administration 2. Academic Unit _____
3. Academic Plan Name Certificate in Enterprise 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
- 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.

Certificate in Enterprise Systems
To complete this certificate, you take the following 15 units with a cumulative grade point average of at least 2.00:

- CIS 120, 310, 360, 410, 460

If you are a CIS major, you may need to take an additional upper-division CIS course to complete the 6 units in the certificate that aren't used in your major or any other academic plan. See your advisor for more information.

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.

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

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

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

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

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

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?

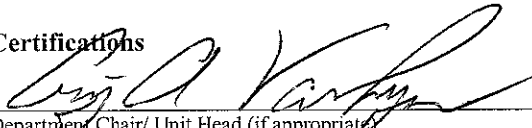

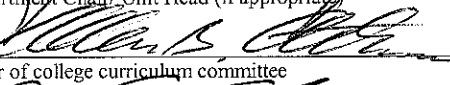
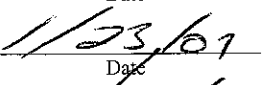
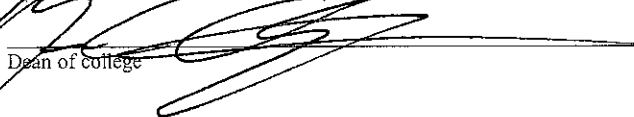
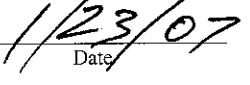
If so, attach supporting documentation from the affected departments/units and college dean.

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.

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 System Administration and Security 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.

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.)

Certificate in Systems Administration and Security
To complete this certificate, you take the following 15 units with a cumulative grade point average of at least 2.00:

- CIS 120, 220, 320, 370 and 490

If you are a CIS major, you may need to take an additional upper-division CIS course to complete the 6 units in the certificate that aren't used in your major or any other academic plan. See your advisor for more information.

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.

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

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

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

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

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

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

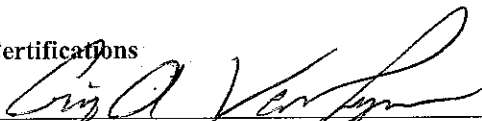
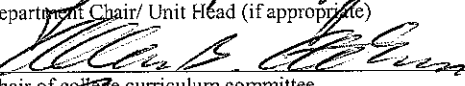
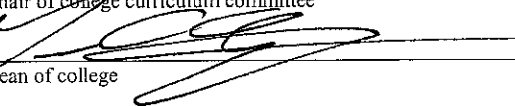
Existing certificates are in low demand and the two proposed certificates are based on recommendations of the CIS Advisory Council and assessment feedback.

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

	11/19/2007
Department Chair/ Unit Head (if appropriate)	Date
	1/23/07
Chair of college curriculum committee	Date
	1/23/07
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 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 B.S.B.A. Computer Information Systems (extended major) 4. Subplan (if applicable)? _____

5. Effective Date FALL 2007

6. Is this proposal for a : New Plan X 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.

MAJOR COURSES

You take the following 18 units:

- CIS 220, 221, 310, 320, and 480 (15 units)
- 3 additional units of upper-division CIS coursework

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 Courses

You take the following 18 units:

- **CIS 220, 310, 320, 440, 480 (15 units)**
- **3 additional units of upper division CIS course work from CIS 370, 408, 410, 460 490**

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>).

Information Technology Skills

Software Development

Programming-principles, objects, algorithms, modules, testing
Application Development-requirements, specs, developing
Algorithmic Design, Data, Object and File Structures
Problem Solving-identify problems, systems concepts, creativity
Client Server Software Development

Web Development

Web page Development-HTML, page editors, tools
Web programming-thin client, asp, ODBC, CGI, E-commerce

Database

Modeling and design, construction, schema tools, DB Systems
Triggers, Stored Procedures, Audit Controls: Design/Development
Administration: security, safety, backup, repairs, replicating

System Integration

Computer Systems Hardware
Networking (LAN/WAN) and Telecommunications
Operating Systems Management-multi platforms/protocols, NT/Unix Computer Systems Software-OS
fundamentals, resource management concepts
LAN/WAN Design and Management
System Configuration, Operation, Administration

Organizational and Professional Skills

Individual and team interpersonal Skill

Learning to Learn
Professionalism-self directed, leadership, time management
Personal Skills-encouraging, listening, being organized
Professionalism-committing to and completing work
Teams-team building, vision/mission development, synergy
Communication-oral, written, multimedia, empathetic listening
Ethics-theory/concepts, setting and ethical example

Business Fundamentals

Learning Business Process and Environment
Accounting, Distribution, Finance, HR, Marketing, Production
Business Problems and Appropriate Technical Solutions

Strategic Organizational Systems Development with IS

Organizational Systems Development

Strategic Utilization of Information Technology
IS Planning
IT and Organizational Systems
Information Systems Analysis and Design
Decision Making
Systems Concepts, Use of IT, Customer Service
Systems Theory and Quality Concepts

Project Management

Team Leading, Project Goal Setting
Monitor and Direct Resources and Activities

Coordinate Life Cycle Scheduling and Planning
Apply concepts of continuous improvement
Project Scheduling and Tracking

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

Based on assessment feedback and recommendations from CIS Advisory Council these changes are necessary for CIS graduates to remain competitive.

In the old program CIS 440 Web Technology and Development was one of many elective courses. This meant that not all students could meet the web development information technology skill level. Specifying the courses that can be used as additional upper-division CIS coursework will improve learning outcomes in system integration.

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

N/A

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

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

N/A

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

yes


Certifications



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



Chair of college curriculum committee. 1-23-07
Date



Dean of college 1/29/07
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 Minor in Economics
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.*
- Minor in Economics
To complete this minor, you take the following 18 units:
- ECO 284 and 285 (6 units)
 - four upper-division economics courses (12 units)
 -
- You must complete at least 9 units of minor courses at NAU, and you must complete the lower-division business courses before you can enroll in upper-division business courses.
- You may not minor in a business discipline if your major is in business.
- Be aware that some courses required for your minor 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.)
- Minor in Economics
To complete this minor, you take the following 18 units **with a cumulative grade point average of at least 2.0:**
- ECO 284 and 285 (6 units)
 - four upper-division economics courses (12 units)
 -
- You must complete at least 9 units of minor courses at NAU, and you must complete the lower-division business courses before you can enroll in upper-division business courses.
- You may not minor in a business discipline if your major is in business.
- Be aware that some courses required for your minor may have prerequisites that you must also take. Check NAU's Course Catalog to find out.

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>).

Students will:

1. **Apply the principle of opportunity cost to the decision-making process**
2. **Apply the principle of marginal analysis to the decision-making process**
3. **Apply supply and demand analysis to the decision-making process**
4. **Interpret the sources and impacts of macroeconomic fluctuations**
5. **Analyze the application of various monetary and fiscal policies to economic problems**

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

The effect of this change is to specify a minimum GPA of 2.00 in the 18 hours required to complete this minor. This change will bring economics in line with the requirement that already exists for the Minor in Business and will provide consistency between the two minor programs.

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

N/A

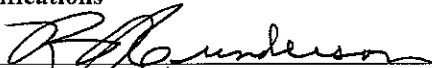
13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?

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

N/A

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


Certifications



Department Chair/ Unit Head (if appropriate) 1-18-07
Date

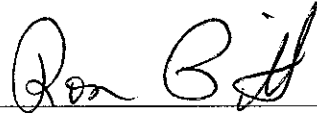


Chair of college curriculum committee 1-23-07
Date



Dean of college 1/22/07
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 BAILS (Enterprise in Society)
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.

MAJOR REQUIREMENTS

You must complete the 54 units for this major that are described under the following headings:

- emphasis requirements
- focus, minor, or certificate requirements
- communication skills

In addition, you must have a combined grade point average of at least 2.5 for all courses in your emphasis and your focus, minor, or certificate averaged together.

Emphasis Requirements

This emphasis provides an introduction to business functions and the relationship of business to society.

To complete this emphasis, take the following 24 units, including at least 9 units at NAU:

- ACC 205, ACC 255, ECO 284, FIN 303, MGT 303, and MKT 303 (18 units)
- ENG 302W, or MGT350W either of which meets NAU's junior writing requirement, or any other approved junior writing course (3 units)
- MGT 470C, which meets NAU's senior capstone requirement (3 units)

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

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

MAJOR REQUIREMENTS

You must complete the 54 units for this major that are described under the following headings:

- emphasis requirements
- focus, minor, or certificate requirements
- communication skills

In addition, you must have a combined grade point average of at least 2.5 for all courses in your emphasis and your focus, minor, or certificate averaged together.

Emphasis Requirements

This emphasis provides an introduction to business functions and the relationship of business to society.

The Enterprise in Society Emphasis provides a foundation, which combined with the strong communication component of the Bachelor's in Interdisciplinary Studies degrees, provides a valued set of skills and competencies for careers in business, government, and nonprofit organizations.

The Bachelor's in Interdisciplinary Studies degrees are not AACSB accredited business degrees. Students in these degree programs may complete no more than 27 hours of courses from the College of Business Administration (excluding courses in economics).

To complete this emphasis, take the following 24 units, including at least 9 units at NAU:

- ACC 205, ACC 255, ECO 284, FIN 303, MGT 303, and MKT 303 (18 units)
- ENG 302W, or MGT350W either of which meets NAU's junior writing requirement, or any other approved junior writing course (3 units)
- MGT 470C, which meets NAU's senior capstone requirement (3 units)

In addition, recommended changes in the language describing the BAiLS/BA/BS Enterprise in Society focus on the Distance Learning site (http://www.distance.nau.edu/programs/DegreeResults.aspx?discipline=ALL&level=UGRD&campus_code=ALL&online_only=False) are as follows:

Bachelor in Interdisciplinary Studies

The Bachelor of Interdisciplinary Studies degree is a flexible program that can be designed to meet individual needs. This university-wide interdisciplinary degree provides a program of study for students who would like to broaden their educational backgrounds, but not necessarily prepare for specific careers through traditional career-oriented degrees. The Enterprise in Society Emphasis provides a foundation, which combined with the strong communication component of the Bachelor's in Interdisciplinary Studies degree provides a valued set of skills and competencies for careers in business, government, and nonprofit organizations.

The Bachelor of Interdisciplinary Studies degrees are not AACSB accredited business degrees. Students in these degree programs may complete no more than 27 hours of courses from the College of Business Administration (excluding courses in economics).

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>).

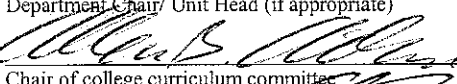
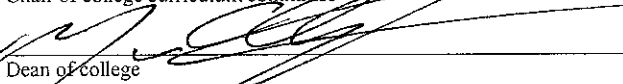
11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
To comply with AACSB accreditation standards.

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


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

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

Certifications

Department Chair/ Unit Head (if appropriate)	Date
	1/23/07
Chair of college curriculum committee	Date
	1/22/07
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 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 Consortium of Professional Schools 4. Academic Unit School of Forestry
5. Course subject/catalog number FOR 251 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 Wildland Fire
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Introduction to Wildland Fire
11. Catalog course description (max. 30 words, excluding requisites).
An introduction to the science of wildland fire, fire's role in forested ecosystems, and wildland fire management.
12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) None.
17. Corequisites (must be completed *with* proposed course) _____
18. If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19):*
instructor consent department consent no consent

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

Name of new plan? Wildland Fire (undergraduate focus area)

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

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

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

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

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

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

This course serves as the first in a three-course sequence that forms the core of the new Wildland Fire focus area. An understanding of the basics of fire (e.g., the combustion process, the fire triangle, fire behavior) is needed before students can move on to more advanced material related to fire ecology, management, modeling, etc. The course will also provide an overview of fire issues, giving students a good introduction to wildfire whether or not they pursue the Wildland Fire focus area.

24. Names of current faculty qualified to teach this course Andrea Thode, Pete Fulé,
Wallace Covington

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

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

<i>James A. All</i> (Associate Director)	<i>1/8/07</i>
Department Chair (if appropriate)	Date
<i>James A. All</i>	<i>1/8/07</i>
Chair of college curriculum committee	Date
<i>David R. Patton</i>	<i>1/8/07</i>
Dean of college	Date

For Committees use only

For Liberal Studies Committee	Date
-------------------------------	------

Action taken: _____ Approved as submitted _____ Approved as modified

<i>Ron BSA</i>	<i>2/13/07</i>
For University Curriculum Committee	Date

Action taken: _____ Approved as submitted _____ Approved as modified

NORTHERN ARIZONA UNIVERSITY
School of Forestry
Wildland Fire Focus Area

FOR 251: Introduction to Wildland Fire

Course number: FOR 251
Instructor: Andi Thode, Pete Fulé, Wally Covington or New Faculty Position

Course Time: MWF 50 minutes each

Course Prerequisites: none

Course Description:

This course provides an introduction to the fascinating and important world of wildland fires. Fires in forests, grasslands, and other ecosystems play a critical role in ecology as well as having strong impacts on human society. We will introduce the basics of fire: the combustion process, the “fire triangle” of fuel, oxygen, and ignition, then describe the ways in which fires start, spread, grow, and become extinguished. Fire management strategies, including fire suppression and the use of prescribed burning, will be covered. Throughout the course, examples from fire ecology and the social impacts of fire will be used to illustrate fire concepts.

PREREQUISITES

The course does not have formal prerequisites, but it would be helpful to have had introductory college-level coursework in forestry, mathematics, biology, and/or chemistry.

Student Learning Expectations:

This course is designed to introduce the basics of wildland fire. After taking this course, you will have skills in:

- Understanding the basic physical and chemical attributes of fire (Critical reading, critical thinking)
- Knowledge of how terrain, weather, and fuels affect fire behavior (Critical reading, critical thinking).
- Knowledge of different fire regimes and their relationship to climate, plants, and animals (Quantitative/spatial analysis).
- An understanding of the basic elements of fire management (Critical thinking).
- An understanding of techniques used to suppress, ignite, and manage fires (Critical thinking).

- An understanding of key data needed for fire management (Quantitative/spatial analysis).
- Ability to find and communicate professional information on fire (Effective oral and written communication).

Required Text:

Introduction to Wildland Fire, second edition (1996) by S.J. Pyne, P.L. Andrews, and R.D. Laven.

COURSEWORK

Quizzes

Pop quizzes will be given on the assigned readings from time to time throughout the semester.

Homework Assignments

At least three homework assignments will be handed out through the semester. The assignments will require you to find information on questions related to wildland fire, organize the information, and communicate your findings in a professional manner. Specifics on the assignments will be given in writing at the time of the assignments.

Exams

The exams will focus on concepts and examples of wildland fire, with definitions, multiple choice, and short-answer formats. Approximately 60% of each exam will be on the new material since the last exam. Only major topics and concepts from the first two exams will be included in the final.

PERFORMANCE EVALUATION

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

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

of fact sporadically supported by the literature. Moderate errors of grammar, spelling, or citation format.

- Poor: Answer mostly fails to address the question. Thoughts often illogical or incomplete. Arguments or questions of fact rarely supported by the literature. Substantial errors of grammar, spelling, or citation format.

Grades are given as follows:

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

Points are earned as followed:

Participation and Attendance	10%
Quizzes	10%
Homework	25%
Mid-Term Exams (10% each)	25%
Final Exam	30%

Total 100%

Statement on plagiarism and cheating:

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

SCHEDULE AND READINGS:

Week	Topics and Assignments (subject to revision)	
1	Introduction, syllabus, resource overview	
	Combustion process	
2	Fire triangle	
	Fire environment: terrain	
3	Fire environment: weather	Homework 1 Handed Out
	Fire environment: weather	
4	Surface fire behavior	Homework 1 DUE
	Canopy burning	
5	EXAM 1	
	Heat effects on soil and vegetation	
6	Examples of fire behavior modeling	
	Fuels	Homework 2
7	Fuels	
	Examples of fuel measurements	Homework 2 due
8	Fire ecology: plants	
	Fire ecology: animals	
9	Fire management overview	
	Prevention, presuppression	
10	EXAM 2	
11	Detection, initial attack	
	Extended attack	
12	Fire suppression methods	
	Aerial firefighting	
13	Prescribed burn planning	
	Prescribed implementation	
14	Fire monitoring	
	Assessing fire effects	
15	Fire economics	
	Fire policy	
16	Fire in history	
	Fire in a global environment	
	FINALS Week	

Northern Arizona University Policy Statements

SAFE ENVIRONMENT POLICY. NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault, or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), 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. 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 Management Statement. Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

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

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

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2007
See effective dates schedule.
3. College Consortium of Professional Schools 4. Academic Unit School of Forestry
5. Course subject/catalog number FOR 351 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 Fire Monitoring and Modeling
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Fire Monitoring and Modeling
11. Catalog course description (max. 30 words, excluding requisites).

Key fire monitoring protocols used by federal land management agencies will be introduced, along with several different types of models used to predict fire effects and fire behavior.

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 <input type="checkbox"/> | Lecture only <input checked="" type="checkbox"/> | Lab only <input type="checkbox"/> | Clinical <input type="checkbox"/> | Research <input type="checkbox"/> |
| Seminar <input type="checkbox"/> | Field Studies <input type="checkbox"/> | Independent Study <input type="checkbox"/> | Activity <input type="checkbox"/> | Supervision <input type="checkbox"/> |
16. Prerequisites (must be completed *before* proposed course) FOR 251
17. Corequisites (must be completed *with* proposed course) _____
18. If course has no requisites, will all sections of the course require (*If course has pre or co requisite, skip to question 19*):
instructor consent department consent no consent

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

Name of new plan? Wildland Fire (undergraduate focus area)

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

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

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

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

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

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

This course serves as the second in a three-course sequence that forms the core of the new Wildland Fire focus area. An understanding of the fire monitoring protocols used by the major federal land management agencies (e.g. the USDA Forest Service and the National Park Service) is viewed as critical for preparing forestry graduates with an interest in a career related to wildland fire. Knowledge of some of the main models used to assess wildland fires and to predict their behavior and effects is also viewed as being critical. Students will leave the course with practical skills in measuring and analyzing fire-related data in the field and laboratory.

24. Names of current faculty qualified to teach this course Andrea Thode, Pete Fulé,
Wallace Covington

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.

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

<u>James A. All</u> (Associate Director)	<u>1/8/07</u>
Department Chair (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 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
School of Forestry
Wildland Fire Focus Area

FOR 351: Fire Monitoring and Modeling

Course number: FOR 351
Instructor: Andi Thode, Pete Fulé or New Faculty Position

Course Time: Monday – 1 hour, Wednesday – 2 hours

Course Prerequisites: FOR 251, Introduction to Wildland Fire

Course Description:

Wildland fire is a disturbance force with important ecological and social implications in most of the world's ecosystems. There are currently several existing Fire Monitoring programs within land management in the United States. Two of the main monitoring protocols include the National Park Service Fire Monitoring Handbook (FMH) and the USFS Fire Monitoring Program (FIREMON). In addition many existing vegetation sampling techniques in vegetation community ecology are relevant to monitoring fire effects. The important components of any monitoring program will be discussed and the protocols and sampling techniques of existing fire monitoring programs will be explored and the positive and negative aspects of each will be examined. Much of the data from fire monitoring can be incorporated into several different Fire Effects and Fire Behavior Models. These models will be explored and monitoring data will be linked to inputs and outputs from these models. Models that will be addressed include fire behavior, fire hazard, fire effects, weather, and remote sensing models.

PREREQUISITES

Forestry 251: Introduction to Wildland Fire is required to take this course. Upper division undergraduate students are welcome in this class. To do well in the course, however, students should also have a basic understanding of biology, mathematics, and natural resource management. Interested students who have not taken these courses are invited to talk with the instructor about registering for this course.

Student Learning Expectations:

This course is designed to introduce the basics of developing a monitoring program and to familiarize you with two existing fire monitoring programs. In addition you will be familiar with the inputs and outputs of existing fire effects and fire behavior models and how they relate to data collected in existing monitoring programs.

- A mastery of the basic components of a monitoring program (Critical reading, critical thinking)

- An understanding of existing fire monitoring programs the advantages/disadvantages of them (Critical reading, critical thinking).
- An mastery of basic vegetation and fuel sampling techniques that are applicable to fire monitoring in multiple vegetation types (Quantitative/spatial analysis).
- An understanding of fire effects and fire behavior model inputs and outputs (Critical thinking).
- An understanding of the positive and negative aspects of different models (Critical thinking).
- An understanding of how monitoring data can feed into existing fire effects and fire behavior models (Quantitative/spatial analysis).
- Ability to present monitoring and model results to a professional audience (Effective oral and written communication).

Required Text:

The topics addressed in this class span several topics of study in order to link vegetation sampling techniques, fire monitoring, fire behavior and modeling.

Vegetation sampling and monitoring techniques will be taught from:

- Mueller and Duombois, Aims and Methods in Vegetation Ecology
- Fire Monitoring Handbook, National Park Service, http://www.nps.gov/fire/fire/fir_eco_mon_fmh.cfm
- FIREMON, available at <http://fire.org>

Fire models are available to the public at <http://fire.org>

Readings will be provided from technical documentation, the scientific literature, and selected readings from books.

COURSEWORK

Quizzes

Pop quizzes will be given on the assigned readings from time to time throughout the semester.

Homework Assignments

At least three homework assignments will be handed out through the semester. One to two homework assignments will build on monitoring data collected by the class or other monitoring data. Basic analyses and a write-up will be turned in. An additional two assignments will be given on the fire effects and fire behavior models. Again, basic analyses and a write-up will be turned in. Specifics on the assignments will be given in writing at the time of the assignments.

Exams

The exams will focus on concepts and examples of fire monitoring and modeling, primarily in short-answer format. Approximately 60% of exam will be on the new material since the last exam. Only major topics and concepts from the first two exams will be included in the final.

Term Project/Paper

Field data will be collected in the class and will be added to other monitoring data from a National Forest or Park near Flagstaff. You will design the sampling system and will be responsible for the advantages and disadvantages of the sampling techniques used. In addition, the basic components of a monitoring program will be critically discussed in terms of the agency monitoring program. Monitoring data will be used in two models. If a student wants to use a different model, they must get the permission of the instructor and discuss how they will get the data inputs for the models. Students can work in groups on this project of up to 3 people.

Term Presentation

Students will present their term project and paper. Presentations will be 15 min long and will be scheduled into class sessions during the last week of the semester. Presentations should be approached as though they were being given at a professional meeting or conference. Powerpoint slides are recommended.

PERFORMANCE EVALUATION

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

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

Grades are given as follows:

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

Points are earned as followed:

Participation and Attendance	5%
Quizzes	10%
Homework	20%
Mid-Term Exams (10% each)	20%
Term Project	20%
Term Presentation	5%
Final Exam	20%

Total 100%

Statement on plagiarism and cheating:

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

SCHEDULE AND READINGS:

Week	Topics and Assignments (subject to revision)
1	Introduction, syllabus, resource overview
	What is Monitoring? What are the primary components of a monitoring program?
2	Primary components of a monitoring Program. Group project: Develop the primary components of a monitoring program.
	Sampling designs
3	Vegetation Sampling Methods: surface fuels, trees and canopy fuels
	Vegetation Sampling Methods: understory vegetation Homework 1 Handed Out
4	Vegetation Sampling Methods: landscapes, remote sensing
	NPS Fire Monitoring Handbook Homework 1 DUE
5	NPS Fire Monitoring Handbook
	EXAM 1
6	Analysis of sampling data
	FIREMON
7	FIREMON
	Field Monitoring Day
8	Model Introductions
	Field Monitoring Day
9	Model Overviews
	Fire Behavior Modeling: Behave/BehavePlus
10	EXAM 2
11	Fire Behavior Modeling: Behave/BehavePlus
	Fire Environment Modeling: Fire Family Plus
12	Fire Behavior Modeling: NEXUS
	Spring Break
13	Fire Effects Modeling: FOFEM
	Landscape Fire Modeling: FARSITE
14	Landscape Fire Modeling: FARSITE
	Landscape Fire Hazard: FlamMap
15	Group Work
	Group Work
16	Class Presentations
	Class Presentations
	FINALS Week

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2007
See effective dates schedule.
3. College Consortium of Professional Schools 4. Academic Unit School of Forestry
5. Course subject/catalog number For ~~440~~ 442 6. Units 3
7. Co-convened with For 540 542 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 Principles of Wood Science and Technology
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Wood Technology Principles
11. Catalog course description (max. 30 words, excluding requisites).

**Basic principles of wood science: species identification and properties of wood as related to products and utilization.
Coconvenes with For 540. (Offered Fall Semester).**

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/o 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) None
17. Corequisites (must be completed *with* proposed course) None
18. If course has no requisites, will all sections of the course require (check one):

instructor consent department consent no consent

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

Name of new plan? _____

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

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

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

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

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

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

Individuals interested in the growing of trees for wood production or in the manufacture and/or use of forest products need to understand the physical and chemical nature of wood and the variation of wood properties and characteristics between species and different environmental conditions.

According to the U.S. Forest Products Laboratory 2006 report on the status of the forest products industry, approximately 975,000 individuals are employed in the U.S. today. In a recent employment distribution study published by the Society of American Foresters, 49 percent of graduating SAF members in forestry programs were employed by the private sector, and 32 percent found jobs in the public sector. Thus, current demand for foresters in the forest products industry remains strong.

The course is presently taught under the For 399 Modular Learning Experience category with seven students enrolled. If approved, it is planned to be taught Fall semesters. Furthermore, it will be developed as a web course for distance learning students.

24. Names of current faculty qualified to teach this course Dr. Robert E. Larson

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? This course does not require additional faculty, space, or equipment

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: Dr. Robert E. Larson

Contact email: Robert.Larson@nau.edu

Dept. Chair name: Dr. James Allen

Dept. Chair email: James.Allen@nau.edu

College Contact name : Dr. David Patton

College Contact email: D.R.Patton@nau.edu

27. This course is a Single section Multi-section

28. List names of faculty who may teach this course: Dr. Robert E. Larson

29. Section enrollment cap: none

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? **elective in the General Forestry Focus Area for the BS Forestry degree.**

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

GO TO question 42


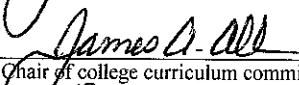
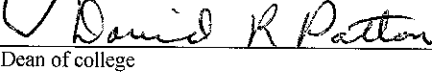
NEW SENIOR CAPSTONE COURSE (refer to question 19)

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 X
If yes, which course(s)? _____

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

42. Approvals

 (Associate Director)	1/8/07
Department Chair (if appropriate)	Date
	1/8/07
Chair of college curriculum committee	Date
	1/8/07
Dean of college	Date

For Committees use only

For Liberal Studies Committee

Date

Action taken: _____ Approved as submitted

_____ Approved as modified

	2/13/07
For University Curriculum Committee	Date

Action taken: _____ Approved as submitted _____ Approved as modified

LIBERAL STUDIES SYLLABUS COVER SHEET

Course/Prefix number: For 440

Course Title: Principles of Wood Science and Technology

Credit hours: 3

Semester/Year this course will first be offered (example, Fall 2007): Fall 2007

Department: Forestry

College: Consortium of Professional Schools

Contact Name: Robert E. Larson

Contact email: Robert.Larson@nau.edu

Dept. Chair Name: James Allen

Dept. Chair email: James.Allen@nau.edu

College Contact Name (if applicable):

College Contact email:

This course is New Existing

If a NEW COURSE, has this course been submitted to the University Curriculum Committee for approval as a new course? Yes No

This course is a Single section Multi-section

List names of faculty who may teach this course: Dr. Robert Larson

Section enrollment cap: 30

Mode of delivery (select all that apply): Classroom IITV/Cable/Satellite Web Other:

(This information is for tracking purposes only. The mode of delivery will not be considered in the review of the course.)

Distribution Block (select one)

- Lab Science
- Science/Applied Science
- Social and Political Worlds
- Aesthetic and Humanistic Inquiry
- Cultural Understanding

Thematic Focus (select all that apply)

- Environmental Consciousness
- Technology and Its Impact
- Valuing the Diversity of Human Experience

Essential Skills addressed (select two)

- Creative Thinking
- Critical Thinking
- Effective Writing
- Quantitative/Spatial Analysis
- Use of Technology
- Critical Reading
- Effective Oral Communication
- Ethical Reasoning
- Scientific Inquiry

Please have your Department Chair send the following by email as attachments to Patricia.Muster@nau.edu

1. Course Syllabus
2. Liberal Studies Syllabus Cover Sheet

LIBERAL STUDIES SYLLABUS COVER SHEET

Course/Prefix number: For 440

Course Title: Principles of Wood Science and Technology

Credit hours: 3

Semester/Year this course will first be offered (example, Fall 2007): Fall 2007

Department: Forestry

College: Consortium of Professional Schools

Contact Name: Robert E. Larson

Contact email: Robert.Larson@nau.edu

Dept. Chair Name: James Allen

Dept. Chair email: James.Allen@nau.edu

College Contact Name (if applicable):

College Contact email:

This course is New Existing

If a NEW COURSE, has this course been submitted to the University Curriculum Committee for approval as a new course? Yes No

This course is a Single section Multi-section

List names of faculty who may teach this course: Dr. Robert Larson

Section enrollment cap: 30

Mode of delivery (select all that apply): Classroom IITV/Cable/Satellite Web Other:

(This information is for tracking purposes only. The mode of delivery will not be considered in the review of the course.)

Distribution Block (select one)

- Lab Science
- Science/Applied Science
- Social and Political Worlds
- Aesthetic and Humanistic Inquiry
- Cultural Understanding

Thematic Focus (select all that apply)

- Environmental Consciousness
- Technology and Its Impact
- Valuing the Diversity of Human Experience

Essential Skills addressed (select two)

- Creative Thinking
- Critical Thinking
- Effective Writing
- Quantitative/Spatial Analysis
- Use of Technology
- Critical Reading
- Effective Oral Communication
- Ethical Reasoning
- Scientific Inquiry

Please have your Department Chair send the following by email as attachments to Patricia.Muster@nau.edu

1. Course Syllabus
2. Liberal Studies Syllabus Cover Sheet

Forestry 440- Principles of Wood Science and Technology Course Syllabus

General Information

College of Professional Schools, School of Forestry
Forestry 440, Principles of Wood Science and Technology
Offered Fall Semesters
Class Meeting Time: T,Th , 4:00 P.M.- 5:15, 3 hrs credit
Robert E. Larson, Professor of Forestry
Phone: (928) 523-6641
Office: Room 243, Forestry Complex
Office hours: Open door or by appointment
Email: Robert.Larson@nau.edu

Course Prerequisites:

There are no prerequisites for this course.

Course Description:

Forest resource managers today have many challenges to face in light of reduced timber supplies, increased demand for wood products, and protection of the environment. Thus, it is important for them to be able to understand technological considerations regarding wood species and their manufacture, and to incorporate this information into management objectives.

For the Liberal Studies program, this course falls under the Science/Applied Science category to better prepare students to make educated decisions regarding our forestry resources, especially harvesting of timber on publicly-owned federal lands. According to a recent U.S. Forest Service report on the nation's timber supply, the demand for wood products from year 2000 to 2020 is expected to double. With strong environmental pressures to decrease logging of large diameter trees on public lands, the forest products industry is studying alternative products and more efficient methods of utilization to meet this projected demand. Since the thematic focus for this course is Environmental Consciousness, in this course we examine physical and mechanical properties of wood and how they relate to current practices in wood utilization. Thus, students gain an understanding and appreciation for conservation of trees as a renewable natural resource, as well as still providing a multitude of products needed for daily living.

This course is designed to develop essential skills in multiple areas including: critical reading (through current scientific literature), critical thinking (class discussions of various technological methods), oral communication (presentation of articles read), and effective writing (article summaries). In this course we will specifically discuss problems related to the environment and how the forest products industry can adapt to meet the needs of society.

Student Learning Expectations/Outcomes for this Course:

After reading assigned professional and scientific articles, listening to lectures, and engaging in class discussions related to the reading assignments, students will be able to:

1. Understand and explain the importance of various physical and mechanical properties of wood
2. Distinguish softwood and hardwood species through macroscopic and macroscopic observation.
3. Identify wood species to be used for various products based on properties studied.
4. Determine conditions under which wood is likely to fail in service.
5. Apply technical knowledge of wood principles in solving real-world problems.
6. Describe and locate information regarding the wood industry.
7. Explain various methods used to preserve wood for generations.
8. Incorporate electronic learning through the worldwide web (Vista).
9. Discuss environmental concerns and the future of the forest products industry.

The course format will be lectures, class discussions, individual presentations, and outside class assignments.

Course Structure/Approach:

This is a three credit hour lecture course including mini-labs incorporated during the regular class period. Class lectures (Powerpoint presentations) are available for viewing by the students prior to class by logging on to Vista for this course. Students are expected to read the assignments and be ready to discuss the topic found on the Course Outline for the given date. It is also recommended that they view the lecture prior to the class so that their questions can be discussed during the period.

Students are assigned a box of wood samples of common commercial species for wood identification. Class time is used to learn how to use a dichotomous key and physically identify the species. Students also learn how to determine moisture content of wood by the use of a moisture meter or by the oven-dry method. Later in the course problem sets are distributed to have students apply real-world situations where wood has failed, and how this could be prevented in the future.

At the beginning of each class period, research reports on various wood technology issues are presented by the students, with questions and discussion following. These reports are summarized and turned in at the end of the semester.

Throughout the semester, media presentations including slides, Dvd's, and videocassettes are utilized to illustrate and explain wood technology principles. Discussions follow the presentations.

One fieldtrip is scheduled for the semester. Students visit a retail operation that sells wood products and learn about the business.

The final exam is designed to have the student do research on a current issue in wood technology and make the presentation to the class.

Textbook and required materials:

Forest Products and Wood Science – by Jim Bowyer, Rubin Shmulsky, and John Haygreen, 2003, Fourth Edition, Iowa State Press. ISBN 0-8138-2654-3.

Various professional and scientific articles related to wood technology issues will also be used and incorporated into the class discussions and presentations.

Course Outline:

A tentative basic class schedule with timeline is included at the end of this document.

Recommended optional materials/references:

Additional references and class exercises are found in the course offering via the web.

Assessment of Student Learning Outcomes:

Assigned readings from the course textbook and from professional journal articles and government documents will be used to cover material on each of the topics discussed in class. Students will be evaluated on the basis of their performance on exams and other class activities. There will be two scheduled exams, a mid-term and final, each worth 100 points. The mid-term exam will consist of a combination of multiple choice, matching, short answer, and problem sets. The **final exam** will consist of a "Wood Technology Research Project" presentation in class. (Failure to make the presentation at the assigned time of the final will result in a grade of 0 points.) In addition, 50 points will be awarded for regular class assignments and laboratory exercises. Five reports from professional journals are required and will be presented and discussed on assigned dates. These reports will be worth 10 points apiece. The total number of possible points for this class is 300. The timeline for these assessments is found in the Course Outline at the end of this document.

Grading System:

Semester grades will be based on a total of 300 points. Grades will be assigned as follows:

90-100 % = **A (270-300 points)**

60-69 % = **D (180-209 points)**

80-89 % = **B (240-269 points)**

below 60 % = **F (179 or fewer points)**

70-79 % = **C (210-239 points)**

Course Policy:

Class attendance is the responsibility of each participant in the course. No penalty is assessed for not attending class, but it is the responsibility of each student to acquire the material presented in classes they miss from other students. If a student must miss the midterm exam he/she should notify the instructor in advance and make arrangements to take the exam at another time. Students will be allowed to take a make-up exam if they have notified the instructor in advance that they will not be at the scheduled class meeting because of an illness or a family emergency.

Attendance in this class is strongly recommended since many of the activities such as media presentations, class lab exercises, or guest lectures are one-time occurrences that cannot be easily duplicated.

Policies regarding plagiarism and cheating are described below in the Northern Arizona University Policy Statements under the heading of Academic Integrity.

University policies:

Important policies regarding a Safe Working Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity are found at the following web address:
<http://www4.nau.edu/stulife/handbook.htm>.

Forestry 440 Principles of Wood Science and Technology Course Outline

Tentative Class Schedule-Fall 2006

Lecture Topics/Guest Lectures/Student Presentations/Fieldtrip/Reading Assignments

<u>DATE</u>		<u>TOPIC</u>	<u>ASSIGNMENT</u>		
			<u>Text</u>	<u>Page</u>	
Aug	28,30	T,Th	Trees and Environmental Issues	ix, Chpt. 1	3
Sep	4,6	T,Th	Characteristics and Structure of Wood	Chapter 2,3	26
	11,13	T,Th	Softwood and Hardwood Structure	Chapter 4,5	65
	18,20	T,Th	Juvenile and Reaction Wood	Chapter 6	110
	25,27	T,Th	Wood and Water	Chapter 8	168
Oct	2,4	T,Th	Air and Kiln Drying of Wood	Journal articles	
	9,11	T,Th	Density and Specific Gravity	Chapter 9	205
	16,18	T,Th	EXAM #1		
	23,25	T,Th	Strength of Wood	Chapter 10	228
	30	T	Wood Industry Resources	On-line assessment	
Nov	1	Th	Wood Durability & Protection	Chapter 11	261
	6,8	T,Th	Wood Preservation	Journal articles	
	13,15	T,Th	Silviculture Practices & Wood Quality	Chapter 12	287
	20	T	Fieldtrip: Wood in Service (Guest lecturers)		
	22	Th	Thanksgiving Vacation	Eat Turkey	
Dec	27,29	T,Th	Finishing of Wood	Journal articles	
	4,6	T,Th	Furniture Construction and Quality	Technical references	
	12	Wed	FINAL EXAM 3:00 PM – 5:00 PM ****		

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 2008 Fall 2007
See effective dates schedule.
3. College Consortium of Professional Schools 4. Academic Unit School of Forestry
5. Course subject/catalog number FOR 443 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 Ecology and Management of Introduced Species in Forests and Rangelands
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Ecology of Introduced Species
11. Catalog course description (max. 30 words, excluding requisites).

An exploration of introduced species, including how land managers and policy makers are dealing with such species and case studies of specific introduced species. Prerequisite: FOR 313, or ENV 330, or BIO 326, or instructor consent.

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 <input type="checkbox"/> | Lecture only <input checked="" type="checkbox"/> | Lab only <input type="checkbox"/> | Clinical <input type="checkbox"/> | Research <input type="checkbox"/> |
| Seminar <input type="checkbox"/> | Field Studies <input type="checkbox"/> | Independent Study <input type="checkbox"/> | Activity <input type="checkbox"/> | Supervision <input type="checkbox"/> |
16. Prerequisites (must be completed *before* proposed course) FOR 313, or ENV 330, or BIO 326, or instructor consent.
17. Corequisites (must be completed *with* proposed course) _____
18. If course has no requisites, will all sections of the course require (*If course has pre or co requisite, skip to question 19*):
instructor consent department consent no consent

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

Name of new plan? _____

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

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

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

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

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

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

Introduced (non-native) species present significant challenges to the managers of forests, rangelands and other types of ecosystems. While the problem has been around for decades, if not centuries, current globalization trends mean that more and more species are being moved around the world, often with severe ecological and economic impacts. A search of the NAU course catalog suggests that there are no courses dedicated to this issue, despite its importance. While this course is designed primarily to serve forestry majors, it is expected to be of interest to students in other majors, as well, particularly Environmental Science and Biology.

**Kristen Waring, Pete Fulé,
Margaret Moore, Carol
Chambers, James Allen**

24. Names of current faculty qualified to teach this course

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

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

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

LIBERAL STUDIES ONLY

Contact name: Kristen Waring

Contact email: Kristen.waring@nau.edu

Dept. Chair name: David Patton

Dept. Chair email: David Patton

College Contact name : James Allen

College Contact email: James Allen

27. This course is a Single section Multi-section

28. List names of faculty who may teach this course: Kristen Waring, Pete Fulé, Margaret Moore, Carol Chambers, James Allen

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.

revised 8/06

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

<u>James O. All</u> Department Chair (if appropriate)	<u>(Associate Director)</u>	<u>1/8/07</u> Date
<u>James O. All</u> Chair of college curriculum committee		<u>1/8/07</u> Date
<u>David R Patton</u> Dean of college		<u>1/8/07</u> Date

For Committees use only

For Liberal Studies Committee

Date

Action taken: _____ Approved as submitted _____ Approved as modified

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

Action taken: _____ Approved as submitted _____ Approved as modified

LIBERAL STUDIES SYLLABUS COVER SHEET

Course/Prefix number: FOR 443

Course Title: Ecology and Management of Introduced Species in Forests and Rangelands

Credit hours: 3

Semester/Year this course will first be offered (example, Fall 2007): Spring 2008

Department: Forestry

College: Consortium of Professional Schools

Contact Name: Kristen Waring

Contact email: kristen.waring@nau.edu

Dept. Chair Name: David Patton

Dept. Chair email:

College Contact Name (if applicable):

College Contact email:

This course is New Existing

If a NEW COURSE, has this course been submitted to the University Curriculum Committee for approval as a new course? Yes No

This course is a Single section Multi-section

List names of faculty who may teach this course: Kristen Waring, Pete Fule, Carol Chambers, Margaret Moore, James Allen

Section enrollment cap:

Mode of delivery (select all that apply): Classroom IITV/Cable/Satellite Web **Other:**

(This information is for tracking purposes only. The mode of delivery will not be considered in the review of the course.)

Distribution Block (select one)

- Lab Science
- Science/Applied Science
- Social and Political Worlds
- Aesthetic and Humanistic Inquiry
- Cultural Understanding

Thematic Focus (select all that apply)

- Environmental Consciousness
- Technology and Its Impact
- Valuing the Diversity of Human Experience

Essential Skills addressed (select two)

- Creative Thinking
- Critical Thinking
- Effective Writing
- Quantitative/Spatial Analysis
- Use of Technology
- Critical Reading
- Effective Oral Communication
- Ethical Reasoning
- Scientific Inquiry

Please have your Department Chair send the following by email as attachments to Patricia.Muster@nau.edu

1. Course Syllabus
2. Liberal Studies Syllabus Cover Sheet

Proposed Course Syllabus
School of Forestry

Ecology and Management of Introduced Species in Forests and Rangelands
FOR 443; 3 credits

Offered Spring semesters in even years beginning 2008

Instructor: Dr. Kristen M. Waring
Office/lab: SWFC 201/219
Office Hours: TBA
Email: Kristen.waring@nau.edu
Phone: 523-4920

Prerequisites: FOR 313, or ENV 330, or BIO 326, or instructor consent

Course Description: Introductions of non-native insect, plant, animal and pathogen species have increased at an alarming rate around the world in the past 100 years and tend to have negative ecological and economic impacts once established. This course will introduce students to the ecology of introduced and invasive species, how land managers and policy makers are dealing with introductions and case studies examining the ecology and management of specific introduced species in forests and rangelands. Its thematic focus will be Environmental Consciousness, fitting within the Science/Applied Science distribution block of liberal studies courses. The course will address several of the essential skills (critical thinking, critical reading, effective oral communication, ethical reasoning) with specific assessment in critical thinking, ethical reasoning and effective oral communication.

Learning outcomes:

1. Students will be able to describe the various pathways in arrival, establishment and spread of introduced species and apply that knowledge to management strategies. (environmental consciousness, effective oral communication)
2. Students will know and understand the limitations of the different management strategies employed and the role of policy in introduced species' management.
3. Students will also obtain a broad understanding of the generalities that link all introduced species but also understand differences between groups of organisms and also between species within each group. (critical thinking)
4. Students will be able to read, understand and assess scientific literature on introduced species. (environmental consciousness, critical thinking)
5. Students will be able to thoughtfully participate in discussions concerning the role of humans in the spread and management of introduced species worldwide. (environmental consciousness, critical thinking, ethical reasoning)

Course structure: Primarily lecture format with some class time reserved for group discussion. Students will work in teams on one presentation late in the semester. Guest lectures will provide diversity in background, viewpoint and expertise.

The first third of the semester will provide an overview of the history, theory and impact of introduced species. The second third will cover management of introduced species in depth. Finally, case studies will be presented that detail individual species: history of the introduction, establishment, spread and management. Students will be required to present during the latter third as well. Throughout the semester, insects, pathogens, animals and plants will be compared and contrasted as separate groups of organisms.

Required text: None.

Required readings: Key significant peer-reviewed papers along with current literature supplemented by select text chapters and management agency reports. Readings will be posted online through Vista.

Recommended resources:

- Burdick, A. 2005. *Out of Eden: An Odyssey of Ecological Invasion*. Farrar, Straus and Giroux. 336 pp.
- National Research Council. 2002. *Predicting Invasions of Nonindigenous Plants and Plant Pests*. National Academy Press, Washington, D.C. 194 pp.
- Wittenberg, R. and Cock, M.J. (eds.). 2001. *Invasive Alien Species: A Toolkit of Best Prevention and Management Practices*. CABI Publishing, Switzerland. 240 pp.

Course outline:

Introduction: Terminology used; history of introductions

Phases of introductions:

1. Arrival: Modes and pathways of introductions
2. Establishment: Factors that determine which species establish
 - a. population dynamics
 - b. environment
 - c. natural enemies
 - d. hosts
 - e. competition
3. Spread: How fast, how far?
 - a. Is it an invader? Defining what makes a species invasive.
 - b. mechanisms
 - c. invasion ecology
 - d. models predicting spread

Effects of introduced species

1. Ecological
 - a. Disturbance regimes and introduced organisms
 - b. Ecological process
 - c. Forest and range structure and function
2. Economic
3. Social

Management of introduced species

1. Prevention
 - a. Globalization and trade regulations
 - b. Quarantines
 - c. Predicting high-risk species

2. Control
3. Eradication
4. Integrated Pest Management
5. Mitigation / restoration
6. Policy
 - a. Government and state responses to introductions
 - b. Non-profit response

Case studies

1. White pine blister rust
2. Cheatgrass
3. Gypsy moth
4. Asian longhorned borer
5. *Phytophthora* spp. worldwide
6. Spotted knapweed
7. Larch casebearer (success story)
8. Brown tree snake

Assessment of Student Learning Outcomes:

Students will be assessed through 3 exams placed at 1/3 intervals throughout the semester. Additionally, attendance and active participation in class discussions will be recorded throughout the semester. Unannounced quizzes based on assigned readings and previous lecture material will assess whether lectures and/or reading material are best serving student learning during the semester and assess critical thinking skills. Finally, students will work as a team to create team presentation that will encompass many of the ideas and concepts learned through the course.

Grading:

Participation in class discussions	15%
3 exams	50%
20 minute student team presentation	15%
Quizzes	20%

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

Course policy:

Makeup exams: Students are required to take the exams and quizzes as scheduled. In the case of illness or other legitimate reason for missing, students must inform the instructor BEFORE the exam or class session. Makeup exams will be oral. Excused absences during a quiz will result in a re-distribution of points.

Attendance is required at all class sessions unless prior approval is given by the instructor; in the case of illness or other unforeseen events, students must notify the instructor in advance of the class session.

Plagiarism and cheating will not be tolerated. Refer to the NAU statement of academic integrity attached.

Northern Arizona University Policy Statements

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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.

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

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

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

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

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

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

3. College Consortium of Professional Schools

4. Academic Unit School of Forestry

5. Course subject/catalog number FOR 451

6. Units 3

7. Co-convened with FOR 551 7a. Date approved by UGC Not yet approved
(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 Fire Ecology and Management
(max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Fire Ecology and Management

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

An examination of ecological and cultural aspects of wildland fire, including fire regimes, fire effects, and the principles, techniques and challenges in present-day wildland fire management.

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

13. Is this a topics course? Yes No

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

a. If yes, maximum units allowed? _____

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

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

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

16. Prerequisites (must be completed *before* proposed course) FOR 351

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

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

instructor consent department consent no consent

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

Name of new plan?

Wildland Fire (undergraduate focus area)

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

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

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

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

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

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

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

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

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

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

This course serves as the last in a three-course sequence that forms the core of the new Wildland Fire focus area. It will involve a more in-depth look at the ecological effects of fire and also go into greater depth on fire management, including both the use of prescribed fire and wildland fire control. Finally, this course will serve to integrate knowledge gained from the previous fire-related courses and to relate that knowledge to broader natural resource management issues. Not only should this course help "pull everything together," but it also may benefit the undergraduate focus area students through all of the various benefits that occur in co-convening classes.

24. Names of current faculty qualified to teach this course Andrea Thode, Pete Fulé,
Wallace Covington

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.

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


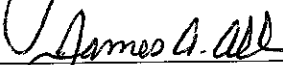
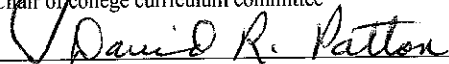
NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

 (ASSOCIATE DIRECTOR)	1/8/07
Department Chair (if appropriate)	Date
	1/8/07
Chair of college curriculum committee	Date
	1/8/07
Dean of college	Date

For Committees use only

For Liberal Studies Committee

Date

Action taken:

Approved as submitted

Approved as modified

	2/13/07
For University Curriculum Committee	Date

Action taken:

Approved as submitted

Approved as modified

NORTHERN ARIZONA UNIVERSITY
School of Forestry
Course Syllabus

FOR 451: Fire Ecology and Management

Course number: FOR 451

Time and place: Southwest Forest Science Complex, T TH 12:25-1:40, room 133

Prerequisites: FOR 351 or permission of instructor

Instructors: Andi Thode (SFSC room 200, 523-5457, andi.thode@nau.edu)
Peter Fulé (SFSC room 246C, 523-1463, pete.fule@nau.edu)

Office Hours: Dr. Thode: scheduled office hours are Monday and Wednesday from 1-2.
Dr. Fulé: TBA

Text: (1) Fire in California's Ecosystems, Hardcover: 576 pages. University of California Press, 1st edition. ISBN: 0520246055
(2) Fire, Native Peoples, and the Natural Landscape. Ed. Thomas Vale. Paperback: 238 pages. Island Press, ISBN: 1559638893 (NAU Bookstore)

Other readings are provided from:

Agee, J.K. 1993. *The Fire Ecology of Pacific Northwest Forests*. Island Press, Washington, D.C.

Brown, James K.; Smith, Jane Kapler, eds. 2000. *Wildland fire in ecosystems: effects of fire on flora*. Gen. Tech. Rep. RMRS-GTR-42-vol. 2. Ogden, UT: U.S. Department of Agriculture, Forest Service, Rocky Mountain Research Station. 257 p.

DeBano, L.F., D.G. Neary, and P.F. Ffolliott. 1998. *Fire's Effects on Ecosystems*. John Wiley & Sons, New York.

Neary, Daniel G.; Ryan, Kevin C.; DeBano, Leonard F., eds. 2005. *Wildland fire in ecosystems: effects of fire on soils and water*. Gen. Tech. Rep. RMRS-GTR-42-vol.4. Ogden, UT: U.S. Department of Agriculture, Forest Service, Rocky Mountain Research Station. 250 p.

Pyne, S.J., P.L. Andrews, and R.D. Laven. 1996. *Introduction to Wildland Fire, Second Edition*. John Wiley & Sons, New York.

Sandberg, David V.; Ottmar, Roger D.; Peterson, Janice L.; Core, John. 2002. *Wildland fire on ecosystems: effects of fire on air*. Gen. Tech. Rep. RMRS-GTR-42-vol. 5. Ogden, UT: U.S. Department of Agriculture, Forest Service, Rocky Mountain Research Station. 79 p.

Smith, Jane Kapler, ed. 2000. *Wildland fire in ecosystems: effects of fire on fauna*. Gen. Tech. Rep. RMRS-GTR-42-vol. 1. Ogden, UT: U.S. Department of Agriculture, Forest Service, Rocky Mountain Research Station. 83 p.

Sugihara, N.G, J. W. van Wagtendonk, J. Fites-Kaufman, K. E. Shaffer, and A. E. Thode, editors. In Press. *Fire in California Ecosystems*. University of California Press, Berkeley, CA.

Whiteman, C.D. 2000. *Mountain Meteorology. Fundamentals and Applications*. Oxford University Press, New York.

COURSE DESCRIPTION

Wildland fire is a disturbance force with important ecological and social implications in most of the world's ecosystems. This course integrates ecological and cultural aspects of wildland fire, providing a broad foundation for people interested in natural resource management, fire management, and ecological science. We will begin with basics of fire behavior, fuels, and weather. Next we will look at fire regimes and the ecological effects of fire at various scales ranging from individual organisms to landscapes and continents. Case Studies from around the country will tie concepts learned at the start of the course to different ecosystems with real on the ground issues. The historical interaction of humans with fire will set the stage for understanding principles, techniques, and challenges in present-day fire management, the final portion of the course. Key issues include restoring fire as an ecological disturbance factor, managing fire in growing urban-rural-wildland interface areas, and integrating fire management with other natural resource management practices. The course will include lecture, discussion of the literature, and independent projects. The text will be supplemented by many other readings.

Cline Library has a website related to wildland fire that will provide useful resources as well: <http://www.nau.edu/library/speccoll/exhibits/fires/index.html>.

COURSE FORMAT

The undergraduate and graduate Fire Ecology and Management (FOR 451 and FOR 551) classes are co-convened. Co-convening has direct benefits to undergraduate students through their exposure to graduate colleagues. Graduate students also benefit from exposure to the diverse backgrounds and experiences of undergraduates. The co-convened classes offer an opportunity to enhance the academic and leadership skills of graduate students. Graduate and undergraduate students have different assignments and are graded separately with distinct standards, reflecting the different requirements of the 400-level and 500-level courses.

READINGS

Readings in this class will be substantial. Exam questions will be based on readings and lectures. Please do not get behind on the readings and do your best to read before the lectures. This will be critical with the Case Studies and Guest Lectures. Some lectures have 2-3 chapters of reading. So keep up and don't get behind and you should find the readings interesting and informative.

EXAMS

The first two exams will be short answer and take-home. They should not take more than 1 - 1 ½ hours each. They will be handed out on Tuesday and due the following Thursday. All answers must be typed. Hand drawings or sketches may be attached and referred to in the typed answer. Exams are DUE at the start of the Thursday class. **Late Exams will not be accepted.** Late means after 11:10am according to the clock on the wall in the classroom.

The final exam will be in class. It will also be short answer. Approximately 75% of exam will be on the new material since the last exam. Only major topics and concepts from the first two exams will be included in the final. This exam should take about 2 hours.

DISCUSSIONS

Discussions will be led by two students per topic. Student pairs will select a topic on the first day of class (with instructor consent) and pick one to two scientific journal articles that are relevant to the topic. **Journal articles are due to the instructor 2 weeks before the Discussion day.** Discussion leaders will summarize the papers (one each) and then lead a 35 min discussion with the class about the papers. Discussion Days will consist of two separate discussions on two different topics. **All students are required to turn in two specific questions or comments about each topic.**

Were the methods used appropriate? Were the statistics used valid? Do you have other ideas on how to research the topic? What did you like or dislike about the articles? Are there two (or more) different viewpoints on the topic? These are just some things to think about for the discussions.

FIELD TRIPS

We will schedule two Saturday field trips during the semester to demonstrate fuels, fire behavior, and fire management techniques. The field trips will last from approximately 9:00 to 3:00. We will select specific dates at the beginning of the semester.

PREREQUISITES

Upper division undergraduate students are welcome in this class. To do well in the course, students should have a basic understanding of biology, mathematics, and natural resource management. Interested students who have not taken these courses are invited to talk with the instructor about registering for this course.

PERFORMANCE EVALUATION

Grading is based on 2 exams and a final exam (75%, 3 @ 25% each), discussion leader participation and preparation (10%), field trip participation (5%), and class participation and discussions (10%). Grades are A (90-100%), B (80-89%), etc.

SCHEDULE AND READINGS:

Week	Date	Topics and Assignments (subject to revision)
1	16-Jan	Introduction, syllabus, resource overview, SELECT DISCUSSION TOPICS & SCHEDULE FIELD TRIPS
	18-Jan	Fire environment, fire behavior, combustion
2	23-Jan	Fuels, fuel moisture
	25-Jan	Weather, climate
3	30-Jan	Fire in the Context of Ecological Theory
	1-Feb	Fire Regimes
4	6-Feb	Reconstructing and Predicting Fire Histories
	8-Feb	Discussion Day RESEARCH PAPER TOPIC/LAB TOPIC DUE
5	13-Feb	Fire Effects on Soils-Physical, Chemical EXAM 1 Handed out
	15-Feb	Fire Effects on Watersheds EXAM 1 DUE
6	20-Feb	Fire and Plant Interactions: individuals
	22-Feb	Fire and Plant Interactions: communities
7	27-Feb	Fire and Animal Interactions
	1-Mar	Fire and Air Interactions
8	6-Mar	Fire and Insect and Pathogen Interactions
	8-Mar	Discussion Day EXAM 2 Handed Out
9	13-Mar	Invasive species EXAM 2 DUE
	15-Mar	Case Study: Southwest Deserts
10	Mar 19-23	Spring Break
11	27-Mar	Case Study: Southeast Forests and Eastern Deciduous
	29-Mar	Case Study: Southwest Forests and Woodlands RESEARCH PAPER DUE
12	3-Apr	Case Study: Chaparral
	5-Apr	Case Study: Boreal and PNW coastal forests
13	10-Apr	Fire Management: Overview, history of fire management
	12-Apr	Fire Management: Indigenous and traditional use of fire
14	17-Apr	Discussion Day
	19-Apr	Fire Management: Fire suppression, economics, postfire activities
15	24-Apr	Fire Management: Prescribed fire
	26-Apr	Fire Management: Air quality, cultural resources
16	1-May	FOR 551 Student Presentations
	3-May	FOR 551 Student Presentations
	8-May	FINAL EXAM 10:00-12:00 a.m.

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

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

maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

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

UNIVERSITY CURRICULUM COMMITTEE

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

1. College Consortium of Professional Schools

2. Academic Unit School of Forestry

3. Academic Plan Name Forestry

4. Subplan (if applicable)? Forest Health Focus Area

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.

Forest Health Focus:
 FOR 254;
 FOR 454;
 FOR 452 and/or FOR 453;
 If you did not take both FOR 452 and FOR 453, select 3 units from FOR 240, 282, 283, 441, 479, or BIO 322 or 411

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.)

Forest Health Focus:
FOR 254 – DELETE
 FOR 454;
 FOR 452 and/or FOR 453;
 If you did not take both FOR 452 and FOR 453, select **6** units from FOR 240, **250**, 282, 283, 441, 479, or BIO 322 or 411;
If you took both FOR 452 and FOR 453, then select 3 units from the list of courses.

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

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

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

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

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

The current Forestry B.S. degree assessment plan (<http://www4.nau.edu/assessment/main/degree/plans/BS%20Assessment%20Plan%202004.pdf>) will be unaffected by this change, since the plan focuses on the "Plan" rather than the "Subplan" level.

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

The primary change put forth in this proposal is the elimination of the requirement for FOR 254 (Introduction to Forest Health). This is proposed because it has turned out to be difficult to avoid excessive duplication of material between FOR 254 and FOR 454 (Forest Health). The primary instructors for this focus area (Robert Mathiasen, Thomas Kolb and Michael Wagner) all believe that FOR 454 is an appropriate first course in this subject area. There was some discussion of retaining FOR 254 and dropping FOR 454, but one major concern with this alternative is that FOR 454 co-convenes with FOR 554 and there is a risk of enrollment being too low in FOR 554 if FOR 454 is no longer required as part of the Forest Health Focus Area.

The other two changes that are proposed include: (1) adding FOR 250 (Arizona Plants and Wildlife) to the list of approved elective courses and (2) making adjustments in the number of elective courses required. The first change was made to give students another elective option that has a high degree of relevance to Forest Health; a fundamental basis for learning about forest health is obviously knowledge of the major plant and animal components of the forest, which are well-covered in FOR 250. The second change is made simply to accommodate the fact that FOR 254 is no longer required, and that the three credits need to be made up elsewhere in order to retain the overall requirement of 12 credits that is required for all of the focus areas in Forestry.

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

N/A

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU? **No.**

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

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

Yes.

Certifications

James A. All (Associate Director) 1/8/07
Department Chair/ Unit Head (if appropriate) Date

James A. All 1/8/07
Chair of college curriculum committee Date

David R Patton 1/8/07
Dean of college Date

For committee use only

Ron 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 the college dean, department chair, and Academic Information Office after approval.

UNIVERSITY CURRICULUM COMMITTEE

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

1. College Consortium of Professional Schools
2. Academic Unit School of Forestry
3. Academic Plan Name Forestry B.S.
4. Subplan (if applicable)? Wildland Fire Focus Area
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.
- 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.)
- WILDLAND FIRE FOCUS:**
FOR 251; FOR 351; FOR 451
One additional 3 unit course from FOR 230, 240, 282, 370, 382, 415, 443, 447, 452, 454, 453, 465, 479, BIO 479, 478, ENV 440, 495, or GGR 239.
- Note: FOR 443 is not yet approved. A proposal has been submitted to the UCC for this new course.

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.

This new 12-unit focus area addresses some of the forestry sub-disciplines of greatest relevance to forestry, especially as it is practiced in the western United States, namely wildland fire science, ecology, and management. This is expected to very quickly become one of the most popular focus areas with the Forestry B.S. degree program, given the large amount of interest in wildland fire expressed by both current and prospective students. Alumni surveys and informal contacts have shown that many of our School of Forestry alums have gone on to work in positions related to wildland fire ecology and management, including positions as varied as research scientists and managers of the Flagstaff Fire Department's Fuel Management Program. The addition of this new focus area is expected to meet an important need within the forestry profession and also to boost enrollment and retention within the School of Forestry.

Until recently, the School of Forestry did not have a sufficient number of faculty with expertise in this area to offer this focus area but, with the hiring of a fire ecologist last year (Dr. Andrea Thode), we now have what we believe is the critical mass of expertise needed. In addition to hiring Dr. Thode, the School of Forestry has several other faculty with expertise in wildland fire, including Pete Fule, Wallace Covington and Margaret Moore.

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

The last faculty member needed to offer this focus area was hired last year (Dr. Andrea Thode). There are no anticipated needs for additional space or equipment, since classroom space in the Southwest Forest Science Complex is adequate and much of the equipment that would be used for this program is already available. While the new courses do not call for an immediate investment in new equipment, it is envisioned that there may be some additional needs over time as the enrollment grows; these needs should be able to be met from the School of Forestry's annual operational budget, although the faculty will also be encouraged to seek additional sources of funding and/or donations of equipment.

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU? **No.**

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

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

Yes.

Certifications

James A. All (Associate Director) 1/8/07
Department/Chair/ Unit Head (if appropriate) Date
James A. All 1/8/07
Chair of college curriculum committee Date
Warren R. Patton 1/8/07
Dean of college Date

For committee use only

Ron B. D. 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 CPSCU 4. Academic Unit HRM

5. Current course subject/catalog number HA494

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
European Hospitality and Tourism 3 units

Introduces the elements of European travel, tourism, and lodging. Emphasizes immersion into hospitality systems. Attention paid to sociopolitical influence. (Taught concurrently in Europe with HA 495.)

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

If yes, list course _____
Will this continue? _____

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

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

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

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

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

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

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

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

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

If revised, how should it be revised? _____

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

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

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)

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

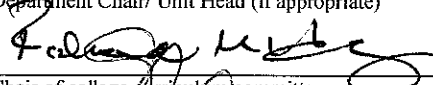



m. Proposed corequisites (must be completed with) None

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.

We would like anyone to be able to attend these classes. Previous requisites required students to be HRM students.

13. Approvals

Department Chair/ Unit Head (if appropriate)	Date
	01/29/07
Chair of college curriculum committee	Date
	01/27/07
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 CPSCU 4. Academic Unit HRM
5. Current course subject/catalog number HA495

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
European Food Service Management 3 units

In-depth analysis of various European food preparation, food service, and food management practices, focusing on firsthand experience. (Taught concurrently in Europe with HA 494.)

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.

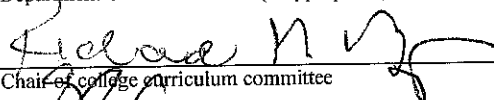
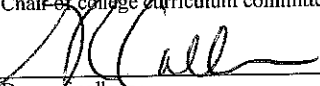

If information is remaining the same, leave the section blank.



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) None
- 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.
We would like anyone to be able to attend these classes. Previous requisites required students to be HRM students.

13. Approvals

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.

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

Industry relevant and higher quality instruction

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
HA 351 offers industry relevant knowledge and skills in the finance discipline.

There are lower level (200-300) classes that provide the student with individual career outcomes by offering them specialization in certain fields.

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

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) _____ Date _____

Chair of college curriculum committee _____ Date _____

Dean of college _____ Date _____

For committee use only

_____  _____  _____  _____
For University Curriculum Committee _____ Date _____

Date

Action taken: _____ approved as submitted _____ approved as modified

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

UNIVERSITY CURRICULUM COMMITTEE

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

1. College Consortium of Professional Schools
2. Academic Unit Hotel and Restaurant Management
3. Academic Plan Name BS in International Hospitality Management
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.

Business Auxiliary Requirements

You take the following 21 units. (Please note that you don't have to complete these courses before declaring your major in international hospitality.)

- ACC 255 (3 units)
- ECO 284, 285, and 486 (9 units)
- FIN 303 (3 units)
- MGT 300 (3 units)
- MGT 405 or MKT 480 (3 units)

Specialization Requirements

For these 14 units, you take:

- HA 284 and 384 (6 units)
- HA 408 (8 units)

Finally, you must take one term of studies abroad. While abroad, you take courses that apply toward your hospitality administration core and liberal studies requirements. Please consult with your advisor to plan your study abroad experience.

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.)

Business Auxiliary Requirements

You take the following 21 units. (Please note that you don't have to complete these courses before declaring your major in international hospitality.)

- ACC 255 (3 units)
- ECO 284, 285, and 486 (9 units)
- FIN 303 **or HA351** (3 units)
- MGT 300 (3 units)
- MGT 405 or MKT 480 (3 units)

Specialization Requirements

For these 14 units, you take:

- HA 284 and 384 (6 units)
- HA 408 (6-8 units)

Finally, you must take one term of studies abroad. While abroad, you take courses that apply toward your hospitality administration core and liberal studies requirements. Please consult with your advisor to plan your study abroad experience.

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.

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>).

Industry relevant and higher quality instruction

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
HA 351 offers industry relevant knowledge and skills in the finance discipline.

There are lower level (200-300) classes that provide the student with individual career outcomes by offering them specialization in certain fields.

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

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) Date

 Chair of college curriculum committee Date

 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. ~~Spring 2008~~ Fall 2007
3. College Engineering and Natural Sciences 4. Academic Unit Electrical Engineering
5. Current course subject/catalog number EE 386
6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog.*)
EE 386 ENGINEERING DESIGN: THE METHODS (3)
Application of numerical methods, statistics, economics, and modeling in the engineering design process. Individual and team activities, including written and oral technical communications. 2 hrs. lecture, 3 hrs. lab. Prerequisite: EGR 286 and (EE 222 or CS 126) and EE 310 and EE 380 with grades greater than or equal to C.
7. Is course currently cross-listed or co-convened? yes no
If yes, list course _____
Will this continue? _____
8. Is course an elective? or required for an academic plan/subplan?
If required, for what academic plan/subplan? Electrical Engineering, all subplans
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 EE 386W 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)

Application of statistics, economics, and modeling in the engineering design process. Team activities, ethics, contemporary issues, writing and oral communications. 2 hrs. lecture, 3 hrs. lab. Prerequisites: EGR 286 and either EE 215 or EE 280 with grades greater than or equal to C, and ENG 105

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) EGR 286 and either EE 215 or EE 280 with grades greater than or equal to C, and ENG 105

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 currently use ENG 302W or ENG 305W as our junior level required writing course. Changes to the liberal studies program for 2007-08 requires two courses in AHI, CU and SPW (an increase of one course), so we had to delete a course in order to stay under the 128 hour limit for our program. We felt the best option was to turn a project learning course where students already do a lot of writing, into a junior level writing course so that students could be instructed in their writing in the context of electrical engineering. The English department has been informed of this change (see attached email). This approach has been successful in the CENE department where a similar course, CENE 386W, has been taught for several years. We also adjusted the course description by deleting numerical analysis and adding ethics and contemporary issues that are both necessary to maintain our accreditation.

13. Approvals

David R Scott 11-27-06
Department Chair/ Unit Head (if appropriate) Date

Greg A. Hildebrandt Dec-7-06
Chair of college curriculum committee Date

L. J. Hueneke 7 Dec 06
Dean of college 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.

11/19/2006 1:52 PM

David, thanks for letting us know about this. I have informed the LTPW area that oversees this course. I hope you have great success with your new W course. Let me know if one of our graduate students or faculty members can help you with this.

Best,
Allen

Allen Woodman
English Department

At 02:00 PM 11/14/2006, you wrote:

Dr. Woodman,

I am writing to inform you and get your blessing to drop ENG302W or ENG305W from our curriculum in electrical engineering in order to transform one of our own courses, EE386 into a junior level writing course. We currently have been putting between 20 and 25 students a year in those two courses (mostly in ENG302W). This change was necessitated by the change in the liberal studies program beginning next fall that will require two courses in AHL, CU and SPW, which is one more than is currently required. Our accreditation and our 128 credit hour limit statewide for engineering programs makes this necessary. We also feel that we can do an effective job in instructing our students in writing and hope to use the same book that has been used in your courses. There is also the possibility that we may be able to hire one of your graduate students to help us set up this course for maximum benefit to student learning, when we first teach it in 2008. Therefore, I am asking that you acknowledge this change to satisfy the curriculum change notification requirement. Please let me know if you have any questions or concerns.

--

David R. Scott, Ph.D.
Chair, Electrical Engineering Department, Northern Arizona University
P.O. Box 15600, Flagstaff, Arizona, 86011-5600
Phone: 928-523-3162 Fax: 928-523-2300
Email: David.Scott@nau.edu
Department Webpage: <http://www.cens.nau.edu/Academic/EE>

Evaluation Methods:

Individual assignments consist of written homework not related to the projects including writing on current social and technical issues and professional ethics. Students will write a variety of documents and produce at least 20 pages of revised, multiple draft prose. Writing is graded and evaluated using a departmental writing rubric. Individual and team assignments include project deliverables, status reporting, technical reports and oral presentations. Each engineer will have specifically identified responsibilities within their team and will be accountable for his or her individual responsibilities as well as for the team's overall responsibilities. Peer evaluations are used to establish the relative level of support of each individual to the success of their team.

Testing consists of several quizzes, a mid-semester test, and a final exam. These include essays and testing on spelling, grammar, organization and other aspects of effective writing.

Attendance and active participation is critical for this class. Participation includes all course related activities including class sessions, web-based course feedback surveys, and team meetings outside of regular class hours. If you have reason to miss a class you must notify me ahead of time and make appropriate arrangements with your team. Each unexcused absence from class or from a team meeting outside of class will result in a 1% (out of 10%) reduction in your attendance and class participation grade.

Grading:

Course grades are determined by the relationship of the points earned to the total points possible. An average of at least 60% in each of the following categories is required to earn a passing grade in this class; once this condition is met, the course grade will be determined by combining the scores in all categories using the following weights:

Attendance & Class Participation	10%
Homework, mostly writing	25%
Team Project Deliverables	15%
Individual Project Activities	10%
Quizzes	5%
Midterm Exam	15%
Final Exam	20%

Letter grades are determined by combining all the scores for the above items, using the weights shown; the composite percentage score will be translated to a letter grade as follows. At professors' discretion, grading thresholds may be relaxed.

A = 90+, B = 80-89, C = 70-79, D = 60-69, F = below 60

Individual Responsibilities:

On individual assignments, each student is responsible for and must do their own work; you are allowed to discuss assignments, but in no case shall you share your work with others or use another student's work as your own. Violations may result in a failing grade in this course plus additional action in accordance with the college and university policies on academic dishonesty. The NAU policy on academic dishonesty in Appendix G of the current Student Handbook will apply.

On group or team assignments, each individual is responsible for contributing to the assigned task and required documentation. For team deliverables, the specific contributions of each individual must be clearly identified.

On both individual and team assignments, the sources of all information that is not the original creation of the author must be properly acknowledged and cited. Such information includes, but is not limited to: ideas, circuit or system designs, device or test data, mathematical models, analysis or calculations, and computer programs. Citations must include names, dates, and where the information was found in sufficient detail that the instructor could locate and verify your source.

University Policies: All University policies apply to this class; a handout is available in every class. Make sure you have a copy and read it carefully.

UNIVERSITY CURRICULUM COMMITTEE

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

1. College Engineering and Natural Sciences

2. Academic Unit Electrical Engineering

3. Academic Plan Name Electrical Engineering

4. Subplan (if applicable)? ELECEEM, COMPEEM

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

B.S.E. ELECTRICAL ENGINEERING (EXTENDED MAJOR)

To earn this degree, you must complete at least 128 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements Be aware that you may not use courses with an EE prefix to satisfy these liberal studies requirements.
- at least 45 units of preprofessional requirements
- at least 63 units of professional requirements
- elective courses, if needed, to reach an overall total of at least 128 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 and one in global diversity. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

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

NAU also requires that you must complete 30 units at NAU, and 18 of those 30 NAU units must be upper-division courses.

Also note that you can't have more than two grades of D in your engineering and computer science 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

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

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

B.S.E. ELECTRICAL ENGINEERING (EXTENDED MAJOR)

To earn this degree, you must complete at least 128 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements Be aware that you may not use courses with an EE prefix to satisfy these liberal studies requirements.
- at least 45 units of preprofessional requirements
- at least 63 units of professional requirements
- elective courses, if needed, to reach an overall total of at least 128 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 and one in global diversity. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

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

NAU also requires that you must complete 30 units at NAU, and 18 of those 30 NAU units must be upper-division courses.

Also note that you can't have more than two grades of D in your engineering and computer science 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 128

total of at least 128 units to graduate. Contact your advisor for details.

PREPROFESSIONAL REQUIREMENTS

These 45 units provide a foundation for later advanced studies in your major field as well as a basic understanding of other fields of engineering.

You take the following 27 units of mathematics and science courses:

- CHM 151 (4 units)
- MAT 136, 137, 238, and 239 (15 units)
- PHY 161, 161L, and 262 (7 units)
- CHM 151L or PHY 262L (1 unit)

You take the following 18 units of basic engineering, computer science, and technical writing:

- (CS 122 or CS 122H) and CENE 225 (6 units)
- (EGR 186 or 186H) and 286 (6 units)
- One course from CENE 150, 251 and 280 and ME 252, 291, 340, 350 and 451 (3 units)
- ~~ENG 302W or 305W, either of which meets NAU's junior writing requirement (3 units)~~

PROFESSIONAL REQUIREMENTS

You take at least 63 units of electrical engineering and other professional courses:

- EE 110, 188, 188L, 215, 280, 310, 348, 364, 380, ~~and 386~~, which provide you with an overview of the different areas within electrical engineering and background for further specialization in your field of interest (35 units)
- EE 476C and 486C, which together meet NAU's senior capstone requirement (4 units)
- at least 24 units selected in consultation with your advisor from one of two emphases described in the sections that follow

Computer Engineering Emphasis

You take at least the following 24 units:

units to graduate. Contact your advisor for details.

PREPROFESSIONAL REQUIREMENTS

These 45 units provide a foundation for later advanced studies in your major field as well as a basic understanding of other fields of engineering.

You take the following 27 units of mathematics and science courses:

- CHM 151 (4 units)
- MAT 136, 137, 238, and 239 (15 units)
- PHY 161, 161L, and 262 (7 units)
- CHM 151L or PHY 262L (1 unit)

You take the following 15 units of basic engineering and computer science:

- (CS 122 or CS 122H) and CENE 225 (6 units)
- (EGR 186 or 186H) and 286 (6 units)
- One course from CENE 150, 251 and 280 and ME 252, 291, 340, 350 and 451 (3 units)

You take the following 3 units of ~~liberal studies~~.

- PHI 105 (3 units)

PROFESSIONAL REQUIREMENTS

You take at least 63 units of electrical engineering and other professional courses:

- EE 110, 188, 188L, 215, 280, 310, 348, 364, **and 380**, which provide you with an overview of the different areas within electrical engineering and background for further specialization in your field of interest (**32** units)
- **EE 386W, which meets NAU's junior writing requirement (3 units)**
- EE 476C and 486C, which together meet NAU's senior capstone requirement (4 units)
- at least 24 units selected in consultation with your advisor from one of two emphases described in the sections that follow

Computer Engineering Emphasis

You take at least the following 24 units:

- CS 126, 136, and 249 (9 units)
- MAT 226 (3 units)
- EE 412 (3 units)
- ~~6 units from EE 410, 414, 425, 442, 448, and 482~~
- ~~EE 370 or 3 units from any 400-level EE course (3-4 units)~~

Electrical Engineering Emphasis
You take the following 25 units:

- EE 222, ~~370~~, and 425 (10 units)
- PHY 263 (3 units)
- 3 additional units from CENE 150, 251 and 280 and ME 252, 291, 340, 350 and 451
- 9 additional units from any 400-level EE courses

GENERAL ELECTIVES

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 128 units of credit.

You may take these remaining courses from any academic area, 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.)

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

For New Plans, leave this column blank.

- CS 126, 136, and 249 (9 units)
- MAT 226 (3 units)
- **EE 410 or EE 412 (3 units)**
- **3 additional units from any 400 level EE courses (3 units)**
- **6 additional units from any 400 or 500 level EE courses (6 units)**

Electrical Engineering Emphasis
You take the following 24 units:

- EE 222 and 425 (6 units)
- PHY 263 (3 units)
- 3 additional units from CENE 150, 251 and 280 and ME 252, 291, 340, 350 and 451
- **6 additional units from any 400 level EE courses (3 units)**
- **6 additional units from any 400 or 500 level EE courses (6 units)**

GENERAL ELECTIVES

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 128 units of credit.

You may take these remaining courses from any academic area, 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.)

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

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

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

**A *Milestone* is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.
If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

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

Objective 1 – Students receive a personalized college experience in which high quality teaching, advising and mentoring are emphasized.

Outcome 1.1* Be a leader in educational innovation and the use of technology in providing a quality educational experience.

Outcome 1.2* Attract and retain well-qualified students.

Outcome 1.3* Foster advising and mentoring relationships between faculty and students.

Objective 2 – Graduates are technically competent and prepared for leadership and professional practice with strength in design, problem solving, communications and teaming.

Outcome 2.1 Possess professional skills and knowledge of the design process.

Outcome 2.2 Ability to function in disciplinary and multi-disciplinary teams.

Outcome 2.3 Possess oral abilities to effectively communicate.

Outcome 2.4 Possess written abilities to effectively communicate.

Outcome 2.5 Abilities in creativity, critical thinking and problem identification, formulation and solving.

Objective 3 – Graduates are grounded in mathematics and engineering science fundamentals and prepared for advanced education and lifelong learning.

Outcome 3.1 Ability to apply knowledge of physics and mathematics (including calculus, linear algebra, complex variables and differential equations).

Outcome 3.2 Ability to apply knowledge of probability, statistics, Laplace transforms and Fourier transforms.

Outcome 3.3 Ability to design and conduct scientific and engineering experiments.

Outcome 3.4 Motivation and skills needed for lifelong learning.

Outcome 3.5 Ability to use industry standard analysis and design software tools.

Objective 4 – Graduates are experienced with and understand diverse populations, such as that existing in the American Southwest.

Outcome 4.1 Ability to relate a broad education and contemporary issues to engineering solutions and their impact in a societal and global context.

Outcome 4.2 An appreciation and understanding of professional and ethical responsibility.

Outcome 4.3* Attract and retain under-represented students.

* Outcomes marked with an asterisk are not learning outcomes, but program outcomes.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
Changes made to this plan are summarized as follows:

1. In reviewing our learning outcomes and assessments, we did not feel that we were doing an adequate job in outcome 4.2, professional ethics. We therefore decided to require PHI 105, Introduction to Ethics, so that we could build on this foundational knowledge in later courses.
2. The new liberal studies program necessitated that an additional course be required in either the AHI, CU or SPW distribution blocks. As a result we had to delete a course, ENG 302W, to stay within our 128 credit limit approved by ABOR. This meant that we needed to transform one of

3. We also deleted a required course in the electrical engineering emphasis, EE 370. This area is becoming less fundamental in the field and we plan to move some of the material in EE 370 to EE 280 and make it a more advanced course, EE 470. This resulted in an increase in the number of required professional elective courses in this emphasis of 3 credits, from 9 to 12.
4. In the computer engineering emphasis area, we will now allow either EE 410 or EE 412 instead of requiring EE 412 to give both students and the department some flexibility in our course offerings. We also dropped a requirement to take 6 credits from a list of courses for the same reason, along with 3 credits from any 400 level EE course (or 370). Instead, students can take 9 credits of any 400 or 500 level courses.
5. Language was added to inform students that they may be able to take 6 credits of 500 level courses.

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

No additional resources required

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

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

See letters from English (attached to EE386W change form) and Philosophy when their courses were dropped or added respectively to the program.

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

Yes

Certifications

David R Scott
Department Chair/ Unit Head (if appropriate)

11-27-06
Date

Thomas A. Kildelmann
Chair of college curriculum committee

Dec-1-06
Date

W. J. Hueneke
Dean of college

7-Dec 06
Date

For committee use only

Ron Bat
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.

RE: Letter of Support needed for PHI105 requirement

Subject: RE: Letter of Support needed for PHI105 requirement

From: jbd8 <Jeffrey.Downard@nau.edu>

Date: Wed, 20 Dec 2006 15:30:06 -0700

To: David Scott <David.Scott@nau.edu>

Dr. David Scott,

Sorry I didn't respond to you earlier. I don't remember having received a voice message or email, but it has been a bit hectic this term.

Yes, it would be acceptable to us for your program to require PHI 105. It is the best place to start for students taking a first course in ethics. Another possibility would be to give the students an option to take PHI 105 or PHI 331. This is a course in environmental ethics. Some of your students have taken the course with me in the past and seem to enjoy the material.

In the next year, we will be expanding our offerings in ethics. At that point, we can talk again and there may be additional courses students could take to satisfy the requirement, such as a course in moral theory.

Yours,

Jeff Downard

=====
Original Message From David Scott <David.Scott@NAU.EDU> =====

Dr. Downard,

I wrote you an email and called you recently to see if you could provide an email or letter of support for the electrical engineering program to require PHI 105 in its program. With the new liberal studies program instituted next fall, we needed to add another course in AHI and we felt that this course would help us with our engineering accreditation. We currently have about 25 graduates a year, so that would be the increase you might expect in demand from us. Please let me know if this is acceptable to you. Thanks.

--

David R. Scott, Ph.D.

Chair, Electrical Engineering Department, Northern Arizona University

P.O. Box 15600, Flagstaff, Arizona, 86011-5600

Phone: 928-523-3162 Fax: 928-523-2300

Email: David.Scott@nau.edu

Department Webpage: <http://www.cens.nau.edu/Academic/EE>

Jeff Downard

Chair, Department of Philosophy

Box 6011

Northern Arizona University

Flagstaff, AZ 86011

(928) 523-8354

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
~~Fall 2006~~
3. College CENS
4. Academic Unit Construction Management
5. Current course subject/catalog number CM 302
6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog.*)
CM 302 PROFESSIONAL WRITING FOR PROJECT MANAGERS (3)
Instruction in the writing expectations of a professional construction manager.
Proposals, letters, analysis, reports, notifications and legal requirements for document preparation, presentation and preservation. Prerequisite:
Admission to Construction Mgt (BS) or
Construction Planning (MINOR) and (ENG 105 or HON 190 or HON 191)
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 302W 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.

Trying to offer a wider of variety of W level writing for our students. These are highly subscribed courses and we are always struggling to find more resources. We have the skill and desire to teach this course.

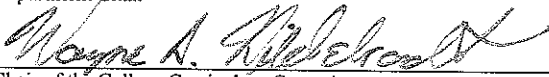
13. Approvals



8/30/2006

Department Chair

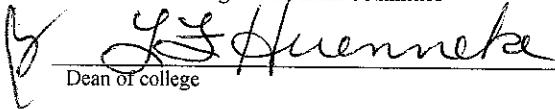
Date



Chair of the College Curriculum Committee

10-02-06

Date

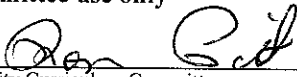


Dean of college

2 Oct 06

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.

JUNIOR LEVEL WRITING SYLLABUS COVER SHEET

Course/Prefix number: CM 302

Course Title: Professional Writing for Project Managers

Credit hours: 3

Semester/Year this course will first be offered (example, Fall 2007): Summer 2007

Department: Construction Management

College: CENS

Contact Name: Thomas Rogers

Contact email: tom.rogers@nau.edu

Dept. Chair Name: Thomas Rogers

Dept. Chair email: tom.rogers@nau.edu

College Contact Name (if applicable):

College Contact email:

This course is New Existing

If a NEW COURSE, has this course been submitted to the University Curriculum

Committee for approval as a new course? Yes No

This course is a Single section Multi-section

List names of faculty who may teach this course: Dr. Stephen Mead, Dr. Thomas Rogers

Section enrollment cap: 25

Mode of delivery (select all that apply): Classroom IITV/Cable/Satellite Web Other:

(This information is for tracking purposes only. The mode of delivery will not be considered in the review of the course.)

To which degree programs offered by your department does this proposal apply?

Bachelor of Science Construction Management

Do the hours in the majors for any of these programs change as a result of this proposal? If so, please identify the program/s and applicable changes.

NO

Is this a new course, or is it meant to replace the course without the 'W' designation? (e.g., do you intend to offer ABC 300 and ABC 300W, or just ABC 300W?)

Replaces CM 302 with CM 302W

Please have your Department Chair send the following by email as attachments to Patricia.Muster@nau.edu

1. Junior Level Writing Course Syllabus
2. Junior Level Writing Syllabus Cover Sheet

COURSE SYLLABUS
College of Engineering and Natural Sciences
Construction Management
CM 302W Professional Writing for Project Managers

GENERAL INFORMATION:

Name of College: College of Engineering and Natural Sciences
Course Number: CM 302W, Professional Writing for Project Managers
Semester: All semesters
Credit Hours: 3
Instructor's Name: Stephen Mead, Thomas Rogers
Office Address: TBA
Office Hours: TBA

COURSE PREREQUISITES:

ENGLISH 105

COURSE DESCRIPTION:

Instruction in technical writing for professional project managers. Proposals, letters, analysis, reports, notifications and legal requirements for document preparation, presentation and preservation.

Instruction and experiences in writing proposals, technical descriptions, specifications, scopes of work, and instructions, analyses, interpretive and recommendation reports, abstracts, progress reports, business letters, technical articles, and correspondence. Writing intensive course. (3 credits)

STUDENT LEARNING OUTCOMES:

Upon completion of this course the student will be able to organize, compose, and self edit a variety of professional documents that are typically used by professional project managers.

STUDENT WORK EXPECTATIONS:

Although the content requires twenty four pages of written and revised work the student **MUST** produce a minimum of twenty pages (approximately 5000 words) of written, edited, and revised work to receive a minimum passing grade.

Each writing sample requires one or more revisions (edits) and/or multiple drafts.

Work is to be double spaced, in no greater than 12 point font with no more than a total of one inch margin top/bottom and one inch margin left/right. Title pages, indices, contents and abstracts are not part of the page count.

Note: WEB sections: Work is to be submitted in PDF format, and will be returned scanned and redlined.

COURSE STRUCTURE/APPROACH

- The course will be structured as lecture (or web module) around the areas of content.
- Instructors will present the theory and practice of writing.
- Instructors will present examples of good writing in the content areas.
- Students will be expected to attend classes (modules, and discussion boards).
- In addition to the required writing samples, writing exercises will be accomplished during class.

TEXTBOOK AND REQUIRED MATERIALS:

The Business Writer's Handbook, 8th Edition
Alred, Brusaw, Oliu
ISBN 0312436122.

OPTIONAL READINGS:

TBA

COURSE OUTLINE (CONTENT):

- Communication and information management theory
- Project management communications
- Writing processes for project managers
 - Audience
 - Outline
 - Writing Form
 - Editing
 - External Review
- Effective prose style in technical reports
 - The sentence
 - Tense
 - Voice
 - Person
- Typical writing
 - Resume
 - Letter of Introduction
 - Letter of Reference
 - The "good news" letter
 - The "bad news" letter

- Technical communication in an electronic platform
 - E-mail
 - Web postings
 - Short reports
 - Archiving
- The use of graphics in legal communications
- The use of graphics as information channel
- Formal technical reports
- Project Management communications
 - Memorandums vs letters
 - Proposals
 - Technical
 - Business/Legal
 - Requests for Information
 - Letters
 - Contract notifications
 - Work related confirmations
 - Public documents (notifications)
 - Transmittals
 - Submittals
 - Contracts
 - Content and language
 - Scope
 - Format
 - Written depositions
 - Specifications
- Construction Industry Institute specification formats
- Editing and final manuscript preparation

ASSESSMENTS OF STUDENT LEARNING OUTCOMES

Demonstration of student learning (competency) will be by review of students writing.

Student deliverables and grading:

Writing Sample 1	Resume	1 page	50 points
Writing Sample 2	Letter of Introduction	1 page	50 points
Writing Sample 3	Letter of Reference	1 page	50 points
Writing Sample 4	The "good news" letter	2 pages	100 points
Writing Sample 5	The "bad news" letter	2 pages	100 points
Writing Sample 6	email	1 page	50 points
Writing Sample 7	web posting (blogs)	1 page	50 points
Writing Sample 8	Short Reports	2 pages	100 points
Writing Sample 9	Technical Proposals	2 pages	100 points
Writing Sample 10	Business Proposal	2 pages	100 points
Writing Sample 11	Technical Specifications	4 pages	200 points
Writing Sample 12	Other writing (memos)	1 page	50 points
In-class writing samples		4 pages	200 points
<hr/>			
Total Points		24 pages	1200 points

NOTE: (A schedule of the assignments and edit submission dates will be attached to the syllabus.)

GRADING SYSTEM

- A total of 1200 points may be earned in this course. Grades are based on a straight scale (i.e.. 90%, 1080 points is an A, 80%, 960 points is a B, etc.)
- There will be NO extra credit assignments and NO grading curves, you will have an equal opportunity to earn the grade of your dreams.
- NOTE: Although the content requires twenty four pages of written and revised work, in addition to accumulating 780 points the student MUST produce a minimum of twenty pages of written, edited, and revised work to receive a minimum passing grade of "D".
- Each writing sample may require one or more revisions (edits) and/or multiple drafts.

LATE POLICY FOR ASSIGNMENTS AND EXAMS:

Writing samples must be turned in at the assigned place, date and time. (A schedule of the assignments and edit submission dates will be attached to the syllabus.)

Late assignments will be penalized a flat 25% regardless of when they are turned in.

ATTENDANCE

Students are expected to attend all classes. In the event that a student will be unable to attend class, the individual student should notify the instructor in advance. In the event that the non attendance is due to an excusable illness, or injury, the student will advise the instructor as soon as reasonably possible, but no later than one week after the absence.

No make up of class writing will be allowed unless the student properly notifies the instructor.

STATEMENT ON PLAGIARISM AND CHEATING Created by Ken Wedding 01.30.02. Last updated by the Plagiarism Committee 08.26.03 URL: <http://www.hopkins.k12.mn.us/pages/high/acad/plag.html>

PLAGIARISM: The unauthorized use of the language and thoughts of another author and representation of them as one's own (*Random House Webster's College Dictionary, 2000*)

In simpler terms, plagiarism is using someone else's words or ideas in your writing and not properly giving the other person credit.

Examples of plagiarism:

- Copying an article from the Internet or print source and turning it in as your own paper with no quotation marks and no sources indicated.
- Copying parts of articles from a number of sources and putting them together in your own paper, with no quotation marks and no sources indicated.
- Paraphrasing a paragraph from a book, article, or website without indicating the source.
- Using a few sentences from a book, article, or website word-for-word in your paper and not using quotation marks AND indicating the source.
- Using the same structure, thesis, or concept that an author uses in a book, article, or website and not indicating the source.

How to avoid plagiarism:

- When you use information from a book, article, or website, always indicate where your information came from within the text of your paper. It is NOT enough to list your sources in a bibliography attached to your paper. Even if you are paraphrasing someone else's ideas or words, you need to indicate the author in the text of your paper.
- Avoid copying and pasting from the Internet or photocopying information from books. Instead, TAKE NOTES and keep careful track in your notes of where your information is from.
- Keep track in your notes of whether information is a paraphrase or a word-for-word quotation (use quotation marks for quotes), and keep track of the source and page number.

CHEATING: Taking OR GIVING answers or information about assignments or tests or any class related work.

Examples of Cheating:

- Copying someone else's answers on a test.
- Using a crib sheet on a test without the teacher's permission.
- Copying someone else's homework OR letting someone copy your homework.
- Sharing test answers electronically during a test (via cell phone, PDA, or other device).
- "Working together" on an assignment without permission.
- Telling a student from a later class what the test covered or what specific questions ask.
-

How to avoid cheating?

- Simple, ALWAYS, ALWAYS, ALWAYS do YOUR OWN work.
- NEVER let someone copy your work on a test or assignment.
- NEVER talk about a test in the halls or at lunch, no matter how much someone begs you to spill the beans!

Created by Ken Wedding 01.30.02. Last updated by the Plagiarism Committee 08.26.03
URL: <http://www.hopkins.k12.mn.us/pages/high/acad/plag.html>

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.htm>. 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 ACADEMIC PLAN, PLAN CHANGE, OR PLAN DELETION

1. College CENS

2. Academic Unit CM

3. Academic
Plan Name Construction Management

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/aiol/AcademicCatalog/academiccatalogs.htm>)
 Be sure you include all catalog text that pertains to this plan change

For New Plans, leave this column blank.

PROFESSIONAL REQUIREMENTS

You take at least the following 71 units:

- CM 220, 222, 224, and 225 (12 units)
- CM 253 or CENE 270 (3 units)
- CM 331, 326, 329, 341, 360, 388, and 491 (21 units)
- CM 401, 481 and 489 (7 units)
- PHY 112 and 112L (4 units)
- GLG 100 and 100L (~~5 units~~)
- STA 270 (3 units)
- SC 111 (3 units)
- 8 units of the same modern language
- ENG 302W or ENG 305W, each of which meets NAU's junior writing requirement (3 units)
- CM 490C, which meets NAU's senior capstone requirement (3 units)

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

PROFESSIONAL REQUIREMENTS

You take at least the following 71 units:

- CM 220, 222, 224, and 225 (12 units)
- CM 253 or CENE 270 (3 units)
- CM 331, 326, 329, 341, 360, 388, and 491 (21 units)
- CM 401, 481 and 489 (7 units)
- PHY 112 and 112L (4 units)
- GLG 100 and 100L (**4 units**)
- STA 270 (3 units)
- SC 111 (3 units)
- 8 units of the same modern language
- ENG 302W or ENG 305W, **or CM 302W**, each of which meets NAU's junior writing requirement (3 units)
- CM 490C, which meets NAU's senior capstone requirement (3 units)

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

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

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

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

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

From the 2005 report

Student learning outcomes:

- o Students will be technically prepared to enter the construction industry.
- o Students will be prepared to assume problem solving and decision making positions in the design and construction industry.
- o Students will be prepared for leadership in their communities and industry.
- o Students will be prepared for graduate studies in construction and business.

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

Item 1 Simply a clerical error G3ewology is a 4 unit course

Item 2 Adding our own Junior Level writing course to the program

From past assessments we have found the students lack adequate writing skills for professional work. Before we would presume to criticize any group or individuals, we want to see if we can improve the students writing skills. By having our own W course we may gather some insight on the integration of our knowledge of our students with the other units.

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

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

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

Certifications

Department Chair/ Unit Head (if appropriate)

9/29/2006

Date

J.C. for Wayne Heltebrandt

10/9/06

Chair of college curriculum committee

Date

J.S. Huennetee

9 Oct 06

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.

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 CENS 4. Academic Unit CENE
5. Course subject/catalog number CENE 460 6. Units 3
7. Co-convened with CENE 560 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 CLASSICAL OPEN CHANNEL FLOW
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) CLASSICAL OPEN CHANNEL FLOW
11. Catalog course description (max. 30 words, excluding requisites).

Free surface flows in engineered and natural channel systems, including common hydraulic structures and flow control facilities. Incompressible flow, flow potential and resistance, uniform and gradually varying flow regimes.

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) CENE 333 with a grade greater or equal to C
17. Corequisites (must be completed *with* proposed course) _____
18. If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19):*
instructor consent department consent no consent

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

Name of new plan? _____

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

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

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

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

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

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

Accreditation in civil engineering requires that our students become proficient in four separate areas of specialization. Currently students have few options for electives to meet the structural engineering specialization. This course provides such an elective for civil engineering students.

24. Names of current faculty qualified to teach this course Rand Decker and Wilbert Odem

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

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

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

LIBERAL STUDIES ONLY

Contact name: _____

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.

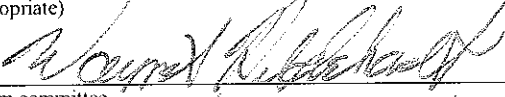
42. Approvals



11/15/06

Department Chair (if appropriate)

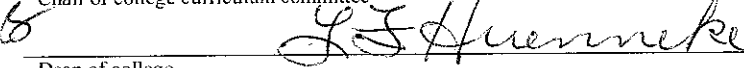
Date



12/15/06

Chair of college curriculum committee

Date



22 Dec 06

Dean of college

Date

For Committees use only

For Liberal Studies Committee

Date

Action taken:

Approved as submitted

Approved as modified



2-13-07

For University Curriculum Committee

Date

Action taken:

Approved as submitted

Approved as modified

Course Syllabus
CENE 460 Classical Open Channel Flow

General Information:	Name of College and Department: Civil & Environmental Engineering, College of Engineering and Natural Sciences Course Prefix, Number, and Title: CENE 460, Classical Open Channel Flow Semester: Fall 2007 Clock Hours / Credit Hours: 3 clock hours, 3 credit hours. Hours: Instructor: Rand Decker, Ph.D., Professor Office Address: Room 314, Engineering, Bldg. 69 (928) 523-6083 Rand.Decker@nau.edu Office Hours: MW, 9:30am-10:00am and 1:00pm-3:00pm
Course Prerequisites:	Consent of instructor.
Course Description:	Free surface flows in engineered and natural channel systems, including common hydraulic structures and flow control facilities. Incompressible flow, flow potential and resistance, uniform and gradually varying flow regimes.
Student Learning Expectations / Outcomes for this Course:	<p>CENE 460 and 560, Classical Open Channel Flow is an elective and co-convened graduate class designed to provide selective students with sufficient skills to analyze free surface flows in engineered and natural channel systems, including common hydraulic structures and flow control facilities. These analysis skills are one step in and support the process of engineering design. Study will include a rigorous examination of the theory of incompressible flow, flow potential and resistance; and analytic and computational methods for uniform and gradually varying open channel flow regimes. Moreover, NAU's ABET Accredited Civil Engineering curriculum requires that our graduates have an opportunity to learn in a suite of areas (the ABET a thru k criteria). In this course, we will address ABET learning criteria a, e, and k, given below. A student's success in meeting these learning objectives will be assessed through your ability to complete of the course's homework and exams, and pass the course.</p> <p>(a) an ability to apply knowledge of mathematics, science, and engineering (e) an ability to identify, formulate, and solve engineering problems (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.</p>
Course Structure and Approach:	This course presents material during lectures and through assigned reading and homework that are expected to be completed outside of class.
Textbook and Required Materials:	<i>Open Channel Hydrology</i> , T. Sturm, First Edition.
Recommended Optional Material / References:	Internet, library resources will be used as recommended by the instructor.
Course Outline:	<ol style="list-style-type: none"> 1 Introduction and Fundamentals of the Engineering Science of Fluid Mechanics 2 Fundamentals of the Engineering Science of Fluid Mechanics, continued 3 Conservation Law, Kinematics and Constitutive Equations of Fluid Mechanics 4 Characteristics of Open Channel Flows and Specific Energy Bal & Applications; 1,3,4,5,8 & 2.1,2,5,7,9,12,13,15,17 5 Momentum Balance Applications; 3.1,2,5,8,11,13 6 Introduction to Uniform Flow; 4.1,2,3,6,7,9,11,13,16,18,19 7 Uniform Flow, continued; -

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<p>College of Engineering and Natural Sciences Policies:</p>	<p>Professional Ethics and Code of Conduct</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 http://www.nspe.org/ethics/eh1-code.asp or the Association of Computing Machinery (ACM) Code of Ethics and Professional Conduct, found at http://www.acm.org/constitution/code.html 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>

Course Syllabus

CENE 560 Classical Open Channel Flow

General Information:	Name of College and Department: Civil & Environmental Engineering, College of Engineering and Natural Sciences Course Prefix, Number, and Title: CENE 560 Classical Open Channel Flow Semester: Fall 2007 Clock Hours / Credit Hours: 3 clock hours, 3 credit hours. Hours: Instructor: Rand Decker, Ph.D., Professor Office Address: Room 314, Engineering, Bldg. 69 (928) 523-6083 Rand.Decker@nau.edu Office Hours: MW, 9:30am-10:00am and 1:00pm-3:00pm
Course Prerequisites:	Consent of instructor.
Course Description:	Free surface flows in engineered and natural channel systems, including common hydraulic structures and flow control facilities. Incompressible flow, flow potential and resistance, uniform and gradually varying flow regimes.
Student Learning Expectations / Outcomes for this Course:	<p>CENE 460 and 560, Classical Open Channel Flow is an elective and co-convened graduate class designed to provide selective students with sufficient skills to analyze free surface flows in engineered and natural channel systems, including common hydraulic structures and flow control facilities. These analysis skills are one step in and support the process of engineering design. Study will include a rigorous examination of the theory of incompressible flow, flow potential and resistance; and analytic and computational methods for uniform and gradually varying open channel flow regimes. Moreover, NAU's ABET Accredited Civil Engineering curriculum requires that our graduates have an opportunity to learn in a suite of areas (the ABET a thru k criteria). In this course, we will address ABET learning criteria a, e, and k, given below. A student's success in meeting these learning objectives will be assessed through your ability to complete of the course's homework and exams, and pass the course.</p> <p>(a) an ability to apply knowledge of mathematics, science, and engineering (e) an ability to identify, formulate, and solve engineering problems (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.</p> <p>Those individuals who choose to register for this class at the graduate level will further exercise these learning objectives by: Developing and presenting an in depth project of their own choosing in the general area of open channel flow. Particular criteria for this project include:</p> <ol style="list-style-type: none"> 1. Quality: Graduate students must demonstrate a significantly deeper understanding of the theoretical development of a concept in open channel flow than undergraduate students in this class through their project. 2. Quantity: Graduate students must complete about 1/3 more work than undergraduate students through this project. 3. Leadership: Graduate students must present their project in a lecture format to the co-convened class of graduate and undergraduate students.
Course Structure and Approach:	This course presents material during lectures and through assigned reading and homework that are expected to be completed outside of class.
Textbook and Required Materials:	<i>Open Channel Hydrology</i> , T. Sturm, First Edition.
Recommended	Internet, library resources will be used as recommended by the instructor.

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<p>Course Outline:</p>	<ol style="list-style-type: none"> 1 Introduction and Fundamentals of the Engineering Science of Fluid Mechanics 2 Fundamentals of the Engineering Science of Fluid Mechanics, continued 3 Conservation Law, Kinematics and Constitutive Equations of Fluid Mechanics 4 Characteristics of Open Channel Flows and Specific Energy Bal & Applications; 1.3,4,5,8 & 2.1,2,5,7,9,12,13,15,17 5 Momentum Balance Applications; 3.1,2,5,8,11,13 6 Introduction to Uniform Flow; 4.1,2,3,6,7,9,11,13,16,18,19 7 Uniform Flow, continued; - 8 Uniform Flow, continued; - 9 Exam Prep and <i>Exam I</i> 10 Gradually Varying Flow; TBA 11 Gradually Varying Flow, continued; - 12 Hydraulic Structures for Open Channel Flows; 6.5,6,7,8,12 13 Hydraulic Structures, continued; - ; no class on Wednesday, November 22nd 14 Oral Presentations of 599 Registrants' Projects; 15 Final Exam Prep; 16 <i>Final Exam</i> 																										
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academic programs.

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.

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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 CENS
4. Academic Unit CENE
5. Course subject/catalog number CENE 462
6. Units 3
7. Co-convened with CENE 562 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 WATER QUALITY MODELING
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) WATER QUALITY MODELING
11. Catalog course description (max. 30 words, excluding requisites).

Derivation and application of the systems of differential equations describing chemical and biotic transformations in lakes and streams. Procedures for calibrating and verifying water quality models.

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
 - a. If yes, maximum units allowed? _____
 - b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) MAT 137 and CHM 151 with grades greater than or equal to C
17. Corequisites (must be completed *with* proposed course) _____
18. If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19)*:
instructor consent department consent no consent

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

Name of new plan? _____

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

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

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

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

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

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

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

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

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

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

Students in Environmental Engineering need to meet accreditation criteria that assure proficiency in several professional areas including aquatic biology and environmental issues associated with water quality (ABET Criterion 9). This course provides a technical elective that addresses these areas.

24. Names of current faculty qualified to teach this course Paul Gremillion, Wilbert Odem

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

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

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

LIBERAL STUDIES ONLY

Contact name: _____

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.

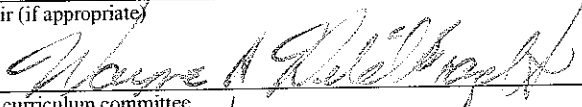
42. Approvals



11/15/06

Department Chair (if appropriate)

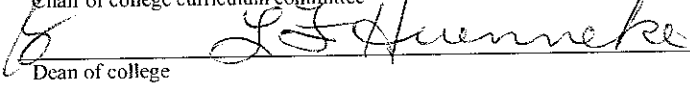
Date



12/15/06

Chair of college curriculum committee

Date



22 Dec 06

Dean of college

Date

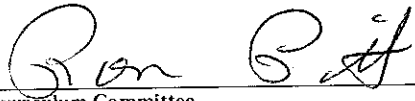
For Committees use only

For Liberal Studies Committee

Date

Action taken: _____ Approved as submitted

_____ Approved as modified



2-13-07

For University Curriculum Committee

Date

Action taken:

_____ Approved as submitted

_____ Approved as modified

Course Syllabus

CENE 462 Water Quality Modeling

General Information:	Name of College and Department:	Civil & Environmental Engineering, College of Engineering and Natural Sciences
	Course Prefix, Number, and Title	CENE 462, Water Quality Modeling
	Semester:	Spring 2008
	Clock Hours / Credit Hours:	Web-based, but intended to correspond to 3 clock hours per week; 3 credit hours.
	Instructor:	Paul T. Gremillion, Ph.D., P.E., Assistant Professor
	Office Address:	Room 203, Engineering, Bldg. 69 (928) 523-5382 Paul.Gremillion@nau.edu
	Office Hours:	TBA, or by appointment.
Course Prerequisites:	MAT 137 and CHM 151.	
Course Description:	Water quality modeling has its origins in the study of oxygen depletion and re-aeration downstream from wastewater discharges. We will study this classic example as well as many other water quality phenomena. This course will emphasize two areas of study: (1) The chemical, physical, and biological processes that control water quality in lakes and streams, and (2) the systems of differential equations that can be used to describe these transformations. We will derive and apply these equations using spreadsheets and pre-packaged software. We will examine procedures for calibrating and verifying these models and consider the capabilities and limitations of mathematical representations of natural systems.	
Student Learning Expectations / Outcomes for this Course:	<p>On completing this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Derive and apply differential equations for water movement and transformations of chemical and biological constituents in lakes, rivers, and estuaries. 2. Develop spreadsheet models to apply non-steady state solutions of differential equations appropriate for lake, river, and estuary modeling. 3. Create solutions to a water quality problem using a pre-packaged numerical model. 4. Understand commonly accepted conventions for calibrating and verifying water quality models. 5. Recognize the limitations and capabilities of deterministic models of natural systems. 	
Course Structure and Approach:	This is a web-delivered course with weekly assignments consisting of homework and quizzes. There will be two weekly online sessions during which the instructor will conduct a discussion of the week's assignment and answer questions. All students will be required to complete a water quality modeling project. The scope of this project will be developed in consultation with the instructor. Students enrolled in the graduate section of this course, CENE 562, must meet all requirements expected of undergraduate students enrolled in CENE 462, but will also be required to write a review paper evaluating the state of knowledge of a contemporary issue in water quality modeling. Graduate students will also be assigned to lead online discussion groups and will be assigned to be mentors for undergraduate student projects.	
Textbook and Required Materials:	<p><i>Surface Water Quality Modeling</i>, Steven C. Chapra, McGraw-Hill Companies, Inc., 1997, 844pp.</p> <p>Journal articles and excerpted material from relevant text books will also be provided on the Vista web page.</p>	

Recommended Optional Material / References:	<i>Principles of Surface Water Quality Modeling and Control</i> , Robert V. Thomann and John A. Mueller, Prentice Hall, 1997.																										
Course Outline:	Weeks 1 – 3: Weeks 4 – 6: Weeks 7 – 9: Weeks 10 – 12: Weeks 13 – 15:	Completely Mixed Systems Incompletely Mixed Systems Water Quality Environments Dissolved Oxygen and Pathogens Eutrophication and Temperature																									
Assessment of Student Learning Outcomes:	<p>Methods of Assessment Assessing students' achievement of this course's learning outcomes is done using homework, quizzes, examinations and project assignments.</p> <p>Discussions and Homework: Homework is assigned to promote understanding of certain topics. Homework can include discussions, reading and written assignments, and short problem solving assignments.</p> <p>Quizzes: Quizzes are given to assess understanding of particular topics.</p> <p>Project: The course project will require students to apply their knowledge of the subject material in a realistic setting. An important aspect of the project is to develop a detailed solution to an open-ended problem.</p> <p>Exams: A final exam are administered to assess achievement of certain course learning outcomes.</p> <p>Timeline for Assessment Homework is assigned throughout the semester with due dates specified. Typically these will be submitted in-person on Friday during the regular class meeting. Late homework is not graded. Quizzes will occur once every two weeks and are taken on-line. The final exam is given during week 16. The research paper is due on Monday of Week 15 (Reading Week).</p>																										
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F	<60%																										
Course Policies:	<p>Retests / Makeup Tests There are no make-up assignments for homework and no make-up or retesting for quizzes and exams.</p> <p>Attendance Keeping current with the class material and participating in online discussions are the responsibility of the student.</p> <p>Statement on Plagiarism and Cheating Plagiarism, cheating, and other forms of misconduct are subject to the Arizona Board of Regents' Code of Conduct and the procedures outlined in the NAU Student Handbook Section 5-308. Websites for these documents may be consulted at: Arizona Board of Regents' Code of Conduct:</p>																										

	<p>http://www.abor.asu.edu/1_the_regents/policymanual/chap5/index.html</p> <p>NAU Student Handbook: http://www4.nau.edu/stulife/handbook.htm</p> <p>NAU Student Code of Conduct: http://www4.nau.edu/stulife/handbookcode.htm</p> <p>Disciplinary Action: http://www4.nau.edu/stulife/handbookdisciplinary.htm</p>
University Policies:	<p>Safe Working and Learning Environment: http://oak.ucc.nau.edu/dam1/Safe%20Policy.htm</p> <p>Students with Disabilities: http://www2.nau.edu/dss/</p> <p>Institutional Review Board: http://www4.nau.edu/ovp/irb/index.htm</p> <p>Academic Integrity Guidance: http://www.nau.edu/library/information/guides/plagiarism.html</p>
College of Engineering and Natural Sciences Policies:	<p>Professional Ethics and Code of Conduct</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 http://www.nspe.org/ethics/eh1-code.asp or the Association of Computing Machinery (ACM) Code of Ethics and Professional Conduct, found at http://www.acm.org/constitution/code.html 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>

Course Syllabus

CENE 562 Water Quality Modeling

General Information:	Name of College and Department:	Civil & Environmental Engineering, College of Engineering and Natural Sciences
	Course Prefix, Number, and Title	CENE 599, Water Quality Modeling
	Semester:	Spring 2008
	Clock Hours / Credit Hours:	Web-based, but intended to correspond to 3 clock hours per week; 3 credit hours.
	Instructor:	Paul T. Gremillion, Ph.D., P.E., Assistant Professor
	Office Address:	Room 203, Engineering, Bldg. 69 (928) 523-5382 Paul.Gremillion@nau.edu
	Office Hours:	TBA, or by appointment.
Course Prerequisites:	Consent of instructor.	
Course Description:	<p>Water quality modeling has its origins in the study of oxygen depletion and re-aeration downstream from wastewater discharges. We will study this classic example as well as many other water quality phenomena. This course will emphasize two areas of study: (1) The chemical, physical, and biological processes that control water quality in lakes and streams, and (2) the systems of differential equations that can be used to describe these transformations. We will derive and apply these equations using spreadsheets and pre-packaged software. We will examine procedures for calibrating and verifying these models and consider the capabilities and limitations of mathematical representations of natural systems.</p>	
Student Learning Expectations / Outcomes for this Course:	<p>On completing this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Derive and apply differential equations for water movement and transformations of chemical and biological constituents in lakes, rivers, and estuaries. 2. Develop spreadsheet models to apply non-steady state solutions of differential equations appropriate for lake, river, and estuary modeling. 3. Create solutions to a water quality problem using a pre-packaged numerical model. 4. Understand commonly accepted conventions for calibrating and verifying water quality models. 5. Recognize the limitations and capabilities of deterministic models of natural systems. 6. Prepare a research paper on an instructor-approved area of water quality modeling. This paper will require the student to set up a set of differential equations for the process being studied and describe how these equations would be implemented in a water quality model. 7. This course is co-convened with an undergraduate section, CENE 462. As a result, students in CENE 562 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. 8. Students in CENE 562 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. 	
Course Structure and Approach:	<p>This is a web-delivered course with weekly assignments consisting of homework and quizzes. There will be two weekly online sessions during which the instructor will conduct a discussion of the week's assignment and answer questions. All students will be required to complete a water quality modeling project. The scope of</p>	

	<p>this project will be developed in consultation with the instructor. Students enrolled in the graduate section of this course, CENE 562, must meet all requirements expected of undergraduate students enrolled in CENE 462, but will also be required to write a review paper evaluating the state of knowledge of a contemporary issue in water quality modeling. Graduate students will also be assigned to lead online discussion groups and will be assigned to be mentors for undergraduate student projects.</p>		
Textbook and Required Materials:	<p><i>Surface Water Quality Modeling</i>, Steven C. Chapra, McGraw-Hill Companies, Inc., 1997, 844pp.</p> <p>Journal articles and excerpted material from relevant text books will also be provided on the Vista web page.</p>		
Recommended Optional Material / References:	<p><i>Principles of Surface Water Quality Modeling and Control</i>, Robert V. Thomann and John A. Mueller, Prentice Hall, 1997.</p>		
Course Outline:	Weeks 1 – 3:	Completely Mixed Systems	
	Weeks 4 – 6:	Incompletely Mixed Systems	
	Weeks 7 – 9:	Water Quality Environments	
	Weeks 10 – 12:	Dissolved Oxygen and Pathogens	
	Weeks 13 – 15:	Eutrophication and Temperature	
Assessment of Student Learning Outcomes:	<p>Methods of Assessment Assessing students' achievement of this course's learning outcomes is done using homework, quizzes, examinations and project assignments.</p> <p>Discussions and Homework: Homework is assigned to promote understanding of certain topics. Homework can include discussions, reading and written assignments, and short problem solving assignments.</p> <p>Quizzes: Quizzes are given to assess understanding of particular topics.</p> <p>Research Paper: A research paper is assigned to promote in-depth study of a topic. Student work individually but share their work with others through classroom and online discussions.</p> <p>Project: The course project will require students to apply their knowledge of the subject material in a realistic setting. An important aspect of the project is to develop a detailed solution to an open-ended problem.</p> <p>Exams: A final exam are administered to assess achievement of certain course learning outcomes.</p> <p>Timeline for Assessment Homework is assigned throughout the semester with due dates specified. Typically these will be submitted in-person on Friday during the regular class meeting. Late homework is not graded. Quizzes will occur once every two weeks and are taken on-line. The final exam is given during week 16. The research paper is due on Monday of Week 15 (Reading Week).</p>		
Grading System:	Grading Scheme	Points	Grading Scale
	Discussions and Homework:	40	A $\geq 90\%$
	Quizzes	20	B $\geq 80\%$
	Course Project	30	C $\geq 70\%$

	<p>Research Paper 20 D $\geq 60\%$ Undergraduate Mentoring 15 F $< 60\%$ Final Exam: 10 Total: 135</p>
Course Policies:	<p>Retests / Makeup Tests There are no make-up assignments for homework and no make-up or retesting for quizzes and exams.</p> <p>Attendance Keeping current with the class material and participating in online discussions are the responsibility of the student.</p> <p>Statement on Plagiarism and Cheating Plagiarism, cheating, and other forms of misconduct are subject to the Arizona Board of Regents' Code of Conduct and the procedures outlined in the NAU Student Handbook Section 5-308. Websites for these documents may be consulted at:</p> <p>Arizona Board of Regents' Code of Conduct: http://www.abor.asu.edu/1_the_regents/policymanual/chap5/index.html</p> <p>NAU Student Handbook: http://www4.nau.edu/stulife/handbook.htm</p> <p>NAU Student Code of Conduct: http://www4.nau.edu/stulife/handbookcode.htm</p> <p>Disciplinary Action: http://www4.nau.edu/stulife/handbookdisciplinary.htm</p>
University Policies:	<p>Safe Working and Learning Environment: http://oak.ucc.nau.edu/dam1/Safe%20Policy.htm</p> <p>Students with Disabilities: http://www2.nau.edu/dss/</p> <p>Institutional Review Board: http://www4.nau.edu/ovp/irb/index.htm</p> <p>Academic Integrity Guidance: http://www.nau.edu/library/information/guides/plagiarism.html</p>
College of Engineering and Natural Sciences Policies:	<p>Professional Ethics and Code of Conduct</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 http://www.nspe.org/ethics/eh1-code.asp or the Association of Computing Machinery (ACM) Code of Ethics and Professional Conduct, found at http://www.acm.org/constitution/code.html may lead to dismissal from the College's academic programs.</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.

Faculty members may ask students to affirm in writing that they have neither given nor received unauthorized aid on an examination or assignment.

UNIVERSITY CURRICULUM COMMITTEE

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

1. College CENS 2. Academic Unit CENE

3. Academic Plan Name B.S.E. Civil Engineering (extended major) 4. Subplan (if applicable)? _____

5. Effective Date FALL 2007

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

<input type="checkbox"/> New Plan	<input checked="" type="checkbox"/> Plan Change	<input type="checkbox"/> Plan Deletion
<input type="checkbox"/> New Subplan	<input type="checkbox"/> Subplan Change	<input type="checkbox"/> Subplan Deletion

7.

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

<http://www1.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>

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

For New Plans, leave this column blank.

B.S.E. CIVIL ENGINEERING (EXTENDED MAJOR)

This degree plan in civil engineering is designed so that students, upon successful completion of the degree will be proficient in the areas of structural engineering, water resources engineering, transportation engineering, and geotechnical engineering. The students will:

1. Possess a foundation of mathematical and scientific principles in calculus through differential equations, statistics, calculus-based physics, and general chemistry. (ABET Criterion 3 Outcomes a and i, and Civil Engineering Program Criteria on Curriculum)
2. Define and solve engineering problems, and create, evaluate, and document engineering designs of systems or components. (ABET Criterion 3 Outcomes a,c, e, g, h, and k, and Civil Engineering Program Criteria on Curriculum)
3. Properly apply tools and methodologies to design and conduct experiments, to model or simulate processes and phenomena, and to analyze, interpret, and report results. (ABET Criterion 3 Outcomes a, b ,g, and k, and Civil Engineering Program Criteria on Curriculum)
4. Work successfully and communicate effectively, both orally and in writing, with diverse and multi-disciplinary teams and as individuals in public and private organizations, understanding the impact of societal and political systems on the engineering design process. (ABET Criterion 3 Outcomes d, g, h, and j)
5. Strive to improve their professional skills and abilities and to update their knowledge and understanding of contemporary professional issues. (ABET Criterion 3 Outcomes f, i and j, and Civil Engineering Program Criteria on Curriculum)
6. Recognize the practice of engineering as a privilege and adhere to the standards and ethics of the profession, including licensure requirements, to protect and promote public

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

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

B.S.E. CIVIL ENGINEERING (EXTENDED MAJOR)

This degree plan in civil engineering is designed so that students, upon successful completion of the degree will be proficient in the areas of structural engineering, water resources engineering, transportation engineering, and geotechnical engineering. The students will:

1. Possess a foundation of mathematical and scientific principles in calculus through differential equations, statistics, calculus-based physics, and general chemistry. (ABET Criterion 3 Outcomes **a, b, e, i, and k**, and Civil Engineering Program Criteria on Curriculum)
2. Define and solve engineering problems, and create, evaluate, and document engineering designs of systems or components. (ABET Criterion 3 Outcomes a, c, e, g, **and h, and k**, and Civil Engineering Program Criteria on Curriculum)
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5. Strive to improve their professional skills and abilities and to update their knowledge and understanding of contemporary professional issues. (ABET Criterion 3 Outcomes **c, f, h, i, j, and k**, and Civil Engineering Program Criteria on Curriculum)
6. Recognize the practice of engineering as a privilege and adhere to the standards and ethics of the profession, including licensure requirements, to protect and promote public health, safety, and

health, safety, and welfare. (ABET Criterion 3 Outcomes f, i, and j, and Civil Engineering Program Criteria on Curriculum)

To earn this degree, you must complete at least 127 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with a CENE prefix to satisfy these liberal studies requirements.
- at least 63 units of preprofessional requirements
- at least 48 units of professional requirements
- elective courses, if needed, to reach an overall total of at least 126 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. You are encouraged to meet these requirements by selecting diversity courses that simultaneously serve as liberal studies distribution courses. Click here for a [list of the available diversity courses](#).

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

Also note that you can't have more than two grades of D in your engineering and computer science 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 127 units to graduate. Contact your advisor for details.

PREPROFESSIONAL REQUIREMENTS

These 63 units provide a foundation for later advanced studies in your major field as well as a basic understanding of other fields of engineering:

You take the following 30 units of mathematics and science courses:

- MAT 136, 137, 238, and 239 (15 units)
- CHM 151 and 151L (5 units)
- PHY 161, 161L, and 262 (7 units)

welfare. (ABET Criterion 3 Outcomes f, and i, ~~and j~~, and Civil Engineering Program Criteria on Curriculum)

To earn this degree, you must complete at least ~~127~~ 130 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with a CENE prefix to satisfy these liberal studies requirements.
- at least 63 units of preprofessional requirements
- at least 48 units of professional requirements
- elective courses, if needed, to reach an overall total of at least ~~126~~ 130 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. You are encouraged to meet these requirements by selecting diversity courses that simultaneously serve as liberal studies distribution courses. Click here for a [list of the available diversity courses](#).

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

Also note that you can't have more than ~~two~~ one grades of D in your **required engineering, mathematics, and science** ~~and computer science~~ 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 ~~127~~ 130 units to graduate. Contact your advisor for details.

PREPROFESSIONAL REQUIREMENTS

These 63 units provide a foundation for later advanced studies in your major field as well as a basic understanding of other fields of engineering:

You take the following 30 units of mathematics and science courses:

- MAT 136, 137, 238, and 239 (15 units)
- CHM 151 and 151L (5 units)
- PHY 161, 161L, and 262 (7 units)

- 3 UNITS FROM BIO 181, CHM 152, 230, GLG 101:103, and PHY 263

You take the following 30 units of engineering science and computer science courses:

- EGR 186 and 286 (6 units)
- CENE 180, 225, 251, 253, and 253L (12 units)
- EE 188 (3 units)
- ME 252, 291 and 395 (9 units)

Additional requirements include:

- PHI 105 or 331 (3 units)

PROFESSIONAL REQUIREMENTS

You take the following 48 units, which provide you with an overview of different areas in civil engineering and a solid background for further specialization in your field of interest:

- CENE 150, 270, 331, 333, 333L, 376, 383, 418, 420, 433, 438, 450, and 476 (36 units)
- CENE 386W, which meets NAU's junior writing requirement (3 units)
- 6 technical units, with at least:

3 units from CENE 377, 436, 437, 468, and 499

3 units from CS 122; CM 329, 391, and 460; EE 425 and EGR 389; GGR 239; GLG 451; MAT 316 and 362; ME 340, 441, 442, 451, 454, 455, and 484; STA 371, 471, and 472; PL 201

- CENE 486C, which meets NAU's senior capstone requirement (3 units)

If you wish to enhance your education in the area of environmental engineering, mechanical engineering, or mathematics, you can easily pursue a minor in each discipline with the addition of a small number of courses and by consulting with the respective disciplinary advisors.

GENERAL ELECTIVES

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 127 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

- 3 units from BIO 181:181L, CHM 152, 230, GLG 101:103, and PHY 263

You take the following 30 units of engineering science ~~and computer science~~ courses:

- EGR 186 and 286 (6 units)
- CENE 180, 225, 251, 253, and 253L (12 units)
- EE 188 (3 units)
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Additional requirements include:

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You take the following 48 units, which provide you with an overview of different areas in civil engineering and a solid background for further specialization in your field of interest:

- CENE 150, 270, 331, 333, 333L, 376, 383, 383L, 418, 420, 433, 438, 450, and 476 (36 units)
- CENE 386W, which meets NAU's junior writing requirement (3 units)
- 6 technical units, ~~with at least~~. **At least 3 units from approved CENE courses and the other 3 units may be from approved non-CENE courses. Approved CENE courses: CENE 377, 436, 440, 437, 457, 460, 462, 468, 499, 545, and 599. Approved non-CENE courses: CS 122; CM 329, 391, and 460; EE 425 and EGR 389; GGR 239; GLG 451; MAT 316 and 362; ME 340, 441, 442, 451, 454, 455, and 484; STA 371, 471, and 472; PL 201**
- CENE 486C, which meets NAU's senior capstone requirement (3 units)

If you wish to enhance your education in the area of environmental engineering, mechanical engineering, or mathematics, ~~or~~ **construction management**, you can easily pursue a minor in each discipline with the addition of a small number of courses and by consulting with the respective disciplinary advisors.

GENERAL ELECTIVES

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of ~~127~~ 130 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 may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

Click here for more information about Civil and Environmental Engineering undergraduate courses and faculty.

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.)

Click here for more information about Civil and Environmental Engineering undergraduate courses and faculty.

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

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

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

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

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

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

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

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

Addressed previously – see catalog text.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
- Plan change accommodates the recent change (spring 2006) in the Liberal Studies Distribution requirements; necessitating the addition of one more distribution course to plan. Met the previous requirement through an existing science course that no longer was a viable option with the 2006 LS change.
 - Minor changes to courses: CENE 383 (4 units) becoming CENE 383 (3units) plus CENE 383L (1 unit) to better account for students' performance in the laboratory. New courses added: CENE 457, 460, 462, and 545.
 - Refinements/editorial changes to catalog text in preparation for upcoming accreditation review.

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

N/A

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

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

NO

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

Yes

Certifications

[Handwritten signature]

Department Chair/ Unit Head (if appropriate)

11/15/06

Date

Chair of college curriculum committee

[Handwritten signature]

12/7/06

Date

Dean of college

[Handwritten signature]

7 Dec 06

Date

For committee use only

[Handwritten signature]

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 CENS 2. Academic Unit CENE
3. Academic Plan Name Minor in Civil Engineering 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.
- 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.)
- Minor in Civil Engineering
- This minor is designed for other engineering majors to develop proficiency in four areas of civil engineering – structures, geotechnical, water resources, and transportation. This minor requires 26 units and consists of the courses listed below. Please note course prerequisite requirements.
- To complete this minor:
- Take the following core courses (14 units): CENE 333, CENE 333L, CENE 376, CENE 383, CENE 383L, and CENE 420
 - And take four courses from the following list (12 units): CENE 377, CENE 418, CENE 433, CENE 436, CENE 437, CENE 438, CENE 450, CENE 457, CENE 460, and CENE 468.

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>).

Upon successful completion of this minor students will be able to:
Define and solve problems within the four areas of civil engineering, and
Create, evaluate, and document civil engineering designs of systems or components.

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

This plan should be attractive to Environmental and Mechanical Engineering students, who will only have to take several additional courses to achieve this minor.

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

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


NO

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

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

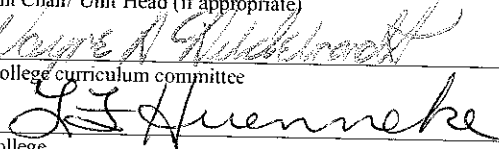
Yes

Certifications



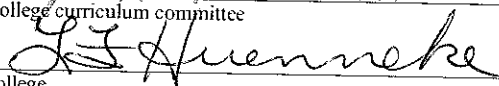
Department Chair/ Unit Head (if appropriate)

11/17/06
Date



Chair of college curriculum committee

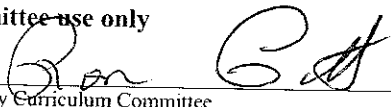
December 7, 2006
Date



Dean of college

7 Dec 06
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 CENS 2. Academic Unit CENE

3. Academic Plan Name B.S.E. Environmental Engineering (extended major) 4. Subplan (if applicable)? _____

5. Effective Date FALL 2007

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

<input type="checkbox"/> New Plan	<input checked="" type="checkbox"/> Plan Change	<input type="checkbox"/> Plan Deletion
<input type="checkbox"/> New Subplan	<input type="checkbox"/> Subplan Change	<input type="checkbox"/> Subplan Deletion

7.

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

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

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

For New Plans, leave this column blank.

B.S.E. ENVIRONMENTAL ENGINEERING (EXTENDED MAJOR)

This degree plan in environmental engineering is designed so that students, upon successful completion of the degree, will be able to work within all the major recognized areas of environmental engineering, but will be particularly proficient in the areas of water supply and resources, wastewater management, and atmospheric systems and air pollution control. They will:

1. Possess a foundation of mathematical and scientific principles in calculus through differential equations, statistics, calculus-based physics, general chemistry, biological science, fluid mechanics, and soils (ABET Criterion 3 Outcomes a and i, and Environmental Engineering Program Criteria on Curriculum)
2. Define and solve complex environmental engineering problems, and create, evaluate, and document sustainable engineering designs. (ABET Criterion 3 Outcomes a, c, e, g, h, and k, and Environmental Engineering Program Criteria on Curriculum)
3. Properly apply tools and methodologies to design and conduct experiments, to model or simulate processes and phenomena, and to analyze, interpret, and report results. (ABET Criterion 3 Outcomes a, b, g, and k, and Environmental Engineering Program Criteria on Curriculum)
4. Work successfully and communicate effectively, both orally and in writing, with diverse and multi-disciplinary teams and as individuals in public and private organizations, understanding the impact of societal and political systems on the engineering design process. (ABET Criterion 3 Outcomes d, g, h, and j, and Environmental Engineering Program Criteria on Curriculum)
5. Strive to improve their professional skills and abilities, to update their knowledge and understanding of contemporary professional issues, and adhere to the standards and ethics

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

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

B.S.E. ENVIRONMENTAL ENGINEERING (EXTENDED MAJOR)

This degree plan in environmental engineering is designed so that students, upon successful completion of the degree, will be able to work within all the major recognized areas of environmental engineering, but will be particularly proficient in the areas of water supply and resources, wastewater management, and atmospheric systems and air pollution control. They will:

1. Possess a foundation of mathematical and scientific principles in calculus through differential equations, statistics, calculus-based physics, general chemistry, biological science, fluid mechanics, and soils (ABET Criterion 3 Outcomes **a, b, e, i, and k, and** Environmental Engineering Program Criteria on Curriculum)
2. Define and solve complex environmental engineering problems, and create, evaluate, and document sustainable engineering designs. (ABET Criterion 3 Outcomes a, c, e, g, **and h, and k** and Environmental Engineering Program Criteria on Curriculum)
3. Properly apply tools and methodologies to design and conduct experiments, to model or simulate processes and phenomena, and to analyze, interpret, and report results. (ABET Criterion 3 Outcomes a, b, g, and k, and Environmental Engineering Program Criteria on Curriculum)
4. Work successfully and communicate effectively, both orally and in writing, with diverse and multi-disciplinary teams and as individuals in public and private organizations, understanding the impact of societal and political systems on the engineering design process. (ABET Criterion 3 Outcomes **c, d, g, h, and j,** and Environmental Engineering Program Criteria on Curriculum)
5. Strive to improve their professional skills and abilities, to update their knowledge and understanding of contemporary professional issues, and adhere to the standards and ethics of professional practice. (ABET Criterion 3

of professional practice. (ABET Criterion 3 Outcomes f, i and j, and Environmental Engineering Program Criteria on Curriculum)

To earn this degree, complete at least 126 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements Be aware that you may not use courses with a CENE prefix to satisfy these liberal studies requirements.
- at least 63 units of preprofessional requirements
- at least 47 units of professional requirements
- elective courses, if needed, to reach an overall total of at least 126 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. You are encouraged to meet these requirements by selecting diversity courses that simultaneously serve as liberal studies distribution courses. Click here for a [list of the available diversity courses](#).

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

Also note that you can't have more than two grades of D in your engineering and computer science 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 126 units to graduate. Contact your advisor for details.

PREPROFESSIONAL REQUIREMENTS

These 63 units provide a foundation for later advanced studies in your major field as well as a basic understanding of other fields of engineering:

You take the following 37 units of mathematics and science courses:

Outcomes c, f, h, i, j, and k, and Environmental Engineering Program Criteria on Curriculum)

To earn this degree, complete at least ~~126~~ 130 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements Be aware that you may not use courses with a CENE prefix to satisfy these liberal studies requirements.
- at least 63 units of preprofessional requirements
- at least 47 units of professional requirements
- elective courses, if needed, to reach an overall total of at least ~~126~~ 130 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. You are encouraged to meet these requirements by selecting diversity courses that simultaneously serve as liberal studies distribution courses. Click here for a [list of the available diversity courses](#).

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

Also note that you can't have more than ~~two~~ one grades of D in your **required engineering, mathematics, and science** ~~and computer science~~ 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 ~~126~~ 130 units to graduate. Contact your advisor for details.

PREPROFESSIONAL REQUIREMENTS

These 63 units provide a foundation for later advanced studies in your major field as well as a basic understanding of other fields of engineering:

You take the following 37 units of mathematics and science courses:

- BIO 181:181L (4 units)
- CHM 151, 151L, 152, and 230 (11 units)
- MAT 136, 137, 238, and 239 (15 units)
- PHY 161, 161L, and 262 (7 units)

You take the following 23 units of engineering science courses:

- EGR 186 and 286 (6 units)
- CENE 180, 225, 251, and 253 (11 units)
- ME 291 and 395 (6 units)

Additional requirements include:

- PHI 105 or 331 (3 units)

PROFESSIONAL REQUIREMENTS

You take the following 47 units, which provide you with an overview of different areas in environmental and civil engineering and a solid background for further specialization in your field of interest:

- CENE 150, 270, 280, 281L, 282L, 330, 332, 333, 333L, 383, 410, 434, 476, and 480 (35 units)
- CENE 386W, which meets NAU's junior writing requirement (3 units)
- 6 technical units, with at least:

3 units from CENE 418, 420, 430, 433, 435, 440, 450, 468, and 499

3 units from BIO 182 and 201; CHM 235, 320, and 341; CM 329 and 391; CS 122; EE 188; EE 425 and EGR 389; GGR 239; GLG 101:103, and 451; MAT 316 and 362; ME 340, 451, 454, and 484; PL 201; STA 371 and 471

- CENE 486C, which meets NAU's senior capstone requirement (3 units)

If you wish to enhance your education in the area of chemistry or mathematics, you can easily pursue a minor in either discipline with the addition of a small number of courses and by consulting with the respective disciplinary advisor.

GENERAL ELECTIVES

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 126 units of credit.

- BIO 181:181L (4 units)
- CHM 151, 151L, 152, and 230 (11 units)
- MAT 136, 137, 238, and 239 (15 units)
- PHY 161, 161L, and 262 (7 units)

You take the following 23 units of engineering science courses:

- EGR 186 and 286 (6 units)
- CENE 180, 225, 251, and 253 (11 units)
- ME 291 and 395 (6 units)

Additional requirements include:

- PHI 105 or 331 (3 units)

PROFESSIONAL REQUIREMENTS

You take the following ~~47~~ 48 units, which provide you with an overview of different areas in environmental and civil engineering and a solid background for further specialization in your field of interest:

- CENE 150, 150L, 270, 280, 281L, 282L, 330, 332, 333, 333L, 383, 383L, 410, 434, 476, and 480 (~~35~~ 36 units)
- CENE 386W, which meets NAU's junior writing requirement (3 units)

- 6 technical units, ~~with at least~~. **At least 3 units from approved CENE courses and the other 3 units may be from approved non-CENE courses. Approved CENE courses:** CENE 418, 420, 430, 433, 435, 440, 450, 460, 462, 468, and 499. **Approved non-CENE courses:** BIO 182 and 201; ~~CENS~~ 440; CHM 235, 320, and 341; CM 329 and ~~391~~ 391; CS 122; EE 188; EE 425 and EGR 389; GGR 239; GLG 101:103, and 451; MAT 316 and 362; ME 340, 451, 454, and 484; PL 201; STA 371 and 471

- CENE 486C, which meets NAU's senior capstone requirement (3 units)

If you wish to enhance your education in the area of **civil engineering**, chemistry, **mechanical engineering**, or mathematics, you can easily pursue a minor in **each either** discipline with the addition of a small number of courses and by consulting with the respective disciplinary advisor.

GENERAL ELECTIVES

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of ~~126~~ 130 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.)

Click here for more information about Civil and Environmental Engineering undergraduate courses and faculty.

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.)

Click here for more information about Civil and Environmental Engineering undergraduate courses and faculty.

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

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

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

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

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

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

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

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

Addressed previously – see catalog text.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
- Plan change accommodates the recent change (spring 2006) in the Liberal Studies Distribution requirements; necessitating the addition of one more distribution course to plan. Met the previous requirement through an existing science course that no longer was a viable option with the 2006 LS change.
 - Minor changes to courses: CENE 383 (4 units) becoming CENE 383 (3 units) plus CENE 383L (1 unit) to better account for students' performance in the laboratory. New courses added: CENE 457, 460, 462, and 545.
 - Refinements/editorial changes to catalog text in preparation for upcoming accreditation review.

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

N/A

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

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

NO

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

Yes

Certifications

Department Chair/Unit Head (if appropriate)

11/15/06

Date

Chair of college curriculum committee

December 7, 2006

Date

Dean of college

7 Dec 06

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 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 CENS

4. Academic Unit Computer Science

5. Course subject/catalog number CS345

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 Principles of Database Systems
(max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Principles of Database Systems

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

Basic concepts in database systems, including data manipulation language and data definition language. The relational model and its implementation will be covered in depth together with an overview of SQL. Prerequisite: CS 249 with a grade greater than or equal to C

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

13. Is this a topics course? Yes No

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

a. If yes, maximum units allowed? _____

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

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

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

16. Prerequisites (must be completed *before* proposed course) CS 249 with a grade greater than or equal to C

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

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

instructor consent department consent no consent

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

Name of new plan? _____

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

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

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

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

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

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

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

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

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

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

(1) Database has been an important area in Computer Science. The presence of this course will allow our students to understand the current theory and practice of database management systems. This course will cover relational databases, database design, object-oriented databases and XML, transaction management, and database system architecture.

(2) The course will serve as a CS elective and increase the variety of electives available to students.

(3) See attached course syllabus.

24. Names of current faculty qualified to teach this course Dr. Dan Li

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

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

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

LIBERAL STUDIES ONLY

Contact name: _____

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.

OPICS COURSE ONLY

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

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

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

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


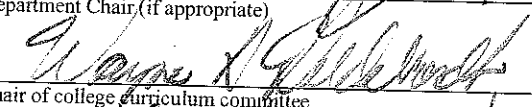
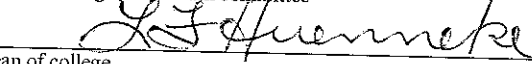
NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

	1/17/07
Department Chair (if appropriate)	Date
	1/30/07
Chair of college curriculum committee	Date
	30 Jan 07
Dean of college	Date

For Committees use only

For Liberal Studies Committee

Date

Action taken: _____ Approved as submitted _____ Approved as modified

	2-13-07
For University Curriculum Committee	Date

Action taken: _____ Approved as submitted _____ Approved as modified

CS345 PRINCIPLES OF DATABASE SYSTEMS

General Information:

- College: College of Engineering and Natural Science
- Course: CS345 – Principles of Database Systems (3 credit hours)
- Semester: Fall 2007
- Time & Location: TBA
- Instructor: Dan Li (dan.li@nau.edu)
- Office: Engineering Bldg 69, Rm 255
- Office Hours: TBA

Course Prerequisites: CS249 (Data Structures and Algorithms)

Course Descriptions: This is a seminar style, project-oriented course emphasizing self-guided learning and exploration of fundamental topics related to database system design and management. This course covers the basic concepts in database systems, including data manipulation language and data definition language. Different kinds of database systems will be compared and the relational model and its implementation will be covered in depth together with an overview of SQL and its role in application development. This class is intended for senior computer science students who need an overview of database technology and apply the theory/concepts learned in the course to an extensive design project.

Learning Outcomes: Successful completion of this course will provide a student with the necessary skills to design and implement database systems that utilize data definition and manipulation languages to solve a variety of real-world applications.

Course Structure/Approach: This course presents material during lectures and through assigned reading and homework that are expected to be completed outside of class.

Textbook and Required Materials: Database System Concepts (Fifth Edition), by A. Silberschatz, H. F. Korth, and S. Sudarshan (2005), ISBN: 0-07-295886-3.

Course Outline: The schedule is tentative and subject to change depending upon the progress of the class.

Week	Topic
1	Introduction, Relational Model
2	SQL
3	SQL
4	Advance SQL
5	Database Design and E-R Model, Midterm I
6	Relational Database Design
7	Relational Database Design
8	XML
9	XML
10	Transaction Management, Midterm II
11	Transaction Management
12	Data Mining, Information Retrieval
13	Database System Architecture
14	Project Presentation, Midterm III
15	Project Presentation, Final Preparation
16	Final Exam

Assessment of Student Learning Outcomes:

- Methods of Assessment:

Assessing students' achievement of this course's learning outcomes is done using homework, quizzes, examinations and project assignments.

(1) **Homework:** Homework will be collected and checked for both completion as well as content.

(2) **Examinations:** You will have to work efficiently to complete exams in the time allotted. The exams will be very similar to the homework problems, hence, if one does not do the homework the likelihood of successfully writing the examinations is greatly diminished.

(3) **In-class Participation:** 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.

(4) **Project:** You will do team project which will be assessed through project presentation and project reports.

▪ **Timeline for Assessment**

Homework is typically assigned bi-weekly throughout the semester. The mid-term exams will be given in week 5, week 10, and week 14. The final exam will be given during finals week

Grading System:

	Numbers	Total Weight
Assignments	6	20%
Project	1	20%
Midterm Exam	3	30%
Final Exam	1	20%
In-class Participation	N/A	10%

Grading: A=90%-100%, B=80%-89%, C=70%-79%, D=60%-69%, F<60%.

Course Policies:

▪ **Makeup Tests**

There are NO make-up tests without prior consent of the instructor.

▪ **Attendance**

Attending class is MANDATORY; tardiness and unexcused absences are considered lack of in-class participation and will be reflected in your grade.

▪ **Homework Late Policy**

You are given ONE "late day" that can be used towards homework submissions during the semester. A late day is defined as exactly 24 hours, so if an assignment is due at 11:30am on Monday, you could submit the assignment by 11:30am on that Tuesday by using up your late day.

▪ **Plagiarism and Cheating**

One word: DON'T. Cheating on tests or assignments will result in an immediate failure in the course. Cheating is intentionally claiming credit for work or knowledge that is not your own. Cheating is also intentionally making it possible for others to claim credit for work or knowledge that is not their own. In the event of a cheating incident the student receives an F in the course and a formal record of the incident is put into the student's file.

Moreover, you'd be amazed how easy it is to detect plagiarism or cheating. Cheaters don't spend tremendous amounts of time masking their copy, because that defeats the purpose and it would be simpler to do the homework themselves. Invariably, therefore, they get caught.

University Policies:

▪ **Safe Working and Learning Environment**

<http://oak.ucc.nau.edu/dam1/Safe%20Policy.htm>

▪ **Students with Disabilities**

<http://www2.nau.edu/dss/>

▪ **Institutional Review Board**

<http://www4.nau.edu/ovp/irb/index.htm>

▪ **Academic Integrity Guidance**

<http://www.nau.edu/library/information/guides/plagiarism.html>

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 CENS

4. Academic Unit Computer Science

5. Course subject/catalog number CS413

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 Virtual Worlds

(max 100 characters including spaces)

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

Virtual Worlds

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

Explores the data modeling, visualization, and simulation of abstract environments. Topics include data organization, freeform and tile-based 2D and 3D graphics techniques, collision physics, AI, and networked game infrastructures.

12. Grading option: Letter grade Pass/Fail or Both

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

13. Is this a topics course? Yes No

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

a. If yes, maximum units allowed? _____

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

yes no

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

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

Seminar Field Studies Independent Study Activity Supervision

16. Prerequisites (must be completed *before* proposed course) CS249

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

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

instructor consent

department consent

no consent

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

Name of new plan? _____

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

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

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

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

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

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

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

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

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

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

1) The material necessarily includes broad coverage of a number of areas in which CS majors may wish to specialize, including data visualization, simulation, artificial intelligence, and network programming.

2) Many students major in Computer Science specifically because they are interested in programming video games. As they progress through the CS program they learn the requisite skills to be a game programmer but lack a cohesive course to tie these skills together.

3) The course has already proved popular with the students, with a substantial number of junior and senior CS students taking the initial offering (which was listed as a CS499).

4) The course will serve as a CS elective and increase the variety of electives available to students.

See also the attached course syllabus.

24. Names of current faculty qualified to teach this course Abe Pralle, James Palmer

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

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

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

LIBERAL STUDIES ONLY

Contact name: _____

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

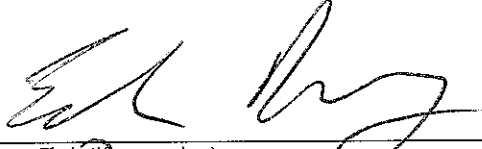

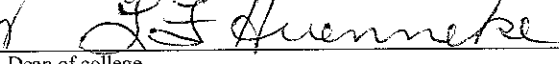
NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

	1/17/07
Department Chair (if appropriate)	Date
	1/30/07
Chair of college curriculum committee	Date
	30 Jan 07
Dean of college	Date

For Committees use only

	2-15-07
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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

CS 413: Virtual Worlds

Fall 2007 Course Syllabus

Northern Arizona University • College of Engineering and Natural Sciences • Department of Computer Science

Instructor Information

Instructor: Abe Pralle (Prah-lee), M.Eng. CSE
Engineering Bldg. Rm 217
Office Hours: MWF 10:20-11:10
TuTh 2:20-3:35
Other times by appointment.
Email: ap27 on <http://vista.nau.edu> class email, or
Abe.Pralle (at) nau.edu
Phone: 523-8882
NAU Address: Box 15600
Flagstaff, AZ 86011

Course Information

Languages Used: Use of the *Plasma Core* game development library is suggested; others may be used.
Prerequisites: CS 249
Co-requisites: None
Skill Level: Advanced
Prerequisite Skills: Proficiency programming in a high-level language such as Java.
Credit Hours: 3
Meeting Time: 12:45-2:00 TuTh, Engineering Room 314
Required Text: None
Recommended Text: DeLoura et. al, *Game Programming Gems*, Charles River Media, 2000. ISBN 1-58450-049-2.
Web Page: <http://vista.nau.edu> class page.

Catalog Description

Explores the data modeling, visualization, and simulation of abstract environments. Topics include data organization, freeform and tile-based 2D and 3D graphics techniques, collision physics, AI, and networked game infrastructures. Prerequisite: CS 249

Course Objectives

Video games and simulations are among the most complex and demanding software systems that a programmer can create. They require a mastery of and cohesive synergy between software techniques, algorithms, and data structures - all implemented in efficient, optimal ways.

In Virtual Worlds you will learn the most fundamental and useful techniques and design patterns for modeling, rendering, and controlling simulated game environments. After completing the course you will know the essentials of how to make 2D and 3D games and simulations.

Topics Covered

- Basic Game Architecture
 - Model/View/Controller Architectural Pattern
 - Update/Redraw Cycle
 - Handling User Input
 - Data-Driven Design
 - State Machines
- Freeform Rendering Concepts
 - Vector Graphics
 - Local, World, and Screen Coordinates
 - Physics and Collisions
 - Spacial Partitioning
 - Frame Animation
 - Procedural Animation
- Tile Graphics
 - Rendering Strategy
 - Dynamic Zone Loading
 - Meta-tiles
 - Hex & Iso Tiles
 - Procedural Terrain Generation
- AI
 - A* Pathfinding
 - Decision Trees
 - Statistical Analysis (Scoring)
 - Min/Max Trees
 - Collaborative AI
- 3D Graphics
 - 3D Basics
 - Raycasting
 - BSP Trees
 - Voxel graphics
 - Z-Buffering
 - Portal Rendering
- Technologies
 - Scripting Languages
 - Game Engines
 - Libraries
 - Network Games

Coursework and Grading

The work consists of a number of projects which include programming work, a report, and making a presentation. There will be 8-10 projects and one final project which includes two milestone deliverables along with the final deliverable. Projects are individual effort except for the final project which may be completed in teams of one or two.

Projects will be due every one to two weeks. Each project and milestone deliverable is worth between 20 and 40 points. For each project, the program is worth 70% of the points, the project report is worth 10%, and the presentation is worth 20%.

There are a number of objectives to accomplish with each project, but you have a fair amount of flexibility regarding the overall implementation details. As such, completing each project on-time while meeting the minimum requirements will ensure an "average" grade of 75%, with higher grades given as warranted by the amount of ambition, completeness, and polish evident in your project. Similarly, late or incomplete projects will be penalized appropriately.

There are no other homework assignments, exams, or quizzes. Your class grade is based on a standard scale of project points scored: 90%=A, 80%=B, 70%=C, 60%=D. No grades are curved or dropped.

Attendance

Attendance is not mandatory. However, you will need to come to class to learn the concepts that your projects are based around and to make your presentations... so it's a good idea.

Plagiarism and Cheating

Grades are a way to motivate and evaluate a student's mastery of a subject and their ability to get work done. The grades you get are not themselves truly important, but instead are representative of your knowledge, capabilities, and work ethic, and *those* are the things that matter.

If you plagiarize source code, fabricate results, make fraudulent claims, or attempt to cheat in any way, you are misrepresenting yourself, your level of understanding, your capabilities, and your ability to accomplish things. It is dishonest and unethical.

Anyone who plagiarizes, fabricates, or cheats will at the *least* receive a zero on that project and a note of academic dishonesty on their permanent record.

Consulting with others and using their advice on projects is fine. However, the programs you submit should be your own work that you thoroughly understand and are entirely responsible for.

Web Page

Most assignments and handouts will only be available on the vista class web page at <http://vista.nau.edu> - they will not be handed out in class. Projects will be posted on or before the day they're marked as "Posted" on the schedule. Any clarifications or corrections will be posted on the web page. Completed projects should be submitted via the web page.

University Policies

There are a number of university policies that govern your education and safety that all students should be aware of. These are:

- Safe Working and Learning Environment
- Students With Disabilities
- Accommodation of Religious Observance And Practice
- Institutional Review Board (And Use Of Human Subjects)
- Academic Dishonesty
- Medical Insurance Coverage For Students
- Classroom Management
- Evacuation Policies

You will find a complete description of each policy here:

<http://www.cet.nau.edu/~apr/policies.html>

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 Spring 2007
See effective dates schedule.
3. College CENS 4. Academic Unit Computer Science
5. Course subject/catalog number CS 430 6. Units 3
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Computer Graphics
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Computer Graphics
11. Catalog course description (max. 30 words, excluding requisites).

Explores algorithms and geometric models for two and three dimensional objects and surfaces including geometric transformations, subdivision surfaces, implicit surfaces, fractals, particle systems, ray tracing and real time rendering techniques.

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

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

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

16. Prerequisites (must be completed *before* proposed course) CS 249

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

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

instructor consent department consent no consent

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

Name of new plan? _____

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

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

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

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

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

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

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

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

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

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

This course explores the algorithmic foundations of computer graphics and tracks new developments in the field. This course is not about using computer graphics tools as one might find in a VISCOMM course, but writing algorithms and software that make such tools possible.

24. Names of current faculty qualified to teach this course Dr. James Dean Palmer

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.

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



1/17/07

Department Chair (if appropriate)

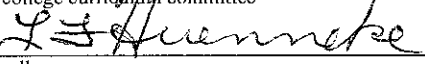
Date



1/30/07

Chair of college curriculum committee

Date



30 Jan 07

Dean of college

Date

For Committees use only

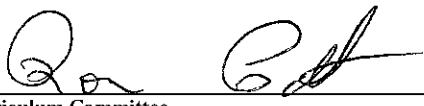
For Liberal Studies Committee

Date

Action taken:

_____ Approved as submitted

_____ Approved as modified



2-13-07

For University Curriculum Committee

Date

Action taken:

_____ Approved as submitted

_____ Approved as modified

CS 430 – COMPUTER GRAPHICS – FALL 2006
DEPARTMENT OF COMPUTER SCIENCE, COLLEGE OF ENGINEERING & NATURAL SCIENCES
NORTHERN ARIZONA UNIVERSITY
COURSE SYLLABUS

Time:	11:10AM - 12:25PM TR 3 credit hours	Instructor:	Dr. James D. Palmer, Assistant Professor
Location:	Room 106, Building 69	Office:	Room 262, Building 69
Prerequisite(s)	CS 249 – Data Structures	Office Hours:	MW 3:00 - 5:00 R 2:00 - 3:00
Web Site:	http://jan.ucc.nau.edu/~jdp85/classes/CS499F06		
Schedule:	http://jan.ucc.nau.edu/~jdp85/classes/CS499F06/schedule.html		

Course Prerequisites:

CS249 or approval of instructor.

Course Description:

In this course we will explore fundamental topics related to computer graphics. Specifically we will explore algorithms and geometric models for two and three dimensional objects and surfaces including geometric transformations, subdivision surfaces, implicit surfaces, fractals, particle systems, ray tracing and real time rendering techniques.

Course Objectives:

Upon completion of this course, students should:

- Be familiar with basic 2D rendering concepts and algorithms.
- Understand 3D rendering techniques including geometric transformations and projections.
- Understand the basics of color models and basic lighting and shading techniques.
- Be familiar with basic aspects of geometric and solid modeling.
- Be able to write applications using OpenGL.

Required Text:

Computer Graphics with Open GL, Third Edition; Hearn, Baker, 2004; Pearson Prentice Hall.

Recommended Text:

Computer Graphics: Principles and Practice, Second Edition in C; Foley, Van Dam, Feiner, Hughes, 1996; Addison-Wesley.

Open GL Programming Guide, Fifth Edition; Shreiner, Woo, Neider, Davis, 2006; Addison-Wesley.

Course Structure and Evaluation Method:

Participation and Quizzes (5% of your final grade): In class participation is **expected**. Students will be expected to attend class and work through problems and material in class. Quizzes will also be used to measure your comprehension of a particular topic. Quizzes are graded and returned.

Homework Projects (25% of your final grade): Homework problems and programming projects will be given on a regular basis. Homework is graded and returned. Homework projects should be an *individual* effort.

Final Project (25%): Through out the semester you will be working on a final project. This project is of your own choosing but must be approved by the instructor. This project should extend and expound on concepts learned in class and provide a platform for your own creativity and interests. The final project is not a "group" project but you *may* collaborate and share ideas and code with classmates.

Exams (45% of your final grade): There will be one midterm exam worth 20% of your grade during the semester and one final *comprehensive* exam worth 25% of your grade.

Grading Scale: A \geq 90, B \geq 80, C \geq 70, D \geq 60, F < 60.

Course Policies:

- **Attendance:** Attendance is required. You are responsible for all material covered during the lectures whether you attend or not. If you must miss a class, be sure to get the notes from another student. After reviewing their notes and doing the assigned reading, let me know if you have specific questions. Late arrivals are disruptive - plan to arrive five minutes before the start of class.
- **Office Hours:** Feel free to come to my office during office hours to discuss problems or "talk shop" about almost anything else. Email me or see me after class if you need to schedule an appointment outside my office hours.
- **Late work:** No late work will be accepted. Unless otherwise noted, all assigned work is due at the beginning of class on the date they are due!
- **Make-ups:** No make-ups are given for quizzes or homework. **Make-up exams will be given only in the case of a documented emergency or with approval from me at least 24 hours prior to the exam.** Make-up exams are usually more difficult than the original exam.
- **Academic Dishonesty:** Cheating will not be tolerated and will result in immediate failure in the course. Serious incidents of academic dishonesty will also be brought to the attention of the university and may result in expulsion. All quizzes, exams and homework assignments are meant to be individual efforts by the person receiving the grade. Any variation from this is considered cheating and all parties involved (giving or receiving) will be sanctioned severely.

University Policies:

You should familiarize yourself with the following university policies, which are available at the Engineering Sciences Front Desk:

- Safe Working and Learning Environment (1998-2000 Student Handbook, Appendix M)
- Students with Disabilities
- Medical Insurance Coverage for Students
- Academic Dishonesty (1998-2000 Student Handbook, Appendix G)
- Institutional Review Board (use of human subjects)
- Accommodation of Religious Observance and Practice (1998-2000 Student Handbook, p. 43)
- NAU Classroom Management Statement (also online at: <http://www4.nau.edu/stulife/handbookmanagement.htm>)
- Building Evacuation Policy
- NAU Class Policy Statement (also online at: <http://jan.ucc.nau.edu/academicadmin/policy1.html>)
- Engineering Sciences Code of Ethics (also online at: http://jan.ucc.nau.edu/~blutz/academic_affairs/Professional_Ethics-Code_of_Conduct.doc)

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 CENS
4. Academic Unit Computer Science
5. Course subject/catalog number CS445
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 Data Mining
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Data Mining
11. Catalog course description (max. 30 words, excluding requisites).
This course will provide an introduction to the main topics in data mining and knowledge discovery, including: data preparation, association rule mining, classification, and clustering. Prerequisite: CS 249 with a grade greater than or equal to C
12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
 - a. If yes, maximum units allowed? _____
 - b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) CS 249 with a grade greater than or equal to C
17. Corequisites (must be completed *with* proposed course) _____
18. If course has no requisites, will all sections of the course require (*If course has pre or co requisite, skip to question 19*):
instructor consent department consent no consent

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

Name of new plan? _____

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

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

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

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

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

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

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

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

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

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

(1) Data mining is the process of automatic discovery of patterns, changes, associations, and anomalies in massive databases. This course will provide an introduction to the main topics in data mining and knowledge discovery, including: data preparation for knowledge discovery, design and implementation of data warehouse and OLAP systems, data cube computation and data generation, association mining, classification, and cluster analysis.

(2) The course will serve as a CS elective and increase the variety of electives available to students.

(3) Data mining has its applications everywhere. This course will not only strengthen the Computer Science Curriculum, but also strengthen our students' resume.

(4) See attached course syllabus.

24. Names of current faculty qualified to teach this course Dr. Dan Li

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

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

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

LIBERAL STUDIES ONLY

Contact name: _____

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? _____

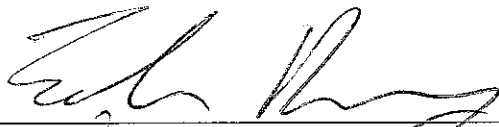

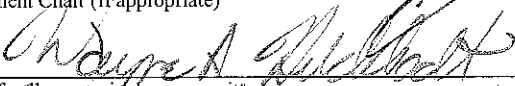
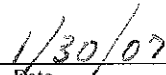
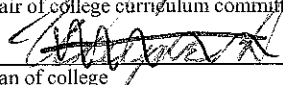
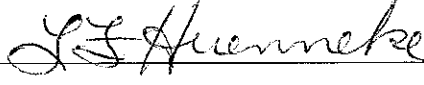

40. Does this proposal replace or modify an existing course or experience? yes no

If yes, which course(s)? _____


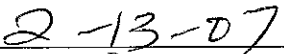
41. Do you intend to offer ABC 400 and ABC 400C? yes no

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

42. Approvals

	
Department Chair (if appropriate)	Date
	
Chair of college curriculum committee	Date
 	
Dean of college	Date

For Committees use only

For Liberal Studies Committee	Date
Action taken: _____ Approved as submitted	_____ Approved as modified
	
For University Curriculum Committee	Date

Action taken: _____ Approved as submitted _____ Approved as modified

CS445 DATA MINING

General Information:

- College: College of Engineering and Natural Science
- Course: CS445 – Data Mining (3 credit hours)
- Semester: Spring 2007
- Time & Location: TBA
- Instructor: Dan Li (dan.li@nau.edu)
- Office: Engineering Bldg 69, Rm 255
- Office Hours: TBA

Course Prerequisites: CS249 (Data Structures and Algorithms)

Course Descriptions: Data mining is the process of automatic discovery of patterns, changes, associations, and anomalies in massive databases. This course will provide an introduction to the main topics in data mining and knowledge discovery, including: data preparation for knowledge discovery, design and implementation of data warehouse and OLAP systems, data cube computation and data generation, association mining, classification, and cluster analysis.

Learning Outcomes: Successful completion of this course will provide a student with the necessary skills to design basic data mining algorithms to solve a variety of real-world applications.

Course Structure/Approach: This course presents material during lectures and through assigned reading and homework that are expected to be completed outside of class.

Textbook and Required Materials: Data Mining Concepts and Techniques, Jiawei Han and Micheline Kamber, ISBN: 1558609016.

Course Outline: The schedule is tentative and subject to change depending upon the progress of the class.

Week	Topic
1. (Jan 15- Jan 19)	Introduction
2. (Jan 22- Jan 26)	Data Preprocessing
3. (Jan 29- Feb 2)	Data Preprocessing, DW & OLAP
4. (Feb 5- Feb 9)	DW & OLAP
5. (Feb 12- Feb 16)	Data Cube Computation, Midterm I
6. (Feb 19- Feb 23)	Data Generation
7. (Feb 26- Mar 2)	Frequent Patterns
8. (Mar 5- Mar 9)	Frequent Patterns
9. (Mar 12- Mar 16)	Classification & Prediction
10. (Mar 19- Mar 23)	Spring Break
11. (Mar 26 - Mar 30)	Classification & Prediction, Midterm II
12. (Apr 2 – Apr 6)	Classification & Prediction
13. (Apr 9 – Apr 13)	Cluster Analysis
14. (Apr 16 – Apr 20)	Cluster Analysis
15. (Apr 23 – Apr 27)	Cluster Analysis, Midterm III
16. (Apr 30 – May 4)	Project Presentations
17. (May 7 – May 11)	Final Exam, Project Report Due

Assessment of Student Learning Outcomes:

▪ Methods of Assessment:

Assessing students' achievement of this course's learning outcomes is done using homework, in-class participation, examinations, and project assignments.

- (1) **Homework:** Homework will be collected and checked for both completion as well as content.
- (2) **Examinations:** You will have to work efficiently to complete exams in the time allotted. The exams will be very similar to the homework problems, hence, if one does not do the homework the likelihood of successfully writing the examinations is greatly diminished.
- (3) **In-class Participation:** In-class participation consists of answering questions, in-class assignments and quizzes and is used to assess what is being understood in a quick and timely manner.
- (4) **Project:** You will do team project which will be assessed through project presentation and project reports.

- **Timeline for Assessment**

Homework is typically assigned tri-weekly throughout the semester. The mid-term exams will be given in week 5, week 11, and week 15. The final exam will be given during finals week.

Grading System:

	Numbers	Total Weight
Assignments	4	20%
Project	1	20%
Midterm Exam	3	30%
Final Exam	1	20%
In-class Participation	N/A	10%

Grading: A=90%-100%, B=80%-89%, C=70%-79%, D=60%-69%, F<60%.

Course Policies:

- **Makeup Tests**

There are NO make-up tests without prior consent of the instructor.

- **Attendance**

Attending class is MANDATORY; tardiness and unexcused absences are considered lack of in-class participation and will be reflected in your grade.

- **Homework Late Policy**

You are given ONE "late day" that can be used towards homework submissions during the semester. A late day is defined as exactly 24 hours, so if an assignment is due at 11:10AM on Tuesday, you could submit the assignment by 11:10AM on that Wednesday by using up your late day.

- **Plagiarism and Cheating**

One word: DON'T. Cheating on tests or assignments will result in an immediate failure in the course. Cheating is intentionally claiming credit for work or knowledge that is not your own. Cheating is also intentionally making it possible for others to claim credit for work or knowledge that is not their own. In the event of a cheating incident the student receives an F in the course and a formal record of the incident is put into the student's file.

Moreover, you'd be amazed how easy it is to detect plagiarism or cheating. Cheaters don't spend tremendous amounts of time masking their copy, because that defeats the purpose and it would be simpler to do the homework themselves. Invariably, therefore, they get caught.

University Policies:

- **Safe Working and Learning Environment**

<http://oak.ucc.nau.edu/dam1/Safe%20Policy.htm>

- **Students with Disabilities**

<http://www2.nau.edu/dss/>

- **Institutional Review Board**

<http://www4.nau.edu/ovp/irb/index.htm>

- **Academic Integrity Guidance**

<http://www.nau.edu/library/information/guides/plagiarism.html>

UNIVERSITY CURRICULUM COMMITTEE

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

1. College CENS

2. Academic Unit CS

3. Academic
Plan Name B.S. Computer Science

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

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

- at least **48** units of preprofessional requirements
- at least **50** units of professional requirements

PREPROFESSIONAL REQUIREMENTS

You take the following **48** units:

- **10** units chosen with your advisor from EE, MAT, PHY, CHM, and BIO as well as from CS courses at the 200 level or above (Please note that you may use courses with other prefixes with your advisor's approval.)

PROFESSIONAL REQUIREMENTS

You take the following **50** units that provide you with a thorough background in computer science:

- CS 126, 136, 200, 249, 301, 315, 386, 396, 421, and 480 (**28** 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.)

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

- at least **47** units of preprofessional requirements
- at least **51** units of professional requirements

PREPROFESSIONAL REQUIREMENTS

You take the following **47** units:

- **9** units chosen with your advisor from EE, MAT, PHY, CHM, and BIO as well as from CS courses at the 200 level or above (Please note that you may use courses with other prefixes with your advisor's approval.)

PROFESSIONAL REQUIREMENTS

You take the following **51** units that provide you with a thorough background in computer science:

- CS 126, **126R**, 136, 200, 249, 301, 315, 386, 396, 421, and 480 (**29** units)

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

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

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

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

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

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

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

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

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

We are requesting a slight change to CS course requirements. We plan to add an existing course CS 126R (Introduction to Computer Science Recitation) to CS professional requirements. 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.

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

No additional faculty, space, or equipment will be required

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

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

No

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

Yes

Certifications

Department Chair/ Unit Head (if appropriate)

Date

Chair of college curriculum committee

Date

J. Huennke
Dean of college

30 Jan 07
Date

For committee use only

Ron Pitt
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 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 Biology
5. Current course subject/catalog number BIO 471
6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
BIO 471 MICROBIAL ECOLOGY (3)
Population, community, and ecosystem ecology of microorganisms emphasizing interactions with plants and animals and the roles of microorganisms in ecosystem processes. Coconvenes with BIO 571. Crosslisted as ENV 471. Prerequisite: BIO 205
7. Is course currently cross-listed or co-convened? yes no
If yes, list course ENV 471, BIO 571
Will this continue? Yes, but BIO 571 will be changed to BIO 572 and ENV 571 is added
8. Is course an elective? or required for an academic plan/subplan?
If required, for what academic plan/subplan? Environmental Microbiology
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)

BIO 471 MICROBIAL ECOLOGY (3)

Population, community, and ecosystem ecology of microorganisms emphasizing interactions with plants and animals and the roles of microorganisms in ecosystem processes. Coconvenes with ~~BIO 571~~ BIO 576 and ENV 571. Crosslisted as ENV 471. Prerequisite: BIO 205

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)

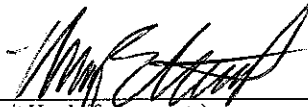
Instructor consent

Department consent

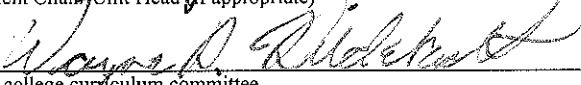
No consent

12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.
This change will correct a problem that we have with the number of our graduate section of Microbial Ecology.

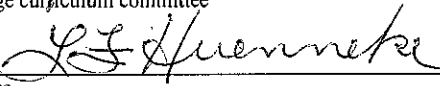
13. Approvals



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.

COLLEGE OF ENGINEERING AND NATURAL SCIENCES
Microbial Ecology, BIO/ENV 471
Spring 2007, 12:45 – 2:00 T, Th
3 credits, prerequisite BIO 205

Instructors: Bruce Hungate, office: BC 214, Office hours: ~~xxxxxxx~~ or by appointment
phone: 3-0925, E-mail: Bruce.Hungate@NAU.edu

Nancy Johnson, office: PS124, Office hours: T 2 – 4 PM or by appointment
phone: 3-6473, E-mail Nancy.Johnson@NAU.edu

Course Description: This course explores microbial evolution and population, community, and ecosystem ecology of microorganisms with an emphasis on microbial interactions with plants and animals, ecosystem processes, and the roles of microorganisms in biogeochemical cycles.

Course Objectives:

- Study the ecology of microorganisms at population, community and ecosystem levels.
- Gain an appreciation of microbial evolution and diversity.
- Gain familiarity with modern approaches and questions in microbial ecology including critical analysis through speaking and writing.

Course Structure: Material presented in lectures and assigned readings will be critically analyzed through in-class discussions.

Required Readings: Assigned articles will be available through web or VISTA...details

Electronic Communication: All students must have an e-mail account because lecture outlines, discussion questions and other important materials will be sent through e-mail.

Pre-proposal (100 points):

All undergraduate students will be required to submit a 4-page (1200-1300 words), typewritten, double-spaced pre-proposal on a research activity covering any aspect of microbial ecology. The pre-proposal must include:

- 1) Literature review with citations
- 2) Statement of objectives
- 3) Research plan (including a brief description of methodology)
- 4) Time frame for the proposed activities.

The first version of the proposal is due on March 13. This version will undergo instructor and peer-review (see below), and the final version is due on April 24.

Peer Review (30 points): Each student is required to review three proposals written by other members of the class. Reviews must evaluate 1) significance of the proposed research for the field of microbial ecology, 2) soundness and novelty of the proposed methods, and 3) clarity of presentation.

Oral Presentation of grant proposal (15 points): Students will give an 8 minute presentation of their proposal to the class.

Exams (300 points): There will be two mid-terms and a final exam. The mid-terms will cover material during the first and second five weeks of the course and the final will be cumulative with an emphasis on material from the last five weeks. Exams will cover all material presented in lecture and assigned readings.

Exam questions (15 points): One week before each exam students must submit five questions and answers via e-mail. These questions will be collated, annotated, and e-mailed to each student as a study aid. Renditions of some of these questions may be incorporated into the exams.

Important dates:

- Exam questions for the first midterm are due February 8
- First midterm exam is February 15
- Exam questions for the second midterm are due March 15
- Second midterm exam is March 29
- First version of grant proposal is due March 13
- Peer reviews of grant proposal are due April 5
- Final version of grant proposal is due April 24
- Oral presentation of grant proposal April 26 or 26
- Exam questions for final exam are due April 26
- Final exam May xxx**

Point distribution:	Exam questions	15 points
	Midterm exams	200 points
	Final exam	100 points
	Peer reviews	30 points
	Research proposal	115 points
	Total points	460 points

Assessment of course grade: A \geq 90%, B \geq 80%, C \geq 70%, D \geq 60 F < 59%

	Date		Topics	Readings	Assignments due
T	1/16	B/N	Introduction		
Th	1/18	B	History of microbial ecology.		
T	1/23	B	Earth history		
Th	1/25	N	Biological evolution		
T	1/30	N	Antibiotic resistance		
Th	2/1	B	Microbial diversity		
T	2/6	B	Bacterial lineages		
Th	2/8	B	Methods: stable isotopes etc.		
T	2/13	N	Methods: lipid analyses etc.		
Th	2/15		Midterm Exam		
T	2/20	N	Abiotic environment		
Th	2/22	N	Soil ecology		
T	2/27	N	The Lithosphere		
Th	3/1	N	The Atmosphere and hydrosphere		
T	3/6	N	Intra and Inter-specific Interactions		
Th	3/8	B	Molecular analyses of microbial communities		
T	3/13	N	Community ecology		
Th	3/15	J	Biofilms – guest lecture		
3/19 – 3/23			SPRING BREAK		
T	3/27	B	Endosymbiosis		
Th	3/29		Midterm Exam		
T	4/3	B	Animal-Microbe Interactions		
Th	4/5	N	Plant-Microbe Interactions		
T	4/10	N	Mycorrhizae		
Th	4/12	B	Element cycles		
T	4/17	B	Microorganisms and carbon sinks		
Th	4/19	B	Soil biogeochemistry		
T	4/24		Student presentations		
Th	4/26		Student presentations		
T	5/1	B	Global Change		
Th	5/3		REVIEW		
			FINAL EXAM		

COLLEGE OF ENGINEERING AND NATURAL SCIENCES
Microbial Ecology, BIO 576/ENV 571
Spring 2007, 12:45 – 2:00 T, Th
3 credits, prerequisite BIO 205

Instructors: Bruce Hungate, office: BC 214, Office hours: [REDACTED] or by appointment
phone: 3-0925, E-mail: Bruce.Hungate@NAU.edu

Nancy Johnson, office: PS124, Office hours: T 2 – 4 PM or by appointment
phone: 3-6473, E-mail Nancy.Johnson@NAU.edu

Course Description: This course explores microbial evolution and population, community, and ecosystem ecology of microorganisms with an emphasis on microbial interactions with plants and animals, ecosystem processes, and the roles of microorganisms in biogeochemical cycles.

Course Objectives:

- Study the ecology of microorganisms at population, community and ecosystem levels.
- Gain an appreciation of microbial evolution and diversity.
- Gain familiarity with modern approaches and questions in microbial ecology including critical analysis through speaking and writing.

Course Structure: Material presented in lectures and assigned readings will be critically analyzed through in-class discussions.

Required Readings: Assigned articles will be available through [web of VISTA...details](#)

Electronic Communication: All students must have an e-mail account because lecture outlines, discussion questions and other important materials will be sent through e-mail.

Research Proposal (100 points): All graduate students will be required to submit a research proposal on some aspect of microbial ecology (6-8 typed double-spaced pages, 1800-2400 words, not including the proposal budget). The proposal should include:

- 1) Summary paragraph
- 2) Introductory material (1-1.5 pages)
- 3) Original hypothesis
- 4) Descriptions of experiments that will test the hypothesis (3-4 pages)
- 5) Explanation of expected results and interpretation (1-1.5 pages)
- 6) Discussion of the significance of the proposed research for the field of microbial ecology (1-1.5 pages)
- 7) Itemized budget (1-2 pages)

The first version of the proposal is due on March 13. This version will undergo instructor and peer-review (see below), and the final version is due on April 24.

Peer Review (30 points): Each student is required to review three proposals written by other members of the class. Reviews must evaluate 1) significance of the proposed

research for the field of microbial ecology, 2) soundness and novelty of the proposed methods, and 3) clarity of presentation.

Oral Presentation of grant proposal (15 points): Students will give an 8 minute presentation of their proposal to the class.

Exams (350 points): There will be two mid-terms and a final exam. The mid-terms will cover material during the first and second five weeks of the course and the final will be cumulative with an emphasis on material from the last five weeks. Exams will cover all material presented in lecture and assigned readings.

Exam questions (15 points): One week before each exam students must submit five questions and answers via e-mail. These questions will be collated, annotated, and e-mailed to each student as a study aid. Renditions of some of these questions may be incorporated into the exams.

Important dates:

- Exam questions for the first midterm are due February 8
- First midterm exam is February 15
- Exam questions for the second midterm are due March 15
- Second midterm exam is March 29
- First version of grant proposal is due March 13
- Peer reviews of grant proposal are due April 5
- Final version of grant proposal is due April 24
- Oral presentation of grant proposal April 26 or 26
- Exam questions for final exam are due April 26
- Final exam May XXX**

Point distribution:	Exam questions	15 points
	Midterm exams	200 points
	Final exam	150 points
	Peer reviews	30 points
	Research proposal	115 points
	Total points	510 points

Assessment of course grade: A \geq 90%, B \geq 80%, C \geq 70%, D \geq 60%, F < 59%

	Date	Topics	Readings	Assignments due
T	1/16	Introduction		
Th	1/18	History of microbial ecology.		
T	1/23	Earth history		
Th	1/25	Biological evolution		
T	1/30	Antibiotic resistance		
Th	2/1	Microbial diversity		
T	2/6	Bacterial lineages		
Th	2/8	Methods: stable isotopes etc.		
T	2/13	Methods: lipid analyses etc.		
Th	2/15	Midterm Exam		
T	2/20	Abiotic environment		
Th	2/22	Soil ecology		
T	2/27	The Lithosphere		
Th	3/1	The Atmosphere and hydrosphere		
T	3/6	Intra and Inter-specific Interactions		
Th	3/8	Molecular analyses of microbial communities		
T	3/13	Community ecology		
Th	3/15	Biofilms – guest lecture		
	3/19 – 3/23	SPRING BREAK		
T	3/27	Endosymbiosis		
Th	3/29	Midterm Exam		
T	4/3	Animal-Microbe Interactions		
Th	4/5	Plant-Microbe Interactions		
T	4/10	Mycorrhizae		
Th	4/12	Element cycles		
T	4/17	Microorganisms and carbon sinks		
Th	4/19	Soil biogeochemistry		
T	4/24	Student presentations		
Th	4/26	Student presentations		
T	5/1	Global Change		
Th	5/3	REVIEW		
		FINAL EXAM		

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 Environmental Sciences
5. Current course subject/catalog number ENV 471
6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
ENV 471 MICROBIAL ECOLOGY (3)
Population, community and ecosystem ecology of microorganisms emphasizing interactions with plants and animals and the roles of microorganisms in ecosystem processes. Coconvenes with ENV 571. Crosslisted as BIO 471. Prerequisite: BIO 205 or BIO 220
7. Is course currently cross-listed or co-convened? yes no
If yes, list course BIO 471, ENV 571
BIO 471 and ENV 571 are retained and BIO 571 is added
Will this continue? added
8. Is course an elective? or required for an academic plan/subplan?
If required, for what academic plan/subplan? Environmental Microbiology
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)

ENV 471 MICROBIAL ECOLOGY (3)

Population, community and ecosystem ecology of microorganisms emphasizing interactions with plants and animals and the roles of microorganisms in ecosystem processes. Coconvenes with ~~BIO 571~~ BIO 576 and ENV 571. Crosslisted as BIO 471. Prerequisite: BIO 205 or BIO 220

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.

This change will correct a problem that we have with the course number of our graduate section of Microbial Ecology.

13. Approvals


Department Chair/ Unit Head (if appropriate) _____ Date 1/18/07


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.

COLLEGE OF ENGINEERING AND NATURAL SCIENCES
Microbial Ecology, BIO/ENV 471
Spring 2007, 12:45 – 2:00 T, Th
3 credits, prerequisite BIO 205

Instructors: Bruce Hungate, office: BC 214, Office hours: [REDACTED] or by appointment
phone: 3-0925, E-mail: Bruce.Hungate@NAU.edu

Nancy Johnson, office: PS124, Office hours: T 2 – 4 PM or by appointment
phone: 3-6473, E-mail Nancy.Johnson@NAU.edu

Course Description: This course explores microbial evolution and population, community, and ecosystem ecology of microorganisms with an emphasis on microbial interactions with plants and animals, ecosystem processes, and the roles of microorganisms in biogeochemical cycles.

Course Objectives:

- Study the ecology of microorganisms at population, community and ecosystem levels.
- Gain an appreciation of microbial evolution and diversity.
- Gain familiarity with modern approaches and questions in microbial ecology including critical analysis through speaking and writing.

Course Structure: Material presented in lectures and assigned readings will be critically analyzed through in-class discussions.

Required Readings: Assigned articles will be available through web or VISTA...details

Electronic Communication: All students must have an e-mail account because lecture outlines, discussion questions and other important materials will be sent through e-mail.

Pre-proposal (100 points):

All undergraduate students will be required to submit a 4-page (1200-1300 words) typewritten, double-spaced pre-proposal on a research activity covering any aspect of microbial ecology. The pre-proposal must include:

- 1) Literature review with citations
- 2) Statement of objectives
- 3) Research plan (including a brief description of methodology)
- 4) Time frame for the proposed activities.

The first version of the proposal is due on March 13. This version will undergo instructor and peer-review (see below), and the final version is due on April 24.

Peer Review (30 points): Each student is required to review three proposals written by other members of the class. Reviews must evaluate 1) significance of the proposed research for the field of microbial ecology, 2) soundness and novelty of the proposed methods, and 3) clarity of presentation.

Oral Presentation of grant proposal (15 points): Students will give an 8 minute presentation of their proposal to the class.

Exams (300 points): There will be two mid-terms and a final exam. The mid-terms will cover material during the first and second five weeks of the course and the final will be cumulative with an emphasis on material from the last five weeks. Exams will cover all material presented in lecture and assigned readings.

Exam questions (15 points): One week before each exam students must submit five questions and answers via e-mail. These questions will be collated, annotated, and e-mailed to each student as a study aid. Renditions of some of these questions may be incorporated into the exams.

Important dates:

- Exam questions for the first midterm are due February 8
- First midterm exam is February 15
- Exam questions for the second midterm are due March 15
- Second midterm exam is March 29
- First version of grant proposal is due March 13
- Peer reviews of grant proposal are due April 5
- Final version of grant proposal is due April 24
- Oral presentation of grant proposal April 26 or 26
- Exam questions for final exam are due April 26
- Final exam May XXX**

Point distribution:	Exam questions	15 points
	Midterm exams	200 points
	Final exam	100 points
	Peer reviews	30 points
	Research proposal	115 points
	Total points	460 points

Assessment of course grade: A \geq 90%, B \geq 80%, C \geq 70%, D \geq 60 F < 59%

	Date		Topics	Readings	Assignments due
T	1/16	B/N	Introduction		
Th	1/18	B	History of microbial ecology.		
T	1/23	B	Earth history		
Th	1/25	N	Biological evolution		
T	1/30	N	Antibiotic resistance		
Th	2/1	B	Microbial diversity		
T	2/6	B	Bacterial lineages		
Th	2/8	B	Methods: stable isotopes etc		
T	2/13	N	Methods: lipid analyses etc.		
Th	2/15		Midterm Exam		
T	2/20	N	Abiotic environment		
Th	2/22	N	Soil ecology		
T	2/27	N	The Lithosphere		
Th	3/1	N	The Atmosphere and hydrosphere		
T	3/6	N	Intra and Inter-specific Interactions		
Th	3/8	B	Molecular analyses of microbial communities		
T	3/13	N	Community ecology		
Th	3/15	J	Biofilms – guest lecture		
3/19 – 3/23			SPRING BREAK		
T	3/27	B	Endosymbiosis		
Th	3/29		Midterm Exam		
T	4/3	B	Animal-Microbe Interactions		
Th	4/5	N	Plant-Microbe Interactions		
T	4/10	N	Mycorrhizae		
Th	4/12	B	Element cycles		
T	4/17	B	Microorganisms and carbon sinks		
Th	4/19	B	Soil biogeochemistry		
T	4/24		Student presentations		
Th	4/26		Student presentations		
T	5/1	B	Global Change		
Th	5/3		REVIEW		
			FINAL EXAM		

COLLEGE OF ENGINEERING AND NATURAL SCIENCES
Microbial Ecology, BIO 576/ENV 571
Spring 2007, 12:45 – 2:00 T, Th
3 credits, prerequisite BIO 205

Instructors: Bruce Hungate, office: BC 214, Office hours: [REDACTED] or by appointment
phone: 3-0925, E-mail: Bruce.Hungate@NAU.edu

Nancy Johnson, office: PS124, Office hours: T 2 – 4 PM or by appointment
phone: 3-6473, E-mail Nancy.Johnson@NAU.edu

Course Description: This course explores microbial evolution and population, community, and ecosystem ecology of microorganisms with an emphasis on microbial interactions with plants and animals, ecosystem processes, and the roles of microorganisms in biogeochemical cycles.

Course Objectives:

- Study the ecology of microorganisms at population, community and ecosystem levels.
- Gain an appreciation of microbial evolution and diversity.
- Gain familiarity with modern approaches and questions in microbial ecology including critical analysis through speaking and writing.

Course Structure: Material presented in lectures and assigned readings will be critically analyzed through in-class discussions.

Required Readings: Assigned articles will be available through [REDACTED] details

Electronic Communication: All students must have an e-mail account because lecture outlines, discussion questions and other important materials will be sent through e-mail.

Research Proposal (100 points): All graduate students will be required to submit a research proposal on some aspect of microbial ecology (6-8 typed double-spaced pages, 1800-2400 words, not including the proposal budget). The proposal should include:

- 1) Summary paragraph
- 2) Introductory material (1-1.5 pages)
- 3) Original hypothesis
- 4) Descriptions of experiments that will test the hypothesis (3-4 pages)
- 5) Explanation of expected results and interpretation (1-1.5 pages)
- 6) Discussion of the significance of the proposed research for the field of microbial ecology (1-1.5 pages)
- 7) Itemized budget (1-2 pages)

The first version of the proposal is due on March 13. This version will undergo instructor and peer-review (see below), and the final version is due on April 24.

Peer Review (30 points): Each student is required to review three proposals written by other members of the class. Reviews must evaluate 1) significance of the proposed

research for the field of microbial ecology, 2) soundness and novelty of the proposed methods, and 3) clarity of presentation.

Oral Presentation of grant proposal (15 points): Students will give an 8 minute presentation of their proposal to the class.

Exams (350 points): There will be two mid-terms and a final exam. The mid-terms will cover material during the first and second five weeks of the course and the final will be cumulative with an emphasis on material from the last five weeks. Exams will cover all material presented in lecture and assigned readings.

Exam questions (15 points): One week before each exam students must submit five questions and answers via e-mail. These questions will be collated, annotated, and e-mailed to each student as a study aid. Renditions of some of these questions may be incorporated into the exams.

Important dates:

- Exam questions for the first midterm are due February 8
- First midterm exam is February 15
- Exam questions for the second midterm are due March 15
- Second midterm exam is March 29
- First version of grant proposal is due March 13
- Peer reviews of grant proposal are due April 5
- Final version of grant proposal is due April 24
- Oral presentation of grant proposal April 26 or 26
- Exam questions for final exam are due April 26
- Final exam May** ~~xxx~~

Point distribution:	Exam questions	15 points
	Midterm exams	200 points
	Final exam	150 points
	Peer reviews	30 points
	Research proposal	115 points
	Total points	510 points

Assessment of course grade: A $\geq 90\%$, B $\geq 80\%$, C $\geq 70\%$, D $\geq 60\%$, F < 59%

	Date	Topics	Readings	Assignments due
T	1/16	Introduction		
Th	1/18	History of microbial ecology.		
T	1/23	Earth history		
Th	1/25	Biological evolution		
T	1/30	Antibiotic resistance		
Th	2/1	Microbial diversity		
T	2/6	Bacterial lineages		
Th	2/8	Methods: stable isotopes etc.		
T	2/13	Methods: lipid analyses etc.		
Th	2/15	Midterm Exam		
T	2/20	Abiotic environment		
Th	2/22	Soil ecology		
T	2/27	The Lithosphere		
Th	3/1	The Atmosphere and hydrosphere		
T	3/6	Intra and Inter-specific Interactions		
Th	3/8	Molecular analyses of microbial communities		
T	3/13	Community ecology		
Th	3/15	Biofilms – guest lecture		
	3/19 – 3/23	SPRING BREAK		
T	3/27	Endosymbiosis		
Th	3/29	Midterm Exam		
T	4/3	Animal-Microbe Interactions		
Th	4/5	Plant-Microbe Interactions		
T	4/10	Mycorrhizae		
Th	4/12	Element cycles		
T	4/17	Microorganisms and carbon sinks		
Th	4/19	Soil biogeochemistry		
T	4/24	Student presentations		
Th	4/26	Student presentations		
T	5/1	Global Change		
Th	5/3	REVIEW		
		FINAL EXAM		

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 Undergraduate Studies

4. Academic Unit Gateway Student Success Center

5. Course subject/catalog number USC 108

6. Units 1

7. Co-convened with None

- 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 None

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

9. Long course title "Introduction to the Biomedical Professions"

(max 100 characters including spaces)

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

Intro to BioMed Prof

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

Designed for students interested in the biomedical professions. Health practitioners will discuss careers and health care issues in the United States. Information regarding requirements, preparation, and application will be presented.

12. Grading option: Letter grade Pass/Fail or Both

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

13. Is this a topics course? Yes No

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

a. If yes, maximum units allowed? _____

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

yes

no

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

Lecture w/0 unit embedded lab

Lecture only

Lab only

Clinical

Research

Seminar

Field Studies

Independent Study

Activity

Supervision

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

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

DOES NOT APPLY ~~**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

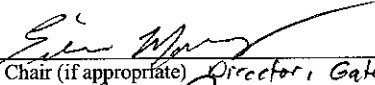
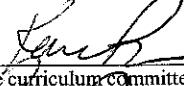
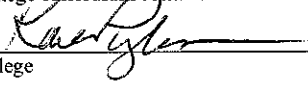
NEW SENIOR CAPSTONE COURSE (refer to question 19)

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) Director, Gateway Student Success Center	2/13/07 Date
 Chair of college curriculum committee	2/26/07 Date
 Dean of college	2/26/07 Date

For Committees use only

_____ Date

For Liberal Studies Committee

Action taken: _____ Approved as submitted _____ Approved as modified

 For University Curriculum Committee	2/13/07 Date
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Action taken: _____ Approved as submitted _____ Approved as modified

USC 108: Introduction to the Biomedical Professions
Gateway Student Success Center
Instructor: Monica Bai

General Information

Department: Undergraduate Studies, Gateway Student Success Center

Course Prefix/Number: USC 108

Course Pre-requisites: None

Meeting time:

Credit Hours: 1

Office Address: Gateway Student Success Center, Building 43

Office Hours: 8:00-5:00 (by appointment only)

Contact Information: Monica Bai – 523-6514

Course Description

- This course is designed to help students understand how to prepare themselves to become successful applicants for professional programs in the Biomedical Professions through work on personal statements, study skills, professional schools' expectations, clinical experience, and creating a timeline for completing the necessary courses and activities recommended by professional programs. In addition, we will explore the various career options available to students including Medical, Dental, Optometry, Chiropractic, Podiatry, Osteopathic, and many others.

Student Learning Expectations

- 1) Understand the components of successful preparation for Biomedical Professions:
 - a) choosing a major
 - b) creating an effective timeline for prerequisite courses
 - c) gaining clinical experience
 - d) preparing for entrance exams (e.g., MCAT, DAT)
 - e) personal statements and interview preparation
- 2) Gain exposure to various Biomedical Professions from guest speakers
- 3) Begin the self-reflection required to effectively communicate the motivation to pursue his/her chosen field
- 4) Make informed choices about career goals by incorporating an understanding of the field, the academic path ahead, and realistic self appraisal.

Course Structure and Approach:

- There will be weekly lectures, occasional group activities, guest speakers, research and writing assignments.

Bibliography

- *Health Professions Admissions Guide, Strategy for Success*, Sixth Edition. National Association of Advisors for the Health Professions, Inc. 2004. www.naahp.org

Grading System

- This course is graded as pass/fail only.
- Satisfactory attendance and completion of all assigned tasks will earn a grade of Pass. There will be no final examination for this course.
- More than 3 absences will result in a failing grade.

Assignment	Points
Self Assessment activity	5
Create profile in the Biomedical Professions Database	5
Group Project: Researching Your Profession	20
Admissions requirements fact finding activity	10
Class participation & attendance	30
Four Year Plan	20
Self Reflection Essay	10
Total	100

Course Outline:

Week 1	INTRODUCTION AND EXPECTATIONS
Week 2	SELF ASSESSMENT
Week 3	BIOMEDICAL PROFESSIONS OVERVIEW
Week 4	PERSONAL STATEMENTS AND INTERVIEWS
Week 5	GETTING EXPERIENCE
Week 6	TEST PREPARATION
Week 7	GUEST SPEAKER Medical Professional
Week 8	GUEST SPEAKER Dr. Leadem, Dean of Admissions, University of Arizona School of Medicine
Week 9	GUEST SPEAKER Alternative Medicine
Week 10	GUEST SPEAKER Traditional Medicine
Week 11	GUEST SPEAKER Traditional Medicine
Week 12	GUEST SPEAKER Naturopathic Physician
Week 13	GUEST SPEAKER Optometry
Week 14	GUEST SPEAKER Public Health
Week 15	PUTTING IT ALL TOGETHER/WRAP UP Database Entry Self Reflection entry Four Year Plan

Student Expectations, University Policies

- 1. Integrity:** Students are expected to do all the work of the class, including all readings, quizzes, and assignments. Cheating, **including plagiarism**, on assignments or quizzes will not be tolerated and will result in a zero for that assignment and will be reported to the Department Chair. **It is your responsibility to understand and avoid plagiarism.** For an explanation of plagiarism and how to avoid it, you can consult the Cline Library website: <http://www.nau.edu/library/information/guides/plagiarism.html>
- 2. Conduct:** Students are expected to be **on time for class and to remain in class for the duration** of the period. If you must enter class late or leave early, do so in the most undistruptive manner possible. Missed information may result in lower quiz and test scores. Disruptive behavior cannot be tolerated and is grounds for dismissal. In addition, attendance will be taken periodically and does contribute to the overall grade for the course
- 3. Drop Deadlines:** The University drop deadline is **September 22, 2006**. The deadline to withdraw from a course (with a W) is **October 27, 2006**.
- 4. Make ups/Extensions:** Make-up assignments or quizzes will be given **only** in cases of institutional excuses or documented medical emergencies. Unless previously cleared with the instructor, all assignments must be completed and submitted on the established due date. Late assignments will not be accepted. Incompletes (I) will be given only under extraordinary conditions and require a signed contract. This decision will be at the discretion of the instructor.
- 5. University Policies:** NAU requires that several policy statements be included on each syllabus. The *Safe Environment, Students with Disabilities, Institutional Review Board, Academic Integrity, and Academic Contact Hour* policies should be read and understood by each student. They are available at the website listed below.

<http://jan.ucc.nau.edu/academicadmin/policy1.html>

In addition, NAU requires that all syllabi reference the classroom management statement. This statement should be read and understood by each student.

<http://www4.nau.edu/stulife/handbookmanagement.htm>

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 Liberal Studies Program 4. Academic Unit Liberal Studies Program
5. Course subject/catalog number FS 111 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with n/a 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 n/a
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Science First Year Seminar
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Science First Year Seminar
11. Catalog course description (max. 30 words, excluding requisites).

Students learn the logic and techniques of scientific inquiry to understand the basis and limits of contemporary scientific knowledge. Students develop practical skills to understand scientific issues relevant to society. Topics vary

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for additional units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) Not open to students with more than 30 units.
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: _____

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

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

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

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

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

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

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

Based upon the following justification, in May 2006 the Faculty Senate approved the creation of a First Year Seminar as an optional 3-credit hour course that applies disciplinary or interdisciplinary perspectives to examine current and/or ongoing issues associated with global problems that require global learning, social responsibility, and/or the self-examined life. This First Year Seminar supports the Liberal Studies Program mission to prepare student to live responsible, productive, and creative lives as local, national, and global citizens of a changing world.

The First Year Seminar courses will have the FS prefix and count in the Liberal Studies distribution block that most applies. The credits developed for various blocks will flow in the accounting process (People Soft) to the department whose faculty offer the course(s).

Faculty Senate Justification:

A First Year Seminar will introduce students to an exciting and successful college experience by focusing on a current issue that brings students to work with faculty who have passion and expertise about the issue. In seminar form, students will be introduced to the relationship between knowledge and the application of that knowledge to a serious contemporary issue.

Ideally, the First Year Seminar will empower students to examine new knowledge so as to better understand themselves, their world, and their personal goals. Students will develop closer connections with faculty at the beginning of their academic careers, develop a peer group of students with whom to share ideas, and develop a sharp set of critical thinking skills. The Seminar may be instrumental in helping students select a major to match their skills, intellectual interests, and abilities, as well as their passions.

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? **First Year Seminar Program Budget**

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: Dr. Blase Scarnati

Contact email: Blase.Scarnati@nau.edu

Dept. Chair name: Dr. Blase Scarnati

Dept. Chair email: Blase.Scarnati@nau.edu

College Contact name : Dr. Blase Scarnati

College Contact email: Blase.Scarnati@nau.edu

27. This course is a Single section Multi-section

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

29. Section enrollment cap: 20

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

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

Aesthetic and Humanistic Inquiry Cultural Understanding

Science Social and Political Worlds

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

Each individual topic course will select a minimum of one skill with the approval of the First Year Seminar Program Coordinator.

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.

Goals for all First Year Seminars

This course will enhance students' abilities to:

1. Understand themselves and their goals in a changing world.
2. Engage in academic discourse with faculty and peers.

Goals for FS 111:

This course will enhance students' ability to:

1. Describe and explain biological or physical phenomena.
2. Apply science and technology to understand the human condition and the natural world.
3. Evaluate data collected through scientific inquiry.

35. 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)

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

Jeff D Bugld, Chair of Liberal Studies 2/13/07
Department Chair (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For Committees use only

For Liberal Studies Committee Date 1/19/2007

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

Ron Bell 2.13.07
For University Curriculum Committee Date

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

There are no sample syllabi currently available. This is an exceptional situation, as faculty interest to teach in the program is still being solicited (and, as a result, syllabi are still being developed). Each faculty member teaching a First Year seminar will prepare a unique course topic in consultation with the Coordinator of the First Year Seminar Program who reports to the Liberal Studies Committee.

Like all Liberal Studies course syllabi, the syllabus for each First Year Seminar will be expected to identify a single skill that will be addressed in the course. Each proposed course for FS 111 will be aligned with the goals outlined above.

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 Liberal Studies Program 4. Academic Unit Liberal Studies Program
5. Course subject/catalog number FS 121 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with n/a 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 n/a
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Aesthetic & Humanistic Inquiry First Year Seminar
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) AHI First Year Seminar
11. Catalog course description (max. 30 words, excluding requisites).

Students learn about competing conceptual frameworks and the relationship between context and creative expression. Topics vary.

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
- Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) Not open to students with more than 30 units.
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:

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

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

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

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

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

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

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

Based upon the following justification, in May 2006 the Faculty Senate approved the creation of a First Year Seminar as an optional 3-credit hour course that applies disciplinary or interdisciplinary perspectives to examine current and/or ongoing issues associated with global problems that require global learning, social responsibility, and/or the self-examined life. This First Year Seminar supports the Liberal Studies Program mission to prepare student to live responsible, productive, and creative lives as local, national, and global citizens of a changing world.

The First Year Seminar courses will have the FS prefix and count in the Liberal Studies distribution block that most applies. The credits developed for various blocks will flow in the accounting process (People Soft) to the department whose faculty offer the course(s).

Faculty Senate Justification:

A First Year Seminar will introduce students to an exciting and successful college experience by focusing on a current issue that brings students to work with faculty who have passion and expertise about the issue. In seminar form, students will be introduced to the relationship between knowledge and the application of that knowledge to a serious contemporary issue.

Ideally, the First Year Seminar will empower students to examine new knowledge so as to better understand themselves, their world, and their personal goals. Students will develop closer connections with faculty at the beginning of their academic careers, develop a peer group of students with whom to share ideas, and develop a sharp set of critical thinking skills. The Seminar may be instrumental in helping students select a major to match their skills, intellectual interests, and abilities, as well as their passions.

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? **First Year Seminar Program Budget**

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: Dr. Blase Scarnati

Contact email: Blase.Scarnati@nau.edu

Dept. Chair name: Dr. Blase Scarnati

Dept. Chair email: Blase.Scarnati@nau.edu

College Contact name : Dr. Blase Scarnati

College Contact email: Blase.Scarnati@nau.edu

27. This course is a Single section Multi-section

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

29. Section enrollment cap: 20

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

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

Aesthetic and Humanistic Inquiry Cultural Understanding

Science Social and Political Worlds

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

Each individual topic course will select a minimum of one skill with the approval of the First Year Seminar Program Coordinator.

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.

Goals for all First Year Seminars

This course will enhance students' abilities to:

1. Understand themselves and their goals in a changing world.
2. Engage in academic discourse with faculty and peers.

Goals for FS 121

This course will enhance students' ability to:

1. Identify and understand the human condition through philosophical or historical inquiry, or through contextual analyses of the various forms of creative expression.
2. Examine competing concepts that frame experience.

35. 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)

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

Jeff D. Boyd, Liberal Studies Chair Date 2/13/07
Department Chair (if appropriate)

Chair of college curriculum committee Date

Dean of college Date

For Committees use only

For Liberal Studies Committee Date 1/19/2007

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

Don R Date 2.13.07
For University Curriculum Committee

Action taken: _____ Approved as submitted _____ Approved as modified

There are no sample syllabi currently available. This is an exceptional situation, as faculty interest to teach in the program is still being solicited (and, as a result, syllabi are still being developed). Each faculty member teaching a First Year seminar will prepare a unique course topic in consultation with the Coordinator of the First Year Seminar Program who reports to the Liberal Studies Committee.

Like all Liberal Studies course syllabi, the syllabus for each First Year Seminar will be expected to identify a single skill that will be addressed in the course. Each proposed course for FS 121 will be aligned with the goals outlined above.

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 Liberal Studies Program 4. Academic Unit Liberal Studies Program
5. Course subject/catalog number FS 131 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with n/a 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 n/a
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Cultural Understanding First Year Seminar
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) CU First Year Seminar
11. Catalog course description (max. 30 words, excluding requisites).

Students learn about features and perspectives of cultures. Topics vary.

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 <input type="checkbox"/> | Lecture only <input type="checkbox"/> | Lab only <input type="checkbox"/> | Clinical <input type="checkbox"/> | Research <input type="checkbox"/> |
| Seminar <input checked="" type="checkbox"/> | Field Studies <input type="checkbox"/> | Independent Study <input type="checkbox"/> | Activity <input type="checkbox"/> | Supervision <input type="checkbox"/> |
16. Prerequisites (must be completed *before* proposed course) Not open to students with more than 30 units.
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

Optional course
within Liberal
Studies

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

Name of new plan? _____

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

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

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

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

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

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

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

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

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

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

Based upon the following justification, in May 2006 the Faculty Senate approved the creation of a First Year Seminar as an optional 3-credit hour course that applies disciplinary or interdisciplinary perspectives to examine current and/or ongoing issues associated with global problems that require global learning, social responsibility, and/or the self-examined life. This First Year Seminar supports the Liberal Studies Program mission to prepare student to live responsible, productive, and creative lives as local, national, and global citizens of a changing world.

The First Year Seminar courses will have the FS prefix and count in the Liberal Studies distribution block that most applies. The credits developed for various blocks will flow in the accounting process (People Soft) to the department whose faculty offer the course(s).

Faculty Senate Justification:

A First Year Seminar will introduce students to an exciting and successful college experience by focusing on a current issue that brings students to work with faculty who have passion and expertise about the issue. In seminar form, students will be introduced to the relationship between knowledge and the application of that knowledge to a serious contemporary issue.

Ideally, the First Year Seminar will empower students to examine new knowledge so as to better understand themselves, their world, and their personal goals. Students will develop closer connections with faculty at the beginning of their academic careers, develop a peer group of students with whom to share ideas, and develop a sharp set of critical thinking skills. The Seminar may be instrumental in helping students select a major to match their skills, intellectual interests, and abilities, as well as their passions.

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? **First Year Seminar Program Budget**

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: Dr. Blase Scarnati

Contact email: Blase.Scarnati@nau.edu

Dept. Chair name: Dr. Blase Scarnati

Dept. Chair email: Blase.Scarnati@nau.edu

College Contact name : Dr. Blase Scarnati

College Contact email: Blase.Scarnati@nau.edu

27. This course is a Single section Multi-section

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

29. Section enrollment cap: 20

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

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

Aesthetic and Humanistic Inquiry Cultural Understanding

Science Social and Political Worlds

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

Each individual topic course will select a minimum of one skill with the approval of the First Year Seminar Program Coordinator.

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.

Goals for all First Year Seminars

This course will enhance students' abilities to:

1. Understand themselves and their goals in a changing world.
2. Engage in academic discourse with faculty and peers.

Goals for FS 131

This course will enhance students' ability to:

1. Identify the personal, family, and cultural influences that determine world views.
2. Analyze meaning and implications of diversity within and among cultures and societies.
3. Describe how language reflects ways of thinking, cultural heritage, larger cultural values, or aspects of society.
4. Understand different cultures of the world through the study of language, literature, religion, and artistic expression.

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

Department Chair (if appropriate) Jeff D. Bergard, Liberal Studies Chair Date 2/13/07

Chair of college curriculum committee _____ Date _____

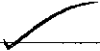
Dean of college _____ Date _____

For Committees use only

For Liberal Studies Committee Date 1/19/2007

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

For University Curriculum Committee Don B. A. Date 2/13/07

_____  Approved as submitted

_____ Approved as modified

There are no sample syllabi currently available. This is an exceptional situation, as faculty interest to teach in the program is still being solicited (and, as a result, syllabi are still being developed). Each faculty member teaching a First Year seminar will prepare a unique course topic in consultation with the Coordinator of the First Year Seminar Program who reports to the Liberal Studies Committee.

Like all Liberal Studies course syllabi, the syllabus for each First Year Seminar will be expected to identify a single skill that will be addressed in the course. Each proposed course for FS 131 will be aligned with the goals outlined above.

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 Liberal Studies Program 4. Academic Unit Liberal Studies Program
5. Course subject/catalog number FS 141 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with n/a 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 n/a
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Social & Political Worlds First Year Seminar
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) SPW First Year Seminar
11. Catalog course description (max. 30 words, excluding requisites).

Students learn about the dynamic relationships between and within human communities, as well as significant psychological, social and/or political components. Topics vary.

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) Not open to students with more than 30 units.
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:

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

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

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

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

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

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

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

Based upon the following justification, in May 2006 the Faculty Senate approved the creation of a First Year Seminar as an optional 3-credit hour course that applies disciplinary or interdisciplinary perspectives to examine current and/or ongoing issues associated with global problems that require global learning, social responsibility, and/or the self-examined life. This First Year Seminar supports the Liberal Studies Program mission to prepare student to live responsible, productive, and creative lives as local, national, and global citizens of a changing world.

The First Year Seminar courses will have the FS prefix and count in the Liberal Studies distribution block that most applies. The credits developed for various blocks will flow in the accounting process (People Soft) to the department whose faculty offer the course(s).

Faculty Senate Justification:

A First Year Seminar will introduce students to an exciting and successful college experience by focusing on a current issue that brings students to work with faculty who have passion and expertise about the issue. In seminar form, students will be introduced to the relationship between knowledge and the application of that knowledge to a serious contemporary issue.

Ideally, the First Year Seminar will empower students to examine new knowledge so as to better understand themselves, their world, and their personal goals. Students will develop closer connections with faculty at the beginning of their academic careers, develop a peer group of students with whom to share ideas, and develop a sharp set of critical thinking skills. The Seminar may be instrumental in helping students select a major to match their skills, intellectual interests, and abilities, as well as their passions.

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? **First Year Seminar Program Budget**

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: Dr. Blase Scarnati

Contact email: Blase.Scarnati@nau.edu

Dept. Chair name: Dr. Blase Scarnati

Dept. Chair email: Blase.Scarnati@nau.edu

College Contact name : Dr. Blase Scarnati

College Contact email: Blase.Scarnati@nau.edu

27. This course is a Single section Multi-section

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

29. Section enrollment cap: 20

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

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

Aesthetic and Humanistic Inquiry Cultural Understanding

Science Social and Political Worlds

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

Each individual topic course will select a minimum of one skill with the approval of the First Year Seminar Program Coordinator.

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.

Goals for all First Year Seminars

This course will enhance students' abilities to:

1. Understand themselves and their goals in a changing world.
2. Engage in academic discourse with faculty and peers.

Goals for FS 141

This course will enhance students' ability to:

1. Identify ways in which cultures evolve, particularly as social and/or political systems.
2. Examine how diverse experiences lead to different approaches to solving problems that face humankind.
3. Apply appropriate perspectives to analyze a significant human problem.
4. Analyze the interdependence of humans and the environment.
5. Explore the causes and consequences of prejudice, discrimination and inequality.

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

Jeff D. Buehler, Liberal Studies Chair 2/13/07
Department Chair (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For Committees use only

For Liberal Studies Committee Date 1/19/2007

Action taken: X Approved as submitted _____ Approved as modified

Don B. H. 2.13.07
For University Curriculum Committee Date



Approved as submitted

Approved as modified

There are no sample syllabi currently available. This is an exceptional situation, as faculty interest to teach in the program is still being solicited (and, as a result, syllabi are still being developed). Each faculty member teaching a First Year seminar will prepare a unique course topic in consultation with the Coordinator of the First Year Seminar Program who reports to the Liberal Studies Committee.

Like all Liberal Studies course syllabi, the syllabus for each First Year Seminar will be expected to identify a single skill that will be addressed in the course. Each proposed course for FS 141 will be aligned with the goals outlined above.

UNIVERSITY CURRICULUM COMMITTEE

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

1. College BIS/BAS
2. Academic Unit BIS
3. Academic Plan Name Degree Completion Plan
4. Subplan (if applicable)? Emphasis Humanities and Emphasis in Public Agency Service
5. Effective Date FALL 2007
6. Is this proposal for a : New Plan Plan Change Plan Deletion
(Please refer to Plan and Subplan definitions) Xx New Sub plan Subplan Change Subplan Deletion

7.

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

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

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

For New Plans, leave this column blank.

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

(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 – Degree Completion with an Emphasis in Humanities or Public Management

B.S. in Interdisciplinary Studies -- Degree Completion with an Emphasis in Humanities or Public Management

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.

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 in interdisciplinary studies, you must complete at least 120 units of coursework, which we describe in the sections that follow:

- **to avoid any deficiencies or risk having to take more than 120 hours of credit to complete this degree a completed community college degree AND an AGEC from a regionally accredited community college in Arizona are highly recommended**
- **students with a completed associates degree and an AGEC will not have to complete the 35 units of liberal studies requirements; however, students without an AGEC certification will need to meet the NAU liberal studies requirements.**
- **students may transfer up to a maximum of 90 hours of community college and/or university credit from regionally accredited institutions of higher education**
- **students must complete at least 30 upper-division units in a specifically designed program of**

study at NAU

- **student must complete 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 U.S. 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).

Liberal Studies (General Education) Requirements

If you have earned an AGEC Certification from a regionally accredited community college in Arizona, then you have satisfied the NAU Liberal Studies requirement for this degree. Students having not earned an AGEC must complete all Liberal Studies requirements before graduation.

REQUIREMENTS FOR BACHELOR OF ARTS

You must complete 30 upper-division units at NAU for this major.

Please note that you must have a grade of C or better in all courses used in the Emphasis Area. Further note that all course work in the Emphasis Areas must be upper-division and from NAU. Substitutions and use of

credit from another institution are not allowed in the Emphasis.

Emphasis

You must select one of the two following Emphases to complete this degree.

Humanities Emphasis

You must take 30 units from NAU as described below:

You must take 6 units from:

HUM 345W

HUM 475C

Select 15 units from the following:

HUM 370

HUM 371

HUM 373

HUM 375

HUM 376

HUM 381 or HUM 362

HUM 395

If the Global and/or U.S. Ethnic requirements have not already been met, you must select HUM 362 or HUM 381 from the above, both which meet the Global Diversity requirement and/or HUM 375, which meets the U.S. Ethnic Diversity requirement.

Finally, select 9 additional units from:

ENG 305W

BIO 301 or 302

SC 361 or SC 424

Public Management Emphasis

You must take 30 units from NAU as described below:

You must take 6 units from:

ENG 302W or ENG 305W
PAS/POS 421C

You must also select following 15 units from the following:

PAS 326
PAS 355
PAS 411
PAS 415 or SC 477
PAS 450

Finally, you must select 9 units from the following:

ANT 350 (G)
ANT 306 (E)
PAS 356
PAS 310
PAS 401
POS 355
SOC 333

If the Global and/or U.S. Ethnic Diversity requirements have not already been met you must select ANT 350 from the above, which meets the Global Diversity requirement and/or ANT 306, which meets the Ethnic Diversity requirement.

Focus, Minor, or Certificate Requirements
Focus

Students graduating from a regionally accredited community college in Arizona will be credited with having completed a focus area; however, the focus area will not be noted on the student's transcripts.

Minors and/or Certificates are not allowed in the program.

COMMUNICATION SKILLS REQUIREMENTS

Included in the credit transferred as part of the completed community college degree you must have:

- 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 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, with three units being performance-based and 3 units being theory-based.
- four courses (12-16 units) in a modern language other than English, selected from the same language

Requirements for Bachelor of Science

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:

- **to avoid any deficiencies or risk having to take more than 120 hours of credit to complete this degree a completed community college degree AND an AGEC from a regionally accredited community college in Arizona are highly recommended**
- **students with a completed associates degree and an AGEC will not have to complete the 35 units of liberal studies requirements; however, students without an AGEC certification will need to meet the NAU liberal**

studies requirements.

- **Students may transfer up to a maximum of 90 hours of community college and/or university credit from regionally accredited institutions of higher education**
- **Students must complete at least 30 upper-division units in a specifically designed program of study at NAU**

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 U.S. 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.

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

If you have earned an AGEC Certification from a regionally accredited community college in Arizona, then you have satisfied the NAU Liberal Studies requirement for this degree. Students having not earned an AGEC must complete all Liberal Studies requirements before graduation.

Emphasis

You must select one of the two following Emphases to complete this degree.

Humanities Emphasis

You must take 30 units from NAU as described below:

You must take these 6 units:

HUM 345W

HUM 475C

Select 15 units from the following:

HUM 370

HUM 371

HUM 373

HUM 375

HUM 376

HUM 381 or HUM 362

HUM 395

If the Global and/or U.S. Ethnic Diversity requirements have not already been met, you must select HUM 362 or HUM 381 from the above, each of which meets the Global Diversity requirement and/or HUM 375, which meets the U.S. Ethnic Diversity requirement.

9 additional units are required from:

ENG 305W

BIO 301 or 302

SC 361 or SC 424

Public Management Emphasis

You must take 30 units from NAU as described below:

You must take 6 units from:

ENG 302W or ENG 305W
PAS/POS 421C

Must also take at least 15 units from the following:

PAS 326
PAS 355
PAS 411
PAS 415 or SC 477
PAS 450

Finally, you must select 9 units from the following:

ANT 350 (G)
ANT 306 (E)
PAS 356
PAS 310
PAS 401
POS 355
SOC 333

If the Global and/or U.S. Ethnic Diversity requirements have not already been met you must select ANT 350 from the above, which meets the Global Diversity requirement and/or ANT 306, which meets the U.S. Ethnic Diversity requirement.

Focus, Minor, or Certificate Requirements
Focus

Students graduating from a regionally accredited community college in Arizona will be credited with having completed a focus area; however, the focus area will not be noted on the student's transcripts.

Minors and/or Certificates are not allowed in

the program.

COMMUNICATION SKILLS REQUIREMENTS

Included in the credit transferred as part of the completed community college degree you must have:

- 6 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 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, with three units being performance-based and 3 units being theory-based.
- 12 units of science courses drawn from the following ANT 101 102, or 104; PSY 230 or equivalent; MAT 114, STA 270 or equivalent; or courses with Biology, physics, astronomy, mathematics, geology, chemistry prefixes.

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.
- 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.

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

This proposal is a direct attempt at addressing the increasing prevalence of out of state institutions coming to Arizona to deliver degrees in conjunction with local community colleges, at the expense of students transferring to NAU. This proposal is similar to the degree plans offered by other accredited universities in that we would accept 90 hours of community college credit toward a bachelor's degree at NAU. This program is different in many ways. The first is that it is highly structured and makes no offer of expanding beyond its current limits. Second, the program offers two significantly different content areas, either of which allows for substantive contact or immersion. Third, we highly recommend that students coming from the community college already have a completed associates degree and an AGECE to avoid deficiencies. Fourth, we are clear that without the AGECE we make no guarantee of completion within 120 hours.

Currently community college students are limited to the transfer of 64 units to NAU. This does not necessarily mean that when they transfer to NAU they then take 56 hours of credit at NAU toward their degree. In fact, a reasonably large number of students transfer 90 hours of credit to NAU by using a combination of community college credit and credit taken at other universities (often times lower division credit). For many students interested in such a degree, this one formalizes a process that is already in place.

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

None at this time, but DLS continues to offer support for any additional requirements that might be needed in the future.

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)

Date

Chair of college curriculum committee

Date

Dean of college

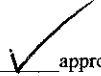
Date

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.

Liberal Studies approvals

1/23/07
CM302W
ARH300W
JLS340W

1/25/07
STA 473C
NUR 450C



approved UCC

2-13-07
Date