University Curriculum Committee
Agenda for
January 26, 2010

I. Minutes from previous meeting – December 1, 2009

II. Consent Items

<table>
<thead>
<tr>
<th>A. The College of Arts and Letters</th>
<th>Effective Date/ Revised Effective Date</th>
<th>Summary of Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ART 242</td>
<td>Fall 2010</td>
<td>Prereqs</td>
</tr>
<tr>
<td>ART 242</td>
<td>LITHOGRAPHY PRINTMAKING</td>
<td></td>
</tr>
<tr>
<td>2. ART 123</td>
<td>Spring 2010</td>
<td>Delete Course</td>
</tr>
<tr>
<td>ART 123</td>
<td>Color and Light</td>
<td></td>
</tr>
<tr>
<td>3. Minor Art Elementary Education</td>
<td>Fall 2010</td>
<td>Delete Plan</td>
</tr>
<tr>
<td>Art Elementary Education Minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Minor Art Secondary Education</td>
<td>Fall 2010</td>
<td>Delete Plan</td>
</tr>
<tr>
<td>Art Secondary Education Minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. BSED Spanish Extended</td>
<td>Fall 2010</td>
<td>Delete Plan</td>
</tr>
<tr>
<td>Spanish (Ext) BSED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. The College of Engineering, Forestry and Natural Sciences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| 1. ENV 181                        | Fall 2010                            | Catalog Descr, Course Title |
| ENV 181                           | Environmental Challenges             |                                |
| 2. ENV 230                        | Fall 2010                            | Catalog Descr                |
| ENV 230                           | FOUNDATIONS OF ENVIRONMENTAL SCIENCE: HUMANS AND THE ENVIRONMENT |</p>
<table>
<thead>
<tr>
<th>3.</th>
<th>ENV 326</th>
<th>Fall 2010</th>
<th>Ecology</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV</td>
<td>326</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>ENV 385W</td>
<td>Fall 2010</td>
<td>ENERGY, RESOURCES AND POLICY</td>
</tr>
<tr>
<td>ENV</td>
<td>385W</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>GLG 240</td>
<td>Fall 2010</td>
<td>INTRODUCTION TO FIELD METHODS AND REPORT WRITING</td>
</tr>
<tr>
<td>GLG</td>
<td>240</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>BIO 332</td>
<td>Summer 2010</td>
<td>Delete Course</td>
</tr>
<tr>
<td>BIO</td>
<td>332</td>
<td>Histology</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>CHM 420</td>
<td>Summer 2010</td>
<td>Delete Course</td>
</tr>
<tr>
<td>CHM</td>
<td>420</td>
<td>ENVIRONMENTAL ANALYTICAL CHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>CHM 420L</td>
<td>Summer 2010</td>
<td>Delete Course</td>
</tr>
<tr>
<td>CHM</td>
<td>420</td>
<td>ENVIRONMENTAL ANALYTICAL CHEMISTRY Lab</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>BS Computer Science</td>
<td>Fall 2010</td>
<td>Text within Plan</td>
</tr>
<tr>
<td>Computer Science BSCS</td>
<td></td>
<td></td>
<td>Support_Lin</td>
</tr>
<tr>
<td>10.</td>
<td>BS Environmental Sciences:</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added</td>
</tr>
<tr>
<td>Environmental Sciences: Administration &amp; Policy BS</td>
<td></td>
<td></td>
<td>Support_Lin</td>
</tr>
<tr>
<td>11.</td>
<td>BS Environmental Sciences:</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added</td>
</tr>
<tr>
<td>Environmental Sciences: Applied Math BS</td>
<td></td>
<td></td>
<td>Support_Lin</td>
</tr>
<tr>
<td>12.</td>
<td>BS Environmental Sciences:</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added</td>
</tr>
<tr>
<td>Environmental Sciences: Management BS</td>
<td></td>
<td></td>
<td>Support_Lin</td>
</tr>
</tbody>
</table>
13. **BS Geology: General Geology**  
Geology: General BS  
Fall 2010  
Major Reqmts-Unit Change  
Support_Lin  
8 Term Plan: **BS Geology: General Geology 8 term plan**

14. **BSEd Geology: Earth Sciences**  
Sec Ed: Earth Sciences BSED  
Fall 2010  
Major Reqmts-Course(s) Added  
Support_Lin  
8 Term Plan: **BSEd Geology: Earth Sciences 8 term**

15. **BS Chemistry (Extended Major)**  
Chemistry (Ext) BS  
Fall 2010  
Delete Plan  
Support_Lin  
8 Term Plan:

16. **BS Chemistry: Health**  
Chemistry: Health  
Preprofessional BS  
Fall 2010  
Delete Plan  
Support_Lin  
8 Term Plan:

### C. The College of Social and Behavioral Sciences

1. **PSY 402**  
PSY 402 4  Interviewing  
Summer 2010  
Delete Course

### D. College of Health and Human Services

1. **NUR 320**  
NUR 320 2  Basic Principles in Palliative Care  
Fall 2010  
Units

2. **NUR 321**  
NUR 321 2  Gerontology  
Summer 2010  
Units

3. **NUR 350**  
NUR 350 6  FAMILY CASE MANAGEMENT  
Spring 2012  
Catalog Descr, Course Title, Units

4. **NUR 302**  
NUR 302 3  
Spring 2010  
Delete Course

5. **NUR 304**  
NUR 304 3  BACCALAUREATE NURSING ROLE DEVELOPMENT  
Spring 2010  
Delete Course
### III. Action Items

<table>
<thead>
<tr>
<th>A. College of Arts and Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> HUM 383</td>
</tr>
<tr>
<td>HUM 383</td>
</tr>
<tr>
<td><strong>2.</strong> SPA 354</td>
</tr>
<tr>
<td>SPA 354</td>
</tr>
<tr>
<td><strong>3.</strong> BSED Spanish</td>
</tr>
<tr>
<td>BSED Spanish</td>
</tr>
<tr>
<td>Spanish BSED</td>
</tr>
<tr>
<td><strong>4.</strong> ID 399</td>
</tr>
<tr>
<td>ID 399</td>
</tr>
<tr>
<td><strong>5.</strong> BS Interior Design</td>
</tr>
<tr>
<td>BS Interior Design BS</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>6.</strong> MUS 250</td>
</tr>
<tr>
<td>MUS 250</td>
</tr>
<tr>
<td><strong>7.</strong> MUS 260</td>
</tr>
<tr>
<td>MUS 260</td>
</tr>
<tr>
<td><strong>8.</strong> Museum Studies Minor</td>
</tr>
<tr>
<td>Museum Studies Minor</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
</tr>
<tr>
<td>11.</td>
</tr>
<tr>
<td>12.</td>
</tr>
</tbody>
</table>

**B. The W. A. Franke College of Business**

<table>
<thead>
<tr>
<th></th>
<th>Program</th>
<th>Year</th>
<th>Details</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>BS Accountancy</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added</td>
<td>BSED Accountancy BSACCY</td>
</tr>
<tr>
<td>2.</td>
<td>BSBA Business Economics</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added</td>
<td>BSED Business Economics BSBA</td>
</tr>
<tr>
<td>3.</td>
<td>BSBA CIS</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added</td>
<td>BSED CIS BSBA</td>
</tr>
<tr>
<td>4.</td>
<td>BSBA Finance</td>
<td>Fall 2010</td>
<td>Major Reqmts-Unit Change</td>
<td>BSED Finance BSBA</td>
</tr>
<tr>
<td>5.</td>
<td>BSBA Management</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added</td>
<td>BSED Management BSBA</td>
</tr>
</tbody>
</table>
### C. College of Education

<table>
<thead>
<tr>
<th>1.</th>
<th>B.A.S. Early Childhood Education</th>
<th>Fall 2010</th>
<th>Major Reqmts-Course(s) Deleted</th>
<th>Support</th>
<th>8 Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Early Childhood Education BAS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### D. College of Social and Behavioral Sciences

<table>
<thead>
<tr>
<th>1.</th>
<th>PSY 411</th>
<th>PSY 411</th>
<th>3 Conservation Psychology: Psychology for a Sustainable Future</th>
<th>Summer 2010</th>
<th>New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>CCJ 475</td>
<td>CCJ 475</td>
<td>GLOBAL JUSTICE</td>
<td>Fall 2010</td>
<td>Add LibStud, Number</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>CCJ 480</td>
<td>CCJ 480</td>
<td>CONTEMPORARY ISSUES IN CRIMINAL JUSTICE</td>
<td>Fall 2010</td>
<td>Add LibStud, Number</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>ES 358</td>
<td>ES 358</td>
<td>Critical Race Theory</td>
<td>Fall 2010</td>
<td>Add LibStud, Cross-list, New Course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>POS 358</td>
<td>POS 358</td>
<td>Critical Race Theory</td>
<td>Fall 2010</td>
<td>Add LibStud, Cross-list, New Course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>POS 409C</td>
<td>POS 409C</td>
<td>Fieldwork Capstone</td>
<td>Summer 2010</td>
<td>New Course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>BA Political Science</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted, Text within Plan</td>
<td>Support</td>
<td>8 Term</td>
</tr>
<tr>
<td></td>
<td>Political Science BA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>BS Political Science</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted, Text within Plan</td>
<td>Support</td>
<td>8 Term</td>
</tr>
<tr>
<td></td>
<td>Political Science BS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Minor Political Science</td>
<td>Fall 2010</td>
<td>Minor Reqmts-Unit Change</td>
<td>Support</td>
<td>8 Term</td>
</tr>
<tr>
<td></td>
<td>Political Science Minor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### E. The College of Engineering, Forestry and Natural Sciences

<table>
<thead>
<tr>
<th></th>
<th>Course Code</th>
<th>Catalog Descr, Units</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>BIO 345</td>
<td>Fall 2010</td>
<td>3</td>
<td>APPLIED BOTANY</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>2.</td>
<td>CHM 342</td>
<td>Fall 2010</td>
<td>3</td>
<td>PHYSICAL CHEMISTRY II</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>3.</td>
<td>CHM 342L</td>
<td>Fall 2010</td>
<td>3</td>
<td>PHYSICAL CHEMISTRY Lab</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>4.</td>
<td>BS Chemistry</td>
<td>Fall 2010</td>
<td>8</td>
<td>Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted</td>
<td>Support</td>
</tr>
<tr>
<td>5.</td>
<td>Minor Chemistry</td>
<td>Fall 2010</td>
<td>Minor Reqmts-Course(s) Added, Minor Reqmts-Course(s) Deleted</td>
<td>Support</td>
<td>Chemistry Support</td>
</tr>
<tr>
<td>6.</td>
<td>BS Chemistry: ACS (Extended)</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted</td>
<td>Support</td>
<td>Chemistry Support</td>
</tr>
<tr>
<td>7.</td>
<td>BS Chemistry: Biochemistry ACS</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted, Major Reqmts-Unit Change</td>
<td>Support</td>
<td>Chemistry Support</td>
</tr>
<tr>
<td>Course</td>
<td>Year</td>
<td>Action</td>
<td>Support</td>
<td>Term</td>
<td>Plan</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------</td>
<td>-------------------------------</td>
<td>---------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>BS Chemistry: Health Preprofessional (Ext) BS</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Deleted</td>
<td>Chemistry Support</td>
<td>8 Term</td>
<td>BS Chemistry Health Preprofessional 8</td>
</tr>
<tr>
<td>BS Chemistry: Preforensic</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted</td>
<td>Chemistry Support</td>
<td>8 Term</td>
<td>BS Chemistry: Preforensic Chemistry</td>
</tr>
<tr>
<td>ENV 450</td>
<td>Fall 2010</td>
<td>Co-convene, New Course</td>
<td>ENV 450 Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BS Environmental Sciences: Applied Geology BS</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Deleted</td>
<td>2nd form for plan</td>
<td>8 Term</td>
<td>BS Environmental Sciences: Applied</td>
</tr>
<tr>
<td>BS Environmental Sciences: Biology BS</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted, Major Reqmts-Unit Change</td>
<td>BS Environmental Sciences: Biology 8</td>
<td>8 Term</td>
<td></td>
</tr>
<tr>
<td>BS Environmental Sciences: Chemistry BS</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted, Major Reqmts-Unit Change</td>
<td>BS Environmental Sciences: Chemistry 8</td>
<td>8 Term</td>
<td></td>
</tr>
<tr>
<td>BA Environmental Studies (Ext) BA</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted, Text within Plan</td>
<td>BA Environmental Studies (Extended)</td>
<td>8 Term</td>
<td>BA Environmental Studies (Extended)</td>
</tr>
<tr>
<td>BS Environmental Studies (Ext) BS</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted, Text within Plan</td>
<td>BS Environmental Studies (Extended)</td>
<td>8 Term</td>
<td>BS Environmental Studies (Extended)</td>
</tr>
<tr>
<td>BS Environmental Studies</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted, Text within Plan</td>
<td>BS Environmental Studies (Extended)</td>
<td>8 Term</td>
<td>BS Environmental Studies (Extended)</td>
</tr>
<tr>
<td>#</td>
<td>Program Name</td>
<td>Year</td>
<td>Changes Description</td>
<td>Term</td>
<td>Support Link</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------</td>
<td>------</td>
<td>----------------------------------------------------------</td>
<td>------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>16</td>
<td>Interdisciplinary Minor in Environmental Studies</td>
<td>Fall 2010</td>
<td>Minor Reqmts-Course(s) Added, Minor Reqmts-Course(s) Deleted, Minor Reqmts-Unit Change, Name Change</td>
<td>8 Term</td>
<td>Minor Environmental Studies- Support</td>
</tr>
<tr>
<td>17</td>
<td>BS Geology: Environmental Geology: Environmental BS</td>
<td>Fall 2010</td>
<td>Major Reqmts-Unit Change</td>
<td>8 Term</td>
<td>BS Geology: Environmental Geology 8</td>
</tr>
<tr>
<td>18</td>
<td>Geology: Geophysics</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Deleted</td>
<td>8 Term</td>
<td>2nd form for plan Geology: Geophysics 8 term plan</td>
</tr>
<tr>
<td>19</td>
<td>BS Geology: Hydrogeology</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted</td>
<td>8 Term</td>
<td>BS Geology: Hydrogeology- 8 term plan</td>
</tr>
<tr>
<td>20</td>
<td>BS Geology: Paleontology</td>
<td>Fall 2010</td>
<td>Major Reqmts-Unit Change</td>
<td>8 Term</td>
<td>BS Geology: Paleontology 8 term plan</td>
</tr>
<tr>
<td>21</td>
<td>Minor Geology</td>
<td>Fall 2010</td>
<td>Major Reqmts-Unit Change</td>
<td>8 Term</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>BSF Forestry</td>
<td>Fall 2010</td>
<td>Plan Change – Delete Subplan; Certificate Requirements added</td>
<td>8 Term</td>
<td>BSF Forestry 8 term plan</td>
</tr>
<tr>
<td>23</td>
<td>Certificate in Forest Health and Restoration</td>
<td>Fall 2010</td>
<td>New Plan</td>
<td>8 Term</td>
<td>Forestry Support</td>
</tr>
<tr>
<td>24</td>
<td>Certificate in International</td>
<td>Fall 2010</td>
<td>New Plan</td>
<td>8 Term</td>
<td>Forestry Support</td>
</tr>
<tr>
<td>25</td>
<td>Certificate in People and Forests</td>
<td>Fall 2010</td>
<td>New Plan</td>
<td>8 Term</td>
<td>Forestry Support</td>
</tr>
<tr>
<td></td>
<td>Course Description</td>
<td>Term</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------</td>
<td>-----------</td>
<td>--------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fire Ecology &amp; Management Certificate</td>
<td></td>
<td>Added, Certificate Reqmts-Course(s) Deleted</td>
<td>Support</td>
<td></td>
</tr>
<tr>
<td>F.</td>
<td>College of Health and Human Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>NUR 420 Family Nursing Roles</td>
<td>Fall 2010</td>
<td>New Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NUR 420 Family Nursing Roles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>NUR 424 Manager of Care/Health Systems</td>
<td>Fall 2010</td>
<td>New Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NUR 424 Manager of Care/Health Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic Public Health Certificate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>BS Nursing - Option for RN BSN</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS Nursing - Option for RN BSN</td>
<td></td>
<td>Major Reqmts-Course(s) Deleted</td>
<td>Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS Nursing - Option for RN BSN</td>
<td></td>
<td>RN to BS Nursing Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>BS Nursing Extended Major</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS Nursing Extended Major</td>
<td></td>
<td>Major Reqmts-Course(s) Deleted</td>
<td>Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS Nursing Extended Major</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G.</td>
<td>Diversity Addition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>ES 358</td>
<td>Fall 2010</td>
<td>Add Diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ES 358</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>POS 358</td>
<td>Fall 2010</td>
<td>Add Diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>POS 358</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H.</td>
<td>Undergraduate Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Liberal Studies Deletion

1. CHM 485C  
   CHM 485C  
   Fall 2010  
   Remove LibStud

2. CHM 497C  
   CHM 497C  
   Fall 2010  
   Remove LibStud

3. CHM 498C  
   CHM 498C  
   Fall 2010  
   Remove LibStud

Liberal Studies Addition

4. CCJ 475C  
   CCJ 475C  
   Fall 2010  
   Add LibStud

5. CCJ 480C  
   CCJ 480C  
   Fall 2010  
   Add LibStud

6. CHM 425C  
   CHM 425C  
   Fall 2010  
   Add LibStud

7. CHM 442C  
   CHM 442C  
   Fall 2010  
   Add LibStud

8. CHM 450C  
   CHM 450C  
   Fall 2010  
   Add LibStud

9. CHM 462C  
   CHM 462C  
   Fall 2010  
   Add LibStud

10. ES 358  
    ES 358  
    Fall 2010  
    Add LibStud

11. ES 378  
    ES 378  
    Fall 2010  
    Add LibStud

12. HIS 376  
    HIS 376  
    Fall 2010  
    Add LibStud

13. HUM 383  
    HUM 383  
    Fall 2010  
    Add LibStud

14. POS 358  
    POS 358  
    Fall 2010  
    Add LibStud

15. POS 409C  
    POS 409C  
    Fall 2010  
    Add LibStud
I. Minutes from previous meeting – November 17, 2009

II. Consent Items- Items II. A. 41, C. 1 and C. 2 moved to the Action Agenda. All other items approved as presented.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Effective Date/Revised Effective Date</th>
<th>Summary of Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARE 433 ARE</td>
<td>Children's Art Program II</td>
<td>Summer 2010</td>
<td>Delete Course</td>
</tr>
<tr>
<td>ART 100 ART</td>
<td>ART APPRECIATION</td>
<td>Fall 2010</td>
<td>Catalog Descr</td>
</tr>
<tr>
<td>ART 101 ART</td>
<td>INTRODUCTION TO STUDIO ARTS</td>
<td>Fall 2010</td>
<td>Catalog Descr</td>
</tr>
<tr>
<td>ART 142 ART</td>
<td>SILK-SCREEN PRINTMAKING</td>
<td>Fall 2010</td>
<td>Prereqs</td>
</tr>
<tr>
<td>ART 179 ART</td>
<td>Introduction to Stained Glass</td>
<td>Summer 2010</td>
<td>Delete Course</td>
</tr>
<tr>
<td>ART 182 ART</td>
<td>Sculpture II</td>
<td>Summer 2010</td>
<td>Delete Course</td>
</tr>
<tr>
<td>ART 235 ART</td>
<td>Figure Drawing I</td>
<td>Fall 2010</td>
<td>Prereqs</td>
</tr>
<tr>
<td>ART 241 ART</td>
<td>INTAGLIO PRINTMAKING</td>
<td>Fall 2010</td>
<td>Prereqs</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Semester</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>ART 261</td>
<td>CERAMICS II</td>
<td>3</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>ART 263</td>
<td>HAND BUILDING</td>
<td>3</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>ART 271</td>
<td>JEWELRY AND METALSMITHING II</td>
<td>3</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>ART 281</td>
<td>SCULPTURE III</td>
<td>3</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>ART 285</td>
<td>Sculpture Figure Modeling</td>
<td>3</td>
<td>Summer 2010</td>
</tr>
<tr>
<td>ART 335</td>
<td>FIGURE DRAWING II</td>
<td>3</td>
<td>Fall 20.0</td>
</tr>
<tr>
<td>ART 342</td>
<td>Color Lithography Printmaking</td>
<td>3</td>
<td>Fall 20.0</td>
</tr>
<tr>
<td>ART 351</td>
<td>Ceramics III</td>
<td>3</td>
<td>Fall 20.0</td>
</tr>
<tr>
<td>ART 371</td>
<td>Jewelry and Metalsmithing III</td>
<td>3</td>
<td>Fall 20.0</td>
</tr>
<tr>
<td>ART 380</td>
<td>Sculpture IV</td>
<td>3</td>
<td>Summer 2010</td>
</tr>
<tr>
<td>ART 381</td>
<td>Sculpture V</td>
<td>3</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Course Code</td>
<td>Title</td>
<td>Term</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------</td>
<td>-----------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>ART 382</td>
<td>Printmaking Intaglio</td>
<td>Summer 2010</td>
<td>Delete Course</td>
</tr>
<tr>
<td>ART 422</td>
<td>Painting Concepts II</td>
<td>Fall 2010</td>
<td>Catalog Descr, Course Title, Prereqs</td>
</tr>
<tr>
<td>ART 431</td>
<td>Painting III</td>
<td>Summer 2010</td>
<td>Delete Course</td>
</tr>
<tr>
<td>ART 442</td>
<td>Printmaking Concepts IV</td>
<td>Fall 2010</td>
<td>Catalog Descr, Course Title, Prereqs</td>
</tr>
<tr>
<td>ART 471</td>
<td>Jewelry and Metallmthng IV</td>
<td>Fall 2010</td>
<td>Course Title, Prereqs</td>
</tr>
<tr>
<td>ART 481</td>
<td>Sculpture Studio</td>
<td>Fall 2010</td>
<td>Course Title, Prereqs</td>
</tr>
<tr>
<td>ART 490</td>
<td>2-D Studio Exhibit</td>
<td>Summer 2010</td>
<td>Delete Course</td>
</tr>
<tr>
<td>ENG 420C</td>
<td>Seminar in Language</td>
<td>Fall 2010</td>
<td>Catalog Descr, Repeat Rule</td>
</tr>
<tr>
<td>ENG 421C</td>
<td>SEMINAR IN THE HISTORY OF THE ENGLISH LANGUAGE</td>
<td>Fall 2010</td>
<td>Catalog Descr, Repeat Rule</td>
</tr>
<tr>
<td>ENG 422C</td>
<td>SEMINAR IN STYLISTICS</td>
<td>Fall 2010</td>
<td>Catalog Descr, Repeat Rule</td>
</tr>
<tr>
<td>HUM 362</td>
<td>Perspectives on Asian Humanities</td>
<td>Fall 2010</td>
<td>Prereqs</td>
</tr>
<tr>
<td>HUM 370</td>
<td>The Popular Arts</td>
<td>Fall 2010</td>
<td>Prereqs</td>
</tr>
<tr>
<td>32. HUM 371</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUM 371</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUMANISTIC VALUES IN A TECHNOLOGICAL SOCIETY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prereqs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>33. HUM 375</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 375</td>
</tr>
<tr>
<td>WOMEN IN AMERICAN ARTS AND CULTURE</td>
</tr>
<tr>
<td>Fall 2010</td>
</tr>
<tr>
<td>Prereqs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>34. HUM 376</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 376</td>
</tr>
<tr>
<td>VISIONS OF UTOPIA</td>
</tr>
<tr>
<td>Fall 2010</td>
</tr>
<tr>
<td>Prereqs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>35. HUM 381</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 381</td>
</tr>
<tr>
<td>MEXICAN ARTS AND CULTURE</td>
</tr>
<tr>
<td>Fall 2010</td>
</tr>
<tr>
<td>Prereqs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>36. ID 461</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 461</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Interior Design III</td>
</tr>
<tr>
<td>Fall 2010</td>
</tr>
<tr>
<td>Prereqs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>37. MUS 121</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 121</td>
</tr>
<tr>
<td>Harmony I</td>
</tr>
<tr>
<td>Fall 2010</td>
</tr>
<tr>
<td>Catalog Descr, Course Title</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>38. MUS 122</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 122</td>
</tr>
<tr>
<td>Harmony II</td>
</tr>
<tr>
<td>Fall 2010</td>
</tr>
<tr>
<td>Catalog Descr, Course Title</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>39. MUS 221</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 221</td>
</tr>
<tr>
<td>Harmony III</td>
</tr>
<tr>
<td>Fall 2010</td>
</tr>
<tr>
<td>Catalog Descr, Course Title</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>40. MUS 222</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 222</td>
</tr>
<tr>
<td>Harmony IV</td>
</tr>
<tr>
<td>Fall 2010</td>
</tr>
<tr>
<td>Catalog Descr, Course Title</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>41. MUS 260</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 260</td>
</tr>
<tr>
<td>Introduction to World Music</td>
</tr>
<tr>
<td>Fall 2010</td>
</tr>
<tr>
<td>Catalog Descr, Course Title, Prereqs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>42. MUS 353</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 353</td>
</tr>
<tr>
<td>Teaching Methods II</td>
</tr>
<tr>
<td>Fall 2010</td>
</tr>
<tr>
<td>Course Title, Prereqs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>43. MUS 455</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 455</td>
</tr>
<tr>
<td>Teaching Methods III</td>
</tr>
<tr>
<td>Fall 2010</td>
</tr>
<tr>
<td>Course Title, Prereqs</td>
</tr>
<tr>
<td>Course Title</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td>B.A. Spanish</td>
</tr>
<tr>
<td>B.A. Spanish Extended Major</td>
</tr>
<tr>
<td>Studio Art Minor</td>
</tr>
<tr>
<td>Studio Art Minor</td>
</tr>
<tr>
<td>Certificate Ceramics</td>
</tr>
<tr>
<td>Certificate Ceramics</td>
</tr>
<tr>
<td>Certificate Jewelry and Metallsmithing</td>
</tr>
<tr>
<td>Certificate Painting</td>
</tr>
<tr>
<td>Certificate Printmaking</td>
</tr>
<tr>
<td>Certificate Sculpture</td>
</tr>
<tr>
<td>Minor Art Elementary Education</td>
</tr>
<tr>
<td>Minor Art Secondary Education</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>ACC 300</td>
</tr>
<tr>
<td>ACC 302</td>
</tr>
<tr>
<td>ACC 355</td>
</tr>
<tr>
<td>ACC 405</td>
</tr>
<tr>
<td>ACC 460</td>
</tr>
<tr>
<td>CIS 370</td>
</tr>
<tr>
<td>CIS 410</td>
</tr>
<tr>
<td>CIS 440</td>
</tr>
<tr>
<td>CIS 460</td>
</tr>
<tr>
<td>CIS 480</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>11. CIS 490</td>
</tr>
<tr>
<td>12. ECO 201</td>
</tr>
<tr>
<td>13. ECO 321</td>
</tr>
<tr>
<td>14. ECO 440</td>
</tr>
<tr>
<td>15. HA 210</td>
</tr>
<tr>
<td>16. HA 240</td>
</tr>
<tr>
<td>17. HA 355</td>
</tr>
<tr>
<td>18. HA 401</td>
</tr>
<tr>
<td>19. HA 410</td>
</tr>
<tr>
<td>20. HA 411</td>
</tr>
<tr>
<td>21. HA 415</td>
</tr>
<tr>
<td>22. HA 490C</td>
</tr>
<tr>
<td>ID</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>23</td>
</tr>
<tr>
<td>24</td>
</tr>
<tr>
<td>25</td>
</tr>
<tr>
<td>26</td>
</tr>
<tr>
<td>27</td>
</tr>
<tr>
<td>28</td>
</tr>
<tr>
<td>29</td>
</tr>
<tr>
<td>30</td>
</tr>
<tr>
<td>31</td>
</tr>
<tr>
<td>32</td>
</tr>
</tbody>
</table>
### C. College of Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Effective Date</th>
<th>Summary of Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE 291</td>
<td>CTE 291 Laboratory Management</td>
<td>Fall 2010</td>
<td>Number</td>
</tr>
<tr>
<td>CTE 292</td>
<td>CTE 292 Accident Prevention</td>
<td>Fall 2010</td>
<td>Number</td>
</tr>
<tr>
<td>ECI 495C</td>
<td>ECI 495 Supervised Teaching: Secondary</td>
<td>Fall 2010</td>
<td>Catalog Descr, Prereqs</td>
</tr>
<tr>
<td>BSED CTE Extended Major</td>
<td>Major Reqmts-Course(s) Added, Text within Plan</td>
<td>Fall 2010</td>
<td>Support_Link</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8 Term Plan: BSED CTE 8 Term Plan</td>
</tr>
</tbody>
</table>

### D. College of Social and Behavioral Sciences

#### Change Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Effective Date</th>
<th>Summary of Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 408C</td>
<td>PSY 408 Fieldwork Experience</td>
<td>Fall 2010</td>
<td>Catalog Descr, Grading Option, Prereqs, Units</td>
</tr>
</tbody>
</table>
E. NAU YUMA

1. PAS 355
   PAS  355  3  Research Methods in the Social Sciences
   Effective Date: Fall 2010
   Summary of Changes: Prereqs

2. PAS 411
   PAS  411  3  Ethics, Policy, and Administration
   Effective Date: Fall 2010
   Summary of Changes: Prereqs

3. PAS 450
   PAS  450  3  Leadership Concepts, Skills, and Models in the Public Sector
   Effective Date: Fall 2010
   Summary of Changes: Prereqs

F. College of Health and Human Services

1. B.A.S. Health Sciences
   B.A.S. Health Sciences
   Effective Date: Fall 2010
   Summary of Changes: Delete Plan
   Support_Link: 8 Term Plan:

G. Undergraduate Studies

1. B.A. B.S. Interdisciplinary
   B.A. B.S. Interdisciplinary Studies - Humanities
   Effective Date: Fall 2010
   Summary of Changes: Text within Plan
   Support_Link: 8 Term Plan:

2. B.A. B.S. Interdisciplinary
   B.A. B.S. Interdisciplinary Studies - Public Management
   Effective Date: Fall 2010
   Summary of Changes: Text within Plan
   Support_Link: 8 Term Plan:

3. B.A. B.S. Interdisciplinary Studies
   B.A. B.S. Interdisciplinary Studies: Public Agency Service
   Effective Date: Fall 2010
   Summary of Changes: Name Change
   Support_Link: 8 Term Plan:

4. B.A. B.S. Interdisciplinary Studies
   B.A. B.S. Interdisciplinary Studies: Administration of Justice
   Effective Date: Fall 2010
   Summary of Changes: text within Plan
   Support_Link: 8 Term Plan:
5. B.A. B.S. Interdisciplinary Studies  
   B.A. B.S. Interdisciplinary  
   Studies: Emergency Services  
   Fall 2010  
   text within Plan  
   Support_Link  
   8 Term Plan:

6. Bachelor of Applied Science (BAS)  
   Bachelor of Applied Science  
   Administration of Justice  
   Fall 2010  
   Delete Plan  
   Support_Link  
   8 Term Plan:

7. Bachelor of Applied Science (BAS)  
   Bachelor of Applied Science  
   Health Sciences  
   Fall 2010  
   Delete Plan  
   Support_Link  
   8 Term Plan:

8. Bachelor of Applied Science (BAS)  
   Bachelor of Applied Science Public  
   Agency Administration  
   Fall 2010  
   Delete Plan  
   Support_Link  
   8 Term Plan:

9. Bachelor of Applied Science (BAS)  
   Bachelor of Applied Science Social  
   and Community Service  
   Fall 2010  
   Support  
   8 Term

10. Bachelor of Applied Science (BAS)  
    Bachelor of Applied Science  
    Emergency Services  
    Fall 2010  
    Delete Plan  
    Support_Link  
    8 Term Plan:

11. Bachelor of Applied Science (BAS)  
    Bachelor of Applied Science  
    Fall 2010  
    Text within Plan  
    Support_Link

---

**III. Action Items**

| Effective Date/  
Revised Effective Date | Summary of Changes |
|-----------------------|--------------------|
| Fall 2010 | Major Reqmts-Course(s) Added,  
Minor Reqmts-Course(s) Added,  
Name Change, Text within Plan |

**A. College of Health and Human Services** - all items approved as presented, none opposed.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Fall 2020</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 201</td>
<td>Introduction to Physical Education</td>
<td></td>
<td>New Course</td>
</tr>
<tr>
<td>PE 316</td>
<td>Content Progressions in Physical Education</td>
<td></td>
<td>New Course</td>
</tr>
<tr>
<td>PE 325</td>
<td>Applied Movement Analysis and Motor Learning</td>
<td></td>
<td>New Course</td>
</tr>
<tr>
<td>HS 315</td>
<td>Effective Teaching in Health Promotion</td>
<td></td>
<td>Catalog Descr, Course Title, Subject</td>
</tr>
<tr>
<td>HS 335</td>
<td>Physical Education in the Elementary School</td>
<td></td>
<td>Catalog Descr, Prereqs, Subject</td>
</tr>
<tr>
<td>HS 345</td>
<td>Physical Education for Middle School Students</td>
<td></td>
<td>Catalog Descr, Coreqs, Prereqs, Subject</td>
</tr>
<tr>
<td>HS 355</td>
<td>Physical Activity for High School Students</td>
<td></td>
<td>Catalog Descr, Course Title, Prereqs, Subject, Units</td>
</tr>
<tr>
<td>HS 365</td>
<td>Physical Education For Special Populations</td>
<td></td>
<td>Catalog Descr, Subject</td>
</tr>
<tr>
<td>HS 408</td>
<td>Fieldwork Experience</td>
<td></td>
<td>Catalog Descr, Coreqs, Grading Option, Prereqs, Subject, Units</td>
</tr>
<tr>
<td>HS 435</td>
<td>Evaluation and Assessment in Health and Physical Education</td>
<td></td>
<td>Catalog Descr, Coreqs, Course Title, Prereqs, Subject</td>
</tr>
<tr>
<td></td>
<td>Program Description</td>
<td>Semester</td>
<td>Notes</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------</td>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>BS Health Sciences: Allied Health</td>
<td>Fall 2010</td>
<td>Support 8 Term</td>
</tr>
<tr>
<td></td>
<td>B.S. Health Sciences: Allied Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>BS Health Sciences Paramedic Care</td>
<td>Fall 2010</td>
<td>Support 8 Term</td>
</tr>
<tr>
<td></td>
<td>BS Health Sciences - Paramedic Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>BS Health Sciences: Physical</td>
<td>Fall 2010</td>
<td>Support 8 Term</td>
</tr>
<tr>
<td></td>
<td>BS Health Sciences - Physical Therapist Assisting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>BS Health Sciences: Respiratory</td>
<td>Fall 2010</td>
<td>Support 8 Term</td>
</tr>
<tr>
<td></td>
<td>BS Health Sciences - Respiratory Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>BS Health Sciences: Surgical</td>
<td>Fall 2010</td>
<td>Support 8 Term</td>
</tr>
<tr>
<td></td>
<td>BS Health Sciences - Surgical Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>BS Health Sciences: Diagnostic</td>
<td>Fall 2010</td>
<td>Support 8 Term</td>
</tr>
<tr>
<td></td>
<td>BS: Health Sciences - Diagnostic Medical Imaging and Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>BS Health Sciences: Medical</td>
<td>Fall 2010</td>
<td>Support 8 Term</td>
</tr>
<tr>
<td></td>
<td>BS: Health Sciences - Medical Assisting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. College of Arts and Letters – item 1 tabled due to no representative, items 2 and 3 approved with the added co-requisite to item 2; items 4-8 approved as presented; item 9 was moved from the consent agenda and not approved.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SPA 354</td>
<td>SPA 354</td>
<td>3 SURVEY OF LATIN AMERICAN FILM</td>
<td>Fall 2010</td>
<td>New Course</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ART 301</td>
<td>ART 301</td>
<td>GALLERY WORKSHOP</td>
<td>Fall 2010</td>
<td>Prereqs</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ART 482C</td>
<td>ART 482C</td>
<td>SCULPTURE STUDIO EXHIBITION</td>
<td>Fall 2010</td>
<td>Catalog Descr, Coreqs, Course Title, Prereqs</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>B.F.A. Ceramics</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted, Text within Plan</td>
<td>Support</td>
<td>8 Term</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>B.F.A. Jewelry and Metalsmithing</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted, Text within Plan</td>
<td>Support</td>
<td>8 Term</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>B.F.A. Painting</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted, Text within Plan</td>
<td>Support</td>
<td>8 Term</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>B.F.A. Printmaking</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted, Text within Plan</td>
<td>Support</td>
<td>8 Term</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>B.F.A. Sculpture</td>
<td>Fall 2010</td>
<td>Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted, Text within Plan</td>
<td>Support</td>
<td>8 Term</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>MUS 260</td>
<td>Fall 2010</td>
<td>Catalog Descr, Course Title, Prereqs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. The W. A. Franke College of Business- all items approved as presented.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Term</th>
<th>Approval Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 330</td>
<td>Data Integrated Development for Business Applications</td>
<td>3</td>
<td>Fall 2010</td>
<td>New Course</td>
</tr>
<tr>
<td>MGT 375</td>
<td>Organizational Behavior</td>
<td>3</td>
<td>Fall 2010</td>
<td>New Course</td>
</tr>
<tr>
<td>MGT 475</td>
<td>Managerial Decision Making</td>
<td>3</td>
<td>Fall 2010</td>
<td>New Course</td>
</tr>
<tr>
<td></td>
<td>Hospitality Certificate for Hospitality Certificate for Business Majors</td>
<td></td>
<td>Fall 2010</td>
<td>New Plan</td>
</tr>
<tr>
<td>B.S.B.A in Computer Information</td>
<td>Major Reqmts-Course's) Added, Text within Plan</td>
<td></td>
<td>Fall 2010</td>
<td>Support</td>
</tr>
<tr>
<td>B.S.B.A in Management</td>
<td>Major Reqmts-Course's) Added, Text within Plan</td>
<td></td>
<td>Fall 2010</td>
<td>Support</td>
</tr>
</tbody>
</table>

D. College of Social and Behavioral Sciences – approved as presented.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Term</th>
<th>Approval Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.S. Justice System Policy &amp; Bachelor of Applied Science Justice System Policy &amp; Planning</td>
<td>Fall 2010</td>
<td>Support</td>
<td>8 Term</td>
</tr>
</tbody>
</table>
E. Undergraduate Studies – items approved.

1. B.A. B.S. Interdisciplinary Studies
   B.A. B.S. Interdisciplinary Studies
   Fall 2010
   Major Reqmts-Course(s) Added,
   Major Reqmts-Course(s) Deleted,
   Minor Reqmts-Course(s) Added,
   Minor Reqmts-Course(s) Deleted,
   Support
   8 Term

2. B.A. B.S. Interdisciplinary
   B.A. B.S. Interdisciplinary
   Studies- Focus Area Scientific
   Fall 2010
   Text within Plan
   Support
   8 Term

F. College of Education – item 1 approved as presented; item 2 approved w/2 opposed; item 3 tabled for no representation; item 4 approved w/changes; items 5 and 6 moved from consent agenda and approved as presented.

1. Certificate Career and Technical
   Certificate Career and Technical
   Education
   Fall 2010
   New Plan
   Support
   8 Term

2. B.S. Ed. CTE: Occupational
   B.S. Ed. CTE: Occupational
   Education 90-30 (extended)
   Fall 2010
   Major Reqmts-Course(s) Added,
   Major Reqmts-Course(s) Deleted,
   Text within Plan
   Support
   8 Term

3. B.A.S. Early Childhood Education
   Bachelor of Applied Science Early
   Childhood Education
   Fall 2010
   Support
   8 Term

4. BSED CTE Extended Major Family
   BSED CTE Extended Major
   Family and Consumer Sciences
   Fall 2010
   Major Reqmts-Course(s) Added,
   Text within Plan
   Support
   8 Term
   BSED CTE 8 Term Plan

5. CTE 291
   CTE 291 3 LABORATORY MANAGEMENT
   Fall 2010
   Number

6. CTE 292
   CTE 292 3 ACCIDENT PREVENTION
   Fall 2010
   Number
University Curriculum Committee
Proposal for Course Change

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


3. College       Arts and Letters       4. Academic Unit/Department   School of Art

5. Current course subject/catalog number       ART 242 Lithography Printmaking

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog /www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm). Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.

<table>
<thead>
<tr>
<th>ART 242 LITHOGRAPHY PRINTMAKING (3)</th>
<th>ART 242 LITHOGRAPHY PRINTMAKING (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio course. Introduces lithographic techniques and processes. 5 hrs. studio.</td>
<td>Studio course. Introduces lithographic techniques and processes. 5 hrs. studio.</td>
</tr>
<tr>
<td>Letter grade only. Course fee required. Prerequisite: (ART 135 and ART 150) or International Exchange Student Group</td>
<td>Letter grade only. Course fee required. Prerequisite: (ART 135 and ART 150)</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   If revised, how should it be revised? □

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

Revised 8/08
9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

**ART 141 or 142 will better prepare students for this course and further ensure student success.**

10. Approvals

**Tom Paton**

Department Chair/Unit Head (if appropriate)/Date

**Pam Stephens**

Chair of college curriculum committee/Date

**Dean of College**

Date

For Committee use only

**A. Bell**

For University Curriculum Committee/Date

Action taken:

- approved as submitted
- approved as modified
Spring 2010

2. College  Arts and Letters  3. Academic Unit/Department  School of Art

4. Current course subject and catalog number  ART 123

5. Current catalog title
Color and Light

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

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

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

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

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

Is the course a Common Course as defined by your Articulation Task Force?  Yes □  No □
If yes, has the change been approved by the Articulation Task Force?  Yes □  No □
If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit  □  OR  changed to elective credit □

11. Justification for course deletion.
This course has not been taught for more than four years and there is no plan to teach it in the future. This course is also redundant with ART 122.

12. Approvals

[Signatures and dates]

Revised 9/07
For Committee use only

For University Curriculum Committee/Date

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

Note: Submit original to associate provost's office

Revised 9/07
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>Arts and Letters</th>
<th>2. Academic Unit/Department</th>
<th>Art Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Academic Plan Name</td>
<td>Minor Art Elementary Education</td>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Is this proposal for a:
   - [ ] New Plan
   - [ ] Plan Change*
   - [ ] New Subplan
   - [ ] Subplan Change

X Plan Deletion
NOTE: This is a deletion of a minor only.
[ ] Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7.

Revised 09/07
For Plan Changes, please copy and paste the text directly from the current online academic catalog: [link]

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

For New Plans, leave this column blank.

To complete this minor, take the following 24 units:
- ART 135, 136, 150, and 151 (12 units)
- ARE 231, 421, and 432 (9 units)
- 3 units of art history coursework

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

Click here for more information about our Art School Faculty.

Click on any of the following links for course information:
- art undergraduate courses
- art graduate courses
- art education undergraduate courses
- art education graduate courses

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

To complete this minor, take the following 24 units:
- ART 135, 136, 150, and 151 (12 units)
- ARE 231, 421, and 432 (9 units)
- 3 units of art history coursework

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

Click here for more information about our Art School Faculty.

Click on any of the following links for course information:
- art undergraduate courses
- art graduate courses
- art education undergraduate courses
- art education graduate 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 BALS 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.

Revised 09/07
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.


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

   The art elementary education minor does not result in a teaching certificate or K-12 art endorsement. For this reason, not many students choose this path. There have been a limited number of students in this minor for the past five years.

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

<table>
<thead>
<tr>
<th>Department Chair/Unit Head (if appropriate)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1/25/10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair of college curriculum committee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1/25/10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean of college</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1/26/10</td>
</tr>
</tbody>
</table>

For committee use only

<table>
<thead>
<tr>
<th>For University Curriculum Committee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-26-10</td>
</tr>
</tbody>
</table>

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.

Revised 09/07
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>Arts and Letters</th>
<th>2. Academic Unit/Department</th>
<th>Art Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Academic Plan Name</td>
<td>MINOR ART SECONDARY EDUCATION</td>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
<td>X Plan Deletion</td>
<td></td>
</tr>
</tbody>
</table>

6. Is this proposal for a:
   - [ ] New Plan
   - [ ] Plan Change*
   - [ x ] Plan Deletion
   - [ ] New Subplan
   - [ ] Subplan Change
   - [ ] Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.html

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

For New Plans, leave this column blank.

For this minor, take the following 24 units:
- ART 135, 136, 150, and 151 (12 units)
- ARE 231, 331, 431, and 432 (12 units)

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

Click here for more information about our Art School Faculty.

Click on any of the following links for course information.
- art undergraduate courses
- art graduate courses
- art education undergraduate courses
- art education graduate courses

For this minor, take the following 24 units:
- ART 135, 136, 150, and 151 (12 units)
- ARE 231, 331, 431, and 432 (12 units)

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

Click here for more information about our Art School Faculty.

Click on any of the following links for course information:
- art undergraduate courses
- art graduate courses
- art education undergraduate courses
- art education graduate 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 BALIS 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.

Revised 09/07
**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.


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

The art secondary education minor does not result in a teaching certificate or K-12 art endorsement. For this reason a limited number of students choose this path. There have been few students in this minor for the past five years.

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

[Signatures]

Department Chair/Unit Head (if appropriate)  Date

Chair of college curriculum committee  Date

Dean of college  Date

For committee use only  Date

For University Curriculum Committee  Date

Action taken: [ ] approved as submitted [ ] approved as modified

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

Revised 09/07
## University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>Arts and Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>MODL</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>BSED Spanish Extended</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
</tr>
<tr>
<td>6. Is this proposal for a:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>New Plan</td>
</tr>
<tr>
<td></td>
<td>New Subplan</td>
</tr>
</tbody>
</table>

*Plan changes must be accompanied by an updated 8 semester plan.

7. Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.html)
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 and strikethrough what is being deleted.
(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

B.S. Ed. Secondary Education: Spanish (extended major)
To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
- At least 35 units of liberal studies requirements. Be aware that you may not use courses with an SPA prefix to satisfy these liberal studies requirements.
- At least 64 units of major requirements
- At least 34 units of teacher-preparation requirements
- Elective courses, if needed, to reach an overall total of at least 120 units.

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

Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in U.S. ethnic diversity and one in global diversity 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.

Additionally, note 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).

Be aware that you must earn a grade of C or better in any course you wish to apply toward this major. Also be aware that we won't recommend you for student teaching if you have less than a B average in your major coursework.

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.

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

Revised 09/07
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 (ENC 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 165).

Major Requirements
Take the following 54 units of upper-division Spanish courses, which can include up to 9 upper-division credits by exam. You may not count lower-division Spanish credits towards your major.

- **SPA 303** (or credit by exam) (3 units)
- **One of SPA 304W, 311W, or 312W,** any of which meets NAU's junior writing requirement (3 units)
- **SPA 321** or **SPA 322** (3 units)
- **One of SPA 340, 360, or 460C** (3 units)
- **One of SPA 351, 352, or 353** (3 units)
- **SPA 404** (or credit by exam) (3 units)
- **SPA 405 and 406** (6 units)
- **LAN 430 and LAN 435** (6 units)
- 24 additional units of upper-division Spanish courses selected in consultation with your adviser

Please be aware that you may not count SPA 101, 102, 201, or 202 toward your major requirements or liberal studies.

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

Teacher Preparation Requirements
Complete 34 units of professional courses offered by the College of Education to qualify for certification to teach Spanish in Arizona and most other states.

All candidates for the Spanish B.S.Ed. major must pass the American Council on the Teaching of Foreign Languages Advanced-Low Level Check. See your advisor for details.

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 34 units include ECI 495C (in
Spanish), which meets NAU’s senior capstone requirement. Also note that, you substitute LAN 308 for ECI 308.

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

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

Click here for more information about our courses in Spanish.
Click here for more information about our Modern Languages 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 BA/LS 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.


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

   Since this proposal is part of a comprehensive reorganization of all the Spanish degrees, please see the accompanying cover letter from the Modern Languages chair.

Revised 09/07
12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

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

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

15. For Education related plans for NCATE reporting purposes, is this considered an:
   initial plan ☒ or advanced plan ☐

Certifications

Department Chair/Unit Head (if appropriate)  Date
[Signature]  12-3-09

Chair of college curriculum committee  Date
[Signature]  12-9-09

Dean of college  Date
[Signature]  6-9-09

For committee use only

For University Curriculum Committee  Date
[Signature]  1-26-10

Action taken: ☒ approved as submitted  ☐ approved as modified
University Curriculum Committee
Proposal for Course Change

Is this course a Diversity or Liberal Studies Course? Liberal Studies ☒ Diversity ☐ Both ☐


3. College ☐ CEFNS ☑ 4. Academic Unit/Department ☐ SESES ☑

5. Current course subject/catalog number ENV 181

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

ENV 181 ENVIRONMENTAL CHALLENGES (3)
An introduction to the ways in which we perceive the environment: how our environment is structured and functions, how we relate to the environment from humanistic, cultural and political perspectives, and how we identify, approach and resolve major environmental issues. Letter grade only. Course fee required. SAS

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

ENV 181 Environmental Sustainability (3)
An introduction to the ways in which we perceive the environment: how our environment is structured and functions, how we relate to the environment and environmental sustainability from humanistic, cultural and political perspectives, and how we resolve major issues focusing on the sustainability of our natural and cultural systems. Letter grade only. Course fee required. SAS

7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes ☒ No ☐

If yes, explain and provide supporting documentation from the affected departments.
Yes, but it only impacts the Environmental Studies major, also within SESES; no impact on other depts.

8. Does this change affect community college articulation? Yes ☐ No ☒

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

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

If yes, has the change been approved by the Articulation Task Force? Yes ☐ No ☒

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

If revised, how should it be revised? ______

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current course subject/catalog number</td>
<td>Proposed course subject/catalog number</td>
</tr>
<tr>
<td>ENV 181 Environmental Challenges</td>
<td>ENV 181 Environmental Sustainability</td>
</tr>
</tbody>
</table>

Revised 8/08
<table>
<thead>
<tr>
<th>Current number of units/credits</th>
<th>Proposed number of units/credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Course Fee yes □ no □</td>
<td>If subject or catalog number change Move □ or Delete □</td>
</tr>
<tr>
<td>Current Grading Option* Letter Grade □ Pass/Fail □ or Both □</td>
<td>Proposed Grading Option* Letter Grade □ Pass/Fail □ or Both □</td>
</tr>
<tr>
<td>Current Repeat for additional Units</td>
<td>Proposed Repeat for additional Units</td>
</tr>
<tr>
<td>Current Max number of units</td>
<td>Proposed Max number of units</td>
</tr>
<tr>
<td>Current Prerequisite</td>
<td>Proposed Prerequisite</td>
</tr>
<tr>
<td>Current Co-requisite</td>
<td>Proposed Co-requisite</td>
</tr>
<tr>
<td>Current Co-Convene with</td>
<td>Proposed Co-Convene with</td>
</tr>
<tr>
<td>Current Cross List with</td>
<td>Proposed Cross List with</td>
</tr>
</tbody>
</table>

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

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

Enrollment in environmental studies and the sustainability emphasis area are growing rapidly. Student assessments indicate a demand for understanding environmental issues through a sustainability framework. After teaching this course for the fourth year, we have adapted its content to include sustainability frameworks and their applications to environmental challenges of the Colorado Plateau. The new title reflects these changes.

10. Approvals

[Signatures and dates]

For Committee use only

[Signature and date]

For University Curriculum Committee/Date

Action taken: □ approved as submitted □ approved as modified

Revised 8/08
Is this course a Diversity or Liberal Studies Course? Liberal Studies ☐ Diversity ☐ Both ☐


3. College CEFNS 4. Academic Unit/Department SESES

5. Current course subject/catalog number ENV 230

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

| ENV 230 FOUNDATIONS OF ENVIRONMENTAL SCIENCE: HUMANS AND THE ENVIRONMENT (4) |
| Introduces scientific methods of investigating and solving environmental problems. Interdisciplinary analysis of interactions among living and nonliving environmental components, focusing on human interactions. Lab emphasizes experimental design and presentation. Majors only. 3 hrs. lecture, 3 hrs. lab. Letter grade only. Course fee required. |

| ENV 230 FOUNDATIONS OF ENVIRONMENTAL SCIENCE: HUMANS AND THE ENVIRONMENT (4) |
| Introduces scientific methods of investigating and solving environmental problems. Interdisciplinary analysis of interactions among living and nonliving environmental components, focusing on human interactions. Lab emphasizes experimental design and presentation. Majors only. 3 hrs. lecture, 3 hrs. lab. Letter grade only. Course fee required. |

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

Geology includes ENV 230 as an elective for their Environmental Geology extended major. This change will allow all interested students to enroll in this foundations course.

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

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

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

If revised, how should it be revised? ______

Revised 8/08
### IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current course subject/catalog number</td>
<td>Proposed course subject/catalog number</td>
</tr>
<tr>
<td>Current number of units/credits</td>
<td>Proposed number of units/credits</td>
</tr>
<tr>
<td>Current Course Fee</td>
<td>If subject or catalog number change&lt;br&gt;Move □ or Delete □</td>
</tr>
<tr>
<td>Current Grading Option*&lt;br&gt;Letter Grade □ Pass/Fail □ or Both □</td>
<td>Proposed Grading Option*&lt;br&gt;Letter Grade □ Pass/Fail □ or Both □</td>
</tr>
<tr>
<td>Current Repeat for additional Units</td>
<td>Proposed Repeat for additional Units</td>
</tr>
<tr>
<td>Current Max number of units</td>
<td>Proposed Max number of units</td>
</tr>
<tr>
<td>Current Prerequisite</td>
<td>Proposed Prerequisite</td>
</tr>
<tr>
<td>Current Co-requisite</td>
<td>Proposed Co-requisite</td>
</tr>
<tr>
<td>Current Co-Convene with</td>
<td>Proposed Co-Convene with</td>
</tr>
<tr>
<td>Current Cross List with</td>
<td>Proposed Cross List with</td>
</tr>
</tbody>
</table>

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

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. <br>**We have always accepted non-majors in this introductory level course. This change will reconcile the catalog with our course policy.**

10. Approvals

   Department Chair/ Unit Head (if appropriate)/ Date  
   [Signature]  [Date]

   Chair of college curriculum committee/ Date  
   [Signature]  [Date]

   Dean of college/ Date  
   [Signature]  [Date]

For Committee use only  
[Signature]  1-26-10

For University Curriculum Committee/Date  
[Signature]  [Date]

Action taken: □ approved as submitted □ approved as modified

Revised 8/08
University Curriculum Committee
Proposal for Course Change

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

   Fall 2010

3. College CEFNS
4. Academic Unit/Department SESES

5. Current course subject/catalog number ENV 326

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

   ENV 326 ECOLOGY (3)
   Introduces ecological principles, including the distribution and abundance of organisms, population dynamics, community organization, energy flow, and nutrient cycling. Cross-listed with BIO 326. Letter grade only. Prerequisite: (ENV 230 or BIO 181 or BIO 181H) and BIO 182 and Corequisite: ENV 326L

   ENV 326 ECOLOGY (3)
   Introduces ecological principles, including the distribution and abundance of organisms, population dynamics, community organization, energy flow, and nutrient cycling. Cross-listed with BIO 326. Letter grade only. Prerequisite: (ENV 230 or BIO 181 or BIO 181H) and BIO 182 and Corequisite: ENV 326L

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

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

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

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

Revised 8/08
If this course has been listed in the *Course Equivalency Guide*, should that listing be left as is X or be revised □

If revised, how should it be revised? _____

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current course subject/catalog number</td>
<td>Proposed course subject/catalog number</td>
</tr>
<tr>
<td>Current number of units/credits</td>
<td>Proposed number of units/credits</td>
</tr>
<tr>
<td>Current Course Fee yes □ no □</td>
<td>If subject or catalog number change Move □ or Delete □</td>
</tr>
<tr>
<td>Current Grading Option* Letter Grade □ Pass/Fail □ or Both □</td>
<td>Proposed Grading Option* Letter Grade □ Pass/Fail □ or Both □</td>
</tr>
<tr>
<td>Current Repeat for additional Units</td>
<td>Proposed Repeat for additional Units</td>
</tr>
<tr>
<td>Current Max number of units</td>
<td>Proposed Max number of units</td>
</tr>
<tr>
<td>Current Prerequisite ENV 230 or BIO 181, 181H and 182</td>
<td>Proposed Prerequisite ENV 230</td>
</tr>
<tr>
<td>Current Co-requisite</td>
<td>Proposed Co-requisite</td>
</tr>
<tr>
<td>Current Co-Convene with</td>
<td>Proposed Co-Convene with</td>
</tr>
<tr>
<td>Current Cross List with</td>
<td>Proposed Cross List with</td>
</tr>
</tbody>
</table>

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

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

   The current catalog is an error. All of our majors are required to take ENV 230 so this is the only prerequisite that is needed.

10. Approvals

   [Signature] 11/5/09

   Department Chair/ Unit Head (if appropriate)/ Date

   [Signature] 12/22/09 1/5/10

   Chair of college curriculum committee/Date

   [Signature]

   Dean of college/Date

Revised 8/08
Action taken:☑ approved as submitted ☑ approved as modified
University Curriculum Committee
Proposal for Course Change

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

2. Course change effective beginning of what term and year?

3. College  CEFNS
4. Academic Unit/Department  SESES

5. Current course subject/catalog number  ENV 385W

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

   ENV 385W ENERGY, RESOURCES AND POLICY (4)
   Origins and exploitation of energy and mineral resources, and the policies that control how we obtain and use them. This course fulfills NAU's junior-level writing requirement. 3 hrs. lecture, 3 hrs. lab. Letter grade only. Course fee required.

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

   ENV 385W ENERGY, RESOURCES AND POLICY
   (4)
   Origins and exploitation of energy and mineral resources, and the policies that control how we obtain and use them. This course fulfills NAU's junior-level writing requirement. 3 hrs. lecture, 3 hrs. lab. Letter grade only. Course fee required.
   JWRT Prerequisite: ENV 280 and Prerequisite
   or Corequisite: POS 359

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

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

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

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

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

Revised 8/08
<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current course subject/catalog number</td>
<td>Proposed course subject/catalog number</td>
</tr>
<tr>
<td>Current number of units/credits</td>
<td>Proposed number of units/credits</td>
</tr>
<tr>
<td>Current Course Fee yes [ ] no [ ]</td>
<td>If subject or catalog number change Move [ ] or Delete [ ]</td>
</tr>
<tr>
<td>Current Grading Option*</td>
<td>Proposed Grading Option*</td>
</tr>
<tr>
<td>Letter Grade [ ] Pass/Fail [ ] or Both [ ]</td>
<td>Letter Grade [ ] Pass/Fail [ ] or Both [ ]</td>
</tr>
<tr>
<td>Current Repeat for additional Units</td>
<td>Proposed Repeat for additional Units</td>
</tr>
<tr>
<td>Current Max number of units</td>
<td>Proposed Max number of units</td>
</tr>
<tr>
<td>Current Prerequisite</td>
<td>Proposed Prerequisite ENV 280</td>
</tr>
<tr>
<td>Current Co-requisite</td>
<td>Proposed Co-requisite POS 359</td>
</tr>
<tr>
<td>Current Co-Convene with</td>
<td>Proposed Co-Convene with</td>
</tr>
<tr>
<td>Current Cross List with</td>
<td>Proposed Cross List with</td>
</tr>
</tbody>
</table>

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

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

These changes are requested to assure that all of the students have the sufficient background to succeed in this writing intensive course.

10. Approvals

[Signature] 1/30/09
Department Chair/ Unit Head (if appropriate)/ Date

[Signature] 4/5/10
Chair of college curriculum committee/Date

[Signature] 12/22/09
Dean of college/Date

For Committee use only

[Signature] 1-26-10

For University Curriculum Committee/Date

Action taken: [ ] approved as submitted [ ] approved as modified
1. Is this course a Diversity or Liberal Studies Course? Liberal □ Diversity □ Both □


3. College CEFNS

4. Academic Unit/Department Geology/SESES

5. Current course subject/catalog number GLG240

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

   GLG 240 INTRODUCTION TO FIELD METHODS AND REPORT WRITING (2)

   Introduces geological field methods; emphasis on sedimentary and volcanic rocks, faults, and folds through lectures, labs, and field trips. Letter grade only. Course fee required. Prerequisite: (GLG 100 or GLG 110 or GLG 112 with grade greater than or equal to B) or GLG 101

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

   GLG 240 INTRODUCTION TO FIELD METHODS AND REPORT WRITING (3)

   Introduces geological field methods; emphasis on sedimentary and volcanic rocks, faults, and folds through lectures, labs, and field trips. Letter grade only. Course fee required. Prerequisite: (GLG 100 or GLG 110 or GLG 112 with grade greater than or equal to B) or GLG 101

7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes □ No □

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

   ENV-Geology emphasis: does not affect degree requirements (adds 1 hour to major)

   GLG major and minor: does not affect degree requirements (adds 1 hour).

8. Does this change affect community college articulation? Yes □ No □

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

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

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

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

   If revised, how should it be revised? □

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current course subject/catalog number</td>
<td>Proposed course subject/catalog number</td>
</tr>
<tr>
<td>Current number of units/credits 2</td>
<td>Proposed number of units/credits 3</td>
</tr>
<tr>
<td>Current Course Fee yes □ no □</td>
<td>If subject or catalog number change</td>
</tr>
<tr>
<td></td>
<td>Move □ or Delete □</td>
</tr>
</tbody>
</table>

Revised 8/08
<table>
<thead>
<tr>
<th>Current Grading Option*</th>
<th>Proposed Grading Option*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade □</td>
<td>Letter Grade □</td>
</tr>
<tr>
<td>Pass/Fail □ or Both □</td>
<td>Pass/Fail □ or Both □</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Repeat for additional Units</th>
<th>Proposed Repeat for additional Units</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Current Max number of units</th>
<th>Proposed Max number of units</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Current Prerequisite</th>
<th>Proposed Prerequisite</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Current Co-requisite</th>
<th>Proposed Co-requisite</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Current Co-Convene with</th>
<th>Proposed Co-Convene with</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Current Cross List with</th>
<th>Proposed Cross List with</th>
</tr>
</thead>
</table>

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

Liberal Studies □  Diversity □

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

GLG 240 is a 10-week, 4.5 hr/week course designed to give students field experience in reading topographic and geologic maps, describing rocks, interpreting simple structures, and using all these facets to make and interpret geologic maps. The course teaches critically important rudiments of field geology. The course cannot be abbreviated and provide the necessary content. GLG240 combines lectures, in-class activities, detailed homework assignments, and field trips (which have projects due that involve out-of-class work). Thus, during the semester students spend a minimum of 45 hours in class, ~27 hours on Saturday field trips, and 50 hours on homework assignments.

Student comments inevitably include the statement that the course is too much work for a 2-hr course.

10. Approvals

[Signature] 2/5/10

Department Chair/ Unit Head (if appropriate)/ Date

[Signature] 2/9/10

Chair of college curriculum committee/ Date

[Signature] 2/8/10

Dean of college/ Date

For Committee use only

For University Curriculum Committee/ Date

Action taken: ✓ approved as submitted
approved as modified
1. Course deletion effective at the end of what term and year? Spring 2010
(ex. Spring 2008, Summer 2008)

2. College CEFNS

3. Academic Unit/Department Biology

4. Current course subject and catalog number Histology BIO 332

5. Current catalog title Histology

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

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

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

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

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

Is the course a Common Course as defined by your Articulation Task Force? Yes □ No □
If yes, has the changed been approved by the Articulation Task Force? Yes □ No □
If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit □ OR changed to elective credit □

11. Justification for course deletion.
   This class has not been taught in the last ten years. The Department of Biological Sciences has just submitted a new class BIO 484 which is titled Biomedical Histology. Bio 484 has an entirely different focus than Bio 332 which focused on techniques of tissue preparation.

12. Approvals

   [Signatures]
   Department Chair/Unit Head (if appropriate)/ Date 10.28.09
   [Signature]
   Chair of College Curriculum Committee Date 12/15/08
   [Signature]
   Dean of College/Date 1/7/08

Revised 9/07
For Committee use only

For University Curriculum Committee/Date

Action taken:  X approved as submitted  _____ approved as modified

Note: Submit original to associate provost's office

Revised 9/07
   Fall 2010

2. College: CEFNS  3. Academic Unit/Department: Chemistry & Biochemistry

4. Current course subject and catalog number: CHM 420

5. Current catalog title: ENVIRONMENTAL ANALYTICAL CHEMISTRY

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

7. Is this course currently cross listed or co-convened?  Yes [ ] No [x]
   If yes, list course: _______

8. Is course an elective? [ ] or required for an academic plan/subplan? [x]
   B.S. Environmental Sciences: Chemistry (Extended Major)
   If required, also submit Proposal for Plan Change.

9. Is this course required or an elective in any other plan? (major, minor, certificate)  yes [x] no [ ]
   If yes, explain in the justification and provide supporting documentation from the affected departments.
   B.S Microbiology (Extended) - Elective Course (from a list)
   Chemistry Minor - Elective Course (Plan Change Attached)

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.

11. Justification for course deletion.
    CHM 420 (along with 420L) has not been offered for several semesters because of the lack of available qualified faculty to teach it. The department will substitute a nearly equal course and lab for this deletion (CHM 425 and 425L). Note: a Plan Change has been submitted by Earth Sciences and Environmental Sustainability replacing CHM 420 and 420L with CHM 425 and 425L.

12. Approvals

   Department Chair/Unit Head (if appropriate)/ Date
   [Signature] 1/6/10

   Chair of college curriculum committee/ Date
   [Signature] 4/2/10

Revised 9/07
Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Action taken:  

Note: Submit original to associate provost's office

Revised 9/07

2. College     CEFNS     3. Academic Unit/Department     Chemistry & Biochemistry

4. Current course subject and catalog number     CHM 420 L

5. Current catalog title
   ENVIRONMENTAL ANALYTICAL CHEMISTRY LAB

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

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

8. Is course an elective?  □  or required for an academic plan/subplan?  ❌
   If required, for what academic plan/subplan?  B.S. Environmental Sciences:
   Chemistry (Extended Major)
   If required, also submit Proposal for Plan Change.

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

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

11. Justification for course deletion.
    CHM 420L (along with 420) has not been offered for several semesters because of the lack of available qualified faculty to teach it. The department will substitute a nearly equal course and lab for this deletion (CHM 425 and 425L). Note: a Plan Change has been submitted by Earth Sciences and Environmental Sustainability replacing CHM 420 and 420L with CHM 425 and 425L.

12. Approvals

   Department Chair/Unit Head (if appropriate)/ Date
   Sheryl A. Oxendard 1/2/10

   Chair of college curriculum committee/ Date

Revised 9/07
<table>
<thead>
<tr>
<th>1. College</th>
<th>CEFNS</th>
<th>2. Academic Unit/Department</th>
<th>EECS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Academic Plan Name</td>
<td>BSCS</td>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Is this proposal for a:  
- [ ] New Plan
- [x] Plan Change*
- [ ] New Subplan
- [ ] Subplan Change
- [ ] Plan Deletion
- [ ] Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:  
- [ ] Initial Plan
- [ ] Advanced Plan
- [ ] Remove Designation
- [ ] Change from Initial to Advanced Plan
- [ ] Change from Advanced to Initial Plan

8.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/ail/AcademicCatalog/academiccatalogs.htm)

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

For New Plans, leave this column blank.

**Preprofessional Requirements**

You take the following 47 units:

- one of the following blocks of basic science courses (12 units):
  - PHY 161, 262, and 262L plus 4 additional units in AST, BIO, CHM, GLG, or PHY coursework
  - CHM 151, 151L, 152, and 152L plus 3 additional units in AST, BIO, CHM, GLG, or PHY coursework
  - BIO 181:181L and 182 plus 4 additional units in AST, BIO, CHM, GLG, or PHY coursework where at least 3 units are from the Science block in Liberal Studies
- MAT 136, 137, and 226 plus MAT 316 or 362 (14 units)
- engineering science and applied mathematics:
  - CENE 225, STA 270, or STA 275 (3 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. At least 3 units need to come from math or science. (Please note that you may use courses with other prefixes with your advisor’s approval.
- ENG 302W, which meets NAU’s junior writing requirement (3 units)
- two additional courses chosen from the aesthetics and humanistic inquiry, cultural understanding, or social and political worlds blocks of liberal studies courses (6 units) (Click here for a listing of these courses)

**Preprofessional Requirements**

You take the following 47 units:

- one of the following blocks of basic science courses (12 units):
  - PHY 161, 262, and 262L plus 4 additional units in AST, BIO, CHM, GLG, or PHY coursework
  - CHM 151, 151L, 152, and 152L plus 3 additional units in AST, BIO, CHM, GLG, or PHY coursework
  - BIO 181:181L and 182 plus 4 additional units in AST, BIO, CHM, GLG, or PHY coursework where at least 3 units are from the Science block in Liberal Studies
- MAT 136, 137, and 226 plus MAT 316 or 362 (14 units)
- engineering science and applied mathematics:
  - CENE 225, STA 270, or STA 275 (3 units)
- 9 units chosen with your advisor from EE, MAT, PHY, CHM, and BIO as well as from CS (not including CS 248) courses at the 200 level or above. At least 3 units need to come from math or science. (Please note that you may use courses with other prefixes with your advisor’s approval.
- ENG 302W, which meets NAU’s junior writing requirement (3 units)
- two additional courses chosen from the aesthetics and humanistic inquiry, cultural understanding, or social and political worlds blocks of liberal studies courses (6 units) (Click here for a listing of these courses)
9. 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 BALIS 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.

10. 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.


Objective 1: The CS program provides a quality, personalized, undergraduate education.
Objective 2: The CS program provides opportunities for undergraduates to get involved in research and helps students to understand the benefits of pursuing graduate studies in computing.
Objective 3: The CS program encourages students to integrate computing skills with any of a broad range of other disciplines.
Objective 4: CS graduates will have well-developed leadership, project management, and small team development skills.
Objective 5: CS graduates will have a strong background in both theoretical and practical aspects of computer science. They will be able to apply theoretical principles and techniques to design and construct high quality, functional solutions to real-world computing challenges.
Objective 6: CS graduates will have a strong background in modern international engineering practice, including intercultural teaming skills, ability to work in widely distributed teams, and awareness of international engineering issues.
Objective 7: CS graduates will be acquainted with major professional ethical issues and ways of thinking about them.
Objective 8: CS graduates will have strong communication and technical writing skills, including delivery of effective presentations, reporting, and proposal writing.

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

CS 248 is a course particularly designed for BSACS (Applied Computer Science) students. It is a combination of CS 249, CS 315, and CS 396. All of these three courses are required courses for BSCS (Computer Science) majors. Thus, CS majors shouldn’t earn any credits by taking CS 248 as a technical elective.

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

N/A

14. 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

Revised 09/07
15. Will present library holdings support this academic plan/subplan? YES

Certifications

[Signatures and dates]

For committee use only

[Signature and date]

For University Curriculum Committee

[Signature and date]

Action taken:  [ ] approved as submitted  [ ] approved as modified

Revised 09/07
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College  CEFNS

3. Academic Plan Name  Environmental Sciences – Environmental Administration & Policy

4. Subplan (if applicable)?

5. Effective Date  FALL 2010

6. Is this proposal for a :
   - [ ] New Plan  [x] Plan Change*
   - [ ] New Subplan  Subplan Change
   - [ ] Plan Deletion  [ ] Subplan Deletion

   *Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:
   - [ ] Initial Plan  [ ] Advanced Plan  [ ] Remove Designation
   - [ ] Change from Initial to Advanced Plan  [ ] Change from Advanced to Initial Plan

8. 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
   - 3 units of 200-level or higher coursework in BIO (not to include BIO 326), CHM, GLG, or PHY
   - 3 units of 200-level or higher coursework in BIO (not to include BIO 326, BIO 326L or any recitations), CHM, GLG, or PHY

9. 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.

10. 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.

Revised 09/07

Environmental Sciences majors will demonstrate:
- understanding and ability to apply key concepts from the environmental sciences
- oral and written skills in presenting information in the environmental sciences
- understanding of key concepts and skills within their emphasis area
- skills in conducting research and applying environmental sciences knowledge in an employment setting.

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

All students are required to take ENV 326L, which is very similar to BIO 326L so we don't want them taking both classes.

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

No new requirements for faculty, space or equipment

14. 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 impacts on other majors or course offerings

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

yes

Certifications

[Signatures]

Date

For committee use only

[Signature]

Date

Action taken: ___ approved as submitted ___ approved as modified

Revised 09/07
# University Curriculum Committee

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

<table>
<thead>
<tr>
<th>1. College</th>
<th>CEFNS</th>
<th>2. Academic Unit/Department</th>
<th>SESES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Academic Plan Name</td>
<td>Environmental Sciences – Applied Mathematics</td>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
</tbody>
</table>

5. Effective Date
- FALL 2010

6. Is this proposal for a:
- [ ] New Plan
- [ ] New Subplan
- X [ ] Plan Change*
- [ ] Plan Deletion
- [ ] Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:
- [ ] Initial Plan
- [ ] Advanced Plan
- [ ] Remove Designation
- [ ] Change from Initial to Advanced Plan
- [ ] Change from Advanced to Initial Plan

8. For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/alo/AcademicCatalog/academiccatalogs.htm)

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

- 12 additional units of mathematics and science courses chosen with your advisor's approval, not to include BIO 326

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

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

- 12 additional units of mathematics, statistics and science courses chosen with your advisor's approval, not to include BIO 326, BIO 326L or recitations.

9. 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.

10. For undergraduate plans, will a milestone** be used to:
- [ ] a. verify satisfactory completion of a non course requirement.

Revised 09/07
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.


Environmental Sciences majors will demonstrate:
- understanding and ability to apply key concepts from the environmental sciences
- oral and written skills in presenting information in the environmental sciences
- understanding of key concepts and skills within their emphasis area
- skills in conducting research and applying environmental sciences knowledge in an employment setting.

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

We would like to encourage the applied math students to take more statistics courses so we are including them as an option for their electives.

All of our students are required to take an Ecology Lab (ENV 326L) and we do not want them to also take BIO 326L which is also an Ecology Lab.

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

No new requirements for faculty, space or equipment

14. 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 impacts on other majors or course offerings

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

yes

Certifications.

[Signatures]

Department Chair/Unit Head (if appropriate)  Date

Chair of college curriculum committee  Date

Dean of college  Date

For committee use only

[Signature]

For University Curriculum Committee  Date

Action taken:  √ approved as submitted  □ approved as modified

Revised 09/07
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College  CEFNS
2. Academic Unit/Department  SESES

3. Academic Plan Name  Environmental Sciences – Environmental Management
4. Subplan (if applicable)?

5. Effective Date  FALL  2010

6. Is this proposal for a:
   - [ ] New Plan
   - [X] Plan Change*
   - [ ] New Subplan
   - [ ] Subplan Change
   - [ ] Plan Deletion
   - [ ] Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:
   - [ ] Initial Plan
   - [ ] Advanced Plan
   - [ ] Remove Designation
   - [ ] Change from Initial to Advanced Plan
   - [ ] Change from Advanced to Initial Plan

8.

Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online 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, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of *liberal studies requirements*. Be aware that you may not use courses with an ENV prefix to satisfy these liberal studies requirements.
- at least 98 units of major requirements

Complete the following 98 units of major requirements.

Also complete the following 67 units with an average overall grade of 2.0 or better:

- BIO 181:181L and 182 (8 units)
- CHM 151, 151L, 152, and 152L (9 units)
- FOR 230, 381, and 430 (9 units)
- ENV 440 (3 units)
- ECO 284 and MAT 125 (6 units)

| Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing and strikethrough what is being deleted. (Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.) |
| To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow: |
| - at least 35 units of *liberal studies requirements*. Be aware that you may not use courses with an ENV prefix to satisfy these liberal studies requirements. |
| - at least 98-99 units of major requirements |
| Complete the following 98 99 units of major requirements. |

Also complete the following 67–68 units with an average overall grade of 2.0 or better:

- BIO 181:181L and 182 (8 units)
- CHM 151, 151L, 152, and 152L (9 units)
- FOR 230, 381, and 430 (9 units)
- ENV 440 (3 units)
- ECO 284 and either MAT 125 or MAT 136 (6 7 units)

9. 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 BALS 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.

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

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

Revised 09/07
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.


   Environmental Sciences majors will demonstrate:
   • understanding and ability to apply key concepts from the environmental sciences
   • oral and written skills in presenting information in the environmental sciences
   • understanding of key concepts and skills within their emphasis area
   • skills in conducting research and applying environmental sciences knowledge in an employment setting.

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

Many students have AP credit or transfer credit for MAT 136.
Correction of the total units.

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

14. 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 impacts on other majors or course offerings

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

Certifications

Department Chair/Unit Head (if appropriate)          Date 2/5/10

Chair of college curriculum committee Date 3/8/10

Dean of college Date

For committee use only

For University Curriculum Committee Date 2-11-10

Revised 09/07
Action taken: √ approved as submitted

_______ approved as modified

Revised 09/07
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>CEFNS</th>
<th>2. Academic Unit/Department</th>
<th>School of Earth Science &amp; Environmental Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Subplan (if applicable)?</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Is this proposal for a :</td>
<td>[ ] New Plan</td>
<td>X [ ] Plan Change*</td>
<td>[ ] Plan Deletion</td>
</tr>
<tr>
<td></td>
<td>[ ] New Subplan</td>
<td>[ ] Subplan Change</td>
<td>[ ] Subplan Deletion</td>
</tr>
</tbody>
</table>

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:

[ ] Initial Plan  [ ] Advanced Plan  [ ] Remove Designation

[ ] Change from Initial to Advanced Plan  [ ] Change from Advanced to Initial Plan

Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: [http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.html](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.html)

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

For New Plans, leave this column blank.

**Geology: Environmental Geology**

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

- at least 80 units of major requirements

You must complete 80 units of major requirements, as we explain in the following paragraphs.

You take the following 50 units of core requirements:
- GLG 101, 102, 103, 104, 240, 309, 315, 324, 435, and 470 (29 units)

**Geology: General**

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

- at least 73 units of major requirements

You must complete 73 units of major requirements, as we explain in the following paragraphs.

You take the following 42 units of core requirements:
- GLG 101, 102, 103, 104, 240, 309, 315, 324, 435, and 470 (29 units)

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

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

**Geology: Environmental Geology**

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

- at least 80 81 units of major requirements

You must complete 80 81 units of major requirements, as we explain in the following paragraphs.

You take the following 50 51 units of core requirements:
- GLG 101, 102, 103, 104, 240, 309, 315, 324, 435, and 470 (29 30 units)

**Geology: General**

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

- at least 73 74 units of major requirements

You must complete 73 74 units of major requirements, as we explain in the following paragraphs.

You take the following 42 43 units of core requirements:
- GLG 101, 102, 103, 104, 240, 309, 315, 324, 435, and 470 (29 30 units)
**Geology: Geophysics**
To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 82 units of major requirements

You must complete 82 units of major requirements, as we explain in the following paragraphs.

You take the following 42 units of core requirements:

- GLG 101, 102, 103, 104, 240, 309, 315, 324, 435 and 470 (29 units)

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

- at least 81 units of major requirements

You must complete 81 units of major requirements, as we explain in the following paragraphs.

You take the following 42 units of core requirements:

- GLG 101, 102, 103, 104, 240, 309, 315, 324, 435 and 470 (29 units)

**Environmental Sciences: Applied Geology**
To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 90 units of major requirements

---

Revised 09/07
• at least 90 units of major requirements
Complete the following 90 units of major requirements.
Also complete the following 59 units with an average overall grade of 2.0 or better:
• CHM 151, 151L, 152, and 152L (9 units)
• GLG 101, 102, 103, 104, 240, 309, 324, 360, 430, 435, and 451 (34 units)

**Geology minor**
To complete this minor, you take the following 20-22 units:
• GLG 101, 102, 103, 104, 240, and 304 (14 units)

9. 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.

10. 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.


12. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
GLG 240 is changing from a two credit to a three credit course. This change impacts 8 plans by increasing their total units required by one.

Revised 09/07
The hydrogeology plan has two changes due to a plan change that has already moved to UCC. This first number is from the 2009 catalog, the second number is adding the one unit and the third number is including the proposed changes to the plan.

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

14. 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.
   GLG 240 is an elective course in the International Forestry focus, but that focus area is changing to a certificate for 2010.

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

Certifications

[Signatures]

Department Chair/Unit Head (if appropriate)  Date

Chair of college curriculum committee  Date

Dean of college  Date

For committee use only

[Signature]  Date

For University Curriculum Committee  Date

Action taken:  [ ] approved as submitted  [ ] approved as modified

Revised 09/07
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College  CEFNS

2. Academic Unit/Department  SESES

3. Academic Plan Name  Geology - Earth Science
                        BSEd

4. Subplan (if applicable)?

5. Effective Date  FALL
                       2010

6. Is this proposal for a:
   [ ] New Plan
   [ ] Plan Change*
   [ ] Plan Deletion
   [ ] Subplan Deletion

   [ ] New Subplan
   [X] Subplan Change

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:
   [X] Initial Plan  [ ] Advanced Plan  [ ] Remove Designation

   [ ] Change from Initial to Advanced Plan  [ ] Change from Advanced to Initial Plan

8. Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the \textit{current} on line academic catalog:  
(http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)  
\textit{Be sure you include all catalog text that pertains to this plan change} 

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:  
\begin{itemize}
  \item at least 64 units of major requirements
\end{itemize}

You must complete the following 64 units of major requirements, as we explain in the following paragraphs.

\textbf{Geology Courses}  
Complete the following 37 units with a grade of C or better in each course.

You take 37 units of general requirements:  
\begin{itemize}
  \item GLG 101 or 101H, 102, 103, 104, 107, 115, 190 and 190L, 225, 240, 304, 360, 445C, and 430 (37 units)
\end{itemize}

Complete the following 27 units:  
\begin{itemize}
  \item BIO 181:181L or 181H:181L and 182 or 182H (8 units)
  \item CHM 130 or 151 plus CHM 151L (5 units)
  \item PHY 111 (4 units)
  \item MAT 125 or 125H (4 units)
  \item GLG 350W, which meets NAU’s junior writing requirement (3 units)
\end{itemize}

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

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:  
\begin{itemize}
  \item at least \textbf{65} units of major requirements
\end{itemize}

You must complete the following \textbf{65} units of major requirements, as we explain in the following paragraphs.

\textbf{Geology Courses}  
Complete the following \textbf{38} units with a grade of C or better in each course.

You take \textbf{38} units of general requirements:  
GLG 101 or 101H, 102, 103, 104, 107, 115, 190 and 190L, 225, 240, 304, 360, 445C, and 430 (\textbf{38 units})

Complete the following 27 units:  
\begin{itemize}
  \item BIO 181:181L or 181H:181L and 182 or 182H (8 units)
  \item CHM 130 or 151 plus CHM 151L (5 units)
  \item PHY 111 (4 units)
  \item MAT 125, \textit{or} 125H, \textbf{MAT 136 or MAT 136H} (4 units)
  \item GLG 350W, which meets NAU’s junior writing requirement (3 units)
\end{itemize}
9. 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.

10. 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.


- Provide broad-based, field based knowledge of the major disciplines in the geosciences
- Develop skills in scientific analysis and reasoning involving multi-dimensional representations which reflect an understanding of geologic processes, and the ability to read and interpret processes from a geologic map
- Develop the skills necessary to collect, analyze, and interpret geologic data, and to create a geologic map using a computer and GIS
- Develop ability to communicate geologic information

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

GLG 240 is changing from a two credit to a three credit course. This change impacts 8 plans by increasing their total units required by one.

CSTL is working on an agreement with the Maricopa CCCD to bring NAUTeach to the valley. Students will complete part of their requirements down there and then come up to NAU (similar to a 2+2 program). MCCC D wants the students to earn an Associate of Science. One of their requirements for an AS is Calculus 1 (MAT 136). The Earth Science BSEd requires MAT 125 but not MAT 136. This change will save a lot of time entering exceptions.

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

14. 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.

GLG 240 is an elective course in the International Forestry focus, but that focus area is changing to a certificate for 2010.

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

Revised 09/07
Certifications

Mary E. Reed / Abe Spin

Department Chair/ Unit Head (if appropriate) 11/06/09

Peggy Pollak 2/9/10

Chair of college curriculum committee

Deah of college

For committee use only

For University Curriculum Committee 2-12-10

Action taken: V approved as submitted approved as modified

Revised 09/07
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>CEFNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>Chemistry &amp; Biochemistry</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>B.S. Chemistry (Extended Major)</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
</tr>
</tbody>
</table>

6. Is this proposal for a:
   - [ ] New Plan
   - [x] Plan Change*
   - [ ] New Subplan
   - [ ] Subplan Change
   - [ ] Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:
   - [ ] Initial Plan
   - [ ] Advanced Plan
   - [ ] Remove Designation
   - [ ] Change from Initial to Advanced Plan
   - [ ] Change from Advanced to Initial Plan

Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/aic/AcademicCatalog/academiccatalogs.htm)
Be sure you include all catalog text that pertains to this plan change

B.S. CHEMISTRY (EXTENDED MAJOR)
To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
• at least 35 units of liberal studies requirements. Be aware that you may not use courses with a CHM prefix to satisfy these liberal studies requirements.
• at least 59 units of major requirements.
• elective courses, if needed, to reach an overall total of at least 120 units.

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

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

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

Finally, please note that you may be able to use some courses to meet more than

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

B.S. CHEMISTRY (EXTENDED MAJOR)
To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
• at least 35 units of liberal studies requirements. Be aware that you may not use courses with a CHM prefix to satisfy these liberal studies requirements.
• at least 59 units of major requirements.
• elective courses, if needed, to reach an overall total of at least 120 units.

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

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

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

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

**MAJOR REQUIREMENTS**

Complete the following 59 units:
- CHM 151, 151L, 152, 152L, 235, 235L, 238, and 341 (20 units)
- MAT 136 and 137 and PHY 161 and 262 (15 units)
  (PHY 262L is not required.)
- one of CHM 300W or ENG 302W or 305W, each of which meets NAU’s junior writing requirement (3 units)
- at least two courses from CHM 408C or 485C, 497C, and 498C, which together meet NAU’s senior capstone requirement (3 units)
- 18 additional units of nonduplicating chemistry and related courses selected with your advisor’s approval

**GENERAL ELECTIVES**

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

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren’t used to meet major, minor, or liberal studies requirements.)
9. 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.

10. 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.


NA – Plan Deletion

12. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
We seek to eliminate this plan for two reasons: (1) it has low enrollments relative to the BS Chemistry plan (with a minor or dual major) and (2) the degree requirements are vague and offer too little structure (59 hours that include 18 hours of unspecified chemistry courses). By deleting this plan, we hope to encourage students to opt for the modified, more structured (and prestigious) BS Chemistry Extended-Certified by the ACS plan that requires 68 hours of majors course work, all specified. Students not wanting the ACS degree, can drop back to the BS Chemistry plan (47 hours) with a minor or double major.

13. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
NA - Plan Deletion no additional resources needed

14. 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.

Revised 09/07
15. Will present library holdings support this academic plan/subplan? 
NA – Plan Deletion

Certifications

[Signatures]

Department Chair/Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For committee use only

[Signatures]

For University Curriculum Committee

Action taken: √ approved as submitted  ______ approved as modified
# University Curriculum Committee

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. College</td>
<td>CEFNS</td>
<td></td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>B.S. Chemistry: Health Preprofessional</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
<td></td>
</tr>
<tr>
<td>6. Is this proposal for a:</td>
<td>□ New Plan</td>
<td>□ Plan Change*</td>
</tr>
<tr>
<td></td>
<td>□ New Subplan</td>
<td>□ Subplan Change</td>
</tr>
<tr>
<td>7. ALL Education plans, please indicate NCATE Designation:</td>
<td>□ Initial Plan</td>
<td>□ Advanced Plan</td>
</tr>
<tr>
<td></td>
<td>□ Change from Initial to Advanced Plan</td>
<td>□ Change from Advanced to Initial Plan</td>
</tr>
</tbody>
</table>
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: [link](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)

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

---

**B.S. Chemistry: Health Preprofessional**

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

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with a CHM prefix to satisfy these liberal studies requirements.
- at least 55 units of major requirements
- at least 18 units of minor requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

Please note that you must complete NAU’s diversity requirements by taking two 3-unit courses, one in U.S. ethnic diversity and one in global diversity 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).

Additionally, you should know 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, because some professional programs have requirements exceeding our degree requirements, you should consult with your academic advisor or the director of Biomedical Professions Program (see the heading Biomedical Professions near the end of this catalog) to ensure that you meet those requirements as well.

**MAJOR REQUIREMENTS**
Complete the following 55 units:
- CHM 151, 151L, 152, 152L, 235, 235L, 238, and 341 (20 units)
- BIO 181:181L (4 units)
- BIO 182 or 205 (4 units)
- MAT 136 and 137 and PHY 161, 161L, and 262 (15 units)
  (PHY 262L is not required.)
- one of CHM 300W or ENG 302W or 305W, each of which meets NAU's junior writing requirement (3 units)
- at least two courses from CHM 408C or 485C, 497C, and 498C, which together meet NAU's senior capstone requirement (3 units)
- 6 additional units of nonduplicating chemistry courses

**MINOR REQUIREMENTS**
Complete a minor of at least 18 units from

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

Additionally, you should know 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, because some professional programs have requirements exceeding our degree requirements, you should consult with your academic advisor or the director of Biomedical Professions Program (see the heading Biomedical Professions near the end of this catalog) to ensure that you meet those requirements as well.

**MAJOR REQUIREMENTS**
Complete the following 55 units:
- CHM 151, 151L, 152, 152L, 235, 235L, 238, and 341 (20 units)
- BIO 181:181L (4 units)
- BIO 182 or 205 (4 units)
- MAT 136 and 137 and PHY 161, 161L, and 262 (15 units)
  (PHY 262L is not required.)
- one of CHM 300W or ENG 302W or 305W, each of which meets NAU's junior writing requirement (3 units)
- at least two courses from CHM 408C or 485C, 497C, and 498C, which together meet NAU's senior capstone requirement (3 units)
- 6 additional units of nonduplicating chemistry courses

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

**GENERAL ELECTIVES**

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

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

---

9. 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.

10. 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.


NA – Plan Deletion

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

The majority of students enrolled in this plan also minor in Biology. With a minor in Biology, the degree plan is essentially identical to the BS Chemistry: HP-extended plan. We want to eliminate this Health Preprofessional

Revised 09/07
degree plan because, in most instances, it duplicates the already existing BS Chemistry Health Preprofessional-Extended plan.

13. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
   NA - Plan Deletion no additional resources needed

14. 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.

15. Will present library holdings support this academic plan/subplan?
    NA – Plan Deletion

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

Revised 09/07
1. Course deletion effective at the end of what term and year? Summer
   (ex. Spring 2008, Summer 2008)
   Fall 2010

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

4. Current course subject and catalog number  PSY 402

5. Current catalog title
   PSY 402 INTERVIEWING  (4)

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

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

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

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

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

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

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

11. Justification for course deletion.
   The faculty member who developed and taught this course retired in 2004. Given other priorities within the major, we have not taught this course for several years nor do we intend to teach it in the future.

12. Approvals
   __________________________
   Department Chair/Unit Head (if appropriate)/ Date  10-29-09

   __________________________
   Chair of college curriculum committee/ Date  12/15/09

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

2. Course change effective beginning of what term and year? 
(ex. Spring 2008, Summer 2008) *See effective dates calendar.* Fa ll, 2010

3. College Health and Human Services

4. Academic Unit/Department School of Nursing

5. Current course subject/catalog number NUR 320

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog)
   NUR 320 BASIC PRINCIPLES IN PALLIATIVE CARE (2)
   Provides an overview of core principles of palliative care. Emphasizes strategies to improve palliative care and the nurse as a member of an interdisciplinary team. Letter grade only. Prerequisite: Admission to Nursing program

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

NUR 320 BASIC PRINCIPLES IN PALLIATIVE CARE (3)
Provides an overview of core principles of palliative care. Emphasizes strategies to improve palliative care and the nurse as a member of an interdisciplinary team. Letter grade only. Prerequisite: Admission to Nursing program

7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes ☒ No ☐ If yes, explain and provide supporting documentation from the affected departments. This course is required for the BS in Nursing (Extended Major) and the BS Nursing: Option for Registered Nurses.

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

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

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

If revised, how should it be revised? ____

Revised 8/08
IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current course subject/catalog number</td>
<td>Proposed course subject/catalog number</td>
</tr>
<tr>
<td>Current number of units/credits</td>
<td>Proposed number of units/credits</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Current Course Fee</td>
<td>Proposed number of units/credits</td>
</tr>
<tr>
<td>yes [ ] no [ ]</td>
<td>If subject or catalog number change</td>
</tr>
<tr>
<td></td>
<td>Move [ ] or Delete [ ]</td>
</tr>
<tr>
<td>Current Grading Option*</td>
<td>Proposed Grading Option*</td>
</tr>
<tr>
<td>Letter Grade [ ] Pass/Fail [ ] or Both [ ]</td>
<td>Letter Grade [ ] Pass/Fail [ ] or Both [ ]</td>
</tr>
<tr>
<td>Current Repeat for additional Units</td>
<td>Proposed Repeat for additional Units</td>
</tr>
<tr>
<td>Current Max number of units</td>
<td>Proposed Max number of units</td>
</tr>
<tr>
<td>Current Prerequisite</td>
<td>Proposed Prerequisite</td>
</tr>
<tr>
<td>Current Co-requisite</td>
<td>Proposed Co-requisite</td>
</tr>
<tr>
<td>Current Co-Convene with</td>
<td>Proposed Co-Convene with</td>
</tr>
<tr>
<td>Current Cross List with</td>
<td>Proposed Cross List with</td>
</tr>
</tbody>
</table>

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

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. Both peer and student evaluations of NUR 320 (Basic Principles in Palliative Care) indicated that the amount of work to meet the student learning outcomes exceeded the ABOR requirement for a 2 credit hour course. Therefore, course credits were increased from 2 to 3 hours to better reflect the course content and the amount of work needed to achieve the competencies for this area of nursing practice.

10. Approvals

Department Chair/Unit Head (if appropriate)/ Date

Randy Boyle 12/3/09

Chair of college curriculum committee/Date

Jim Schmid 12/3/09

Dean of college/Date

For Committee use only

Ron Bott 1-26-10

For University Curriculum Committee/Date

Action taken: [ ] approved as submitted  [ ] approved as modified
# University Curriculum Committee
Proposal for Course Change

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

2. Course change effective beginning of what term and year? (ex. Spring 2008, Summer 2008) **See effective dates calendar:**  
   **Summer 2010**

3. College **Health and Human Services**
4. Academic Unit/Department **School of Nursing**

5. Current course subject/catalog number  
   **NUR 321**

<table>
<thead>
<tr>
<th>6. Current catalog <strong>title</strong>, course <strong>description</strong> and <strong>units</strong> (Cut and paste from current on-line academic catalog [www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm])**</th>
</tr>
</thead>
</table>
| **NUR 321 GERONTOLOGY (2)**  
Explore beliefs, attitudes, stereotypes about the elderly. Includes theories of aging, normal aspects and changes, ethical issues, and successful aging through interdisciplinary health promotion and risk reduction strategies. Letter grade only. Prerequisite: Admission to Nursing program |
| **NUR 321 GERONTOLOGY (3)**  
Explore beliefs, attitudes, stereotypes about the elderly. Includes theories of aging, normal aspects and changes, ethical issues, and successful aging through interdisciplinary health promotion and risk reduction strategies. Letter grade only. Prerequisite: Admission to Nursing program |

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

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

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

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

   If revised, how should it be revised? ____

Revised 8/08
### IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current course subject/catalog number</td>
<td>Proposed course subject/catalog number</td>
</tr>
<tr>
<td>Current number of units/credits</td>
<td>Proposed number of units/credits</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Current Course Fee</td>
<td>yes □ no □</td>
</tr>
<tr>
<td>Current Grading Option*</td>
<td>Proposed Grading Option*</td>
</tr>
<tr>
<td>Letter Grade □ Pass/Fail □ or Both □</td>
<td>Letter Grade □ Pass/Fail □ or Both □</td>
</tr>
<tr>
<td>Current Repeat for additional Units</td>
<td>Proposed Repeat for additional Units</td>
</tr>
<tr>
<td>Current Max number of units</td>
<td>Proposed Max number of units</td>
</tr>
<tr>
<td>Current Prerequisite</td>
<td>Proposed Prerequisite</td>
</tr>
<tr>
<td>Current Co-requisite</td>
<td>Proposed Co-requisite</td>
</tr>
<tr>
<td>Current Co-Convene with</td>
<td>Proposed Co-Convene with</td>
</tr>
<tr>
<td>Current Cross List with</td>
<td>Proposed Cross List with</td>
</tr>
</tbody>
</table>

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

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. Both peer and student evaluations of NUR 320 (Basic Principles in Palliative Care) indicated that the amount of work to meet the student learning outcomes exceeded the ABOR requirement for a 2 credit hour course. Therefore, course credits were increased from 2 to 3 hours to better reflect the course content and the amount of work needed to achieve the competencies for this area of nursing practice.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date: Kyndy Boyle 12/3/09
Chair of college curriculum committee/Date: 12/3/09
Dean of college/Date: 12/3/09

For Committee use only: 1-26-10

For University Curriculum Committee/Date:

Action taken: □ approved as submitted □ approved as modified

Revised 8/08
### University Curriculum Committee
#### Proposal for Course Change

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

2. Course change effective beginning of what term and year?  
   **Spring of 2012**

3. College Services  
4. Academic Unit/Department School of Nursing

5. Current course subject/catalog number  
   **NUR 350**

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

   **NUR 350 FAMILY CASE MANAGEMENT (6)**

   Nursing care/case management of families experiencing complex health transitions within community settings. Letter grade only. Course fee required. Prerequisite: NUR 390 or International Exchange Student Group

   **NUR 350 NURSING CARE OF FAMILIES (5)**

   Nursing care of families experiencing complex health transitions within community settings. Letter grade only. Course fee required. Prerequisite: NUR 390 or International Exchange Student Group

7. Is this course required or an elective in any other plan (major, minor, certificate)?  
   [ ] Yes ☒  
   [ ] No ☐

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

   **This course is required for the BS in Nursing (Extended Major) and the BS Nursing: Option for Registered Nurses.**

8. Does this change affect community college articulation?  
   [ ] Yes ☐  
   [ ] No ☒

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

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

   If yes, has the change been approved by the Articulation Task Force?  
   [ ] Yes ☐  
   [ ] No ☒

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

   If revised, how should it be revised?  

---

Revised 8/08
<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current course subject/catalog number</td>
<td>Proposed course subject/catalog number</td>
</tr>
<tr>
<td>Current number of units/credits</td>
<td>Proposed number of units/credits</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Current Course Fee yes □ no □</td>
<td>If subject or catalog number change Move □ or Delete □</td>
</tr>
<tr>
<td>Current Grading Option* Letter Grade □ Pass/Fail □ or Both □</td>
<td>Proposed Grading Option* Letter Grade □ Pass/Fail □ or Both □</td>
</tr>
<tr>
<td>Current Repeat for additional Units</td>
<td>Proposed Repeat for additional Units</td>
</tr>
<tr>
<td>Current Max number of units</td>
<td>Proposed Max number of units</td>
</tr>
<tr>
<td>Current Prerequisite</td>
<td>Proposed Prerequisite</td>
</tr>
<tr>
<td>Current Co-requisite</td>
<td>Proposed Co-requisite</td>
</tr>
<tr>
<td>Current Co-Convene with</td>
<td>Proposed Co-Convene with</td>
</tr>
<tr>
<td>Current Cross List with</td>
<td>Proposed Cross List with</td>
</tr>
</tbody>
</table>

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

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. The name change better reflects the course content and the decrease of one credit hour brings the credit hours for clinical practice in line with the other upper division clinical courses

10. Approvals

Department Chair/Unit Head (if appropriate)/Date 11/9/09

Chair of college curriculum committee/Date 12/3/09

Dean of college/Date 12/3/09

For Committee use only Ron Cott 1-26-10

For University Curriculum Committee/Date

Action taken: □ approved as submitted □ approved as modified
University Curriculum Committee
Proposal for Course Deletion


2. College Health and Human Services
   3. Academic Unit/Department School of Nursing

4. Current course subject and catalog number NUR 302

5. Current catalog title
   NUR 302 BACCALAUREATE NURSING TRANSITIONS (3)

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

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

8. Is course an elective? ☐ required for an academic plan/subplan? ☒
   Nursing-OptRgstrNurs(BSN)
   If required, for what academic plan/subplan? RNBSNX
   If required, also submit Proposal for Plan Change.

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

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

11. Justification for course deletion.
    The content from this course has been integrated into NUR 330 (approved in the fall of 2009) that addresses the professional role in nursing including personal and professional values clarification and analysis of ethical situations and caring practice.

12. Approvals
   Department Chair/Unit Head (if appropriate)/ Date 12-3-09
   Chair of college curriculum committee/ Date 12-3-09

Revised 9/07
University Curriculum Committee  
Proposal for Course Deletion

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

2. College  
Health and Human Services
3. Academic Unit/Department  
School of Nursing

4. Current course subject and catalog number  
NUR 304

5. Current catalog title  
NUR 304 BACCALAUREATE NURSING ROLE DEVELOPMENT  
(3)

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

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

8. Is course an elective? □  or required for an academic plan/subplan?  
□  Nursing-OptRgstrNurs(bspn)
If required, for what academic plan/subplan?  
RNBSN
If required, also submit Proposal for Plan Change.

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

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

Is the course a Common Course as defined by your Articulation Task Force?  
Yes □  No □
If yes, has the changed been approved by the Articulation Task Force?  
Yes □  No □
If this course is listed in the Course Equivalency Guide, should the listing be  
changed to departmental elective credit □  OR changed to elective credit □

11. Justification for course deletion.  
The content from this course has been integrated into NUR 330 (approved in the fall of 2009) that addresses the professional role in nursing including personal and professional values clarification and analysis of ethical situations and caring practice.

12. Approvals

Department Chair/Unit Head (if appropriate)/ Date  
Diane Gray  12/3/09

Chair of college curriculum committee/ Date  
Kendy Boyle  12/3/09

Revised 9/07
   Fall, 2011

2. College  Health and Human Services
3. Academic Unit/Department  School of Nursing

4. Current course subject and catalog number  NUR 324

5. Current catalog title
   NUR 324 NURSING INFORMATICS (I)

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

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

8. Is course an elective?  [ ]  or required for an academic plan/subplan?  [x]
   Nursing-OptRgstrNurs(WSN)
   RNBSNX and BS in Nursing
   Extended Major) NURBSNX
   If required, also submit Proposal for Plan Change.

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

10. Does this change affect community college articulation?  Yes [ ]  No [x]
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.
    Is the course a Common Course as defined by your Articulation Task Force?  Yes [ ]  No [x]
    If yes, has the changed been approved by the Articulation Task Force?  Yes [ ]  No [ ]
    If this course is listed in the Course Equivalency Guide, should the listing be
    changed to departmental elective credit [ ]  OR changed to elective credit [ ]

11. Justification for course deletion. Analysis of program outcomes indicated that students were having difficulty mastering the
    student learning outcomes for the short courses. The content from two short courses (NUR
    329 Introductory Health Policy and NUR 324 Nursing Informatics) was integrated in one
    cohesive course (NUR 424 Manager of Care/Health Care System). This new course provides a
    coordinated approach to exploration and application of this content.

12. Approvals

   [Signature]
   Department Chair/Unit Head (if appropriate)/ Date

Revised 9/07
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
University Curriculum Committee  
Proposal for Course Deletion

1. Course deletion effective at the end of what term and year?  
   (ex. Spring 2008, Summer 2008)  
   Spring 2012

2. College  
   Health and Human Services

3. Academic Unit/Department  
   School of Nursing

4. Current course subject and catalog number  
   NUR 325

5. Current catalog title  
   NUR 325 GENOMICS IN CONTEMPORARY NURSING AND HEALTH CARE  (2)

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

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

8. Is course an elective? □  or required for an academic plan/subplan?  □
   Nursing-OptRgstrNurs(BSN)  
   RNBSNX and BS in Nursing  
   Extended Major) NURBSNX
   If required, also submit Proposal for Plan Change.

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

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

11. Justification for course deletion.  
    Analysis of program outcomes indicated that students were having difficulty mastering the student learning outcomes for the short courses. The content from NUR 325 Genomics was integrated in NUR 211 Developmental Transitions of Child-bearing Child-rearing Families. This integration provides a context for application of this content.

12. Approvals

   Department Chair/Unit Head (if appropriate)/ Date  
   [Signature]  12/3/09

   Revised 9/07
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

Revised 9/07
University Curriculum Committee
Proposal for Course Deletion


2. College
   Health and Human Services
3. Academic Unit/Department
   School of Nursing

4. Current course subject and catalog number
   NUR 329

5. Current catalog title
   NUR 329 INTRODUCTION TO HEALTH POLICY (1)

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

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

8. Is course an elective? ☐ or required for an academic plan/subplan? ☐
   Nursing-OptRgstrNurs(BSN)
   RNBSNX and BS in Nursing
   Extended Major) NURBSNX
   If required, also submit Proposal for Plan Change.

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

10. Does this change affect community college articulation? Yes ☐ No ☒
   If yes, explain how in the justification and provide supporting documentation from the affected institutions.
   Is the course a Common Course as defined by your Articulation Task Force? Yes ☐ No ☒
   If yes, has the changed been approved by the Articulation Task Force? Yes ☐ No ☐
   If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit ☐ OR changed to elective credit ☐

11. Justification for course deletion.
   Analysis of program outcomes indicated that students were having difficulty mastering the student learning outcomes for the short courses. The content from two short courses (NUR 329 Introduction to Health Policy and NUR 324 Nursing Informatics) was integrated in one cohesive course (NUR 424 Manger of Care/Health Care System). This new course provides a coordinated approach to exploration and application of this content.

12. Approvals

Department Chair/Unit Head (if appropriate)/ Date

Revised 9/07
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

Revised 9/07
University Curriculum Committee
Proposal for New Course

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


3. College CAL
   4. Academic Unit/Department Comparative Cultural Studies

5. Course subject/catalog number HUM 383
   6. Units/Credit Hours 3

7. Long course title  Topics in World Cinema
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Topics in World Cinema

9. Catalog course description (max. 30 words, excluding requisites).
   In-depth examination of traditional and contemporary cinema through analyses of artistic, historical and political trends and their impact on film and other popular arts. Alternate semesters focus on different topics.

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

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

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

13. May course be repeated for additional units?  yes X no □
    a. If yes, maximum units allowed? 6
    b. If yes, may course be repeated for additional units in the same term?  yes □ no X
    (ex. PES 100)

14. Prerequisites (must be completed before proposed course)
    Sophomore Standing or higher

15. Corequisites (must be completed with proposed course)
    None

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

revised 8/08
Note: If required, a new plan or plan change form must be submitted with this request.

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

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

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

18. Names of current faculty qualified to teach this course: Judith Costello, Jayme Davis

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

This course exposes students to a variety of topics connected to traditional and contemporary cinema. The course is unique because it is a writing-intensive cinema course that approaches the subject matter formally (i.e., students will familiarize themselves with filmic language), critically, and thematically.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

Department Chair (if appropriate) 11/12/07

Chair of college curriculum committee 12/10/2009

Dean of college Date

For Committees use only

For University Curriculum Committee 1-26-10

Action taken:Approved as submitted

revised 8/08
NORTHERN ARIZONA UNIVERSITY
College of Arts & Letters

DEPARTMENT OF COMPARATIVE CULTURAL STUDIES

COURSE OUTLINE: HUMANITIES 383 ON-LINE

Topics in World Cinema: Cinema of Spain
Fall 2010

3 credits

ON-LINE Asynchronous

INSTRUCTOR: Judith A.M. Costello
OFFICE: on-line
PHONE: Department Administrative Assistant: 523-4954
Humanities Program Coordinator: 523-8168
E-MAIL: judith.costello@nau.edu and via the VISTA email tool within
the course.
OFFICE HOURS: on-line

Course Prerequisites: Sophomore Status

Course Description:

This course emphasizes an interdisciplinary and topical approach to the filmography of Spain
through an examination of the historical, political, social and cultural contexts and founding
artistic philosophies of several key periods in Spanish Cinema. We will trace the development of
the diverse national cinema of Spain and of the cinematic expressions of the regional autonomies
and their responses to the external realities that shaped them.

Effective Writing will be developed in this course through experiences and exercises that foster
critical viewing, reading, thinking, and analysis.

We will examine the key historical realities and artistic trends affecting Spanish Cinema
including Surrealism, Psychoanalysis, Modernism, the Spanish Civil War and the Franco
Dictatorship, Capitalism, Socialism, Neo-Liberalism, Post-Modernism, and Globalization. We
will also discuss and analyze the most salient theoretical frameworks that relate to Spanish
Cinema such as the gaze, the spectator, representation, authority, audience, identity and diversity
issues and the particular trends in Spanish film theory such as the evolution of a subversive,
allegorical style as a response to Franquismo and its repression and censorship, the Cinema of
the Transition to Democracy, the Movida of Madrid in the 1980’s, Post-Franquismo,
Globalization and Recent Immigration. Through this examination students will greatly enhance
their visual acuity, become more aware of cinematic conventions, attune themselves to visual
culture, and gain a strong understanding of the elements of visual literacy.
1. This course supports the Mission of the Liberal Studies Program by helping students to:

   Comprehend and appreciate the cultural traditions and political legacies that shape popular culture and the arts and thus our world. Specifically, we will examine how the relationships between cultural, political, social, economic, aesthetic and intellectual influences inform the Spanish Cinema and the audience responses to that medium.

   Understand the potential power of technology, particularly film and other media, to enhance human experience and the limitations of those media. The various expressive and critical functions of film will be considered.

   Cultivate life habits of self-reflection necessary to facilitate engaged, ethical and responsible living. The films and readings in this course will raise moral dilemmas and ethical questions that remain relevant within our contemporary context.

2. HUM 383 is in the Aesthetic and Humanistic Inquiry Distribution Block and supports the intent of the block by:

   Examining how context informs the scope and focus of filmic and other texts.

   Introducing students to a number of the central conceptual frameworks employed to understand film and make sense of human expression.

   Fostering an understanding of human experience and values as expressed in film and other visual arts, popular media, critical essays, and other creative endeavors.

   Cultivating critical thinking and ethical reasoning skills and applying those to understand the ways in which technological cultural productions such as cinema reflect existing values and shape emerging values.

   Recognizing how film and other creative endeavors impact the way we understand others and ourselves.

3. This course will help students develop essential skills as defined in the University’s Liberal Studies Program. The course will emphasize:

   Effective Writing. The essential skill of effective writing is one of the target goals of the development of critical reading, thinking and analytical skills. Our examination of Spanish Cinema in its larger context will include various opportunities to apply thoughtful consideration to the films and their attendant issues in various writing tasks which include 5 vocabulary assignments designed to foster careful reading and an enriched productive vocabulary, particularly in the area of film critique and analysis, 5 discussion assignments which require intensive written participation, interaction and debate with the class community to development clear argumentation and interpretation strategies and structures, and 5 short essays meant to enhance the students’ written expression and organization in the persuasive treatment of text. All written work will be formally evaluated for content, organization, style and mechanics.
Student Learning Expectations/Outcomes for this Course:

Active engagement with the content of this course will enable students to:

Identify and discuss various cinematic forms with attention to contextual issues such as cultural & historical framework, place of origin, literary & artistic influences.

Critically analyze filmic technique in the use of music, color, light, shot and angle, and the treatment of political repression, violence and difference, ethnicity & regional identity, gender, and sexuality.

Effectively write about film, employing the terminology of film analysis.

Emerge with a broad understanding and appreciation of Spanish culture and history as those apply to cinema.

Assessment of Student Learning Outcomes:

Assessment of the goal learning outcomes will include evaluated exercises, which include the essays, participation in discussion and vocabulary assignments.

Requirements: Students are expected to read and complete all assignments by the due date and to actively participate in discussions & write effectively on the topic at hand. Assignments include reading the instructor’s lectures and several articles, viewing feature films, compiling a vocabulary list with definitions for each module & writing several short essays, one for each module.

Outside reading on each film and writing of a short essay (3-5 pages, typed) on one topic from each module are expected of each student. These essays must demonstrate an understanding of the lectures, readings & the films themselves as well as original thought on the topic. Participation in the discussions is mandatory and will be graded.

Please refer to the Policies Statement of the Department of Humanities, Arts & Religion for more information.

Methods of Assessment:

GRADING: The written work done for the course is evaluated on content and style, including such elements as organization, content & completeness, insight, coherence, effective use of vocabulary and terminology, and correct grammar and spelling.

The scale of grading is as follows:

90-100 = A
80-89 = B
70-79 = C
60-69 = D
0-59 = F

revised 8/08
The final grade is based on the following breakdown:

- Participation in Five Discussions: 25%
- 5 Essays: 50%
- 5 Vocabulary Assignments: 25%

Timeline For Assessment:

SYLLABUS

**NOTE:** All required readings are linked into the course at the point in each module where the reading is assigned. All these readings are either print articles from books and journals linked into the module as PDF's or websites that are linked into the module. The reading assignments are referenced here as they are named in the link within the course.

**WEEKS One-Three**

**MODULE/Topic #1: Surrealism in Spanish Cinema: Buñuel & Saura.**

**Introduction to the course:** Individual introductions, including a brief summary of personal experience with film & foreign language film (& subtitles), in particular. Please post your individual introduction to the “Introductions” discussion tool.

**LECTURE:** Surrealism, Europe between the World Wars & the cinema of Luis Buñuel.

**VIEW THE FILMS:** Un Chien Andalou & L'Age d'or

**READING ASSIGNMENT (linked as PDF's in the module):**

*Buñuel: The Heroic Exploration & The Silent Years,*
*L'Age d'or, Un Chien Andalou,*
*Love An Introduction,
Luis Buñuel & His Influence*
*Miller, The Golden Age*

**DISCUSSION:** How are these films surrealist?

**OPTIONAL:**
Read articles:
Labanyi, *Fetishism & The problem of Sexual Difference in Buñuel's Tristana*
*Dark Laughter: Buñuel's Tristana*
View film: *Tristana* (in Cline on reserve).

**LECTURE:** Las Hurdes & Viridiana

**VIEW THE FILMS:** *Las Hurdes and Viridiana*
READING ASSIGNMENT:

Casasaus, *Las Hurdes*,
*Buñuel On Viridiana*

CLASS DISCUSSION: How does Buñuel unite documentary & surrealism? What social ills does Buñuel critique in each film?

LECTURE: The Post-War Generation: Carlos Saura & Metaphor As Protest

VIEW THE FILM: *Cria Cuervos* by Carlos Saura

READING ASSIGNMENT:

Schwartz, *Carlos Saura*,
*Saura Divisions Run Deep*
*Carlos Saura*

CLASS DISCUSSION: How is Saura a surrealist? What realities in Spain inspired Saura's work?

OPTIONAL: View one of the following Saura films: *The Hunt, Mamá Cumple 100 Años* & read the article, *The Hunt Comedy and Melodrama*

LECTURE: Victor Erice & *The Spirit of the Beehive*

VIEW THE FILM: *The Spirit of the Beehive*

READING ASSIGNMENT:

Deveny, *The Maquis*
Schwartz, *Victor Erice, Spirit of the Beehive*

Class Discussion: How is this film surrealist? Is the metaphorical style of the post-war generation an effective means of political protest & social commentary?

ESSAY ASSIGNMENT: **ONE** typed 3-5-page essay on any **one** topic:
1. Surrealism & Buñuel: Buñuel's films seen within the context of surrealism.
2. *Cria Cuervos* & the influence of the surrealist movement on this film.
3. *The Spirit of the Beehive* within the context of the Post-War & Franquismo

SUBMIT VOCABULARY ASSIGNMENT FOR MODULE ONE.

WEEKS Four-Six

MODULE/Topic #2; *The Second Republic & The Spanish Civil War in Spanish Cinema.*


VIEW THE FILM: *Belle Epoque*

CLASS DISCUSSION: Which Republican ideals are romanticized in *Belle Epoque*?
READING ASSIGNMENT:
Jordan, Gender & Sexuality in Post-Franco Spain. 
Jordan, Promiscuity, Pleasure & Girl Power. 
Schwartz, Fernando Trueba. 
Alegre, Belle Epoque

RESEARCH ON THE WEB: The Second Republic & The Spanish Civil War

LECTURE: The Spanish Civil War & Spanish film

VIEW THE FILM: ¡Ay, Carmela!

CLASS DISCUSSION: How is Saura’s vision of the Second Republic different from Trueba’s? Is this an anti-war film?

READING ASSIGNMENT:
Wash, Chronology of the Spanish Civil War.

OPTIONAL: view the film La Plaza Del Diamante What elements of surrealism are employed in Plaza del Diamante & to what effect?

ESSAY ASSIGNMENT: ONE typed 3-5 page essay on any one topic:
1. Trueba’s vision of the Second Republic an allegorical fantasy of a historical moment that never existed.
2. The Civil War & the Post-War as a lingering influence on film.

SUBMIT VOCABULARY ASSIGNMENT FOR MODULE TWO.

WEEKS Seven-Nine

MODULE/ TOPIC # 3

LECTURE: The Carmen Legend, Flamenco Art.& The Españolada

VIEW THE FILM: Carmen.

READING ASSIGNMENT:
Bensusuan, Carmen & Her Up-dates. 
Jordan and Morgan-Tamosunas, Chapter 1: Reconstructing the past: historical cinema in post-Franco Spain.

Class Discussion: How does Saura use surrealism to deconstruct the españolada?

LECTURE: The Cultural Revival Movement

VIEW THE FILM: La Niña de Tus Ojos

revised 8/08
READING ASSIGNMENT:

Jordan and Morgan-Tamosunas, chapter 2, Cultural Reinscription: Popular Genre Film in post-Franco Spain

CLASS DISCUSSION: How does Trueba manage to re-claim this period in Spanish history from the Fascists?

OPTIONAL: View Saura’s EL Amor Brujo or Blood Wedding.

ESSAY ASSIGNMENT: ONE essay, 3-5 pages, on any one topic.

1. The "Carmen" Legend & Cultural Revival in Spanish Cinema
2. Historical Cinema in Post-Franco Spain

SUBMIT VOCABULARY ASSIGNMENT FOR MODULE THREE.

WEEKS Ten-Twelve

MODULE/Topic #4: “La Movida” Movement in Madrid.

LECTURE: Almodóvar & Spain in the 1980 & 1990's,

VIEW THE FILM: Women on the Verge of a Nervous Breakdown.

READING ASSIGNMENT:
Hart, Preview of Desire Unlimited
Women on the Verge
Almodóvar, Industry & Hypocrisy
Besas, Franco Fades Away.

CLASS DISCUSSION: Is Almodóvar a feminist?

OPTIONAL VIEWING: Almodóvar’s Entre Tinieblas (Dark Habits)

LECTURE: Almodóvar Today

VIEW ANY ONE FILM: Bad Education, Talk To Her

READING ASSIGNMENT:
Almodóvar as Bad Boy, and Today.
José Luis Alvarez, Shielding Idiosyncrasy from Isomorphic Pressures: Towards Optimal Distinctiveness in European Filmmaking

CLASS DISCUSSION: How has Almodóvar’s work matured, if at all?

ESSAY ASSIGNMENT: ONE essay, 3-5 pages, on any one topic.

1. The Madrid Movida in Early Post-Franco Film
2. Assess Almodóvar’s claim that, “Franco never existed for me.”
SUBMIT VOCABULARY ASSIGNMENT FOR MODULE FOUR.

WEEKS Thirteen - Fifteen

MODULE/Topic # 5 Post-Franquismo & The 21st Century

LECTURE: Recuperating Regional Identities Through Cinema


READING ASSIGNMENT:

THE CINEMA OF SPAIN AND PORTUGAL, Alberto Mira, ed.; Contemporary Spanish Cinema, Barry Jordan & Rikki Morgan-Tamosunas, chapter 4: Recuperating nationalist identities: film in the autonomous regions;


CLASS DISCUSSION: How does film build identity in the regional autonomies?

LECTURE: Gender and Sexual Identities in Post-Franco Cinema

VIEW ANY FILM: Carne Trémula, Juana La Loca, All About My Mother.

READING ASSIGNMENT:

Zecchi, Barbara, All About Mothers: Pronatalist Discourses in Contemporary Spanish Cinema.

Steven Marsh, Parvati Nair, Gender and Spanish Cinema, chapters 2-7.

ESSAY ASSIGNMENT: ONE essay, 3-5 pages, on any one topic.
1. Is gender permanently bent in Spanish Cinema?
2. Discuss the role of film in the cultural revitalization of Spain autonomous regions.

SUBMIT VOCABULARY ASSIGNMENT FOR MODULE FIVE.

Textbook and Required Materials: The required articles are linked as PDF’s within the course; there is no text to purchase. These articles are gleaned from professional journals and peer-reviewed books. There are also links to approved websites that are required reading, as noted within the course. Several films are required viewing for the class. These are on reserve in the NAU Cline Library Media Services on the NAU Flagstaff campus or may be accessed via streaming links within the course, via a NETFLIX or BLOCKBUSTER ON-LINE subscription or at good video stores or university libraries. The student is responsible to obtain access to all required films, however accomplished.
ON-LINE CLASS ACTIVITIES: The initial introduction to each film is a lecture by the instructor, followed by the viewing of the film in its entirety. Class discussion & debate follow each film. It is imperative that students take notes while viewing the films. Student essays and other assignments are a follow-up to each topic. Participation in the class on-line discussions is evaluated and accounts for 25% of the final grade.

Recommended Optional Materials/References: Several optional resources are linked within the course that may be used as sources for the writing of the essays. These include articles, chapters from books and websites. The instructor may also make individual, bibliographic recommendations tailored to the needs of each student for the writing of each essay. Students will also be encouraged to share approved sources with the class through an on-line forum.

Course Policies: There are NO re-writes of essays. No extra credit work is accepted, no exceptions. Late work is accepted at instructor’s discretion. Academic dishonesty will NOT be tolerated; this includes cheating & plagiarism. Please refer to the departmental & university policies for more information. Any academic dishonesty will result in an F for the course.

NOTICE: Some of the films used in this course explicitly portray nudity, sexuality & violence, although never gratuitously. The films have been chosen for their merit, acclaim, relevance, and as representative of their era or region. As such, students will be required to view all films.

University Policies—Links to the following NAU policies are provided below: Academic Integrity, Safe Working and Learning Environment, Students with Disabilities, and Institutional Review Board policies.

Academic Integrity
According to the NAU academic integrity policy, “academic integrity means that students and faculty jointly agree to adhere to a code of conduct appropriate to the mutually trusting relationship that must exist between student and teacher. Those values will not allow either to take credit for work not their own, or to be deceitful in any way, or to take unfair advantage of other students or of each other, or to be other than totally truthful and straightforward in all that they do.” (NAU Student Handbook, Appendix G).

The university takes an extremely serious view of violations of academic integrity. 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. Any violation of the academic integrity policy will result in a failing grade in the course. The complete policy on academic integrity as well as the following definition of academic dishonesty can be found in Appendix G of the NAU Student Handbook. Appendix G of the NAU Student Handbook

ACADEMIC DISHONESTY is a form of misconduct that is subject to disciplinary action under the Student Code of Conduct and includes the following: cheating, fabrication, fraud, facilitating academic dishonesty and plagiarism.

1. Plagiarism: any attempt to knowingly or deliberately pass off other’s work as your own.
2. Cheating: any attempt to gain an unfair advantage over one’s fellow students.
3. Fabrication: any attempt to present information that is not true when the author knows the information presented is false.
4. Fraud: any attempt to deceive an instructor or administrative officer of the university.
5. Facilitating Academic Dishonesty: any attempt to assist an act of academic dishonesty by another individual.

Please read the policies via the following links:

Classroom Management Statement
Institutional Review Board
Safe Working and Learning Environment Policy
Student Code of Conduct
Disciplinary Procedures

Students with Disabilities: If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).
University Curriculum Committee
Proposal for New Course

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

2. New course effective beginning what term and year? (ex. Spring 2009, 
   Summer 2009)  See effective dates schedule.  Fall 2010

3. College  Arts and Letters  4. Academic Unit/Department  Modern Languages

5. Course subject/catalog number  SPA 354  6. Units/Credit Hours  3

7. Long course title  SURVEY OF LATIN AMERICAN FILM  
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)  Survey Latin American Film

9. Catalog course description (max. 30 words, excluding requisites).  
   **Analysis of the form, content, and history of contemporary films from Latin America. The focus**
   **is on issues of political ideologies, class, gender, and race. Taught in Spanish.**

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

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

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

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

14. Prerequisites (must be completed before proposed course)  SPA 321

15. Corequisites (must be completed with proposed course)  n/a

16. Is the course needed for a new or existing plan of study  
    (major, minor, certificate)?  yes ☒  no ☐  
    Name of plan?  B.A. in Spanish  
    **Note: If required, a new plan or plan change form must be submitted with this request.**

17. Is a potential equivalent course offered at a community college (lower division only)  yes ☐  no ☒  
    *revised 8/08*
18. Names of current faculty qualified to teach this course: Prof. Robert Neustadt, Prof. Edward Hood

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

Film provides an ideal window through which to study culture, politics, history and language of Latin America, so this course will be of great value to our majors and minors. Scholars of contemporary Cultural Studies view film as text. Not only can one analyze a film as if it were a literary text, but many films have direct and indirect links to literary texts that our students read in literature classes. Additionally, watching and analyzing films in Spanish will enable our students to improve their Spanish language skills. A film course will hold a unique place in our curriculum and will be of great interest to our students.
COURSE SYLLABUS – APPROVED FORMAT

General Information
- College of Arts and Letters. Department of Modern Languages
- SPA 354 - SURVEY OF LATIN AMERICAN FILM
- Normally every 3rd semester
- 3 credit hours
- Robert Neustadt
- Office: BAA 317
- MWF 9-10

Course prerequisites

SPA 321

Course description

In this course students will view and analyze films in Spanish from a variety of different countries to explore Spanish American culture, politics and history. Course readings will further inform our understanding of film-making as well as the sociopolitical context of the films. We will read reviews of the films from Spanish-language newspapers. In many cases, we will read literary texts that have inspired the films and/or that are alluded to by the films. A substantial amount of time will be dedicated to intensive discussion in Spanish on the wide variety of topics presented in films, highlighting the diversity of culture in the Spanish-speaking world. Issues include: gender, political oppression, class and race, indigenous rights, economic inequalities, political dictatorships etc. All films, class lectures and discussions will be in Spanish.

Student Learning Expectations/Outcomes for this Course

- Comprehension and appreciation of Spanish and/or Spanish American film.
- Further knowledge of political, social, historical and cultural context as seen in film.
- Understanding of filmic terminology as a parallel to literary uses.
- Improvement of critical thinking skills through debate and writing in Spanish.
- Improvement of language skills (aural, oral and written) in Spanish.
- Development of fluency in the Spanish language.

Course structure/approach

For each film, the following methods will be used:

One session is a two-hour screening during which we will watch the films after, time permitting, an introductory lecture by the instructor. We will use the second 50-minute class session for additional lectures, group discussion, activities and analysis. Class discussions and presentations will ease the path to a more fluent communication in Spanish. (Please note: Many of these films are ‘R’ rated).

Revised 04/22/03
Textbook and required materials

- Download other readings from [www.vista.nau.edu/](http://www.vista.nau.edu/)
  - “La santa” by Gabriel García Márquez
  - Extract of *Como agua para chocolate* by Laura Esquivel
  - “Entre Villa y una mujer desnuda” by Sabina Berman
  - “Carta abierta a mi nieto” by Juan Gelman
  - Extract of *Rayuela* by Julio Cortázar
  - “Las Alturas de Machu Picchu” by Pablo Neruda
  - “El solitario” by Carlos Salazar Herrera

Course outline

Week One:  Introduction to course. What is film? What is representation?
Reading: Introduction and chapter one of Hart.

Week Two:  “Magical Realism”, from short story to the screen.
Reading: “La santa” by Gabriel García Márquez - (COLOMBIA):
Film: *Milagro en Roma*, Colombia, 1988

Week Three:  Magical Realism continued, from novel to screen.
A new (commercial) model for film-making in Mexico
Discussion themes: The Mexican Revolution, Gender, “Women’s literature”
Reading: Extract of *Como agua para chocolate* by Laura Esquivel
Chapter of Hart.
Film: *Como agua para chocolate*, Mexico, dir. Alfonso Arau, 1992

Week Four: The Revolution, Machismo and Gender: From the Stage to the Screen
Read: the play “Entre Villa y una mujer desnuda” by Sabina Berman (MEXICO)
Film: *Entre Pancho Villa y una mujer desnuda*, Mexico, dir. Sabina Berman, 1995. Turn in essay #1

Week Five:  Youth Culture and Gender in Contemporary Mexico
Read: Chapter of Hart.

Week Six: The Southern Cone and the “Dirty War”
Reading: “Carta abierta a mi nieto” by Juan Gelman (Vista) and recent articles on Gelman’s granddaughter (ARGENTINA).
Film: *La historia oficial*, Argentina, dir. Luis Puenzo, 1985

Week Seven: The Pinochet Dictatorship (CHILE)
Reading: On the coup of Sep. 11, 1973. P. Kohnbluh (Vista)
  Turn in ensayo #2

Revised 04/22/03
Week Eight: Argentina, el tango y el exilio (ARGENTINA)
Reading: Pick, Zuzana M. "The Dialectical Wanderings of Exile." *Screen.* (4) 30 (Autumn 1989), 48-64 (Vista)
Extract of *Rayuela* by Julio Cortázar

Week Nine: Latin America: The myth, the reel and the ideological
Reading: Extract of *Diarios de motocicleta* by Ernesto Guevara (Vista)
“Las Alturas de Machu Picchu” by Pablo Neruda (Vista)
Film: *Los diarios de la Motocicleta*, México, dir. Walter Salles, 2004
**Take home mid-term Exam**

Week Ten: Documentaries and Reality in Cuba
Film: *Buena Vista Social Club*, dir. Wim Wenders, 1999 (CUBA)

Week Eleven: Youth Culture and Music inside and out of Contemporary Cuba
Reading: TBA
Film: *Habana Blues*, Cuba, dir. Benito Zembrano, 2005
**Turn in essay #3**

Week Twelve: Cuba, a Community cut in Two
Reading: TBA
Film: *Viva Cuba*, Cuba, dir. Juan Carlos Cremata Malberti, 2007

Week Thirteen: Contemporary Mexico City and Violence
Reading: Chapter from Hart (Vista)
**Entregar ensayo #4**

Week Fourteen: Migration and Borders, Nicaragua and Costa Rica
Reading: TBA

Week Fifteen: Nature versus Oil
Read: Short story “El solitario” by Carlos Salazar Herrera (Vista)
Film: *Caribe*, Costa Rica, dir. Esteban Ramirez, 2004
**Entregar ensayo #5**

**Turn in Final Paper at time of Final Exam**

Assessment of Student Learning Outcomes

**20% Participation:**
Students are expected to attend class and to participate energetically in all discussions. Active class participation promotes the development of fluency in Spanish, the target language. Homework assignments will be assigned to complement the course readings and/or to gain an understanding of important historical background. Students will be asked to give oral presentations in class.

Revised 04/22/03
35% Five (5) two-page analytical papers in Spanish:
Typewritten papers, involving a brief yet detailed analysis of the film, it's relation to a literary text, a theme, a specific character etc. Please note, these papers are analyses, not plot summaries and not "reviews." Papers will be graded on content and quality of expression (ie. written Spanish, organization etc.). Students may re-write these papers to improve the grade.

20% Mid-term Exam ("take home")

25% Final Paper.
A 7-9 page essay in Spanish analyzing one or more of the films that we have seen in class. If you would like, you may revise and expand one of the your papers for this assignment. This paper must also include secondary bibliography (minimum six sources), formatted according to the MLA stylesheet.

Grading System

For the final grade, the following percentages will determine the student’s final grade: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 or less = F.

Course policy

- See ‘Assessment of Student Learning Outcomes’ above.
- Attendance is mandatory in all classes. For missed classes, arrangements must be made with the professor.
- Statement on plagiarism and cheating

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://home.nau.edu/diversity/. 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 Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

Revised 04/22/03
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://www.research.nau.edu/vpr/IRB/index.htm. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

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/handbook/dishonesty.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.

SUSCEPTIBLE COURSE MATERIALS

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”

Revised 04/22/03
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. College</td>
<td>Arts and Letters</td>
</tr>
<tr>
<td>2. Academic Unit/Department</td>
<td>MODL</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>BSED Spanish</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
</tr>
<tr>
<td>6. Is this proposal for a:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ New Plan</td>
</tr>
<tr>
<td></td>
<td>☒ Plan Change*</td>
</tr>
<tr>
<td></td>
<td>□ New Subplan</td>
</tr>
<tr>
<td></td>
<td>□ Subplan Change</td>
</tr>
<tr>
<td></td>
<td>□ Plan Deletion</td>
</tr>
<tr>
<td></td>
<td>□ Subplan Deletion</td>
</tr>
</tbody>
</table>

*Plan changes must be accompanied by an updated 8 semester plan.

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. Ed. Secondary Education: Spanish

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

- at least 35 units of liberal studies requirements.
  Be aware that you may not use courses with an SPA prefix to satisfy these liberal studies requirements.

- at least 30 units of major requirements

- at least 34 units of teacher-preparation requirements

- at least 18 units of minor requirements

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

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

Please note that you must complete NAU’s diversity requirements by taking two 3-unit courses, one in U.S. ethnic diversity and one in global diversity 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.

Additionally, note 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, you may not count lower-division Spanish credits towards your major; however, you may count up to 9 units of credit by exam.

Be aware that you must earn a grade of C or better in any course you wish to apply toward this major. Also be aware that we will not recommend you for student teaching if you have less than a B (3.0) grade point average.

In addition, you must have a grade point average of...
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.

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

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 Mathematics foundation requirement (generally MAT 110, 114, 125, or 155)

Major Requirements

Complete the following 36 units of upper-division Spanish courses:

• SPA 303 (or credit by exam) (3 units)

• one of SPA 304W, 311W, or 312W, any of which meets NAU's junior writing requirement (3 units)

• SPA 321 or 322 (3 units)

• one of SPA 340, 360, or 460C (3 units)

• one of SPA 351, 352, or 353 (3 units)

• SPA 404 (or credit by exam) (3 units)

• SPA 405 and 406 (6 units)

• LAN 430 and LAN 435 (6 units)

Please be aware that you may not count SPA 101, 102, 201, or 202 toward your major requirements or liberal studies.

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

Teacher-Preparation Requirements

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.

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

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 Mathematics foundation requirement (generally MAT 110, 114, 125, or 155)

Major Requirements

Complete the following,36 units of upper-division Spanish courses:

• SPA 303 (or credit by exam) (3 units)

• one of SPA 304W, 311W, or 312W, any of which meets NAU's junior writing requirement (3 units)

• SPA 321 or 322 (3 units)

• one of SPA 340, 360, or 460C (3 units)

• one of SPA 351, 352, or 353 (3 units)

• SPA 404 (or credit by exam) (3 units)

• SPA 405 and 406 (6 units)

• LAN 430 and LAN 435 (6 units)

Please be aware that you may not count SPA 101, 102, 201, or 202 toward your major requirements or liberal studies.

In addition, you may only take lower-level SPA courses if you have not already taken advanced SPA coursework. For instance, after you’ve completed

Revised 09/07
Complete 34 units of professional courses offered by the College of Education to qualify for certification to teach Spanish in Arizona and most other states.

All candidates for the Spanish B.S.Ed. major must pass the American Council on the Teaching of Foreign Languages Advanced-Low Level Check. See your advisor for details.

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 34 units include ECI 495C (in Spanish), which meets NAU’s senior capstone requirement. Also note that, you substitute LAN 308 for ECI 308.

Minor Requirements

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

General Electives

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

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

200-level SPA courses, you can’t take SPA courses at the 100 level; after completing a 300-level courses you can’t take 100- or 200-level courses.

PLEASE BE AWARE OF THE FOLLOWING:

- **YOU MAY NOT COUNT SPA 100-200 LEVEL COURSES TOWARD YOUR MAJOR REQUIREMENTS OR LIBERAL STUDIES.**
- **YOU MAY ONLY TAKE LOWER-LEVEL SPA COURSES IF YOU HAVE NOT ALREADY TAKEN ADVANCED SPA COURSEWORK. FOR INSTANCE, AFTER YOU’VE COMPLETED 200-LEVEL SPA COURSES, YOU CAN’T TAKE SPA COURSES AT THE 100 LEVEL; AFTER COMPLETING A 300-LEVEL COURSES YOU CAN’T TAKE 100- OR 200-LEVEL COURSES.

Teacher-Preparation Requirements

Complete 34 units of professional courses offered by the College of Education to qualify for certification to teach Spanish in Arizona and most other states.

All candidates for the Spanish B.S.Ed. major must pass the American Council on the Teaching of Foreign Languages Advanced-Low Level Check. See your advisor for details.

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 34 units include ECI 495C (in Spanish), which meets NAU’s senior capstone requirement. Also note that, you substitute LAN 308 for ECI 308.

Minor Requirements

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

General Electives

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

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

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

9. For undergraduate plans, will a milestone** be used to:
   □ a. verify satisfactory completion of a non course requirement.
   □ b. indicate admission to a major.
   □ c. will not be used.
**A Milestone is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.
If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.


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

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

   There are 4 proposed modifications to the BSED in Spanish. None of these impact our NCATE accreditation, which has been verified by the College of Education (see attached memo from K. Hildebrand).
They are:

- Eliminate the minor requirement for Spanish education majors
- Change the Spanish education track to 42 hours, which also entailed some rearranging of course blocks.
- Addition of the proposed SPA 354 course as an elective.
- Cleanup of some of the catalogue language.

These changes would allow us to be more flexible in shaping the students' program requirements to their proficiency needs (whether they be native speakers, quasi native, or beginners).

They also allow students to graduate in 4 years if they begin their Spanish studies at SPA 201 (third semester) or if they supplement their degree progress with summer school.

We propose to eliminate the minor requirement, continue to require the current set of courses, and require students to take an additional 12 upper-division credit hours within Spanish. With these changes, most students will now be able to graduate in 4 years. In the current program there is for many students an implicit extra 12 to 16 units required for the degree. As it now stands, students must take:

<table>
<thead>
<tr>
<th>Current Plan</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Studies</td>
<td>35</td>
</tr>
<tr>
<td>Spanish (from the 300 level up)</td>
<td>30</td>
</tr>
<tr>
<td>Professional Ed Prep</td>
<td>34</td>
</tr>
<tr>
<td>Minor</td>
<td>18</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>117</strong></td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

However, the majority of our education majors start somewhere in the 100 and 200 level Spanish classes, which adds an additional 8 to 16 units. Most often our candidates end up with 130 to 134 units, which effectively puts them at a 5-year graduation cycle because teaching jobs are not available in the spring. With the new plan, students' path to graduation would be:

<table>
<thead>
<tr>
<th>Proposed Plan</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Studies</td>
<td>35</td>
</tr>
<tr>
<td>Spanish (from the 300 level up)</td>
<td>42</td>
</tr>
<tr>
<td>Professional Ed Prep</td>
<td>34</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>111</strong></td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

Under the new plan, Spanish education majors would not be 'penalized' for taking foundational first- and second-year Spanish courses. There are other benefits.

Students vary in their L2 proficiency going into the program. Some are native speakers or semi-native, and others need extra upper-division course work in Spanish and study abroad. For instance, for those students who start Spanish at 201 or 202, this plan allows them and advisors a cushion. Specifically, by having the option of taking between 3 to 12 more units of Spanish the program can better equip all candidates for passing the mandatory ACTFL Oral Proficiency Interview (OPI) and the content area AEPA (Arizona Educators Proficiency Assessments). We screen candidates throughout the program for those that are at risk for not passing the OPI. At-risk students can be

Revised 09/07
counseled/encouraged to take more upper-division courses and even study abroad. Many of the elective and some of the core Spanish courses can be taken in study abroad programs in the summer (as well as during the academic year).

With the elimination of the minor, students would then do an additional 12 credit hours of upper division work beyond the 30 that we currently require, for a total of 42 hours.

Finally, we have added a new course, SPA 354, to the Spanish curriculum.

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.**

15. For **Education** related plans for NCATE reporting purposes, is this considered an:
   initial plan ☒ or advanced plan ☐

---

**Certifications**

Department Chair/Unit Head (if appropriate)

[Signature] 1-10-10

Chair of college curriculum committee

[Signature] 1-12-10

Dean of college

[Signature] 1-13-10

---

**For committee use only**

For University Curriculum Committee

[Signature] 1-26-10

Action taken: ☒ approved as submitted ☑ approved as modified
University Curriculum Committee
Proposal for Course Change

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


3. College Arts & Letters

4. Academic Unit/Department Art/Interior Design

5. Current course subject/catalog number ID 399 Special Topics: Textiles for the Built Environment

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

   Since Interior Design has held this class as a special topic, it does not show in the catalog. Before development of the class, ID students had taken MER 232.

   ID 399 SPECIAL TOPICS (3)
   In-depth study of an aspect, concept, or problem. Letter grade only. May be repeated for up to 6 hours of credit.

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

   ID 240 Textiles for the Built Environment (3)
   The study of fibers, yarns, fabric construction, finishes, terminology and performance criteria with an emphasis on specification of textiles for the interior built environment.

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

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

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

Revised 8/08
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
ID 399- Textiles for the Built Environment
Spring 2010
Instructor: Helen Peterson
Office: Building 37, Room 210
Phone: 523-5652
Email: helen.peterson@nau.edu
Office hours: Monday & Wednesday 8:30-9:00 and 11:40-1240 or by appointment

Course Description:
The study of fibers, yarns, fabric construction, finishes, terminology and performance criteria with an emphasis on specification of textiles for the interior built environment.

Course Objectives:
Provide students with an understanding of textiles, textile composition, and application of textiles in relation to the interior built environment.

The student will:
- Understand correct textile vocabulary and terminology
- Understand the characteristics of natural and manufactured fibers
- Identify fiber type, yarn type and fabrication methods based on visual analysis and burn tests
- Predict textile performance based on knowledge of fibers, yarns, fabrication, and finishes
- Make appropriate selection and specification of textile products or components based on intended end uses taking into consideration air quality, sustainability and recycling issues
- Develop familiarity with manufacturing, maintenance and life cycle cost attributes of interior textiles

Course Structure: Lecture

Course Policy:
- Attendance is expected. Students need to attend all classes unless dismissed by the instructor.
- Exams and reading assignments will be posted on Vista at vista.nau.edu
- No cell phones in class.
- Cheating and plagiarism will not be tolerated.
- Course outline is subject to change.

Evaluation Technique:
The final letter grade is calculated by dividing the number of points earned by the number of points possible.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 to 90%</td>
<td>A</td>
</tr>
<tr>
<td>80 to 89%</td>
<td>B</td>
</tr>
<tr>
<td>70 to 79%</td>
<td>C</td>
</tr>
<tr>
<td>60 to 69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

There will be seven unit exams and one final exam. The final exam is comprehensive.

Textbook and Supplies:
- Interior Design Swatch Kit, Textile Fabric Consultants, Inc.
Course Outline:

**Week 1**
1/11 Welcome to class, Introduction
1/13 History of Textiles

**Week 2**
1/18 Holiday - no class
1/20 The Textile Industry
   Read pages 2-23

**Week 3**
1/25 Selecting and Evaluating Textiles
1/27 Textile Fibers
   Read pages 24-83

**Week 4**
2/1 Fiber Properties
2/3 Yarn
   Read pages 84-97

**Week 5**
2/8 Textile Construction - Weaving
2/10 Textile Construction - Other techniques
   Read pages 78-121

**Week 6**
2/15 Textile Coloring
2/17 Textile Finishing
   Read pages 122-157

**Week 7**
2/22 Product Labeling
2/24 Flammability
   Read pages 158-199 & Professional Practice on Vista

**Week 8**
3/1 Upholstered Furniture Construction
3/3 Upholstered Furniture Coverings & Evaluation
   Read pages 202-251

**Week 9**
3/8 Window Treatment Selection and Coverings
3/10 Window Treatment Selection and Coverings
   Read pages 253-321

--- Spring Break ---

**Week 10**
3/22 Window Treatment Styles and Wall Coverings
3/24 Window Treatment Evaluation and Maintenance
   Read pages 253-321

**Week 11**
3/29 Soft Floor Coverings Selection
3/31 Soft Floor Coverings Construction
   Read pages 324-378

**Week 12**
4/5 Floor Covering Cushions and Evaluation
4/7 Floor Covering Installation and Maintenance
   Read pages 380-421
| Week 13 | Household and Institutional Textiles I  
         | 4/12  | Household and Institutional Textiles II  
         | 4/14  | Read pages 423-469  
|---------|-------|------------------------------------------|-------|------------------|
| Week 14 | Sources and Acquiring Textiles  
         | 4/19  | In the Workroom  
         | 4/21  | Reading posted on Vista  
|         |       | Exam 7 posted on Vista  
| Week 15 | Environmental Concerns and Sustainability  
         | 4/26  | Future of Textiles  
         | 4/28  | Reading posted on Vista  
|         |       | Final Exam will be posted on Vista  

Proposed Syllabus
ID 240- Textiles for the Built Environment
Spring 2011
Instructor: Helen Peterson
Office: Building 37, Room 210
Phone: 523-5652
Email: helen.peterson@nau.edu
Office hours: Monday & Wednesday 8:30-9:00 and 11:40-12:40 or by appointment

Course Description:
The study of fibers, yarns, fabric construction, finishes, terminology and performance criteria with an emphasis on specification of textiles for the interior built environment.

Course Objectives:
Provide students with an understanding of textiles, textile composition, and application of textiles in relation to the interior built environment.

The student will:
- Understand correct textile vocabulary and terminology
- Understand the characteristics of natural and manufactured fibers
- Identify fiber type, yarn type and fabrication methods based on visual analysis and burn tests
- Predict textile performance based on knowledge of fibers, yarns, fabrication, and finishes
- Make appropriate selection and specification of textile products or components based on intended end uses taking into consideration air quality, sustainability and recycling issues
- Develop familiarity with manufacturing, maintenance and life cycle cost attributes of interior textiles

Course Structure: Lecture

Course Policy:
- Attendance is expected. Students need to attend all classes unless dismissed by the instructor.
- Exams and reading assignments will be posted on Vista at vista.nau.edu
- No cell phones in class.
- Cheating and plagiarism will not be tolerated.
- Course outline is subject to change.

Evaluation Technique:
The final letter grade is calculated by dividing the number of points earned by the number of points possible.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 to 90%</td>
<td>A</td>
</tr>
<tr>
<td>80 to 89%</td>
<td>B</td>
</tr>
<tr>
<td>70 to 79%</td>
<td>C</td>
</tr>
<tr>
<td>60 to 69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

There will be seven unit exams and one final exam. The final exam is comprehensive.

Textbook and Supplies:
- Interior Design Swatch Kit, Textile Fabric Consultants, Inc.
Course Outline:

Week 1
1/ Welcome to class, Introduction
1/ History of Textiles

Week 2
1/ Holiday- no class
1/ The Textile Industry
   Read pages 2-23

Week 3
1/ Selecting and Evaluating Textiles
   Textile Fibers
   Read pages 24-83

Week 4
2/ Fiber Properties
2/ Yarn
   Read pages 84-97

Week 5
2/ Textile Construction- Weaving
2/ Textile Construction- Other techniques
   Read pages 78-121

Week 6
2/ Textile Coloring
2/ Textile Finishing
   Read pages 122-157

Week 7
2/ Product Labeling
2/ Flammability
   Read pages 158-199 & Professional Practice on Vista

Week 8
3/ Upholstered Furniture Construction
3/ Upholstered Furniture Coverings & Evaluation
   Read pages 202-251

Week 9
3/ Window Treatment Selection and Coverings
3/ Window Treatment Selection and Coverings
   Read pages 253-321

--- Spring Break ---

Week 10
3/ Window Treatment Styles and Wall Coverings
3/ Window Treatment Evaluation and Maintenance
   Read pages 253-321

Week 11
3/ Soft Floor Coverings Selection
3/ Soft Floor Coverings Construction
   Read pages 324-378

Week 12
4/ Floor Covering Cushions and Evaluation
4/ Floor Covering Installation and Maintenance
   Read pages 380-421

Exam 1 posted on Vista
Exam 2 posted on Vista
Exam 3 posted on Vista
Exam 4 posted on Vista
Exam 5 posted on Vista
Exam 6 posted on Vista
Week 13
4/
Household and Institutional Textiles I
Household and Institutional Textiles II
Read pages 423-469

Week 14
4/
Sources and Acquiring Textiles
In the Workroom
Reading posted on Vista
Exam 7 posted on Vista

Week 15
4/
Environmental Concerns and Sustainability
4/
Future of Textiles
Reading posted on Vista
Final Exam will be posted on Vista
# University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>Arts &amp; Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic</td>
<td>Unit/Department</td>
</tr>
<tr>
<td>Plan Name</td>
<td>School of Art/Interior Design</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>SPRING 2011 Fall 2010</td>
</tr>
<tr>
<td>6. Is this proposal for:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ New Plan</td>
</tr>
<tr>
<td></td>
<td>X Plan Change</td>
</tr>
<tr>
<td></td>
<td>□ Plan Deletion</td>
</tr>
<tr>
<td></td>
<td>□ New Subplan</td>
</tr>
<tr>
<td></td>
<td>□ Subplan Change</td>
</tr>
<tr>
<td></td>
<td>□ Subplan Deletion</td>
</tr>
</tbody>
</table>

*Plan changes must be accompanied by an updated 8 semester plan.*

7.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/ajo/AcademicCatalog/academiccatalogs.html)

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

For New Plans, leave this column blank.

### MAJOR REQUIREMENTS

Take the following 76 units:

- 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)
- PSY 101 (3 units)
- ID 326W, which meets NAU’s junior writing requirement (3 units)
- ID 490C, which meets NAU’s senior capstone requirement (3 units)

### MAJOR REQUIREMENTS

Take the following 76 units:

- ID 121, 123, 221, 224, 246, 247, 322, 325, 361, 362, 407, 421, 425, 461, and 462 (43 units)
- MER 232 (3 units)
- ID 240 (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)
- PSY 101 (3 units)
- ID 326W, which meets NAU’s junior writing requirement (3 units)
- ID 490C, which meets NAU’s senior capstone requirement (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.

Revised 09/07
In addition, Interior Design students in some states are required to pass the NCIDQ (National Council for Interior Design Qualification) proficiency exam and it eventually may become mandatory nationwide. It is critical that we prepare our students for qualification and licensing so they can be successful in the profession. There are specific questions regarding built environment textile performance on the exam. With a class that focuses on the topic, students will learn what they need to know to pass these questions.

The Interior Design program at NAU has grown substantially over the past few years. We now have more majors than MER 232 can service. It is creating problems for ID students since the class is mandatory for their degree. Many ID students cannot gain access to MER 232 in a timely manner which may cause them to extend their time at NAU. Merchandising faculty have stated that they are not willing to add sections, enlarge class size or teach MER232 more than once per year to accommodate ID students. We do not have any other option except to provide our own class so students can graduate on time with the knowledge they require.

It is important to note that ID 240 is not an entirely new class, but a formalization of a class that is currently taught into the ID program. With this change, ID 399 will become ID 240 and will replace MER 232 as a requirement for Interior Design students. ID students have already been taking ID 399 as a replacement for MER 232.

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

   No- class is already taught as ID 399

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- MER 232 will continue without ID students and will service Merchandising students

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

Certifications

[Signatures and dates]

For committee use only

[Signatures]

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.

Revised 09/07
## University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>Arts and Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Academic Plan Name</td>
<td>Minor in Museum Studies</td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
</tr>
<tr>
<td>6. Is this proposal for a</td>
<td>☒ New Plan</td>
</tr>
<tr>
<td></td>
<td>☐ New Subplan</td>
</tr>
<tr>
<td></td>
<td>☐ Plan Change</td>
</tr>
<tr>
<td></td>
<td>☐ Subplan Change</td>
</tr>
<tr>
<td></td>
<td>☐ Plan Deletion</td>
</tr>
<tr>
<td></td>
<td>☐ Subplan Deletion</td>
</tr>
</tbody>
</table>

Revised 11/17/09
7. **For Plan Changes**, place the existing catalog text in this column. Please copy and paste the text directly from the **current** online academic catalog:

[http://www4.nau.edu/aio/AcademicCatalog/academiccatalo](http://www4.nau.edu/aio/AcademicCatalog/academiccatalo.html)

*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 and strikethrough what is being deleted.

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

This minor provides you with an understanding of the theory and practice central to the study of museums and museum careers.

To satisfy this minor you take the following 18 units, earning a grade of “C” or better in all 18 units. In addition, at least 9 units must be taken at NAU.

<table>
<thead>
<tr>
<th>No.</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Complete 6 units of ARH 350 and ARH 360</td>
</tr>
<tr>
<td>2</td>
<td>3 units of related coursework selected in consultation with your major advisor (approved courses include ART 301; ARH 351, 353, 355, 356, 361, 430; ANT 205, 351, 365, 407C, 459; AIS 201, 232, 460; HUM 395)</td>
</tr>
<tr>
<td>3</td>
<td>9 units of either MST 408 (the Internship track) or 6 units of MST 408 and 3 units of MST 497 (the Project Track).</td>
</tr>
</tbody>
</table>

The Internship track involves work as an intern in a gallery, museum, or appropriate institution:

**Internship Track:**

9 units of MST 408

The Project track includes work as an intern and the completion of a research paper on museums and/or museology, an exhibition, or some other appropriate endeavor (e.g., an archival or registrarial project) approved by the minor’s advisor which will synthesize classroom and real world experiences.

**Project Track:**

6 units of MST 408

3 units of MST 497

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

---

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

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

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

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

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

☐ b. indicate admission to a major.

☒ c. will not be used.

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

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

Revised 11/17/09

Minors do not need to provide outcomes.

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

The new Museum Studies Minor will serve students who wish to explore the field of museum studies and/or employment in museums. Museum Studies core courses will afford students an understanding of the theory and practice central to the study of and careers in museums. While there is a demonstrated need for academically trained museum professionals, NAU currently offers no program that prepares students for museum professions. Museum Studies core courses, combined with already existing courses in Anthropology, Applied Indigenous Studies, Art, Art History, and Humanities, along with internships in appropriate local, regional and national institutions, will work to fill this need.

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.

This academic plan will support the majors in Anthropology, Art, Art History and History (letters of support are included below).

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

Yes, our library has an excellent collection of books on museum studies. The departments of Comparative Cultural Studies, Anthropology and the School of Art contributed significant portions of their library budgets over the last year to acquire books sufficient to meet the needs of this new minor.

Certifications

[Signatures]

Date

For committee use only

[Signature]

Date

Action taken: __________________ approved as submitted

X __________________ 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.
LETTERS OF SUPPORT

ANTHROPOLOGY

November 17, 2009

Dear Dr. McLerran:

We are writing to express our wholehearted endorsement of the Museum Studies Minor proposal. Museums, cultural centers, and heritage sites are an important part of the history of anthropology, and of its future. This program will enhance the Anthropology major, as well as other majors, by providing students with an understanding of the theory and practice central to the study of museums and museum careers. By choosing Museum Studies, majors will gain breadth and interdisciplinarity a minor is meant to provide, and also provide a set of skills and connections that will help them apply their major in a career track.

Sincerely yours,

Robert Trotter II, Regents’ Professor and Chair
Kelley Hays-Gilpin, Professor

ART

November 5, 2009

Dear Professor McLerran,

The School of Art is very pleased to support the prospective new minor program in Museum Studies. The program represents the first serious attempt at NAU to address in a programmatic fashion the cultural significance and impact of museums and related institutions. The proposed program builds on your own work in museums prior to your association with the Department of Comparative Cultural Studies and since then at the Museum of Northern Arizona. Since this program will present students in the School of Art with more career options after graduation, we support the development completely. In fact, once this minor is approved, our department will change and develop courses that will contribute toward the minor in Museum Studies. It is our hope that your minor is approved, since it fits closely with our own emphasis on developing more professional components into our curriculum. We welcome the opportunity to be a part of this important initiative.

-- Tom Patin
Director, School of Art
Professor, Art History

ART HISTORY

November 12, 2009

Dear University Curriculum Committee,

This letter is in enthusiastic support for the proposed Museum Studies Plan. We art historians and our students are excited about the multiple experiences this will offer them because we know that a museum career is among the most viable of those available to a person with a BA in Art History. Moreover, undergraduate courses in Museum Studies provide an excellent experience for students pursuing a graduate education, and, indeed, are deemed invaluable by the graduate programs to which these students will apply.

It goes without saying that, in this economy, any advantage we can provide our students for a successful and meaningful career deserves the utmost support. Thank you for considering this important program.

Sincerely,

Greta Jennings Murphy, Ph.D.
Art History Program Coordinator

Revised 11/17/09
CLINE LIBRARY

November 12, 2009

Dear Jen:

As a member of the planning group who enjoyed the discussion associated with developing the proposed Museum Studies Minor, please allow me to share that the Cline Library is very supportive of a program designed to assist in educating a new generation of museum and cultural organization professionals, especially for our regional institutions and Native American community partners.

The Cline Library offers a paid summer P.T. and Elizabeth Reilly internship, which may be of interest and benefit to students seeking to fulfill the fieldwork MST 408 requirements.

We very much appreciate the contributions made to date toward library acquisitions by the departments of Comparative Cultural Studies, Anthropology, and the School of Art and will work together to continue to supply appropriate resources for student success, as the budget allows. We will rely on Document delivery services for content not owned by the library.

We are all keenly aware that resources are dwindling. To quote from a recent letter distributed by Dean Cynthia Childrey to academic units, the "Cline Library is committed to providing quality information resources and services in support of the NAU curriculum. Along with the rest of the university, community, we have had to manage increasing expectations and rising costs with fewer funds. Like other academic libraries, we have been particularly challenged by inflationary price increases in books, as well as electronic and print journal resources that far exceed the Consumer Price Index . . . . this year [FY 2009] the library has to suspend purchasing of books and media items." Creativity is order for all of us at NAU.

We look forward to our continued participation in the Museum Studies Minor.

Best,
Karen Underhill
Cline Library

HISTORY

November 13, 2009

Hi Jen,

Please let this serve as a strong letter of support for the Museum Studies Minor. The history department and I feel strongly that it is important for the university to continue to develop new ideas that support our students and this program is certainly one that is a long time in coming. With the many museums in the area between NAU, State Parks, the National Park Service, and other local municipalities, it is indeed high time that NAU begin to offer a training program for interested students. This program will provide the practical side of history that many studies are interested in and we in history support it fully. Hopefully, one of these days we will be able to teach public history as part of this program! If I can be of any further assistance, please let me know.

Mike

Michael Amundson
Associate Professor of History

Revised 11/17/09
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College  Arts and Letters
3. Academic Plan Name  Bachelor of Arts in English

2. Academic Unit/Department  English
4. Subplan (if applicable)?

5. Effective Date  FALL 2010

6. Is this proposal for a:
   □ New Plan  X Plan Change*
   □ New Subplan  □ Subplan Change  □ Plan Deletion  □ Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7. Existing catalog text:

Complete the following 45 units, with at least 18 units taken at NAU.

* 12 units of lower-division coursework, including at least 9 units of 200-level courses from at least three of the following four areas (Please note that you can only count one 100-level course toward this requirement.)

   Literature courses include ENG 130, 230, 231, 232, 242, 243, 245, 247, 252, 253, 261, 266 and 350.
   Rhetoric courses include ENG 110, 210, and 211.
   Creative writing courses include ENG 270, 271, and 272.
   Linguistics courses include ENG 121, 220, and 223.

* one of ENG 302W, 305W, 310W, 313W, 360W, and 370W, each of which meets NAU’s junior writing requirement (3 units)

* 12 additional units of ENG coursework at the 300 level

* 12 units at the 400 level, including at least 9 units from ENG 410C, 411C, 420C, 421C, 422C, 431C, 441C, 445C, 451C, 460C, 461C, 467C, 470C, 471C, and 472C, which meet NAU’s senior capstone requirement

*6 additional units of ENG coursework

Proposed changes:

Complete the following 45 units, with at least 18 units taken at NAU.

* 12 units of lower-division ENG coursework, including at least 9 units of 200-level courses.

* 3 units from ENG 302W, 305W, 310W, 313W, 360W, or 370W, each of which meets NAU’s junior writing requirement

* 12 additional units of ENG coursework at the 300 level


* 3 additional units of ENG coursework at the 400 level

* 6 additional units of ENG coursework at any level

* Distribution: The 45 units completed for the major must include at least one course each from three of the four groups listed below.

2) Rhetoric courses: ENG 110, 210, 211, 305W, 310W, or 313W.
3) Creative writing courses: ENG 270, 271, or 272.
4) Linguistics courses: ENG 121, 220, 223, 308, or 321
### Bachelor of Arts
#### ENGLISH
2009-2010 Undergraduate Catalog

**Degree Progression Plan**

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; term</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 105</td>
<td>Critical Reading &amp; Writing</td>
<td>4</td>
</tr>
<tr>
<td>MAT 114</td>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>&quot;LS&quot;</td>
<td>Language (101) (CU)</td>
<td>4</td>
</tr>
<tr>
<td>&quot;GE&quot;</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>NAU 100</td>
<td>Transition to College</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td>15</td>
<td><strong>Total units</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; term</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1XX/2XX</td>
<td>ENG Lower Division</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1XX/2XX</td>
<td>ENG Lower Division</td>
<td>3</td>
</tr>
<tr>
<td>&quot;LS&quot;</td>
<td>Language (201) (LS Elective)</td>
<td>4</td>
</tr>
<tr>
<td>&quot;LS&quot;</td>
<td>Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>&quot;GE&quot;</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td>16</td>
<td><strong>Total units</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>5&lt;sup&gt;th&lt;/sup&gt; term</th>
<th>6&lt;sup&gt;th&lt;/sup&gt; term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 3XXW</td>
<td>ENG 300 Level “W” Course</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3XX</td>
<td>ENG 300 Level</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3XX</td>
<td>ENG 300 Level</td>
<td>3</td>
</tr>
<tr>
<td>&quot;LS&quot;</td>
<td>Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>&quot;GE&quot;</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Students must see a college advisor before early enrollment in the 7&lt;sup&gt;th&lt;/sup&gt; term.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td>15</td>
<td><strong>Total units</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Year</th>
<th>7&lt;sup&gt;th&lt;/sup&gt; term</th>
<th>8&lt;sup&gt;th&lt;/sup&gt; term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 4XX</td>
<td>ENG 400 Level</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4XX</td>
<td>ENG 400 Level</td>
<td>3</td>
</tr>
<tr>
<td>&quot;GE&quot;</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>&quot;GE&quot;</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Students need to submit graduation application in the 7&lt;sup&gt;th&lt;/sup&gt; term.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td>15</td>
<td><strong>Total units</strong></td>
</tr>
</tbody>
</table>

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7<sup>th</sup> term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
PROGRAM INFORMATION

Students may not use ENG prefix courses to meet any liberal studies requirements.

*Total 45-unit ENG Requirement: Students must complete 45 units of ENG coursework.

*Lower Division Coursework: Students must complete 12 units of lower division ENG coursework, including at least 9 units at the 200-level.

* Junior Writing Requirement: Students must complete 3 units from ENG 302W, 305W, 310W, 313W, 360W, or 370W.

*ENG 300 Level Coursework: Students must complete an additional 12 units of ENG coursework at the 300 level.


* ENG 400 Level Coursework: Students must complete 3 additional units of ENG coursework at the 400 level.

*Electives: Students must complete 6 additional units of ENG coursework.

*Distribution: The 45 units completed for the major must include at least one course each from three of the four groups listed below.

1) Literature: ENG 130, 230, 231, 232, 242, 243, 245, 247, 252, 253, 261, or 266
2) Rhetoric: ENG 110, 210, 211, 305W, 310W, or 313W
3) Creative Writing: ENG 270, 271, or 272
4) Linguistics: ENG 121, 220, 223, 308, or 321

GENERAL INFORMATION

- Honors students complete different requirements to meet NAU’s liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: http://www4.nau.edu/aio/Articulation/LScoursecatie.htm
  - 6 units of diversity courses: http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a list of available diversity courses. English courses may be used to fulfill diversity requirements and major requirements. Ethnic Diversity courses include: ENG 245, ENG 247, ENG 345, ENG 445C; Global diversity courses include ENG 351.
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: http://www.nau.edu/comp/placement.html
- Cum GPA 2.0 or higher to graduate
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.


We have distinct BA learning outcomes for each main departmental area (creative writing, linguistics, literature, rhetoric). These outcomes are coordinated with the following overall BA goals. (Details about learning outcomes can be found here: https://www4.nau.edu/assessment/main/degree/plans/english_BA_plan_04-09.pdf.)

**Goals for all BA English students**

1. To appreciate the beauty, power, and scope of language and literature
2. To write effectively and grammatically with an awareness of audience and rhetorical purpose
3. To think critically and analytically in response to the reading of various forms of discourse (fiction, poetry, critical essay, etc.)
4. To understand the heritage, both traditional and diverse, embodied in English language and literature
5. To be able to conduct library research on questions of literature, language, and culture including, as appropriate, the use of technological tools
6. To be able to use language creatively—with a sense of imagination, discipline, and stylistic force—for the purposes of self-expression and communication
7. To understand the ways in which language is integrally related to gender, race, ethnicity, histories, and cultures.

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

The proposed changes represent a streamlining of the degree requirements that will separate the lower division coursework requirement and the distribution requirement. The change will allow students to use 300-level courses for distribution in the Linguistics and Rhetoric areas, which have had difficulty scheduling lower division courses regularly. Currently the substitution of 300-level courses in these two areas is allowed by advisors on a case-by-case basis, and the proposed change will formalize this option. We believe this will have a positive impact on advising and degree progress.

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

☐ No change

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 change

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

☐ No change
Certifications

Department Chair/ Unit Head (if appropriate)  

Chair of college curriculum committee  

Dean of college  

Date  

For committee use only

For University Curriculum Committee  

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 Arts and Letters

2. Academic Unit/Department English

3. Academic Plan Name BS Ed in English Education

4. Subplan (if applicable)?

5. Effective Date FALL 2010

6. Is this proposal for a:
   - [ ] New Plan
   - [x] Plan Change*
   - [ ] New Subplan
   - [ ] Subplan Change
   - [ ] Plan Deletion
   - [ ] Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:
   - [x] Initial Plan
   - [ ] Advanced Plan
   - [ ] Remove Designation
   - [ ] Change from Initial to Advanced Plan
   - [ ] Change from Advanced to Initial Plan

8.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)

For this degree, apply for and be accepted into the departmental program and complete at least 134 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 ENG prefix to satisfy these liberal studies requirements.
- at least 43 units of major requirements
- at least 33 units of teacher preparation requirements
- 8 units of language requirements or proficiency through a second semester language course
- at least 18 units of minor requirements
- elective courses, if needed, to reach an overall total of at least 134 units

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

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

For this degree, apply for and be accepted into the departmental program and complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements
  Be aware that you may not use courses with an ENG prefix to satisfy these liberal studies requirements.
- at least 43 units of major requirements
- at least 33 units of teacher preparation requirements
- 8 units of language requirements or proficiency through a second semester language course
- at least 18 units of minor requirements
- elective courses, if needed, to reach an overall total of at least 134 units
- elective courses to reach an overall total of at least 120 units

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

Revised 09/07
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 diversity 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).

You should also know that you must maintain at least a 3.0 grade point average in your English coursework and a 2.5 grade point average in all other coursework to continue working toward your degree. You cannot count any grade below a C in an English course toward this degree.

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 134 units to graduate. Contact the English Advisement Center (Liberal Arts Building, room 305; 928-523-2446) 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 not be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 134 units to graduate. Contact the English Advisement Center (Liberal Arts Building, room 305; 928-523-2446) for details.)
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 mathematics foundation requirement (generally MAT 110, 114, 125, or 155)

Candidates in English Education are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to enter student teaching or internship placements. Content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in the ENG 301W, ENG 400, ENG 403, ENG 404, BME 437, ECI 322, ECI 450, ECI 465 and ECI 495C classes.

**MAJOR REQUIREMENTS**

For this degree, complete the following 43 units:

- ENG 300, 308, 321, 335, 400, 403, and 404 (19 units)
- ENG 301W, which meets NAU's junior writing requirement (3 units)
- ENG 242 or 243 (3 units)
- ENG 231 or 232 (3 units)
- one of ENG 245, 247, 345, or 445C (3 units)
- ENG 270, 271 or 272 (3 units)
- 9 units of ENG and BME courses

**MAJOR REQUIREMENTS**

For this degree, complete the following 43 units:

- ENG 300, 308, 321, 335, 400, 401, 403, 404, and 406 (19 units)
- ENG 301W, which meets NAU's junior writing requirement (3 units)
- ENG 242 or 243 (3 units)
- ENG 231 or 232 (3 units)
- one of ENG 245, 247, 345, or 445C (3 units)
- ENG 270, 271 or 272 (3 units)
- Three additional ENG courses (9 units)

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 mathematics foundation requirement (generally MAT 110, 114, 125, or 155)

Candidates in English Education are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to enter student teaching or internship placements. Content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in the ENG 301W, ENG 400, ENG 403, ENG 404, BME 437, ECI 322, ECI 450, ECI 465 and ECI 495C classes.
(Only 3 of the 9 units can be from BME.)

**TEACHER-PREPARATION REQUIREMENTS**

Complete 33 units of professional courses offered by the College of Education to qualify for certification to teach English in Arizona and most other states.

Click here for more information about Teacher Preparation in Secondary Education.

Please note that these 33 units include ECI 495C, which meets NAU’s senior capstone requirement. Also note that for the B.S.Ed. in English, you substitute ENG 401 instead of ECI 308.

Finally, be aware that you must have a 3.0 grade point average in your English coursework to student teach.

**LANGUAGE REQUIREMENT**

You must demonstrate proficiency in a language other than English that is equivalent to two terms of university coursework in the same language. You may satisfy this requirement by taking language courses or by testing out of all or part of it by taking CLEP exams arranged by Center for Business Outreach.

**MINOR REQUIREMENTS**

You must complete a minor of at least 18 units from those described in this catalog. In consultation with the English Advisement Center (Liberal Arts Building, room 305; 928-523-2446), you should select a minor that’s appropriate for your career aspirations and educational needs. The advisement center will advise

- EDF 200 (3 units)
- EPS 325 (3 units)
- ECI 495C (12 units)

**TEACHER-PREPARATION REQUIREMENTS**

Complete 33 units of professional courses offered by the College of Education to qualify for certification to teach English in Arizona and most other states.

Click here for more information about Teacher Preparation in Secondary Education.

Please note that these 33 units include ECI 495C, which meets NAU’s senior capstone requirement. Also note that for the B.S.Ed. in English, you substitute ENG 401 instead of ECI 308.

**Please note that ECI 495C meets NAU’s senior capstone requirement.**

Finally, be aware that you must have a 3.0 grade point average in your English coursework to student teach.

**LANGUAGE REQUIREMENT**

You must demonstrate proficiency in a language other than English that is equivalent to two terms of university coursework in the same language. You may satisfy this requirement by taking language courses or by testing out of all or part of it by taking CLEP exams arranged by Center for Business Outreach.

**GENERAL ELECTIVES**

Additional coursework is required, if, after you have met the previously described
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 134 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.)

9. 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.

10. 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.


Student Learning Outcomes Expectations and Evidence/Indicators: All students graduating with a BS.Ed. in English should be able to:

1. Appreciate the beauty, power, and scope of literature and language.
2. Write effectively and grammatically with an awareness of audience and rhetorical purpose.
3. Think critically and analytically in response to various forms of discourse (fiction, poetry, critical essay, etc.).
4. Understand the traditions embodied in English language, literature, and the teaching of language arts.
5. Conduct extended research on questions of literature, language, and culture; by research, we mean: library, Internet, empirical, teacher/observer research, and so on.
6. Use language creatively-with a sense of imagination, discipline, and stylistic force-for self expression and communication.
7. Understand language and language learning in its cultural and historical context.
8. Possess a working knowledge of the state standards in English/Language Arts.
7. Understand language and language learning in its cultural and historical context.
8. Possess a working knowledge of the state standards in English/Language Arts.

12. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes. Based on our review of NCATE, SPA, and Arizona state ADE requirements after receiving accreditation and national recognition from our SPA (the National Council of Teachers of English) earlier this year, we realize that we can offer our students all of the coursework they need to become licensed teachers through English coursework and EPS 325. Further, this proposal allows us to offer a program that students can complete in four years.

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

14. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?
   If so, attach supporting documentation from the affected departments/units and college dean.
   Yes, COE secondary faculty in T & L might be impacted. Kathy Hildebrand will provide documentation as to impact on NCATE accreditation. BME support is attached. No other areas will be impacted, although this may encourage more students to consider teaching English in the secondary schools.

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

Certifications

[Signatures and dates]

For committee use only

[Signature and date]

Action taken: X approved as submitted  _____ approved as modified
November 13, 2009

Dr. Jean Boreen,
Associate Dean
College of Arts and Letters
Northern Arizona University
P.O. Box 5064
Flagstaff, AZ 86011-5064

Dr. Boreen,

I am writing this letter on the behalf of the Department of Educational Specialties at the College of Education to indicate our support for your proposal to gain the approval of the Arizona Department of Education/Office of English Language Acquisition Services use the ENG 301W course to fulfill the provisional/augmented Structured English Immersion requirement for the English Education department. We understand that as this approval is granted, along with the ENG 406 course which already exists, this will allow you to offer the full set of required SEI courses for your program of study. The College of Education and our department has a long standing relationship with the English Education department as we both offer training in preparing candidates to teach second language learner. While the content is similar, by and large the two programs (English Education and Bilingual/Multicultural Education) are offered for different potential target audiences. Our Bilingual/Multicultural Education faculty members are in concurrence that our students could also benefit from having these courses available for this important content area.

In your course proposal, you indicate that the courses you list may affect two of our courses – BME 437 “Structured English Immersion for Secondary School” and BME 300 “Introduction to Structured English Immersion.” These courses are part of our regular offerings and we do not anticipate that your course proposals will negatively affect either course as other secondary content areas also take these courses. While some students will take your courses instead of these, we feel that the overall effect on our courses will be limited and there is a potentially large pool of secondary education candidates in the various secondary content areas needing these types of courses.

We wish the best with your efforts for with these courses. We feel that the courses you propose will only strengthen the options students at our university. Please let me know if there is anything else the Educational Specialties department can do to support your efforts.

Sincerely,

[Signature]
Larry Gallagher, Chair
Department of Educational Specialties
College of Education
MEMO

To: Angela Hansen, English Department
From: Kathy Hildebrand, Assistant Dean, College of Education
Date: 1/20/2010

Regarding: NCATE accreditation implications of the English Education major’s program changes.

Accreditation Verification: The proposed English education program changes maintain documentation of candidate performance regarding institutional, state, and national level standards and criteria required for NAU’s NCATE accreditation status.

Rationale: The following courses are proposed to be dropped from the program: ECI 322, ECI 450, ECI 465. Additionally, two English courses, ENG 301W and ENG 406 will be substituted for the two state-required structured English emersion courses currently taken as BME 300 and 437.

The two structured English emersion courses taught through the English department have been approved by the state to meet teacher certification requirements. Additionally, they contain the specific components to evidence the unit level NCATE criteria that are collected for all initial teacher education candidates. The BME faculty concurs with this decision.

Evidence of state standards and unit level NCATE criteria gathered through key assessments in ECI 322, 450 and 465 are evidenced in key assessments housed within the English education courses 400 and 404. Mapping of these standards and criteria to English assessment rubric rows has been provided.
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College
   College of Arts and Letters

2. Academic Unit/Department
   English

3. Academic Plan Name
   B.S. Ed in English Education, Extended

4. Subplan (if applicable)?

5. Effective Date
   FALL 2010

6. Is this proposal for a:
   - ☐ New Plan
   - ☐ New Subplan
   - ☐ Plan Change*
   - ☒ Plan Deletion
   - ☐ Subplan Change
   - ☐ Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:
   - ☒ Initial Plan
   - ☐ Advanced Plan
   - ☐ Remove Designation
   - ☐ Change from Initial to Advanced Plan
   - ☐ Change from Advanced to Initial Plan

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

   For this degree, apply for and be accepted into the departmental program and complete at least 120-129 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 ENG prefix to satisfy these liberal studies requirements.
   - at least 55 units of major requirements

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

   For this degree, apply for and be accepted into the departmental program and complete at least 120-129 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 ENG prefix to satisfy these liberal studies requirements.
   - at least 55 units of major requirements

Revised 09/07
- at least 33 units of teacher-preparation requirements
- 8 units of language requirements or proficiency through a second semester language course
- elective courses, if needed, to reach an overall total of at least 120-129 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 diversity 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).

You should also know that you must maintain at least a 3.0 grade point average in your English coursework and a 2.5 grade point average in all other coursework to continue working toward your degree. You cannot count any grade below a C in an English course toward this degree.

Finally, please note that you may be able to use some courses to meet more than 120-129 units—

Revised 09/07
one requirement; however, you must still meet the total of at least 120-129 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 mathematics foundation requirement (generally MAT 110, 114, 125, or 155)

Candidates in English Education are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to enter student teaching or internship placements. Content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in the ENG 301W, ENG 400, ENG 403, ENG 404, BME 437, ECI 322, ECI 450, ECI 465 and ECI 495C classes.

**MAJOR REQUIREMENTS**

For this degree, you must complete the following 55 units:

- ENG 231 or 232 (3 units)
- ENG 242 or 243 (3 units)
- ENG 270, 271 or 272 (3 units)
- ENG 300, 308, 321, 335, 400, 403, and 404 (19 units)
- ENG 301W, which meets NAU's junior writing requirement (3 units)
- one of ENG 245, 247, 345, or 445C
• ENG 300, 308, 321, 335, 400, 403, and 404 (19 units)
• ENG 301W, which meets NAU’s junior writing requirement (3 units)
• one of ENG 245, 247, 345, or 445C (3 units)
• 21 units of ENG and BME courses (Only 9 of the 21 units can be from BME.)

**Teacher-Preparation Requirements**

Complete 33 units of professional courses offered by the College of Education to qualify for certification to teach English in Arizona and most other states.

Click here for more information about Teacher Preparation in Secondary Education.

Please note that these 33 units include ECI 495C, which meets NAU’s senior capstone requirement. Also note that for the B.S.Ed. in English, you substitute ENG 401 instead of ECI 308.

Finally, be aware that you must have a 3.0 grade point average in your English coursework to student teach.

**Language Requirement**

You must demonstrate proficiency in a language other than English that is equivalent to two terms of university coursework in the same language. You may satisfy this requirement by taking language courses or by testing out of all or part of it by taking CLEP exams arranged by Center for Business Outreach.

**General Electives**

(3 units)

• 21 units of ENG and BME courses (Only 9 of the 21 units can be from BME.)

**Teacher-Preparation Requirements**

Complete 33 units of professional courses offered by the College of Education to qualify for certification to teach English in Arizona and most other states.

Click here for more information about Teacher Preparation in Secondary Education.

Please note that these 33 units include ECI 495C, which meets NAU’s senior capstone requirement. Also note that for the B.S.Ed. in English, you substitute ENG 401 instead of ECI 308.

Finally, be aware that you must have a 3.0 grade point average in your English coursework to student teach.

**Language Requirement**

You must demonstrate proficiency in a language other than English that is equivalent to two terms of university coursework in the same language. You may satisfy this requirement by taking language courses or by testing out of all or part of it by taking CLEP exams arranged by Center for Business Outreach.

**General Electives**

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120-129 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
Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120-129 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.)

9. 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.

10. 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.


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

Past assessment of student learning, primarily the NCATE/NCTE SPA reports, indicate that all necessary standards (content and pedagogy) are being met by the BS. Ed program. Removing the extended major option will streamline the BSED program by making it 120 credits, which will facilitate students completing the program in a timely manner and will most likely lead to increased enrollment.

13. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
14. 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.  
**Not really; our students have always had a choice between the two BSED's in English Education. This will simply push all of our students into the remaining BS Ed program in English Education.**

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

---

**Certifications**

<table>
<thead>
<tr>
<th>Department Chair/ Unit Head (if appropriate)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Smith</td>
<td>11/23/09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair of college curriculum committee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan Brown</td>
<td>12/01/09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean of college</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12/11/09</td>
</tr>
</tbody>
</table>

**For committee use only**

<table>
<thead>
<tr>
<th>For University Curriculum Committee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1/26/10</td>
</tr>
</tbody>
</table>

Action taken:  
- [ ] approved as submitted  
- [X] approved as modified  

Revised 09/07
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College
   The W. A. Franke College of Business

2. Academic Unit/Department

3. Academic Plan Name
   B.S. Accountancy,
   B.S.B.A. Business Economics,
   B.S.B.A. CIS
   B.S.B.A. Management
   B.S.B.A. Marketing

4. Subplan (if applicable)?

5. Effective Date
   FALL 2010

6. Is this proposal for a:
   □ New Plan
   X Plan Change*
   □ Plan Deletion
   □ New Subplan
   □ Subplan Change
   □ Subplan Deletion

Revised 09/07
7. Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing and strikethrough what is being deleted. (Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

Other Major Requirements
Also take 3 units from each of the following categories. These courses represent the General Academic Requirements (GAR) for The W. A. Franke College of Business. Some of these courses also fulfill liberal studies requirements; for information about the overlap between the GAR and liberal studies, consult an advisor in room 222 of the college.

- critical thinking requirement:
  Choose from CS 122, 123, and 126; ECO 321, ENG 210 and 211; MAT 131 and 136; PHI 103, 203, 223, 301, 323, and 359; and SC 217, 300W, and 318. (3 units)
- ethics requirement:
  Choose from MGT 470C and PHI 105, 325, or 351. (3 units)
  - NAU’s junior writing requirement:
    Choose from ENG 302W (3 units), and MGT 350W or MGT 350W (if you take MKT 333I and MKT 300I).
- international requirement:
  (Please note that you may not use any course that fulfills NAU’s ethnic diversity or global awareness requirements to meet The W. A. Franke College of Business international requirement.)
  Choose from ANT 301; CHI 201:202; CCJ 315; COM 223 and 472; ECO 483 and 486; ENG 253 and 327; FIN 480; FRE 201:202 and 223:323:423; GER 201:202 and 223:323:423; GGR 240 and 241; HA 284, 390, 494, and 495; HIS 344, 351, 360, 381, and 451; HUM 381; ITA 201:202; JPN 201:202; MGT 333; GGR 240, 385, 405; MKT 480; POS 120, 360, 361, 362, and 364; REL 150; RUS 201:202; SPA 201:202, 221:222, 223:323:423, and 310; and WLLC 140 and 160 (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 BAIL focus, for which coursework requirements are established by the student in consultation with the advisor.

Revised 09/07
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.


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

Removal of Critical Thinking: The critical thinking requirement was implemented in the 1980s in response to our accrediting body. They have changed their requirements and we believe that critical thinking is incorporated in to most (if not all) of our courses. In addition, the critical thinking requirement was implemented prior to the current liberal studies program and we believe that the liberal studies curriculum, in addition to the business curriculum, provide students with the critical thinking skills that were meant to be learned through the critical thinking requirement. Finally, the current course list contains many popular liberal studies courses and our business students typically take the 100 level courses during their final years thus minimizing the ability of the college to rely on the acquisition of those skills from those classes in preparing and delivering our upper-division business courses.

Change in the International Requirement: The change in the international requirement is a result of the following: Employers continue to share that they want students with more international business knowledge. We believe that the university liberal studies program and the diversity requirements (which did not exist when we implemented this international requirement) give our students the access to different cultures and diversity issues that were intended by the original international requirement. Because resources preclude the creation of a new international business course (as recommended by our Business Core Redesign Committee), we would like students to be required to take an international business course. The net impact on global education for our students is an increase for students who were using liberal studies courses as their international business requirement and no net change for students who were using the business courses to satisfy the requirement.

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

Revised 09/07
Certifications

Department Chair/ Unit Head (if appropriate)  
Robert Williams  1/25/10

Chair of college curriculum committee  
S. M.  1/25/10

Dean of college  
E. P.  1/25/10

For committee use only

For University Curriculum Committee  1-26-10

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.

Revised 09/07
# University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>The W. A. Franke College of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Academic Plan Name</th>
<th>B.S.B.A. Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Subplan (if applicable)?</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Effective Date</th>
<th>FALL 2010</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6. Is this proposal for a:</th>
<th>□ New Plan</th>
<th>□ Plan Change*</th>
<th>□ Plan Deletion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ New Subplan</td>
<td>□ Subplan Change</td>
<td>□ Subplan Deletion</td>
</tr>
</tbody>
</table>

*Plan changes must be accompanied by an updated 8 semester plan.*

7.

Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: (http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)

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

Other Major Requirements

Also take 3 units from each of the following categories. These courses represent the General Academic Requirements (GAR) for the W. A. Franke College of Business. Some of these courses also fulfill liberal studies requirements; for information about the overlap between the GAR and liberal studies, consult an advisor in room 222 of the college.

- critical thinking requirement:
  Choose from CS 122, 123, and 126; ECO 321, ENG 210 and 211; MAT 131 and 136; PHI 103, 203, 223, 301, 323, and 359; and SC 217, 300W, and 318. (3 units)

- ethics requirement:
  Choose from MGT 470C and PHI 105, 325, or 351. (3 units)
  - NAU's junior writing requirement:
    Choose from ENG 302W (3 units) and MGT 350W or MGT 350IW (if you take MKT 333I and MKT 300I).

international requirement: This requirement is met by FIN 480 in the major.

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

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

Other Major Requirements

Also take 3 units from each of the following categories. These courses represent the General Academic Requirements (GAR) for the W. A. Franke College of Business. Some of these courses also fulfill liberal studies requirements; for information about the overlap between the GAR and liberal studies, consult an advisor in room 222 of the college.

- critical thinking requirement:

- ethics requirement:
  Choose from MGT 470C and PHI 105, 325, or 351. (3 units)
  - NAU's junior writing requirement:
    Choose from ENG 302W (3 units) and MGT 350W or MGT 350IW (if you take MKT 333I and MKT 300I).

international requirement: This requirement is met by FIN 480 in the major.

---

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.


Revised 09/07
11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

The critical thinking requirement was implemented in the 1980s in response to our accrediting body. They have changed their requirements and we believe that critical thinking is incorporated in to most (if not all) of our courses. In addition, the critical thinking requirement was implemented prior to the current liberal studies program and we believe that the liberal studies curriculum, in addition to the business curriculum, provide students with the critical thinking skills that were meant to be learned through the critical thinking requirement. Finally, the current course list contains many popular liberal studies courses and our business students typically take the 100 level courses during their final years thus minimizing the ability of the college to rely on the acquisition of those skills from those classes in preparing and delivering our upper-division business courses.

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)

[Signature]

Chair of college curriculum committee

[Signature]

Dean of college

[Signature]

For committee use only

For University Curriculum Committee

[Signature]

Action taken: [X] 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.

Revised 09/07
1. Is this course being proposed for Liberal Studies designation? Yes □ No X
   If yes, route completed form to Liberal Studies.


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

5. Course subject/catalog number PSY 411
   6. Units/Credit Hours 3

7. Long course title Conservation Psychology: Psychology for a Sustainable Future
   (max 100 characters including spaces)

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

9. Catalog course description (max. 30 words, excluding requisites).
   Scientific study of the reciprocal relationship between human behavior and the natural environment with a particular focus on promoting sustainable behavior.

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

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

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

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

14. Prerequisites (must be completed before proposed course)
    Prerequisite: PSY 101 or 101H or International Exchange Student Group

15. Corequisites (must be completed with proposed course)

16. Is the course needed for a new or existing plan of study
    (major, minor, certificate)? yes □ no X
    Name of plan?
Note: If required, a new plan or plan change form must be submitted with this request.

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

18. Names of current faculty qualified to teach this course: Huffman, Dickson, Wayment

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

We are proposing this course to address the important issues related to sustainability. Psychologists can facilitate a more sustainable future for both people and the natural environment by studying the fundamental connections between human behavior and the environmental crisis and by developing strategies to alter human behavior. Although several Psychology courses address sustainability issues, we do not currently have any courses that primarily focus on sustainability. The NAU President and the Global Learning Recommendations have highlighted the need for sustainability to be integrated into our curriculum.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signatures and dates]

Department Chair (if appropriate) Date 10-29-09
Chair of college curriculum committee Date 12/18/09
Dean of college Date

For Committees use only

[Signature and date]

For University Curriculum Committee Date 1-26-10

Action taken: 

Approved as submitted

revised 8/08

Approved as modified
Course Information:
PSY 411: Conservation Psychology: Psychology for a Sustainable Future  (3 credits)
Web course

Instructor's Information: ---------, Ph.D.
Social & Behavioral Science Building, Room --- (928) 523-----
Office Hours:

Course Prerequisite: PSY 101: Introduction to Psychology

Course description:
Conservation Psychology is the scientific study of the reciprocal relationship between human behavior and the natural environment. A fundamental assumption of understanding how psychological science can best help to secure a more sustainable future is that human behavior is the primary cause of all "environmental problems". "Environmental problems" are the result of a divergence between the ways in which people fulfill their needs and wants and the natural processes of a healthy environment. Psychologists can facilitate a more sustainable future for both people and the natural environment by studying the fundamental connections between human behavior and the environmental crisis and by developing strategies to alter human behavior.

Objectives. This course will provide an overview of the basic knowledge, theories, and research methods that characterize the field of Conservation Psychology with a particular focus on promoting sustainable behavior. At the end of this course, students should know several psychological theories that are relevant to conservation psychology, be able to design interventions based on said theories and principles to promote conservation, and be able to design studies to evaluate whether those interventions are effective in achieving conservation goals. Class discussions and projects will give you the opportunity to practice applying psychology to promote environmental conservation.

- Students will be able to critically evaluate major psychological frameworks used in conservation psychology as assessed in the course examinations and course discussions.
- Students will be able to critically evaluate the causes and consequences of environmental problems as assessed in the course examinations and class projects.
- Students will be able to describe the psychological factors that lead people to engage in sustainable behavior as assessed in the class projects.
- Students will create strategies to promote conservation behavior as assessed in the class projects.

Course structure: The course will include readings, discussions, videos, individual and group projects, and exams.

Textbook and required materials
Weeks 1 & 2 - Introduction to Conservation Psychology


Week 3 - What’s the problem?

- What's the problem? Student documents
- Ecological Footprint (browse web pages, complete the EF questionnaire and record your results, and b) your reaction to them)
  - www.ecofoot.org
- Video: An Inconvenient Truth DVD 2375 (96 minutes) Download guide

Week 4 - Application of Psychological concepts to Environmental Problems

- Winter & Koger - Ch.3, 6, 7 and p.149-51
- Cialdini – Ch. 1

Week 5 – Sustainable Attitudes & Values

- Cialdini – Ch. 6, 7, & 8

Week 6 – Motivation and Sustainable Behavior

- Winter & Koger – Ch. 4
motivation, social development, and well-being. American Psychologist, 55, 68-78.


Week 7 & 8 - Development of Environmental Concern
- Clayton & Opotow - Chapters 1, 3, 4-7, 14, & 15
- Winter & Koger – Ch. 7
- Cialdini – Ch. 3 & 5

Spring Break

Week 10 – Social Norms & Sustainable Behavior
- Cialdini – Ch. 2 & 4

Week 11 – Sustainable Behavior and Well-Being
- Winter & Koger – Ch.5
- The Quieted Ego & Sustainable Behaviors (Bauer & Wayment, 2008).
- Well-Being/Compassion

Week 12 – Unsustainable Behavior: The Problem of Consumerism
- http://www.youtube.com/watch?v=MvgN5gCuLac
- Clayton & Opotow - Chapters 12 & 13

Week 13– Reaching Out: Environmental Education.
- Clayton and Myers (2009) Chapter 8

Weeks 14 & 15 – Student presentations and Wrap-up

EVALUATION METHODS:
Assessment Outcomes: Your achievement of the course objectives listed above will be assessed via participation in online discussions, essay exams, individual and group projects.

- PARTICIPATION in Weekly Discussions: You are expected to attend class regularly (in this online course, that means that you will check into the Vista shell and participate every week day), to read the assigned material prior to class assignments and discussion, and to actively participate in all aspects of this course. A percentage of the final grade will depend upon your participation in class discussions. Quality of participation will be considered in addition to quantity of participation. Please try to participate without monopolizing the conversation.
  - You are expected to participate in the discussions. We will be engaging in active learning that will be successful only if every student is responsible about participating and being prepared. Each week, you will write two discussion questions based on the assigned reading. Two brief commentaries or questions about anything that you found especially surprising, interesting, or unclear in the
reading (including Daily Grist), with page number(s) if possible. Include quotes from readings if appropriate. Commentaries may also include implications (in your view) of the reading for encouraging environmental conservation, including examples. These questions should not be merely factual; they should reflect deeper thinking about concepts or issues in the reading. I will be looking for evidence that you have read and thought about the assigned material. One way to approach each reading is to ask yourself why I am having you read it. What are the main themes and how does this reading fit into the structure of the class?

- These must be emailed to me by 12 noon the day of the discussion and should be about 1 double-spaced page. Please put your discussion questions in the body of the email, not as an attachment.
- Discussion questions and commentaries will be used to guide class discussion.
- Each student is expected to contribute at least 3 times to each class discussion.

**EXAMS:** There will be 2 essay exams. The exams will cover the material from the course readings. If you wish to appeal any exam grade, such requests must be made in writing, explaining why a higher grade should be given. This request must be made within three days of the return of the exam.

**SELF-CHANGE PROJECT:** Individual Level Focus - Changing from environmentally damaging behaviors to environmentally beneficial ones can be very challenging, and it is easy to underestimate these challenges when focusing on others’ behavior. To help you understand some of the challenges that can arise and thought processes that accompany these challenges, you will choose an important conservation behavior change and attempt to carry it out during the course. As part of this project, you will keep a journal of your efforts, participate in ongoing class discussions about challenges you are facing in your attempt to change your behavior, and summarize your project in a project portfolio (including journal entries + summary of your experience) at the end of the semester.

**MALL BEHAVIOR OBSERVATION PROJECT** – Cultural Level - For this assignment you will spend two hours at a shopping mall. Your task is to assume the role of an environmental psychologist and observe the setting and the behavior of people in that setting. You will be amazed at what you notice when you adopt a critical observer’s perspective on consumerism. Tell me about your observations in 4-5 pages. Be sure to make explicit and specific links to course themes, readings, and discussion—especially content on restorative environments and material consumption. Please note that you will only observe behavior, you are not attempt to interact or intervene.

**CONSERVATION PROGRAM DESIGN PROJECT** - Community and Global Level

- **What’s the problem? paper:** Each student group (2-3 students) will describe an environmental problem and the role that human behavior has contributed. After picking a topic (gas emissions, habitat loss, landfill, coal-burning factories, etc.) and verifying the topic with me, you will provide the class with a description of the problem, summary of the consequences, and your understanding of the role that humans have played in the current situation. Write a document describing the problem you are addressing (ex: the impact of driving on global warming), and describing and justifying your program, in light of psychological theories and research, and the ways in which they have previously been applied. (About 8-10 pages)

- **What is the solution? paper:** Building on the “What’s the problem? documents,” imagine that you are a team of scientists employed by an environmental organization or government agency (or a group of students at NAU working to increase campus sustainability!). You have been asked to design a program to address a specific environmental problem that is dependent on human behavior, such as global
warming, habitat loss, etc. Your program should reduce a behavior harmful to the environment (for example, driving large vehicles), and/or increase an alternative behavior that is better for the environment (for example, bicycling). Research the science and policy of the environmental issue, brainstorm potential psychological solutions, and propose a solution.

- **Is the solution working?** Paper: Design a study (ideally, an experiment) to evaluate the effectiveness of your proposed program (What is the solution?). Include proposed method, expected results, and implications of the expected results (how would you need to revise your planned program, depending on what you find in your study?).
  - Powerpoint presentation (50 points) to be distributed to class due on
  - Final paper (100 points) and peer evaluations (5 pages) due on.

### Assessment Points for PSY ----

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in the 15 Weekly Discussions (20 points each)</td>
<td>0-300 points</td>
</tr>
<tr>
<td>2 Essay Exams @ 75 points</td>
<td>0-150 points</td>
</tr>
<tr>
<td>Self-Change project</td>
<td>0-50 points</td>
</tr>
<tr>
<td>Mall Behavior Observation paper</td>
<td>0-50 points</td>
</tr>
<tr>
<td>What’s the problem? paper</td>
<td>0-50 points</td>
</tr>
<tr>
<td>What is the solution? paper</td>
<td>0-100 points</td>
</tr>
<tr>
<td>Is the solution working? Final paper</td>
<td>0-150 points</td>
</tr>
<tr>
<td>Peer evaluation for group work</td>
<td>0-50 point</td>
</tr>
<tr>
<td><strong>TOTAL POINTS:</strong></td>
<td>up to 900 points</td>
</tr>
</tbody>
</table>

### Grade Distribution

<table>
<thead>
<tr>
<th># of Points:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>810-900 points</td>
<td>A</td>
</tr>
<tr>
<td>720-809 points</td>
<td>B</td>
</tr>
<tr>
<td>630-719 points</td>
<td>C</td>
</tr>
<tr>
<td>540-629 points</td>
<td>D</td>
</tr>
<tr>
<td>below 540 points</td>
<td>F</td>
</tr>
</tbody>
</table>

### Course Policy Statements

#### Course Papers, Assignment, and Exams
- All papers, assignment, and exams are due by 11pm on the date noted in the Calendar.
- Late papers, assignments and exams will decrease by 10% for every 24 hours late.

#### Discussions
- Discussions will close at 11pm on the date noted in the Calendar.
- Late discussion submissions will NOT be allowed.

### Statement of Plagiarism/Cheating
- Academic integrity is essential. Academic dishonesty includes utilizing other's help during an exam or completion of the critical thinking questions or committing plagiarism during a discussion.
- If you use someone else's words or ideas as your own without acknowledging the source of those words or ideas, you are committing plagiarism. I encourage you to visit the following website from Indiana University to learn more about plagiarism.
- The minimum punishment in this course for cases of academic dishonesty will be 0 points for the quiz, discussion, or exam.
- If you are charged with academic dishonesty, you are subject to the Arizona Board of Regents' Student Code of Conduct and procedures established by NAU, specifically the Academic Dishonesty policy, that are outlined in the on-line Student Handbook (http://www4.nau.edu/stulife/handbookdishonesty.htm). Learn more about academic
integrity on the Cline Library website
(http://www.nau.edu/library/information/guides/plagiarism.html)

- Ignorance does not constitute a valid excuse for plagiarism.

Civil Discourse

Prior to the start of the discussion contributions, I want to highlight some points regarding professional communication in emails and discussions. Some of the discussions will possibly challenge strongly held beliefs and opinions. At times, there might be disagreement among students in the class. An important part of this course such as this is that it increases one's awareness of one's own and others' points of view. We will strive to maintain an open forum, where a diversity of perspectives will be welcomed and explored.

Creating such an open forum requires being willing to listen to other points of view, but also involves expressing one's own point of view in a way that does not create a hostile environment for other members of the class. If you wish your ideas to be given respect and thoughtful consideration, you must express them in ways that are thoughtful and respectful of others. This does not mean that you cannot disagree with, challenge, or even directly critique the ideas of others. There is a distinction to be made, however, between thoughtful, constructive, rational critique and harmful, malicious, opinionated criticism. You should think of class discussions as professional engagements with others, designed to be mutually beneficial and enlightening, in which success is measured by contribution to the shared enterprise of learning. You should not think of class as a political forum in which success is measured by the ability to defeat "opponents" and win arguments at all costs.

In the vast majority of cases, student discussions are respectful and conscientious without the need for any intervention on the part of the instructor. My expectation is that this class will follow this general pattern of mutual respect. With regard to being respectful, conscientious and responsible, you will be expected to behave as you would in a regular face-to-face classroom, not as you might in an anonymous Internet chat room.

If I find you to be posting inappropriately, I will privately warn you by email, making sure to clearly explain the reason why what you are doing is inappropriate, and encouraging you to ask me questions if you require further clarification. If after this warning you continue to post inappropriately you will receive a second warning. Continued inappropriate postings after a second warning will result in your being dropped from the class.

If, on the other hand, you find a classmate's postings to be inappropriate, you may inform him or her of that fact (you may want to do this privately so as not to escalate hurt feelings), or you may privately contact the instructor with your concerns. Please refrain from retaliating in kind, however, as this will only escalate the situation and could result in you running afoul of the respect policy and facing consequences as well. Please also do your best to give the benefit of the doubt to your classmates. If you can, try to sort things out without escalating the situation. If this proves impossible, discontinue the discussion and alert the instructor to the problem as soon as possible.

I look forward to your thoughtful contributions to course discussions.

Acknowledgment: I am indebted to the wealth of information and guidance provided on the TEACHING PSYCHOLOGY FOR SUSTAINABILITY: A MANUAL OF RESOURCES website. Britain A. Scott, Ph.D. and Susan M. Koger, Ph.D. created the website with the support of a 2005 Instructional Resource Award from the Office of Teaching Resources in Psychology. I have drawn from these resources in the development of this course, specifically for the syllabus and the course plan.

Northern Arizona University
Policy Statements
University Curriculum Committee
Proposal for Course Change

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


3. College SBS

4. Academic Unit/Department Justice

5. Current course subject/catalog number CCJ 475

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

   CCJ 475 GLOBAL JUSTICE (3)
   Examines the causes and consequences of transnational crime, analyzes modern global crime control techniques and institutions, and explores existing and developing strategies to achieve global justice. Letter grade only. Prerequisite: Junior Status or higher or International Exchange Student Group

   CCJ 475C GLOBAL JUSTICE (3)
   Examines the causes and consequences of transnational crime, analyzes modern global crime control techniques and institutions, and explores existing and developing strategies to achieve global justice. Letter grade only. Prerequisite: Junior Status or higher or International Exchange Student Group

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

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

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

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

   If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

Revised 8/08
<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current course subject/catalog number CCJ 475</td>
<td>Proposed course subject/catalog number CCJ 475C</td>
</tr>
<tr>
<td>Current number of units/credits</td>
<td>Proposed number of units/credits</td>
</tr>
<tr>
<td>Current Course Fee yes ☐ no ☐</td>
<td>If subject or catalog number change Move ☐ or Delete ☐</td>
</tr>
<tr>
<td>Current Grading Option*</td>
<td>Proposed Grading Option*</td>
</tr>
<tr>
<td>Letter Grade ☐ Pass/Fail ☐ or Both ☐</td>
<td>Letter Grade ☐ Pass/Fail ☐ or Both ☐</td>
</tr>
<tr>
<td>Current Repeat for additional Units</td>
<td>Proposed Repeat for additional Units</td>
</tr>
<tr>
<td>Current Max number of units</td>
<td>Proposed Max number of units</td>
</tr>
<tr>
<td>Current Prerequisite</td>
<td>Proposed Prerequisite</td>
</tr>
<tr>
<td>Current Co-requisite</td>
<td>Proposed Co-requisite</td>
</tr>
<tr>
<td>Current Co-Convene with</td>
<td>Proposed Co-Convene with</td>
</tr>
<tr>
<td>Current Cross List with</td>
<td>Proposed Cross List with</td>
</tr>
<tr>
<td>Do you want to remove this course from either the Liberal Studies</td>
<td>Liberal Studies ☐ Diversity ☐</td>
</tr>
<tr>
<td>Course list and or the Diversity Course list?</td>
<td></td>
</tr>
</tbody>
</table>

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

Challenging course to include the “C” capstone designation. We would like to provide students with more options for completing the capstone requirement. Having only one capstone option at times impedes student progression toward graduation.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date 11/10/09

Chair of college curriculum committee/Date 11/16/09

Dean of college/Date W/16/09

For Committee use only 1/26/10

For University Curriculum Committee/Date

Action taken: ☑ approved as submitted approved as modified
1. Is this course a Diversity or Liberal Studies Course?  
   Liberal Studies ☐  Diversity ☐  Both ☐

2. Course change effective beginning of what term and year?  
   Fall 2010

3. College  SBS  4. Academic Unit/Department  Justice

5. Current course subject/catalog number  CCJ 480

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

   **CCJ 480 CONTEMPORARY ISSUES IN CRIMINAL JUSTICE (3)**  
   Examines current issues in crime and criminal justice. Letter grade only. May be repeated for a maximum of 6 units, as topics change. Prerequisite: Junior Status or higher or International Exchange Student Group

   **CCJ 480C CONTEMPORARY ISSUES IN CRIMINAL JUSTICE (3)**  
   Examines current issues in crime and criminal justice. Letter grade only. May be repeated for a maximum of 6 units, as topics change. Prerequisite: Junior Status or higher or International Exchange Student Group

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

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

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

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

   If revised, how should it be revised?  _____

---

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
</table>

Revised 8/08
<table>
<thead>
<tr>
<th>Current course subject/catalog number</th>
<th>Proposed course subject/catalog number</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCJ 480</td>
<td>CCJ 480C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current number of units/credits</th>
<th>Proposed number of units/credits</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Current Course Fee</th>
<th>Proposed Grade of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes [ ] no [ ]</td>
<td>Move [ ] or Delete [ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Grading Option*</th>
<th>Proposed Grading Option*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade [ ] Pass/Fail [ ] or Both [ ]</td>
<td>Letter Grade [ ] Pass/Fail [ ] or Both [ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Repeat for additional Units</th>
<th>Proposed Repeat for additional Units</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Current Max number of units</th>
<th>Proposed Max number of units</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Current Prerequisite</th>
<th>Proposed Prerequisite</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Current Co-requisite</th>
<th>Proposed Co-requisite</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Current Co-Convene with</th>
<th>Proposed Co-Convene with</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Current Cross List with</th>
<th>Proposed Cross List with</th>
</tr>
</thead>
</table>

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

- Liberal Studies [ ]
- Diversity [ ]

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

**Changing course to include the “C” capstone designation.** We would like to provide students with more options for completing the capstone requirement. Having only one capstone option at times impedes student progression toward graduation.

**10. Approvals**

Department Chair/Unit Head (if appropriate)/Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Action taken: [ ] approved as submitted [ ] approved as modified

Revised 8/08
University Curriculum Committee
Proposal for New Course

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


5. Course subject/catalog number  ES 358  6. Units/Credit Hours  3.0

7. Long course title  Critical Race Theory
   (max 100 characters including spaces)

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

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

Examine the theoretical perspectives on race in the United States, with an emphasis on how race is defined and reproduced through politics and law.

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

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

12. Cross-listed with  POS 358
    (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

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

14. Prerequisites (must be completed before proposed course)  none

15. Corequisites (must be completed with proposed course)  none

16. Is the course needed for a new or existing plan of study (major, minor, certificate)?  yes  no  x
    Name of plan?  none

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

revised 8/08
17. Is a potential equivalent course offered at a community college (lower division only)?
   If yes, does it require listing in the Course Equivalency Guide?
   Please list, if known, the institution and subject/catalog number of the course
   yes □ no x □

18. Names of current faculty qualified to teach this course: Joel Olson, Stephen Nuno

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

   One of the curricular emphases for both NAU and the department is to focus on the study of cultural diversity and its role in US public life. This course is an exemplar of that commitment. This course has been taught twice as a special topics course and has received enthusiastic student responses. In addition, this course is intended to fulfill the US ethnic diversity requirement at NAU and is to be cross-listed with POS 358 as endorsed by Politics and International Affairs.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signatures and dates]

For Committees use only

[Signature and date]

For University Curriculum Committee

Action taken:
Approved as submitted
Approved as modified

Please attach Syllabus here.

revised 8/08

2
ES 358 Critical Race Theory  
(Sample syllabus)  

Fall 2010  
Class #xxxx  
MW 2:00-3:15  
Du Bois 28  
Credit Hours: 3  

Dr. Joel Olson, instructor  
joel.olson@nau.edu  
Office phone: 523-8814  
Office: SBS 236  
Office Hours: MWF 11:15-12:30 & by appt.

Description of the course  
Examines theoretical perspectives on race in the United States, with an emphasis on how race is defined and reproduced through politics and law. In particular, it examines the relationship between white supremacy (or “whiteness”) and democracy, as well as intersections between race, class, and gender. The class will examine what race is, how it was formed, how it is related to democratic citizenship, how it has changed over time, and how it functions in the twenty-first century.

This is a Liberal Studies course in the Cultural Understanding distribution block: “The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world’s peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.”

This course contributes to this mission by helping to understand the world’s peoples and their diversity. It engages students in the study of the racial patterns that characterize the history of human communities in the United States. In addition to learning about political ideologies, this course will emphasize effective writing, an essential skill defined in the University’s Liberal Studies Program.

Prerequisites: None.

Books  
The following books are required for the course:  
- Patricia Hill Collins, Black Sexual Politics (Routledge 2004)  
- Thomas Sowell, Black Rednecks and White Liberals (Encounter Books 2005)  
- Noel Ignatiev, How the Irish Became White (Routledge 1995)  
- Andrea Smith, Conquest (South End Press 2005)  
- Ian Haney López, Racism on Trial: The Chicano Fight for Justice (Belknap 2004)  

The following book is optional:  
- Joel Olson, The Abolition of White Democracy (University of Minnesota 2004)
The total cost of the required books is about $90 new. There are also a number of articles assigned. They are available at the course web site.  
Course web site: http://vista.nau.edu  
Much of the course content (assignments, syllabus, roundtable teams, readings, links for further study, etc.) is available on Blackboard Vista. This course will show up when you go to http://vista.nau.edu and log on. You will be checking this site regularly.

Attendance policy
This is a course on political, legal, and social theory. Theory is a participatory subject. It is learned not only by reading and writing but also through discussion and debate. For this reason, attendance is important. As you would with any other missed appointment, call or email me if you will be absent for a class. You are responsible for all material missed due to absences.

Student Learning Expectations
By the end of the course you will be able to:
- Define race
- Compare and contrast various theories of race and racialization
- Evaluate the role of race in American politics and law from the colonial era to the present, particularly in the construction of American citizenship
- Analyze the nation’s diversity and the intersections of race, class, and gender
- Appraise the role and function of race in the twenty-first century
- Compare and contrast the arguments of the texts assigned
- Think critically and articulate your own theory of race and democracy, and compare it to others

Assignments
1. A 5 page paper, due February 25 (50 points)
2. A 6 page paper, due April 2 (60 points)
3. A 12-15 page research paper, due May 7 (75 points)
4. A presentation of your research paper, due April 28-May 7 (25 points)
5. Weekly response papers and briefs (20 points)
6. Two roundtables (10 points)
7. Two presentations of “racial moments” (10 points)

There are no exams.

Grade Scale
Total points possible for the course: 250. Final grades will be determined according to the following: 225-250 points = A, 200-224 = B, 175-199 = C, 150-174 = D, 149 or below = F.

Effective writing: One of the purposes of this class is to teach you how to write well. We’ll spend some time in class on how to write an argumentative essay. The three assigned essays will cover course material; outside sources are not required. Grading of essays is based on the following five criteria:
1) That your paper has a thesis. A thesis consists of three elements: it introduces the topic, it answers the essay question clearly, and it tells the reader how the thesis is going to be defended, indicating what reasoning or evidence will be used in the body of the paper.

revised 8/08
2) That the paper is well organized and easy to understand. The recommended format is thesis-body-conclusion.
3) That you make an original, persuasive argument based on your beliefs and what you've learned from the texts and lectures.
4) That you back up your claims with evidence from the texts. This means you will have to explain the arguments as well as offer your analysis of them. I want to know what you think, but I also want to know how the things you've read support your argument.
5) That your paper is typed and is the required length (double-spaced, regular margins). Please don't bother with fancy covers or folders—they're a pain. Please put page numbers on your paper.

We will go over all of this in more detail later in the semester.

- **Late papers:** Please contact me in advance if you anticipate problems turning in your papers. Otherwise, late papers will be marked down one grade.
- **Response papers and briefs:** Every week (except weeks with papers and presentations due) you will turn in a response paper or a brief.

  Response papers are a one-page response (typed, handwritten, or submitted to Vista) to the reading. The purpose of response papers is to help you understand the main argument of the text and develop your criticisms of it. For each response paper, discuss the a) main argument, b) strengths, and c) weaknesses of the reading. Feel free to compare the text to previous texts we've read as well.

  Briefs are a 1-2 page (typed only) summary and analysis of a Supreme Court decision. Each brief contains the name and date of the case, the facts of the case, the vote, a summary of the majority's opinion and reasoning, and a summary of the arguments of other opinions (concurring or dissenting). Instructions on how to write a brief are available on the course web site.

  Each response paper and brief is worth 2 points. I will count your best 10 out of a possible 12 response papers or briefs for the whole semester, for a total of 20 points. **No late response papers or briefs accepted.**

- **Plagiarism:** If you plagiarize any part of your essays or response papers or briefs, you will fail the course. Plagiarism means the deliberate use of someone else's language, ideas, or other original material (i.e. material that is not common knowledge) without acknowledging the source.

- **Roundtables:** Each person will participate in two roundtables. A roundtable is a small group that leads class by presenting the key issues of a text, discussing its significance, and facilitating class discussion. The total possible points for each roundtable is 5, or 10 points for the semester. Missed roundtables cannot be made up without prior arrangement.

- **Racial moments:** This is something like racial show and tell. Twice during the semester you will make a very brief (5 minutes tops) presentation on something you have observed that illuminates the role of race in the media, popular culture, politics, economics, education, or any other sphere of life. This could include things such as newspaper clippings, movie or music reviews, magazine images, etc. I encourage you to bring the item to class if possible. You can do this at any time during the semester (except during presentations at the end of the semester) and you don't have to schedule it in advance; just let me know at the beginning of class that you have a racial moment to present. I welcome partnered or group presentations. Each racial moment is worth 5 points, for a total of 10 points.

- **Course content may vary from this outline to meet the needs of this particular group.**

revised 8/08
• Please turn off all cell phones and other electronic devices when in class. Laptops are permitted for note taking and other classroom uses, but not for surfing the web or "multitasking." If you use your laptop for purposes outside of this course, I will prohibit you from bringing it to class.

• **Safe Working and Learning Environment Policy:** Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies all apply to this course. These policies are available at [http://www4.nau.edu/diversity/swale.asp](http://www4.nau.edu/diversity/swale.asp).

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

### COURSE OUTLINE AND SCHEDULE OF READINGS

Please have the day’s assignment read before class. Your ability to participate and do well in the class depends on staying caught up on the readings.

(V) = Available on Vista. (Click on the “Course readings” link.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Introducing the problem of race in the 21st century</td>
<td></td>
</tr>
<tr>
<td>January 14</td>
<td>16</td>
<td>Patricia Hill Collins, <em>Black Sexual Politics</em> Introduction (pp. 1-18), chaps. 1, 2</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Martin Luther King Jr. Day NO CLASS</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Collins chaps. 3 and 4 or 5</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Thomas Sowell, <em>Black Rednecks and White Liberals</em> pp. 1-63</td>
</tr>
<tr>
<td>II.</td>
<td>Race as a political concept</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>30</td>
<td>Jared Diamond, “Race without Color” (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lynn Jord and Stephen Wooding, “Genetic Variation, Classification, and ‘Race’” (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S.O.Y. Keita et al., “Conceptualizing Human Variation” (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Edmund Morgan, “Slavery and Freedom: The American Paradox” (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional: Olson, <em>Abolition of White Democracy</em> Introduction, chap. 1</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>W.E.B. Du Bois, <em>Souls of Black Folk</em> chaps. 1, 3, 4, 13, 14</td>
</tr>
<tr>
<td>February 6</td>
<td>6</td>
<td>W.E.B. Du Bois, <em>Dusk of Dawn</em> chaps. 5 &amp; 6 (V)</td>
</tr>
</tbody>
</table>

Revised 8/08
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td></td>
<td>Mills chap. 2</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Mills chap. 3, <strong>Roundtable on race as a political concept</strong></td>
</tr>
<tr>
<td></td>
<td><strong>III. Immigration and white citizenship</strong></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>U.S. Constitution (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Dred Scott v. Sandford</em> 60 U.S. 393 (1857) [edited version] (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>FIRST PAPER DUE</strong></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>Ignatiev chaps. 3-4</td>
</tr>
<tr>
<td>March 3</td>
<td></td>
<td>Ignatiev chaps. 5-6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rochmes and Griffin, &quot;The Cactus that Must Not Be Mistaken for a Pillow&quot; (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional: Olson chap. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Roundtable on immigration &amp; white citizenship</strong></td>
</tr>
<tr>
<td></td>
<td><strong>IV. Racial identities and struggles for power</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>13th, 14th, 15th Amendments of the Constitution (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Plessy v. Ferguson</em> 163 U.S. 537 (1896) (V)</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Michael Rogin, &quot;Liberal Society and the Indian Question&quot; (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Andrea Smith, <em>Conquest</em> Introduction, chap. 1</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Smith, <em>Conquest</em> chaps. 2-4</td>
</tr>
<tr>
<td>March 17-21</td>
<td><strong>SPRING BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td>Smith, <em>Conquest</em> chaps. 6, 7 (pp. 137-144, 152-175), 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smith, &quot;Heteropatriarchy and the Three Pillars of White Supremacy&quot; (V)</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td><em>Brown v. Board of Education</em> 347 U.S. 483 (1954) (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Brown v. Board of Education II</em> 349 U.S. 294 (1955) (V)</td>
</tr>
<tr>
<td>March 31</td>
<td></td>
<td>Ian Haney López, <em>Racism on Trial</em> Prologue, Introduction, chaps. 1, 2</td>
</tr>
<tr>
<td>April 2</td>
<td></td>
<td>López chaps. 3, 5, 6 (skim)</td>
</tr>
</tbody>
</table>

revised 8/08
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td>Lópezo chaps. 7, 8 (skim), 9, Epilogue (pp. 236-239, 249-250)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Roundtable on racial identity and power</strong></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Collins chaps. 6, 8</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Collins chap. 9, Afterword</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sowell pp. 203-245</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>Sowell pp. 247-291</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional: Olson chap. 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Roundtable on race in the 21st century</strong></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td><strong>May 7</strong></td>
<td><strong>Final Exam</strong> (12:30-2:30)</td>
<td>Optional: Olson chap. 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Roundtable on critical race theory</strong> (Attendance is required)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>THIRD PAPER DUE</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No final exam</td>
</tr>
</tbody>
</table>

revised 8/08
University Curriculum Committee
Proposal for New Course

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

   Fall 2010

3. College Social & Behavioral Science 4. Academic Unit/Department Politics & International Affairs

5. Course subject/catalog number POS 358 6. Units/Credit Hours 3.0

7. Long course title Critical Race Theory (max 100 characters including spaces)

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

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

Examines theoretical perspectives on race in the United States, with an emphasis on how race is defined and reproduced through politics and law.

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

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

12. Cross-listed with ES 358
    (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

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

14. Prerequisites (must be completed before proposed course) none

15. Corequisites (must be completed with proposed course) none

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes □ no X
    Name of plan? none
    Note: If required, a new plan or plan change form must be submitted with this request.

revised 8/08
17. Is a potential equivalent course offered at a community college (lower division only)?
Yes □ No □ Yes □ No X
If yes, does it require listing in the Course Equivalency Guide? Please list, if known, the institution and subject/catalog number of the course.

18. Names of current faculty qualified to teach this course: Joel Olson, Stephen Nuno

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

   One of the curricular emphases for both NAU and the department is to focus on the study of cultural diversity and its role in US public life. This course is an exemplar of that commitment. This course has been taught twice as a special topics course and has received enthusiastic student responses. In addition, this course is intended to fulfill the US ethnic diversity requirement at NAU. Cross-listed with Ethnic Studies, ES 358.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signatures and Dates]

For Committees use only

[Signature and Date]

For University Curriculum Committee

[Signature and Date]

Action taken: □ Approved as submitted □ Approved as modified

Please attach Syllabus here.
POS 358 Critical Race Theory

Fall 2010
Class #xxxx
MW 2:00-3:15
Du Bois 28
Credit Hours: 3

Dr. Joel Olson, instructor
joel.olson@nau.edu
Office phone: 523-8514
Office: SBS 256
Office Hours: MWF 11:15-12:30 & by appt.

Description of the course
Examines theoretical perspectives on race in the United States, with an emphasis on how race is defined and reproduced through politics and law. In particular, it examines the relationship between white supremacy (or “whiteness”) and democracy, as well as intersections between race, class, and gender. The class will examine what race is, how it was formed, how it is related to democratic citizenship, how it has changed over time, and how it functions in the twenty-first century.

This is a Liberal Studies course in the Cultural Understanding distribution block: “The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world’s peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.”

This course contributes to this mission by helping to understand the world’s peoples and their diversity. It engages students in the study of the racial patterns that characterize the history of human communities in the United States. In addition to learning about political ideologies, this course will emphasize effective writing, an essential skill defined in the University’s Liberal Studies Program.

Prerequisites: None.

Books
The following books are required for the course:
- Patricia Hill Collins, Black Sexual Politics (Routledge 2004)
- Thomas Sowell, Black Rednecks and White Liberals (Encounter Books 2005)
- Noel Ignatiev, How the Irish Became White (Routledge 1995)
- Andrea Smith, Conquest (South End Press 2005)
- Ian Haney López, Racism on Trial: The Chicano Fight for Justice (Belknap 2004)

The following book is optional:
- Joel Olson, The Abolition of White Democracy (University of Minnesota 2004)

The total cost of the required books is about $90 new. There are also a number of articles assigned. They are available at the course web site.
Course web site: http://vista.nau.edu

revised 8/08
Much of the course content (assignments, syllabus, roundtable teams, readings, links for further study, etc.) is available on Blackboard Vista. This course will show up when you go to http://vista.nau.edu and log on. You will be checking this site regularly.

Attendance policy
This is a course on political, legal, and social theory. Theory is a participatory subject. It is learned not only by reading and writing but also through discussion and debate. For this reason, attendance is important. As you would with any other missed appointment, call or email me if you will be absent for a class. You are responsible for all material missed due to absences.

Student Learning Expectations
By the end of the course you will be able to:
- Define race
- Compare and contrast various theories of race and racialization
- Evaluate the role of race in American politics and law from the colonial era to the present, particularly in the construction of American citizenship
- Analyze the nation’s diversity and the intersections of race, class, and gender
- Appraise the role and function of race in the twenty-first century
- Compare and contrast the arguments of the texts assigned
- Think critically and articulate your own theory of race and democracy, and compare it to others

Assignments
1. A 5 page paper, due February 25 (50 points)
2. A 6 page paper, due April 2 (60 points)
3. A 12-15 page research paper, due May 7 (75 points)
4. A presentation of your research paper, due April 28-May 7 (25 points)
5. Weekly response papers and briefs (20 points)
6. Two roundtables (10 points)
7. Two presentations of “racial moments” (10 points)

There are no exams.

- Grade Scale
Total points possible for the course: 250. Final grades will be determined according to the following: 225-250 points = A, 200-224 = B, 175-199 = C, 150-174 = D, 149 or below = F.

- Effective writing: One of the purposes of this class is to teach you how to write well. We’ll spend some time in class on how to write an argumentative essay. The three assigned essays will cover course material; outside sources are not required. Grading of essays is based on the following five criteria:
  1) That your paper has a thesis. A thesis consists of three elements: it introduces the topic, it answers the essay question clearly, and it tells the reader how the thesis is going to be defended, indicating what reasoning or evidence will be used in the body of the paper.
  2) That the paper is well organized and easy to understand. The recommended format is thesis-body-conclusion.
  3) That you make an original, persuasive argument based on your beliefs and what you’ve learned from the texts and lectures.
  4) That you back up your claims with evidence from the texts. This means you will have to explain the arguments as well as offer your analysis of them. I want to know what you think, but I also want to know how the things you’ve read support your argument.

revised 8/08
5) That your paper is typed and is the required length (double-spaced, regular margins). Please don’t bother with fancy covers or folders—they’re a pain. Please put page numbers on your paper.

We will go over all of this in more detail later in the semester.

- **Late papers:** Please contact me *in advance* if you anticipate problems turning in your papers. Otherwise, late papers will be marked down one grade.

- **Response papers and briefs:** Every week (except weeks with papers and presentations due) you will turn in a response paper or a brief.

  *Response papers* are a one-page response (typed, handwritten, or submitted to Vista) to the reading. The purpose of response papers is to help you understand the main argument of the text and develop your criticisms of it. For each response paper, discuss the a) main argument, b) strengths, and c) weaknesses of the reading. Feel free to compare the text to previous texts we’ve read as well.

  *Briefs* are a 1-2 page (typed only) summary and analysis of a Supreme Court decision. Each brief contains the name and date of the case, the facts of the case, the vote, a summary of the majority’s opinion and reasoning, and a summary of the arguments of other opinions (concurring or dissenting). Instructions on how to write a brief are available on the course web site.

  Each response paper and brief is worth 2 points. I will count your best 10 out of a possible 12 response papers or briefs for the whole semester, for a total of 20 points. *No late response papers or briefs accepted.*

- **Plagiarism:** If you plagiarize any part of your essays or response papers or briefs, you will fail the course. Plagiarism means the deliberate use of someone else’s language, ideas, or other original material (i.e. material that is not common knowledge) without acknowledging the source.

- **Roundtables:** Each person will participate in two roundtables. A roundtable is a small group that leads class by presenting the key issues of a text, discussing its significance, and facilitating class discussion. The total possible points for each roundtable is 5, or 10 points for the semester. Missed roundtables cannot be made up without prior arrangement.

- **Racial moments:** This is something like racial show and tell. Twice during the semester you will make a very brief (5 minutes tops) presentation on something you have observed that illuminates the role of race in the media, popular culture, politics, economics, education, or any other sphere of life. This could include things such as newspaper clippings, movie or music reviews, magazine images, etc. I encourage you to bring the item to class if possible. You can do this at any time during the semester (except during presentations at the end of the semester) and you don’t have to schedule it in advance; just let me know at the beginning of class that you have a racial moment to present. I welcome partnered or group presentations. Each racial moment is worth 5 points, for a total of 10 points.

- **Course content may vary from this outline to meet the needs of this particular group.**

- **Please turn off all cell phones and other electronic devices when in class. Laptops are permitted for note taking and other classroom uses, but *not* for surfing the web or "multitasking." If you use your laptop for purposes outside of this course, I will prohibit you from bringing it to class.**

- **Safe Working and Learning Environment Policy:** Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies all apply to this course. These policies are available at http://www4.nau.edu/diversity/swale.asp.

- **Evacuation Notice:** In the event of an alarm, you must leave the building immediately by the nearest exit, and move away from the building. Do not use the elevators. Please help those who may need assistance in exiting.
COURSE OUTLINE AND SCHEDULE OF READINGS

Please have the day's assignment read before class. Your ability to participate and do well in the class depends on staying caught up on the readings.

(V) = Available on Vista. (Click on the “Course readings” link.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introducing the problem of race in the 21st century</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 14</td>
<td></td>
<td>Patricia Hill Collins, <em>Black Sexual Politics</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction (pp. 1-18), chaps. 1, 2</td>
</tr>
<tr>
<td>16</td>
<td>Martin Luther King Jr. Day</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>Collins chaps. 3 and 4 or 5</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>Thomas Sowell, <em>Black Rednecks and White Liberals</em> pp. 1-63</td>
</tr>
<tr>
<td>II. Race as a political concept</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td>Jared Diamond, &quot;Race without Color&quot; (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lynn Jord and Stephen Wooding, &quot;Genetic Variation, Classification, and 'Race'&quot; (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S.O.Y. Keita et al., &quot;Conceptualizing Human Variation&quot; (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Edmund Morgan, &quot;Slavery and Freedom: The American Paradox&quot; (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional: Olson, <em>Abolition of White Democracy</em> Introduction, chap. 1</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>W.E.B. Du Bois, <em>Souls of Black Folk</em> chaps. 1, 3, 4, 13, 14</td>
</tr>
<tr>
<td>February 6</td>
<td></td>
<td>W.E.B. Du Bois, <em>Dusk of Dawn</em> chaps. 5 &amp; 6 (V)</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Mills chap. 2</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Mills chap. 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Roundtable on race as a political concept</strong></td>
</tr>
<tr>
<td>III. Immigration and white citizenship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>U.S. Constitution (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Dred Scott v. Sandford</em> 60 U.S. 393 (1857) [edited version] (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>FIRST PAPER DUE</strong></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>Ignatiev chaps. 3-4</td>
</tr>
<tr>
<td>March 3</td>
<td></td>
<td>Ignatiev chaps. 5-6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rochmes and Griffin, &quot;The Cactus that</td>
</tr>
</tbody>
</table>

revised 8/08
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>IV. Racial identities and struggles for power</strong></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>13th, 14th, 15th Amendments of the Constitution (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Plessy v. Ferguson</em> 163 U.S. 537 (1896) (V)</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Michael Rogin, “Liberal Society and the Indian Question” (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Andrea Smith, <em>Conquest</em> Introduction, chap. 1</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Smith, <em>Conquest</em> chaps. 2-4</td>
</tr>
<tr>
<td>March 17-21</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td>Smith, <em>Conquest</em> chaps. 6, 7 (pp. 137-144, 152-175), 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smith, “Heteropatriarchy and the Three Pillars of White Supremacy” (V)</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td><em>Brown v. Board of Education</em> 347 U.S. 483 (1954) (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Brown v. Board of Education II</em> 349 U.S. 294 (1955) (V)</td>
</tr>
<tr>
<td>March 31</td>
<td></td>
<td>Ian Haney López, <em>Racism on Trial</em> Prologue, Introduction, chaps. 1, 2</td>
</tr>
<tr>
<td>April 2</td>
<td></td>
<td>López chaps. 3, 5, 6 (skim)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>SECOND PAPER DUE</strong></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>López chaps. 7, 8 (skim), 9, Epilogue (pp. 236-239, 249-250)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Roundtable on racial identity and power</strong></td>
</tr>
<tr>
<td>V. Race in the 21st century</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 9</td>
<td></td>
<td><em>University of California Regents v. Bakke</em> 438 U.S. 265 (1978) (V)</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Collins chaps. 6, 8</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>Collins chap. 9, Afterword</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sowell pp. 203-245</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>Sowell pp. 247-291</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional: Olson chap. 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Roundtable on race in the 21st century</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>28</td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td>Presentations</td>
</tr>
</tbody>
</table>
| May 7  | *Final Exam* *(12:30-2:30)* | Optional: Olson chap. 5  
Presentations  
Roundtable on critical race theory  
*(Attendance is required)*  
THIRD PAPER DUE  
No final exam |
1. Is this course being proposed for Liberal Studies designation?  Yes X  No □  
   If yes, route completed form to Liberal Studies.


3. College  Social & Behavioral  Science  Politics & International Affairs

4. Academic Unit /Department

5. Course subject/catalog number  POS 409C  6. Units/Credit Hours  3.0

7. Long course title  Fieldwork Capstone  
   (max 100 characters including spaces)

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

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

   Field experience in an organization or agency with classroom component that includes course readings, speakers, and discussions to develop oral and writing skills through seminar discussion.

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

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

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

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

14. Prerequisites (must be completed before proposed course)  Completed 75 units

15. Corequisites (must be completed with proposed course)  Co-requisite POS 408

16. Is the course needed for a new or existing plan of study (major, minor, certificate)?  yes X  no □  
   Name of plan?  POS BA and BS

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

revised 8/08
17. Is a potential equivalent course offered at a community college (lower division only)?
   If yes, does it require listing in the Course Equivalency Guide?
   Please list, if known, the institution and subject/catalog number of the course.
   yes [ ] no [x] yes [ ] no [ ]

18. Names of current faculty qualified to teach this course: Jacqueline Vaughn, Glenn Phelps, Fred Solop

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

   This course is a key component of the proposed changes to the POS major. One of the skills required by the new major is for students to apply the knowledge they have acquired to real-world problems. This course, in conjunction, with co-enrollment in POS 408 (Fieldwork Experience) offers a forum where interns can meet in a seminar setting to share their experiences and accomplish other career-enhancing outcomes as described in the course syllabus (see below). NOTE: This new course is needed to distinguish 409C from 408. The 408 course can still be taken by students wanting an internship experience. Only those students wanting to use their internship as part of a capstone experience also need to take 409C.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signature]
Department Chair (if appropriate)
10/26/09 Date

[Signature]
Chair of college curriculum committee
11/12/09 Date

[Signature]
Dean of college
Date

For Committees use only

[Signature]
For University Curriculum Committee
1/26/10 Date

revised 8/08

2
Please attach Syllabus here.

College of Social and Behavioral Sciences
Department of Politics and International Affairs

Sample syllabus
POS 409C Fieldwork Capstone
Fall 2010
3 units

Instructor: Dr. Jacqueline Vaughn
Jacqueline.Vaughn@nau.edu

Office: SBS 214

Telephone: 523-8224 office 523-6777 fax

Office Hours: Mondays and Wednesdays, 9-11 am and by appointment

COURSE PREREQUISITES: Students must be enrolled as a Politics and International Affairs major or minor, and have completed at least 75 units by the time the capstone course begins. Student must register concurrently with POS 408. The course may not be repeated for credit.

CLASS FEE: $40

COURSE DESCRIPTION: This course involves a supervised field experience in an approved organization or agency, along with a classroom component. Students will apply principles from course readings, guest speakers, and discussions to a real world internship, and further develop their ability to communicate orally and in writing through seminar discussion.

MISSION OF THE LIBERAL STUDIES PROGRAM: The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to
gain a deeper understanding of the natural environment and the world’s peoples, to explore the tradition and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation. This course focuses on the principle of acting upon the individual’s responsibilities and connections to local, national, and global communities and environments.

**ESSENTIAL SKILLS:** The course addresses the skills of effective writing and effective oral communication.

**STUDENT LEARNING EXPECTATIONS/OUTCOMES FOR THIS COURSE:**
By the end of the course, students will be able to:

- Move from purely descriptive writing to analytical writing
- Tailor their writing to a specific audience
- Communicate more effectively in a group setting
- Develop a personal resume and materials for job applications and job hunting
- Understand the various career paths appropriate for this major
- Explain the multi-layered contexts in which organizations operate and the necessary collaboration and interdependence on other organizations

**COURSE STRUCTURE:** Students will spend a minimum of 150 hours in an applied field setting (averaged on the basis of 10 hours per week), under the supervision of an on-site supervisor. Students are expected to complete assigned readings and written exercises, attend class weekly to discuss their fieldwork experiences in a seminar-type setting, and submit a signed record of their field experience hours.

**ASSESSMENT OF STUDENT LEARNING OUTCOMES:** There are four components to the course. Students have to successfully complete all of these to receive a passing grade in the class.

1. **Class Attendance/Participation:** You are expected to attend class regularly, and any absences must be excused in advance. Class participation includes reading any assigned materials in advance and being prepared to discuss them. This course is conducted as a seminar experience, so discussion is essential to its success. 15 points

2. **Professional Development:** You are to complete a professional resume, job cover letter, and 1 page personal statement to be shared and critiqued by the other members of the class. This packet will be revised and resubmitted as necessary. 25 points
3. Before and After Assignment: You are to write a 3-5 page paper at the beginning of the course which outlines your knowledge about, and expectations of your fieldwork assignment. The types of questions you might want to consider are: How “political” is this position? What do I expect that I will learn from this internship? What skills can I share or am I lacking as I enter this position? At the end of the semester, you will write a paper that explains how those expectations were or were not met by the fieldwork. What problems did you encounter and how did you deal with them? What skills did you develop or did you improve? What does the experience teach you about the role of politics in society? 15 points each x 2 = 30 points

4. Log and Journal: Each week, you must prepare and submit at least a one page typed entry that lists the dates and hours worked, and a basic summary of work completed. The entry must include some reflection on what you learned that week. The types of questions you might address are: Did anything happen out of the ordinary? Were there situations that caused confusion or ethical issues you had to address? How did you relate to co-workers or other persons you encountered? 2 points each x 15 weeks = 30 points.

Fieldwork Evaluation: At the end of the semester, during finals week, your supervisor must submit a completed evaluation of your work, using the form provided and/or a letter identifying your fieldwork experience strengths and weaknesses. It is your responsibility to make sure this form is submitted in a timely manner.

**GRADES:** Course grades will be calculated based on the completion of the assignments listed above. If you have an institutional excuse, given to the instructor IN ADVANCE, you will be permitted to turn an assignment in no later than 48 hours after the date it is due.

- **Class attendance/participation:** 15 points
- **Professional development:** 25 points
- **Before and after paper:** 30 points
- **Log and Journal:** 30 points

**Total:** 100 points

This class is not graded on a curve—that means if all students do outstanding work and participate actively in the seminar, then everyone gets an A. If most work is mediocre, then we will end up with a bunch of Cs. The following scale, based on a total of 100 points, will be used to determine your final letter grade. If you are within one point of the next higher grade, your final grade will be boosted to the next grade.

- **A** 90-100
- **B** 80-89
- **C** 70-79
- **D** 60-69

revised 8/08
COURSE OUTLINE:

Week 1:  Introduction to the course and class members
         Explanation of syllabus, contract, and assignments
         DUE: Journal entry

Week 2:  Discussion of worksites and initial placement issues
         DUE: Journal entry; “Before” paper

Week 3:  Discussion of job and professional ethics
         DUE: Journal entry

Week 4:  Discussion of political ethics and conflict
         DUE: Journal entry

Week 5:  Discussion of resume writing
         Guest Speaker: Gateway Center
         DUE: Journal entry

Week 6:  Discussion of career development and job hunting
         Handout: How to find a public sector job
         DUE: Journal entry and draft resume, cover letter, and personal
              statement

Week 7:  Critique of resume packet by class members
         DUE: Journal entry

Week 8:  Applying to law and graduate school
         Guest Speaker: Graduate College
         DUE: Journal Entry

Week 9:  Professional Training Options
         Guest Speaker
         DUE: Journal Entry

Week 10: Resume packet revisions/Discussions of personal statements
         DUE: Journal Entry

Week 11: Job Interviews
         Guest speaker
         DUE: Revised resume packets and Journal entry

Week 12: Public service careers
         Guest speaker
         DUE: Journal entry

Week 13: Private Sector careers for Political Scientists

revised 8/08
Guest speaker
Due: Journal entry

Week 14: Discussion and wrap up
Due: Journal entry

Week 15: Appreciation Luncheon preparation
Due: Journal entry, “After Paper” and Fieldwork Supervisor Evaluation

**Academic Dishonesty**

Academic dishonesty is a form of misconduct that is subject to disciplinary action under the NAU Student Code of Conduct and includes the following:

*Plagiarism*: Any attempt to knowingly or deliberately pass off other's work as your own

*Cheating*: Any attempt to gain an unfair advantage over one's fellow students

*Fabrication*: Any attempt to present information that is not true when the author knows the information presented is false

*Fraud*: Any attempt to deceive an instructor or administrative officer of the university

*Facilitating Academic Dishonesty*: Any attempt to assist an act of academic dishonesty by another individual

All suspected incidents of plagiarism or cheating will be reported to the chair of the Department of Politics and International Affairs, and the Associate Dean of SBS. Instances of academic dishonesty may result in any of the following actions: a conference with the student; assignment of extra course work; assignment or examination must be repeated; a zero grade will be awarded for the assignment or examination; course grade will be reduced; awarding of a failing grade for the course; suspension or expulsion. All written work must be original and submitted for this course only. No “double dipping” of material previously or concurrently submitted for another instructor or class, even if it is your own.

**E-Mail Policies**

Check your NAU e-mail account on a regular basis to access course materials and find out about changes, announcements, and schedules. University policies do not allow me to respond to non-NAU e-mail accounts, such as hotmail, g-mail, or yahoo.

revised 8/08
Be sure to indicate your name in your e-mail, and what course you are in. An e-mail address such as abc59@nau.edu, or 2hotchickie@nau.edu does not adequately identify you.

If your question can be answered by looking at the syllabus, you are expected to do so.

Questions about what was covered in class, what was handed out, or similar inquiries can be answered by a fellow student, and provide an excellent way of getting to know someone. Do not send me an e-mail to ask if you missed anything important in class. If I didn’t have anything important to say, I would have cancelled class.

If you want to know how you are doing in the course, do the calculations yourself, since I do not discuss points, assignments, or grades via e-mail due to federal privacy restrictions.

There is no need to contact me if you are going to miss class because of an illness, death in the family, car trouble, child care issues, or any other reason. I will take roll to see who is missing, and you need an institutional excuse for any academic reason.

Do not expect instantaneous responses to e-mail. I will attempt to respond within 24 hours during the work week, and within 48 hours on weekends. Waiting until the last minute to ask a question does not constitute an emergency.

**Course Policies**

In addition to all NAU policies, you are expected to:

1) Arrive in class on time, and stay until the class is dismissed, unless you have previously notified the instructor. Arriving late is rude and distracting to everyone. Frequent lateness will be reflected in a lowered score for class participation at the discretion of the instructor.

2) Come to class prepared to participate in discussions. This means reading the assigned material, bringing the appropriate books or notes that will be the focus for the session, and remaining alert and attentive.

3) Take notes on lectures, discussions, and readings. Students may not use a computer or tape recorder in class unless needed to accommodate a documented disability.

4) Hand in all assignments on time.

5) Respect the opinions of other members of the class, as well as the instructor. Rudeness toward anyone will not be tolerated. This includes the use of cellphones, text messaging, or eating in class, and conversations outside the discussion in progress. Unless you are expecting an organ transplant, any cellphone that rings during class.
will be considered a distraction to the educational environment and may be answered by the instructor.

6) Students who sleep in class will be considered absent.

In addition to these policies:

7) There will be no incomplete grades given without the prior approval of the instructor, and only in extenuating circumstances.

8) Students are responsible for adding, dropping, or withdrawing from the course by the dates listed in the University calendar. There are no automatic administrative drops. Withdrawals requiring the signature of the instructor and the Dean are not generally approved except in exceptional circumstances; doing poorly in the class is not an exceptional circumstance. If you feel you are underperforming, see the instructor to discuss your work and/or drop the class.

9) Be sure to keep all of your assignments as they are returned to you, in case there are questions about your point total and grade, or computation errors.

10) If you would like to have your final exam mailed to you, provide the instructor with a 9 x 12 inch, self-addressed and stamped envelope where you would like it to be mailed once grades have been calculated.

11) To comply with federal student privacy law, grades will not be given out or discussed over the telephone or via e-mail.
<table>
<thead>
<tr>
<th></th>
<th>College</th>
<th>Academic Unit/Department</th>
<th>Politics &amp; International Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social &amp; Behavioral Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Academic Plan Name</td>
<td>BA POS</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Effective Date</td>
<td>FALL</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Is this proposal for a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X Plan Change*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ New Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ New Subplan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Subplan Change</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Plan Deletion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Subplan Deletion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Plan changes must be accompanied by an updated 8 semester plan.

7. **ALL Education plans, please indicate NCATE Designation:**
   - □ Initial Plan
   - □ Advanced Plan
   - □ Remove Designation
   - □ Change from Initial to Advanced Plan
   - □ Change from Advanced to Initial Plan

Revised 09/07
8. For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the **current** online academic catalog: (http://www4.nau.edu/ajo/AcademicCatalog/academiccatalogos.htm) Be sure you include all catalog text that pertains to this plan change.

**MAJOR REQUIREMENTS**
Complete the following 39 units for this major:
- a 15-unit political science core: POS 110, 120, 201, and 224 or 250 and one of POS 351, 352 and 353
- POS 303 or an equivalent statistics course, such as PSY 230 or STA 270, with your advisor's approval (3 units)
- POS 301W, which meets NAU’s junior writing requirement (3 units)

Please note that you may request permission from your advisor to use a different junior writing course (one with a W at the end of the course number) to meet NAU’s junior writing requirement.

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

**MAJOR REQUIREMENTS**
Complete the following 39 units for this major:
- a **15-12** unit political science core:
  POS 110, 120, 201, and 224 or 250 and one of POS 351, 352 and 353
- **POS 201 (3 units)**
- POS 303 or an equivalent statistics course, such as PSY 230 or STA 270, with your advisor's approval (3 units)
- POS 301W, which meets NAU’s junior writing requirement (3 units)
- **POS 421C, or POS 409C which meets NAU’s senior capstone requirement (3 units)**
- **15-27** units from any other the remaining POS courses, excluding POS 220.

Please note that you may request permission from your advisor to use a different junior writing course (one with a W at the end of the course number) to meet NAU’s junior writing requirement.
To do so, you must provide good cause, obtain your advisor's written permission in advance, and take another upper-division POS course to substitute for POS 301W.

- POS 421C, which meets NAU's senior capstone requirement (3 units)
- 15 units from the remaining POS courses, excluding POS 220

In selecting these courses, you should consult with your advisor to select coursework appropriate for your career aspirations and academic interests.

If you take an area studies or topics course that's repeatable, you may take it more than once with different content and apply it to your major requirement more than once. If a course is an option in the core but you take some other course to satisfy that core requirement, you may still take the optional course and apply it to this 15-unit requirement.

If you take individualized coursework (up to 6 units in POS 408, 486, and 497), you must obtain prior written approval from your faculty advisor. You may only use individualized coursework with a course prefix other than POS in exceptional circumstances, with your advisor's prior approval; any such coursework counts toward the 6-unit maximum for individualized coursework. If you take more than 6 units of individualized coursework, they will count in general elective credit.

Please be aware that we won't count a grade of D for major credit. Although we
don't require that you retake a required course in which you earn a D, you must complete 39 units in the major with a grade of C or better in order to graduate.

**LANGUAGE REQUIREMENT**
You must demonstrate proficiency in a language other than English that is equivalent to four terms of university coursework in the same language. You may satisfy this requirement by taking language courses or by testing out of all or part of it by taking CLEP exams arranged by Center for Business Outreach.

don't require that you retake a required course in which you earn a D, you must complete 39 units in the major with a grade of C or better in order to graduate.

**LANGUAGE REQUIREMENT**
You must demonstrate proficiency in a language other than English that is equivalent to four terms of university coursework in the same language. You may satisfy this requirement by taking language courses or by testing out of all or part of it by taking CLEP exams arranged by Center for Business Outreach.

9. 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 BA/ILS 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.

10. 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.

   n/a

12. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
    The Dept of Politics and International Affairs has been reviewing its curriculum for nearly two years. In doing so, several concerns emerged from faculty and students: 1) the core curriculum was too burdensome (24 units) and limited the opportunities for students to explore the topics that most interested them, 2) the core was so large that it required teaching a great many sections every semester – this reduced the breadth of offerings in the department and also led to too many non-permanent faculty teaching the core, 3) the department wanted to increase the level of civic engagement for our majors, 4) opportunities to offer courses and focus areas of more relevance to students and faculty were being missed.
    After considerable debate the faculty agreed to change the entire focus of the POS core away from requiring introductory courses in each of the discipline's 5 sub-fields (American Politics, Political Theory, Comparative Politics, International Relations, and Governance) and toward a core that emphasized the attainment of SKILLS appropriate to the discipline.
    Thus, the new core requires that students 1) develop the concepts and analytical thinking necessary for in-depth study of politics (POS 201), 2) master the skills necessary for writing effectively

Revised 09/07
about political ideas (POS 301W), 3) acquire the empirical tools for measuring and assessing political phenomena (POS 303), and 4) demonstrating the ability to apply their learned knowledge and skills in either a) a significant research project (POS 421C) OR b) a community service internship with a seminar component (409C).

The result of these changes is a much more “streamlined” major that will provide a significantly more coherent core and will give students greater opportunities to study specific aspects of political science that interest them. In addition, this new program reduces the obstacles to timely graduation by reducing the core requirements from 24 units to 12 units.

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

14. 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

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

Certifications

[Signatures and dates]

For committee use only

[Signatures and dates]

Action taken: [X] approved as submitted [☐] approved as modified

Revised 09/07
# Bachelor of Arts
## Political Science
### 2010-2011 Undergraduate Catalog
### Degree Progression Plan

## Freshman Year

<table>
<thead>
<tr>
<th>1st term</th>
<th>2nd term</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 110 or POS 120</td>
<td>POS 201</td>
</tr>
<tr>
<td>American Politics or (POS elective)</td>
<td>Introduction to Political Science</td>
</tr>
<tr>
<td>World Politics (POS elective)</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MAT xxx or ENG 105</td>
<td>MAT xxx or ENG 105</td>
</tr>
<tr>
<td>Math Requirement or (FNRQ)</td>
<td>Math Requirement or (FNRQ)</td>
</tr>
<tr>
<td>Critical Reading/Writing (FNRQ)</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>LS</td>
<td>LS</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>Liberal Studies (SCI:LAS)</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FY Seminar</td>
<td>LS</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NAU 100</td>
<td>GE</td>
</tr>
<tr>
<td>Transition to College</td>
<td>General Elective</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>GE</td>
<td>GE</td>
</tr>
<tr>
<td>General Elective</td>
<td>General Elective</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Total units: 15-16

## Sophomore Year

<table>
<thead>
<tr>
<th>3rd term</th>
<th>4th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS elective</td>
<td>See Catalog or Advisor</td>
</tr>
<tr>
<td>See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td>LS</td>
<td>POS Elective</td>
</tr>
<tr>
<td>Language (101) (CU)</td>
<td>See Catalog or Advisor</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>LS</td>
<td>LS</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>Language (102) (CU)</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>See Catalog or Advisor</td>
</tr>
<tr>
<td>See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td>GE</td>
<td>GE</td>
</tr>
<tr>
<td>General Elective</td>
<td>General Elective</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Total units: 15

## Junior Year

<table>
<thead>
<tr>
<th>5th term</th>
<th>6th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 303</td>
<td>POS elective</td>
</tr>
<tr>
<td>Social Science Research</td>
<td>See Catalog or Advisor</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>POS elective</td>
</tr>
<tr>
<td>See Catalog or Advisor</td>
<td>See Catalog or Advisor</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>POS Elective</td>
<td>POS 301W</td>
</tr>
<tr>
<td>See Catalog or Advisor</td>
<td>Topics in Political Science</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GE</td>
<td>GE</td>
</tr>
<tr>
<td>LS</td>
<td>Language (202)</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>GE</td>
<td>Minor Course</td>
</tr>
<tr>
<td>Language (201)</td>
<td>See Catalog or Advisor</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total units: 16

## Senior Year

<table>
<thead>
<tr>
<th>7th term</th>
<th>8th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Course</td>
<td>POS421C or POS 409C</td>
</tr>
<tr>
<td>See Catalog or Advisor</td>
<td>Topics in Public Policy (Capstone) or Fieldwork Capstone (See Advisor)</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>POS elective</td>
</tr>
<tr>
<td>See Catalog or Advisor</td>
<td>See Catalog or Advisor</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>POS Elective</td>
<td>Minor or GE</td>
</tr>
<tr>
<td>See Catalog or Advisor</td>
<td>See Catalog or Advisor</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>POS elective</td>
<td>Minor or GE</td>
</tr>
<tr>
<td>See Catalog or Advisor</td>
<td>See Catalog or Advisor</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GE</td>
<td>GE</td>
</tr>
<tr>
<td>General Elective</td>
<td>General Elective</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Total units: 14

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.

### Liberal Studies Distribution blocks

<table>
<thead>
<tr>
<th>AHI (6 units)</th>
<th>SPW (6 units)</th>
<th>CU (6 units)</th>
<th>Science (7 units)</th>
<th>Additional 3 units to reach 35 total</th>
</tr>
</thead>
</table>
PROGRAM INFORMATION
You may use individualized coursework toward your Political Science Degree with prior written approval from your Political Science faculty advisor and the Political Science department chair and may use only individualized coursework with a POS prefix. You cannot take more than 6 units of POS 485 or POS 497. Individualized coursework includes the following: POS 408 (Field Work 1-12 units maximum), POS 485 (Undergraduate Research 1-6 units maximum), POS 497 (Independent Study 1-6 units maximum) and POS 466 (Legislative Internship 1-12 units maximum). Additional units over 6 units of POS 466 and POS 408 may be used to fulfill general electives.
All 39 units required for the major must be earned with a grade of "C" or higher. While you are not required to repeat a class where you earned a "D" you must have the total of 39 units of Political Science courses with a grade of "C" or above. If you take an area studies or topics course that's repeatable, you may take it more than once with different content and apply it to your major requirement more than once. It is strongly recommended that you meet with political Science Faculty to discuss your career goals and recommendations for courses for your POS electives. Note that POS 220 may not be used to fulfill requirements for your Political Science degree.

GENERAL INFORMATION
- This 8-term plan is to be used in conjunction with the academic catalog and degree progress report.
- Honors students complete different requirements to meet NAU's Liberal Studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: [link to http://www4.nau.edu/aio/Articulation/LScourselist.htm]
  - 6 units of diversity courses: [link to http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm]
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: [link to http://www.nau.edu/comp/placement.html]
- Math placement: [link to http://www.cefn.s.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml]

CONTACT INFORMATION
Office of Academic Services and Advising
Social and Behavioral Sciences West Building (Bldg. 70) Room 114
PHONE: 928-523-6540 FAX: 928-523-7185
EMAIL: sbs.advisor@nau.edu

Department of Politics and International Affairs
Social and Behavioral Sciences Building (Bldg. 65) Room 224
PHONE: 928-523-3163 FAX: 928-523-6777
Department Chair: Dr. Fred Solop
  Phone: 928-523-0399
  EMAIL: Fred.Solop@nau.edu

January 2010
### University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. **College**
   - Social & Behavioral Sciences

2. **Academic Unit/Department**
   - Politics & International Affairs

3. **Academic Plan Name**
   - BS POS

4. **Subplan (if applicable)?**

5. **Effective Date**
   - FALL 2010

6. Is this proposal for a:
   - [ ] New Plan
   - [ ] New Subplan
   - [x] Plan Change*
   - [ ] Subplan Change
   - [ ] Plan Deletion
   - [ ] Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7. **ALL Education plans, please indicate NCATE Designation:**
   - [ ] Initial Plan
   - [ ] Advanced Plan
   - [ ] Remove Designation
   - [ ] Change from Initial to Advanced Plan
   - [ ] Change from Advanced to Initial Plan

---

Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: (http://www4.nau.edu/alo/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 and strikethrough what is being deleted.

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

**MAJOR REQUIREMENTS**

Complete the following 39 units for this major:

- a 15-unit political science core: POS 110, 120, 201, and 224 or 250 and one of POS 351, 352 and 353
- POS 303 or an equivalent statistics course, such as PSY 230 or STA 270, with your advisor’s approval (3 units)
- POS 301W, which meets NAU’s junior writing requirement (3 units)

Please note that you may request permission from your advisor to use a different junior writing course (one with a W at the end of the course number) to meet NAU’s junior writing requirement.

**MAJOR REQUIREMENTS**

Complete the following 39 units for this major:

- a 15-12-unit political science core: POS 110, 120, 201, and 224 or 250 and one of POS 351, 352 and 353
- **POS 201 (3 units)**
- POS 303 or an equivalent statistics course, such as PSY 230 or STA 270, with your advisor’s approval (3 units)
- POS 301W, which meets NAU’s junior writing requirement (3 units)
- **POS 421C, or POS 409C which meets NAU’s senior capstone requirement (3 units)**
- 15-27 units from any other the remaining POS courses, excluding POS 220.

Please note that you may request permission from your advisor to use a different junior writing course (one with a W at the end of the course number) to meet NAU’s junior writing requirement.
To do so, you must provide good cause, obtain your advisor's written permission in advance, and take another upper-division POS course to substitute for POS 301W.

- POS 421C, which meets NAU's senior capstone requirement (3 units)
- 15 units from the remaining POS courses, excluding POS 220

In selecting these courses, you should consult with your advisor to select coursework appropriate for your career aspirations and academic interests.

If you take an area studies or topics course that's repeatable, you may take it more than once with different content and apply it to your major requirement more than once. If a course is an option in the core but you take some other course to satisfy that core requirement, you may still take the optional course and apply it to this 15-unit requirement.

If you take individualized coursework (up to 6 units in POS 408, 486, and 497), you must obtain prior written approval from your faculty advisor. You may only use individualized coursework with a course prefix other than POS in exceptional circumstances, with your advisor's prior approval; any such coursework counts toward the 6-unit maximum for individualized coursework. If you take more than 6 units of individualized coursework, they will count in general elective credit.

Please be aware that we won't count a grade of D for major credit. Although we
don't require that you retake a required
course in which you earn a D, you must
complete 39 units in the major with a
grade of C or better in order to graduate.

9. 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.

10. 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.

11. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage -
    n/a

12. Justification for proposal. Please indicate how past assessments of student learning prompted proposed
changes.
   The Dept of Politics and International Affairs has been reviewing its curriculum for nearly two
years. In doing so, several concerns emerged from faculty and students: 1) the core curriculum was too
burdensome (24 units) and limited the opportunities for students to explore the topics that most
interested them, 2) the core was so large that it required teaching a great many sections every semester
– this reduced the breadth of offerings in the department and also led to too many non-permanent
faculty teaching the core, 3) the department wanted to increase the level of civic engagement for our
majors, 4) opportunities to offer courses and focus areas of more relevance to students and faculty
were being missed.
   After considerable debate the faculty agreed to change the entire focus of the POS core away
from requiring introductory courses in each of the discipline's 5 sub-fields (American Politics, Political
Theory, Comparative Politics, International Relations, and Governance) and toward a core that
emphasized the attainment of SKILLS appropriate to the discipline.
   Thus, the new core requires that students 1) develop the concepts and analytical thinking
necessary for in-depth study of politics (POS 201), 2) master the skills necessary for writing effectively
about political ideas (POS 301W), 3) acquire the empirical tools for measuring and assessing political
phenomena (POS 303), and 4) demonstrating the ability to apply their learned knowledge and skills in
either a) a significant research project (POS 421C) OR b) a community service internship with a seminar
component (409C)
   The result of these changes is a much more “streamlined” major that will provide a significantly
more coherent core and will give students greater opportunities to study specific aspects of political
science that interest them. In addition, this new program reduces the obstacles to timely graduation by
reducing the core requirements from 24 units to 12 units.

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

Revised 09/07
14. 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

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

Certifications

Department Chair/Unit Head (if appropriate) [Signature] Date 10/26/09

Chair of college curriculum committee [Signature] Date 11/12/09

Dean of college [Signature] Date

For committee use only

For University Curriculum Committee [Signature] Date 1-26-10

Action taken: [ ] approved as submitted [ ] approved as modified

Revised 09/07
### Bachelor of Science
**POLITICAL SCIENCE**
2010-2011 Undergraduate Catalog
Degree Progression Plan

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>1st term</th>
<th>2nd term</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 110 or POS 120</td>
<td>American Politics or (POS elective)</td>
<td>3</td>
</tr>
<tr>
<td>World Politics (POS elective)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT xxx or ENG 105</td>
<td>Math Requirement or (FNRQ) Critical Reading/Writing (FNRQ)</td>
<td>3</td>
</tr>
<tr>
<td>LS</td>
<td>Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>FY Seminar</td>
<td>Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>NAU 100</td>
<td>Transition to College</td>
<td>1</td>
</tr>
<tr>
<td>GE</td>
<td>General Elective</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td>15-16</td>
<td><strong>Total units</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>3rd term</th>
<th>4th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS elective</td>
<td>See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td>LS</td>
<td>Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>LS</td>
<td>Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course</td>
<td>See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td>GE</td>
<td>General Elective</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td>15</td>
<td><strong>Total units</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>5th term</th>
<th>6th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 303</td>
<td>Social Science Research</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course</td>
<td>See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td>POS elective</td>
<td>See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td>LS</td>
<td>Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>GE</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td>15</td>
<td><strong>Total units</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Year</th>
<th>7th term</th>
<th>8th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Course</td>
<td>See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course</td>
<td>See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td>POS elective</td>
<td>See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td>POS elective</td>
<td>See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td>GE</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td>15</td>
<td><strong>Total units</strong></td>
</tr>
</tbody>
</table>

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.

Liberal Studies Distribution blocks

<table>
<thead>
<tr>
<th>AHI (6 units)</th>
<th>SPW (6 units)</th>
<th>CU (6 units)</th>
<th>Science (7 units)</th>
<th>Additional 3 units to reach 35 total</th>
</tr>
</thead>
</table>
PROGRAM INFORMATION
You may use individualized coursework toward your Political Science Degree with prior written approval from your Political Science faculty advisor and the Political Science department chair and may use only individualized coursework with a POS prefix. You cannot take more than 6 units of POS 485 or POS 497. Individualized coursework includes the following: POS 408 (Field Work 1-12 units maximum), POS 485 (Undergraduate Research 1-6 units maximum), POS 497 (Independent Study 1-6 units maximum) and POS 466 (Legislative Internship 1-12 units maximum). Additional units over 6 units of POS 466 and POS 408 may be used to fulfill general electives.

All 39 units required for the major must be earned with a grade of "C" or higher. While you are not required to repeat a class where you earned a "D" you must have the total of 39 units of Political Science courses with a grade of "C" or above.

If you take an area studies or topics course that's repeatable, you may take it more than once with different content and apply it to your major requirement more than once. It is strongly recommended that you meet with political Science Faculty to discuss your career goals and recommendations for courses for your POS electives. Note that POS 220 may not be used to fulfill requirements for your Political Science degree.

GENERAL INFORMATION
• This 8-term plan is to be used in conjunction with the academic catalog and degree progress report.
• Honors students complete different requirements to meet NAU’s Liberal Studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
• Students should see an academic advisor regularly to confirm their academic progress.
• Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
• All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: http://www4.nau.edu/aio/Articulation/L_Scourselst.htm
  - 6 units of diversity courses: http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
• English placement: http://www.nau.edu/comp/placement.html
• Math placement: http://www.cefns.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml

CONTACT INFORMATION
Office of Academic Services and Advising
Social and Behavioral Sciences West Building (Bldg. 70) Room 114
PHONE: 928-523-6540 FAX: 928-523-7185
EMAIL: sbs.advisor@nau.edu

Department of Politics and International Affairs
Social and Behavioral Sciences Building (Bldg. 65) Room 224
PHONE: 928-523-3163 FAX: 928-523-6777
Department Chair: Dr. Fred Solop
Phone: 928-523-0339
EMAIL: Fred.Solop@nau.edu

January 2010
<table>
<thead>
<tr>
<th>1. College</th>
<th>Social &amp; Behavioral Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Academic Plan Name</td>
<td>POS Minor</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
</tr>
<tr>
<td>6. Is this proposal for a:</td>
<td>X Plan Change*</td>
</tr>
<tr>
<td></td>
<td>□ New Plan</td>
</tr>
<tr>
<td></td>
<td>□ New Subplan</td>
</tr>
<tr>
<td></td>
<td>□ Subplan Change</td>
</tr>
<tr>
<td></td>
<td>□ Plan Deletion</td>
</tr>
<tr>
<td></td>
<td>□ Subplan Deletion</td>
</tr>
</tbody>
</table>

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:

- □ Initial Plan
- □ Advanced Plan
- □ Remove Designation
- □ Change from Initial to Advanced Plan
- □ Change from Advanced to Initial Plan
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)
Be sure you include all catalog text that pertains to this plan change.

To complete this minor, take the following 21 units:
- 9 units from POS 110, 120, 201, 224, and 250
- 3 units from POS 351, 352, and 353
- 9 additional units in upper-division POS courses selected with your minor advisor's approval

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

Also be aware that we won't count a grade of D for minor credit in Politics and International Affairs. Although we don't require that you retake a required course in which you earn a D, you must complete 21 units in this minor with a grade of C or better in order to graduate.

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

To complete this minor, take the following 21 units:
- **POS 201 (3 units)**
- 9-6 units from POS 110, 120, 201, 224, and 250, and **254**
- 3 units from POS 351, 352, and 353
- 9-12 additional units in upper-division POS courses selected with your minor advisor's approval

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

Also be aware that we won't count a grade of D for minor credit in Politics and International Affairs. Although we don't require that you retake a required course in which you earn a D, you must complete 21 units in this minor with a grade of C or better in order to graduate.

9. 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 BA/LS 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.

10. 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.

Revised 09/07
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.

   
   n/a

12. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
   
   This minor reflects proposed changes in the POS majors by “streamlining” the program. This plan reduces the number of specified courses that are required in the POS minor from 4 to 3 and increases the number of courses that can be used as electives from 3 to 4. In addition, the upper division requirement for a political thought course has been eliminated and POS 254 (Contemporary Ideologies) has been added as a lower division OPTION. This plan should allow students to obtain a POS minor more speedily and provide them more choice to pursue their interests in POS.

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

14. 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

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

Certifications

[Signature]

Department Chair/Unit Head (if appropriate) Date 10/26/09

Chair of college curriculum committee Date 11/12/09

Dean of college Date

For committee use only

[Signature] Date 1-26-10

Action taken: X approved as submitted —— approved as modified

Revised 09/07
# University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>Social &amp; Behavioral Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>SBS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Academic Plan Name</th>
<th>Global Studies Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Effective Date</th>
<th>2010</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6. Is this proposal for a:</th>
<th>☐ New Plan</th>
<th>☑ Plan Change</th>
<th>☐ Plan Deletion</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ New Subplan</td>
<td>☐ Subplan Change</td>
<td>☐ Subplan Deletion</td>
<td></td>
</tr>
</tbody>
</table>

*Plan changes must be accompanied by an updated 8 semester plan.*
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: [http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)

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

**GLOBAL STUDIES PROGRAM**

College of Social And Behavioral Sciences
Global Studies

The College of Social and Behavioral Sciences
NAU, PO Box 15700
Flagstaff, Arizona 86011

Plan Advisor

Sheila Nair
Political Science
PO Box 15036
Flagstaff, AZ 86011
(928-523-0180)

Sheila.Nair@nau.edu

**GLOBAL STUDIES PROGRAM MINOR**

College of Social And Behavioral Sciences
Global Studies

The College of Social and Behavioral Sciences
NAU, PO Box 15700
Flagstaff, Arizona 86011

Plan Advisor

William Huffman, Ph.D.
Associate Dean
928-523-9508
William.Huffman@nau.edu

Sheila-Nair
Political Science
PO Box 15036
Flagstaff, AZ 86011
(928-523-0180)
Sheila.Nair@nau.edu

Undergraduate Information
You may pursue the following undergraduate academic plan in NAU’s interdisciplinary Global Studies program:

- minor in Global studies

We offer this certificate to allow you to supplement your major or minor by studying various aspects of life in the global community.

Courses are available in many subjects, including anthropology, political science, geography, communication, women’s and gender studies, ethnic studies, forestry and parks and recreation. This certificate is available for all NAU students, regardless of your major.

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

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

Undergraduate Information
You may pursue the following undergraduate academic plan in NAU’s interdisciplinary Global Studies program:

- minor in Global studies

We offer this certificate to allow you to supplement your major or minor by studying various aspects of life in the global community.

Courses are available in many subjects, including anthropology, political science, geography, communication, women’s and gender studies, ethnic studies, forestry and parks and recreation. This certificate is available for all NAU students, regardless of
(Please note that we offer no bachelor's degrees in global studies.)

For additional information about this certificate, contact the plan advisor.

**INTERDISCIPLINARY MINOR IN GLOBAL STUDIES**

You must take:

SBS 101 Global Studies (3 units)

To complete this minor you must select one module and any four courses in that module.

Modules in the Minor

---

(NAU does not offer a bachelor's degree in global studies.)

For additional information about this certificate contact the plan advisor.

**INTERDISCIPLINARY MINOR IN GLOBAL STUDIES**

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

- SBS 101 Global Studies (3 units)
- 15 units from ANT 103, ANT 105, ANT 301, ANT 340, AIS 304, CCJ 312, CCJ 315, CCJ 341, CCJ 385, CCJ 395, CCJ 475, ES 300, FOR 255, GGR 241, GGR 376, GGR 370W, POS 120, POS 335, POS 360, POS 361, POS 380, POS 456, POS 480, PRM 300, SOC 415, WGS 260, WGS 360, or other coursework selected in consultation with your advisor's guidance.

You must earn a grade of "C" or better in all 18 units.

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

To complete this minor you must select one module and any four courses in that module (12 units):

Minor Modules in the Minor

---

Revised 09/07
Global Development and Social Justice Module (12 units from the following:)
- ANT 105; AIS 304; CCJ 315, CCJ 341, POS 335, POS 361

Global Cultures and Diversity
- ANT 103, ANT 301, ANT 340, GGR 370W, COM 472, WGS 260

Global Movements and Global Transitions Module (12 units from the following:)
- CCJ 395, ES 300, *POS 301W, SOC 415, WGS 360, *POS 421C

Global Politics and Governance Module (12 units from the following:)
- CCJ 385, CCJ 475, POS 120, POS 360, POS 380, POS 480

Global Tourism and Environment Module (12 units from the following:)
- CCJ 312, GGR 241, GGR 376, FOR 255, PRM 300, POS 456

*If Content is Global/International

Electives (6 credit hours) chosen from any of the courses listed in the modules.

Click here for more information about courses in Anthropology, Applied Indigenous Studies, Criminology and Criminal Justice, Political Science, Geography, Communication, Women's and Gender Studies, Ethnic Studies, Sociology, Forestry, and Parks and Recreation Management.

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

*A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BALS 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.

Revised 09/07
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.


Not required for minor

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

The current description refers to a certificate option although, certification is not offered in Global Studies. Other language is changed to better describe plan requirements. Total plan units have been decreased to 18 units from 21 to align with most other minor plans.

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. ANT 102 is a new addition and endorsement message is below:

From: Robert Talbot Trotter II
Sent: Thursday, November 12, 2009 12:39 PM
To: William H Huffman
Subject: RE: ANT 102

Yes. That would be a very good addition and would be appropriate for our undergraduate curriculum changes as well. Bob

From: William H Huffman
Sent: Thursday, November 12, 2009 11:56 AM
To: Robert Talbot Trotter II
Subject: ANT 102
SBS has a minor in Global Studies. The minor is going through a plan change. During a discussion at the SBS Curriculum committee, ANT 102 was mentioned by Corina Kellner as being a great course for inclusion as a possible selection for the minor. After review, the course does look like it would fit nicely in the credit options. Would the addition of ANT 102 to the plan meet with your approval?
William Huffman, Ph.D. NCC
Associate Dean
College of Social and Behavioral Sciences
928-523-9508
Fax: 928-523-7185

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 11/12/09

For committee use only

For University Curriculum Committee ________________________________ Date __________________

Action taken: X 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

<table>
<thead>
<tr>
<th>Is this course a Diversity or Liberal Studies Course?</th>
<th>Liberal Studies □</th>
<th>Diversity □</th>
<th>Both □</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. College</td>
<td>CEFNS</td>
<td>4. Academic Unit/Department</td>
<td>BIO</td>
</tr>
<tr>
<td>5. Current course subject/catalog number</td>
<td>BIO 345</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog /www4.nau.edu/ao/academicCatalog/academiccatalogs.htm).</th>
<th>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIO 345 APPLIED BOTANY (3)</strong></td>
<td><strong>BIO 345 APPLIED BOTANY (4)</strong></td>
</tr>
<tr>
<td>Applies plant science principles to all aspects of growing plants, including elements of soil science, pathology, physiology entomology, landscaping, orchard, garden, and greenhouse science. 3 hrs. lecture. Letter grade only. Course required.</td>
<td>Applies plant science principles to all aspects of growing plants, including elements of soil science, pathology, physiology, entomology, landscaping, orchard, garden, and greenhouse science with comparison of modern agribusiness to sustainable agriculture. 3 hrs. lecture, 3 hours lab. Letter grade only. Course fee required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Is this course required or an elective in any other plan (major, minor, certificate)?</th>
<th>Yes □</th>
<th>No x□</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, explain and provide supporting documentation from the affected departments.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Does this change affect community college articulation?</th>
<th>Yes □</th>
<th>No x□</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, explain how in the justification and provide supporting documentation from the affected institutions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is the course a Common Course as defined by your Articulation Task Force?</th>
<th>Yes □</th>
<th>No x□</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, has the change been approved by the Articulation Task Force?</td>
<td>Yes □</td>
<td>No □</td>
</tr>
</tbody>
</table>

Revised 8/08
If this course has been listed in the Course Equivalency Guide, should that listing be left as is □ or be revised □
If revised, how should it be revised? _____

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current course subject/catalog number</td>
<td>Proposed course subject/catalog number</td>
</tr>
<tr>
<td>Current number of units/credits 3</td>
<td>Proposed number of units/credits 4</td>
</tr>
<tr>
<td>Current Course Fee yes □ no □</td>
<td>If subject or catalog number change Move □ or Delete □</td>
</tr>
<tr>
<td>Current Grading Option* Letter Grade □ Pass/Fail □ or Both □</td>
<td>Proposed Grading Option* Letter Grade □ Pass/Fail □ or Both □</td>
</tr>
<tr>
<td>Current Repeat for additional Units</td>
<td>Proposed Repeat for additional Units</td>
</tr>
<tr>
<td>Current Max number of units</td>
<td>Proposed Max number of units</td>
</tr>
<tr>
<td>Current Prerequisite</td>
<td>Proposed Prerequisite</td>
</tr>
<tr>
<td>Current Co-requisite</td>
<td>Proposed Co-requisite</td>
</tr>
<tr>
<td>Current Co-Convene with</td>
<td>Proposed Co-Convene with</td>
</tr>
<tr>
<td>Current Cross List with</td>
<td>Proposed Cross List with</td>
</tr>
</tbody>
</table>

Revised 8/08
Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list?  Liberal Studies □  Diversity □

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

This course was first taught in the Spring 2008 and from its inception we were pressed for time to do both the classroom and the hands-on portions. The content of the course has evolved to include an extensive study of current agribusiness practices compared to sustainable agriculture including economic, political, social and cultural ramifications of status quo vs. change. It now includes three major foci; the botanical basis for practical plant husbandry, hands-on techniques in the garden and greenhouse, and current readings, media information, discussion, and writings dealing with trends in agriculture. Putting applied botany into this integrative perspective has strengthened the course considerably specifically by promoting critical thinking among the students. Bio 345 is taught every semester and, after the first offering, has been fully enrolled mainly with upper classmen. The addition of the latter topic requires that we separate out the hands-on portion of the class into a lab so that we have enough time to go on field trips and do justice to both the classroom learning and the hands-on portion.

The course description is changed to reflect the third focus of the course and to delete landscaping as we’ve not dealt with that topic. Other words are deleted in order to condense the course description.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Action taken:  □ approved as submitted  □ approved as modified

Revised 8/08
Northern Arizona University  
College of Engineering, Forestry and Natural Sciences  
Department of Biological Sciences  

BIO 345 - APPLIED BOTANY  
Fall 2009 (4 credit hours)  

INSTRUCTOR: Dr. Peggy E. Pollak  
OFFICE: BS 109  
PHONE: 523-9492  
OFFICE HRS: Tu, Th 11 – 12:00  
MEETING DAYS: Tues, Thurs  
MEETING TIME: 9:35 – 10:50  
MEETING PLACE: BS 328  
COURSE WEBSITE: vista.nau.edu  
CLASS NUMBER: 110769  
E-MAIL: peggy.pollak@nau.edu  
Animal, Vegetable, Miracle by Barbara Kingsolver  

COURSE OBJECTIVES: by the end of this course students should be able to:  
- Apply basic botanical concepts to propagating, growing, harvesting plants  
- Integrate geographic, geologic, and ecological principles into the concept of a habitat  
- Select appropriate plant varieties for different habitats  
- Diagnose and solve gardening problems  
- Grow a garden  
- Knowledgeably discuss the issues involved with sustainability of current agricultural practices  

COURSE PLAN:  
We do three things in this course:  
1) learn about plants and gardens through lecture and reading  
2) explore readings about current agricultural practices  
3) apply what we have learned by growing a garden  
Classroom time alternates between discussions on assigned readings, and lectures introducing the basics of botany, soil structure and chemistry, and plants interacting with their external natural and man-caused challenges: predator and disease diagnosis and control, how to avoid weather-related losses, plant propagation and pruning, and xeriscaping. Laboratory time will mostly be hands-on in the garden and greenhouse.  

COURSE FORMAT:  
The course includes lecture, discussion, demonstrations and student garden work. I will assume that you have completed the assigned reading prior to attending class. Lectures will be designed to elaborate and explain, not simply reiterate the reading assignments. The semester will be split among indoor activities (lecture, discussion, greenhouse work) and outdoor activities, actually putting our learning to work in the Shand garden. There will be field trips and may be guest lecturers.  

COURSE REQUIREMENTS:  
1. Examinations:  
   A. Three exams will be given during class. Each will be short answer and short essay format and comprehensive.  
   B. Make-up exams—NONE  
2. Discussion:  
   A. Each student will lead a discussion over an assigned reading  
3. Attendance and participation counts:  
   A. There will be several opportunities for Sat. field trips. Each student should count on attending at least one which will count toward participation.  
4. Grading: Grading is on a straight percentage scale.
Points Possible | Grading
--- | ---
Exams (100 each) | 300 | 90-100% = A
Class participation | 100 | 80-89% = B
Discussion | 50 | 70-79% = C
Total Points | 450 | 60-69% = D
| 0-59% = F

COURSE POLICIES:
Regular attendance is necessary to succeed in this class because new material, not presented in the reading, and demonstrations will be done during this time. There is no provision for repeating demonstrations. Your grade will reflect your attendance and the degree to which you participate in class activities.
Please do not come to class if you have symptoms of the flu. I will work with you to make up any missed work and will allow make-ups exams in this instance.
Pop quizzes may be administered at any time. These will all be extra credit and may not be made up due to absence.
Plagiarism or other forms of cheating will result in a grade of F for that assignment or the course.

TENTATIVE LECTURE SCHEDULE:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 25, 27</td>
<td>Course overview, garden work</td>
<td>Kingsolver Ch. 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab: Introduction to greenhouse procedures</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sep. 1, 3</td>
<td>Basic botany</td>
<td>MGM Ch. 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab: Fruit and flower structure</td>
<td>Kingsolver Ch. 2</td>
</tr>
<tr>
<td>3</td>
<td>Sep. 8, 10</td>
<td>Basic botany (cont.)</td>
<td>MGM Ch. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab: Field trip to Arboretum</td>
<td>Kingsolver Ch. 3</td>
</tr>
<tr>
<td>4</td>
<td>Sep. 15, 17</td>
<td>Basic botany (cont.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab: Determining soil quality</td>
<td>Kingsolver Ch. 4</td>
</tr>
<tr>
<td>5</td>
<td>Sep. 22, 24</td>
<td>Plant products, flowers, fruits, vegetables</td>
<td>MGM Ch. 2 (cont.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab: Putting food by</td>
<td>Kingsolver Ch. 5 &amp; 6</td>
</tr>
<tr>
<td>6</td>
<td>Sep. 29, Oct. 1</td>
<td>Soils, Water, Weather, season extenders</td>
<td>MGM Chs. 16, 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab: Weed identification and control</td>
<td>Kingsolver Chs. 7</td>
</tr>
</tbody>
</table>

EXAM #1 Thursday Oct. 1

7 | Oct. 6, 8 | Sustainability, King Korn | Pollan interview |
|   |      | Lab: Field trip to Willow Bend | Kingsolver Ch. 8 |
| 8 | Oct. 13, 15 | Plant propagation, pruning | MGM Chs. 7 & 8 |
|   |      | Lab: Plant propagation | |
|   | Kingsolver Chs. 9 & 10 | |
| 9 | Oct. 20, 22 | Vegetables and flowers | MGM Ch. 10, 14 |
|   |      | Lab: Choosing what to plant | Kingsolver Chs. 11 & 12 |
Oct. 27, 29  Vegetables and flowers (cont)
Lab: Layout of drip system  Kingsolver Chs. 13 & 14

Nov. 3, 5  Small fruits
Lab: Pruning  MGM Ch. 11
Kingsolver Chs. 15 & 16

EXAM #2 Thursday Nov 5

Nov. 10, 12  Noxious weeds and composting
Lab: Constructing compost pile  MGM Ch. 12
Kingsolver Chs. 17 & 18

Nov. 17, 19  Insect identification and control
Lab: Garden clean up to control insects  MGM Chs. 3, 6
Kingsolver Ch. 19

Nov. 24, 26  THANKSGIVING HOLIDAY NO CLASS

Dec. 1, 3  Fungi and plant disease diagnosis
Lab: Recognizing fungi  MGM Chs. 4, 5
Kingsolver Ch. 20

Dec. 8  FINAL EXAM 7:30 AM

IMPORTANT DEADLINES:
9/4  Last day to Add a class (without having to file a petition and pay a $25 late add fee)
9/4  Last day to file for Grade Replacement
9/5  Petition to Add a class and $25 late add fee in effect
9/18  Last day to Drop/Delete a class (without class appearing on students’ transcripts)
9/19  Drop with a “W” in effect (class will appear on students’ transcripts with a “W” where grade is reported)
10/23  Last day to drop with a “W” (without having to file a petition and pay a $25 late processing fee)
10/24  Petition to drop and $25 late processing fee in effect
11/30  Last day to officially withdraw from the University for the Fall 2009 term (from all classes)

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

You may obtain a copy of this policy from the college dean’s office. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), the academic ombudsperson (928-523-9368), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES
If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.
Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

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

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

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

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office. If you have questions, contact Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

**ACADEMIC INTEGRITY**
The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU’s Student Handbook.

**ACADEMIC CONTACT HOUR POLICY**
The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

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

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


3. College CEFNS

4. Academic Unit/Department CHM

5. Current course subject/catalog number CHM 342

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

CHM 342 PHYSICAL CHEMISTRY II (3)
Introduces quantum and statistical mechanics, group theory, and spectroscopy.
Prerequisite: CHM 341 and Prerequisite or Corequisite: MAT 238

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

CHM 442C PHYSICAL CHEMISTRY II (3)
Introduces quantum and statistical mechanics, group theory, and spectroscopy.
Prerequisite: CHM 341 and Prerequisite or Corequisite: MAT 238

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

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

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

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

   If revised, how should it be revised? □

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current course subject/catalog number</td>
<td>Proposed course subject/catalog number</td>
</tr>
<tr>
<td>CHM 342</td>
<td>CHM 442C</td>
</tr>
<tr>
<td>Current number of units/credits</td>
<td>Proposed number of units/credits</td>
</tr>
<tr>
<td>Current Course Fee yes □ no □</td>
<td>If subject or catalog number change</td>
</tr>
<tr>
<td>Move ❌ or Delete □</td>
<td></td>
</tr>
</tbody>
</table>

Revised 8/08
<table>
<thead>
<tr>
<th>Current Grading Option*</th>
<th>Proposed Grading Option*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade □ Pass/Fail □ or Both □</td>
<td>Letter Grade □ Pass/Fail □ or Both □</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Repeat for additional Units</th>
<th>Proposed Repeat for additional Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Max number of units</td>
<td>Proposed Max number of units</td>
</tr>
<tr>
<td>Current Prerequisite</td>
<td>Proposed Prerequisite</td>
</tr>
<tr>
<td>Current Co-requisite</td>
<td>Proposed Co-requisite</td>
</tr>
<tr>
<td>Current Co-Convene with</td>
<td>Proposed Co-Convene with</td>
</tr>
<tr>
<td>Current Cross List with</td>
<td>Proposed Cross List with</td>
</tr>
</tbody>
</table>

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

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.
We want to change Physical Chemistry II (CHM 342) to a 400-level course and a capstone course: CHM 442C. The American Chemical Society defines PChem II as an in-depth course, along with three other 400-level courses in our curriculum (CHM 425, 450, 462). We are proposing to make all four in-depth courses into capstone courses (CHM 425C, 450C, 442C, 462C).

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Action taken:  
✓ approved as submitted  
approved as modified
University Curriculum Committee
Proposal for Course Change

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


3. College  CEFNS  4. Academic Unit/Department  CHM

5. Current course subject/catalog number  CHM 342L

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

CHM 342L PHYSICAL CHEMISTRY LAB (2)
Individual projects in the areas of kinetics, molecular spectroscopy, thermodynamics, and quantum mechanics. 6 hrs. lab. Letter grade only. Course fee required. Prerequisite: CHM 320L and Prerequisite or Corequisite: CHM 342

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

CHM 442L PHYSICAL CHEMISTRY LAB (2)
Individual projects in the areas of kinetics, molecular spectroscopy, thermodynamics, and quantum mechanics. 6 hrs. lab. Letter grade only. Course fee required. Prerequisite: CHM 320L and Prerequisite or Corequisite: CHM 342 442C

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

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

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

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

   If revised, how should it be revised?  

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current course subject/catalog number</td>
<td>Proposed course subject/catalog number</td>
</tr>
<tr>
<td>CHM 342L</td>
<td>CHM 442L</td>
</tr>
<tr>
<td>Current number of units/credits</td>
<td>Proposed number of units/credits</td>
</tr>
</tbody>
</table>

Revised 8/08
Current Course Fee  yes ☐  no ☐  If subject or catalog number change Move ☒ or Delete ☐
Current Grading Option*  Letter Grade ☐  Pass/Fail ☐ or Both ☐
Current Repeat for additional Units
Current Max number of units
Current Prerequisite
Current Co-requisite
Current Co-Convene with
Current Cross List with

Proposed Grading Option*  Letter Grade ☐  Pass/Fail ☐ or Both ☐
Proposed Repeat for additional Units
Proposed Max number of units
Proposed Prerequisite
Proposed Co-requisite
Proposed Co-Convene with
Proposed Cross List with

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

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.
   We want to change Physical Chemistry II Lab (CHM 342L) to a 400-level course: CHM 442L (to accompany CHM 442). According to the American Chemical Society, PChem II (and its lab) are in-depth courses, and our other in-depth courses (CHM 425, 450, 482) are also 400-level courses. This will also allow us to make PChem II a capstone course (CHM 442C) for the major.

10. Approvals

   Department Chair/ Unit Head (if appropriate)/ Date
   Sheryl K. Howard  1/12/10

   Chair of college curriculum committee/Date
   1/10

   Dean of college/Date
   1/26/10

   For Committee use only

   For University Curriculum Committee/Date

Action taken: ☒ approved as submitted  ☐ approved as modified
### University Curriculum Committee

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

<table>
<thead>
<tr>
<th>1. College</th>
<th>CEFNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>Chemistry &amp; Biochemistry</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>B.S. Chemistry</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
</tr>
</tbody>
</table>

#### 6. Is this proposal for a:

- [ ] New Plan
- [x] Plan Change*
- [ ] Plan Deletion
- [ ] New Subplan
- [ ] Subplan Change
- [ ] Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

#### 7. ALL Education plans, please indicate NCATE Designation:

- [ ] Initial Plan
- [ ] Advanced Plan
- [ ] Remove Designation
- [ ] Change from Initial to Advanced Plan
- [ ] Change from Advanced to Initial Plan

#### 8.

---

Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online 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 and strikethrough what is being deleted.
(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

B.S. CHEMISTRY
To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
- at least 35 units of liberal studies requirements. Be aware that you may not use courses with a CHM prefix to satisfy these liberal studies requirements.
- at least 47 units of major requirements
- at least 18 units of minor requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in U.S. ethnic diversity and one in global diversity 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.

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

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

**MAJOR REQUIREMENTS**

Complete the following 47 units:
- CHM 151, 151L, 152, 152L, 235,
  235L, 238, and 341 (20 units)
- MAT 136 and 137 and PHY 161 and
  262 (15 units)
  (PHY 262L is not required.)
- one of CHM 300W or ENG 302W or
  305W, each of which meets NAU’s
  junior writing requirement (3 units)
- at least two courses from CHM
  408C or 485C, 497C, and 498C,
  which together meet NAU’s senior
  capstone requirement (3 units)

- 6 additional units of non-duplicating
  chemistry courses

---

degree must be upper-division courses
(those numbered 300 and above).

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

**MAJOR REQUIREMENTS**

Complete the following 47 units:
- CHM 151, 151L, 152, 152L, 235,
  235L, 238, and 341 (20 units)
- MAT 136 and 137 and PHY 161 and
  262 (15 units)
  (PHY 262L is not required.)
- one of CHM 300W or ENG 302W or
  305W, each of which meets NAU’s
  junior writing requirement (3 units)
- at least two courses from CHM
  408C or 485C, 497C, and 498C,
  which together meet NAU’s senior
  capstone requirement (3 units)

**one course from the following**
list to meet NAU’s capstone
requirement: CHM 425C, 442C,
450C, 462C (3 units)

- 6 additional units of non-duplicating
  chemistry courses

6 or more units of non-
duplicating chemistry courses
from the following list: CHM
238L, 320, 320L, 350, 360,
360L, 440, 460L, 461 (consider

Revised 09/07
MINOR REQUIREMENTS
Complete a minor of at least 18 units from those described in this catalog. In consultation with your advisor, you should select a minor that’s appropriate for your career aspirations and educational needs. Your minor advisor will advise you about this part of your academic plan.

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

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

CHM 485 and CHM 498 are recommended, especially for students planning to attend graduate school.

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

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

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

9. 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.

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

Revised 09/07
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.


NA

12. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
   - By specifying the courses that make up the "6 additional units", students are directed toward a prerequisite course for their capstone. It also helps meet the requirement for 30 upper division hours.
   - By making the capstone one of 4 lecture courses, students are required to take at least one "in-depth" course (as defined by the ACS). The current degree plan has no in-depth course requirements. Chemistry students may still participate in CHM 485 (undergraduate research), CHM 497 (Independent Study), and CHM 498 (senior seminar) as electives.

13. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
   Courses added above are currently offered for other plans. Current resources are adequate.

14. 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

15. Will present library holdings support this academic plan/subplan?
   Current holdings adequate.

Certifications

[Signatures and dates]

Department Chair/ Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For committee use only

[Signature and date]

For University Curriculum Committee Date

Revised 09/07
Action taken: approved as submitted

-approved as modified
## Bachelor of Science
### CHEMISTRY
#### 2010-2011 Undergraduate Catalog

### Degree Progression Plan

#### Freshman Year

<table>
<thead>
<tr>
<th>1st term</th>
<th>2nd term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 151</td>
<td>CHM 152</td>
</tr>
<tr>
<td>CHM 151L</td>
<td>CHM 152L</td>
</tr>
<tr>
<td>LS</td>
<td>ENG 105</td>
</tr>
<tr>
<td>LS</td>
<td>MAT 136</td>
</tr>
<tr>
<td>GE</td>
<td>DIV</td>
</tr>
<tr>
<td>NAU 100</td>
<td></td>
</tr>
</tbody>
</table>

Total units 15

#### Sophomore Year

<table>
<thead>
<tr>
<th>3rd term</th>
<th>4th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 235</td>
<td>CHM 238</td>
</tr>
<tr>
<td>CHM 235L</td>
<td>PHY 262</td>
</tr>
<tr>
<td>MAT 137</td>
<td>MIN</td>
</tr>
<tr>
<td>PHY 161</td>
<td>LS</td>
</tr>
<tr>
<td>GE</td>
<td>GE</td>
</tr>
</tbody>
</table>

Total units 16

#### Junior Year

<table>
<thead>
<tr>
<th>5th term</th>
<th>6th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 341</td>
<td>ME</td>
</tr>
<tr>
<td>JLWC</td>
<td>MIN</td>
</tr>
<tr>
<td>MIN</td>
<td>MIN</td>
</tr>
<tr>
<td>LS</td>
<td>LS</td>
</tr>
<tr>
<td>DIV</td>
<td>GE</td>
</tr>
</tbody>
</table>

Meet with advisor to discuss capstone options

Total units 15

#### Senior Year

<table>
<thead>
<tr>
<th>7th term</th>
<th>8th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP or GE</td>
<td>CAP or GE</td>
</tr>
<tr>
<td>ME</td>
<td>MIN</td>
</tr>
<tr>
<td>MIN</td>
<td>GE</td>
</tr>
<tr>
<td>LS</td>
<td>GE</td>
</tr>
<tr>
<td>GE</td>
<td></td>
</tr>
</tbody>
</table>

Total units 16

#### Liberal Studies Distribution blocks

<table>
<thead>
<tr>
<th>Block</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHI (6 units)</td>
<td>SPW (6 units)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 12/18/2009
PROGRAM INFORMATION

A minimum of 120 units are required for this degree.

Be aware that some courses (especially 300 & 400 level courses) are only offered once a year (fall only or spring only). These courses may be pre-requisites for future courses. Check with your department for a current course rotation.

Recitations are available and strongly encouraged for CHM 151, CHM 152, CHM 235, CHM 238, PHY 161, and PHY 262, however they are not required.

* If you are not prepared to take MAT 136 in term 2, MAT 125 will take the place of the general elective in term 1.

**Junior Level Writing Requirement is fulfilled by the completion of CHM 300W, ENG 302W, or ENG 305W

***Capstone course includes one of the following: CHM 425C, 442C, 450C or 462C.

**** Major electives include 6 or more units of non-duplicating chemistry courses from the following: CHM 238L, 320, 320L, 350, 360, 360L, 440, 460L, 461 (consider capstone pre-requisites when selecting courses)

+ This major requires a minor of at least 18 units.

CHM 485 and CHM 498 are recommended, especially for students planning to attend graduate school.

GENERAL INFORMATION

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.
- Honors students complete different requirements to meet NAU's liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: [http://www4.nau.edu/aio/Articulation/LScourselists.htm](http://www4.nau.edu/aio/Articulation/LScourselists.htm)
  - 6 units of diversity courses (3 units in Global & 3 units in Ethnic). The diversity requirement may be fulfilled in any part of the program of study: [http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm](http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm)
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- Math placement: [http://www.cefls.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml](http://www.cefls.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml)

CONTACT INFORMATION

Department of Chemistry & Biochemistry
Building 20, Room 125
Phone: 928-523-3008
Department Associate Chair: Cynthia Hartzell
Phone: 928-523-6397
EMAIL: Cynthia.Hartzell@nau.edu

Debbie Wildermuth
Academic Services Coordinator
College of Engineering, Forestry & Natural Sciences
Building 21, Room 102
Phone: 928-523-3842
EMAIL: Debbie.Wildermuth@nau.edu

Revised 12/18/2009
**University Curriculum Committee**

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

<table>
<thead>
<tr>
<th>1. College</th>
<th>CEFNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Academic Plan Name</td>
<td>Chemistry Minor</td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
</tr>
<tr>
<td>6. Is this proposal for a:</td>
<td>□ New Plan  X Plan Change*  □ New Subplan  □ Subplan Change  □ Plan Deletion  □ Subplan Deletion</td>
</tr>
</tbody>
</table>

*Plan changes must be accompanied by an updated 8 semester plan.*

**For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online 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 and strikethrough what is being deleted.

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

---

To complete this minor, take one of the following 18-21 unit groups of courses, with your chemistry advisor’s approval:

- either CHM 151, 151L, 152, 235, and 238 plus one of CHM 320, 341, 350, and 360 (18 units)
- or CHM 151, 151L, 152, and 235; plus two of CHM 320, 341, 342, 350, 360, 420, 440 (18 units)
- or CHM 151, 151L, 152, 235, 238, 461, and 462 (21 units)

Be aware that most chemistry courses have prerequisites that you must also take. Click here to view our Chemistry and Biochemistry undergraduate courses and faculty.

---

To complete this minor, take one of the following 18-21 unit groups of courses, with your chemistry advisor’s approval:

- either CHM 151, 151L, 152, 235, and 238 plus one of CHM 320, 341, 350, and 360 (18 units)
- or CHM 151, 151L, 152, and 235; plus two of CHM 320, 341, 342, 350, 360, **420**, 440, **442C** (18 units)
- or CHM 151, 151L, 152, 235, 238, 461, and **462C** (21 units)

Be aware that most chemistry courses have prerequisites that you must also take. Click here to view our Chemistry and Biochemistry undergraduate courses and faculty.

---

Revised 09/07
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 BA/LS 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.


Students completing this minor will have demonstrated a mastery of chemistry fundamentals. Students completing this minor will have demonstrated a mastery of introductory chemistry and organic chemistry. Students completing this minor will have demonstrated sound laboratory skills, including good experimental practices and accurate record keeping.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
   CHM 420 has been deleted and is no longer available as a course selection option. We are recommending that CHM 342 be converted to a 400-level course and a capstone course (CHM 442C). We are recommending that CHM 462 be changed to a capstone course (CHM 462C).

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
   NA – All courses (except CHM 420) are already available and offered!

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)  Date  1/6/10
SHERYL A. HOWARD  Date  1/2/10
Chair of college curriculum committee  Date
Dean of college  Date

Revised 09/07
For committee use only

For University Curriculum Committee

Action taken: ☑ approved as submitted     ☐ approved as modified

Date: 1-26-70

Revised 09/07
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>CEFNS</th>
<th>2. Academic Unit/Department</th>
<th>Chemistry &amp; Biochemistry</th>
</tr>
</thead>
</table>
| 3. Academic Plan Name | B.S. Chemistry (Extended Major) - ACS | 4. Subplan (if applicable)? | _______________________
| 5. Effective Date | 2010                   |                            |                          |

6. Is this proposal for a:  
- [ ] New Plan  
- [x] Plan Change*  
- [ ] Plan Deletion  
- [ ] New Subplan  
- [ ] Subplan Change  
- [ ] Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:  
- [ ] Initial Plan  
- [ ] Advanced Plan  
- [ ] Remove Designation  
- [ ] Change from Initial to Advanced Plan  
- [ ] Change from Advanced to Initial Plan

8. 

Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online 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 and strikethrough what is being deleted. (Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not tallied correctly, the catalog editor will adjust them accordingly.)

---

**B.S. Chemistry (Extended Major)—ACS**

Certified by American Chemical Society

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

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with a CHM prefix to satisfy these liberal studies requirements.
- at least 74 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in U.S. ethnic diversity and one in global diversity 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

---

**B.S. Chemistry (Extended Major)—ACS**

Certified by American Chemical Society

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

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with a CHM prefix to satisfy these liberal studies requirements.
- at least 74 68 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

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

**MAJOR REQUIREMENTS**

Complete the following 74 units:
- MAT 136, 137, 238, and 316 (15 units)
- PHY 161 and 262 (7 units)
  (PHY 262L is not required.)
- one of CHM 300W or ENG 302W or 305W, each of which meets NAU’s junior writing requirement (3 units)
- at least two courses from CHM 408C or 485C, 497C, and 498C, which together meet NAU’s senior capstone requirement (3 units)
- 3 units of advanced coursework in chemistry, physics, computer science, molecular biology, engineering, or mathematics

**MAJOR REQUIREMENTS**

Complete the following 74 units:
- CHM 151, 151L, 152, 152L, 235, 235L, 238, 238L, 320, 320L, 341, 342, 342L, 350, **360 (recommended)** or **461**, 425, 425L, **442L**, 450, and 450L (43 units)
- MAT 136, 137, and 238, and 316 (15 units)
- PHY 161 and 262 (7 units)
  (PHY 262L is not required.)
- one of CHM 300W or ENG 302W or 305W, each of which meets NAU’s junior writing requirement (3 units)
- at least two courses from CHM 408C or 485C, 497C, and 498C, which together meet NAU’s senior capstone requirement (3 units)
- **three courses from CHM 425C, 442C, 450C** to meet NAU’s capstone requirement (9 units)
- 3 units of advanced coursework in chemistry, physics, computer science, molecular biology, engineering, or mathematics
GENERAL ELECTIVES
Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

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

MAT 239 and 316 and CHM 485 and 498 are recommended, especially for students planning to attend graduate school.

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

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

9. 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.

10. 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.

NA

Revised 09/07
12. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

- The American Chemical Society (our certifying agency) no longer requires Linear Algebra (MAT 316) for ACS certified majors. We are removing this course to keep in line with their recommendations. This reduces the requirements for the ACS degree by 3 units. (We still recommend MAT 239 and 316 to students planning to attend graduate school.)
- CHM 360 (or 461) is required for ACS certification. We inadvertently left this requirement out of our previous degree plan. So as not to increase the hours for the degree, we eliminated the “3 hrs of advanced coursework” and replaced it with CHM 360 (or 461).
- CHM 425, 442, and 450 are referred to as “in-depth” courses by ACS and are required for ACS certification. “In-depth” is consistent with NAU’s capstone designation; hence, we made these the capstone courses for the ACS degree (CHM 425C, 442C, and 450C). By doing this, we also decreased the number of units needed for the ACS degree by an additional 3 units (6 units total). Chemistry students intending to go to graduate school are still encouraged to participate in CHM 485 (undergraduate research), one of our former capstone courses.

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

**Require course deletion. Current resources are adequate.**

14. 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**

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

**Current holdings adequate.**

---

**Certifications**

[Signatures]

---

**For committee use only**

[Signatures]

**Action taken:**

☑ approved as submitted  ☐ approved as modified

Revised 09/07
<table>
<thead>
<tr>
<th><strong>Freshman Year</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st term</strong></td>
</tr>
<tr>
<td>CHM 151</td>
</tr>
<tr>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHM 151L</td>
</tr>
<tr>
<td>General Chemistry I Lab</td>
</tr>
<tr>
<td>LS</td>
</tr>
<tr>
<td>Liberal Studies</td>
</tr>
<tr>
<td><strong>DIV</strong></td>
</tr>
<tr>
<td>Diversity</td>
</tr>
<tr>
<td><strong>GE</strong></td>
</tr>
<tr>
<td>General Elective *</td>
</tr>
<tr>
<td><strong>NAU 100</strong></td>
</tr>
<tr>
<td>Transition to College</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
</tr>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sophomore Year</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3rd term</strong></td>
</tr>
<tr>
<td>CHM 235</td>
</tr>
<tr>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHM 235L</td>
</tr>
<tr>
<td>Organic Chemistry I Lab</td>
</tr>
<tr>
<td>MAT 137</td>
</tr>
<tr>
<td>Calculus II (FNRQ)</td>
</tr>
<tr>
<td>PHY 161</td>
</tr>
<tr>
<td>University Physics I (SCI: LAB)</td>
</tr>
<tr>
<td><strong>GE</strong></td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
</tr>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Junior Year</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5th term</strong></td>
</tr>
<tr>
<td>CHM 341</td>
</tr>
<tr>
<td>Physical Chemistry I</td>
</tr>
<tr>
<td>CHM 350</td>
</tr>
<tr>
<td>Inorganic Chemistry I</td>
</tr>
<tr>
<td>CHM 360 or 461</td>
</tr>
<tr>
<td>Fund. Biochemistry or Biochemistry I ***</td>
</tr>
<tr>
<td><strong>JLWC</strong></td>
</tr>
<tr>
<td>Junior Level Writing Course **</td>
</tr>
<tr>
<td><strong>GE</strong></td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
</tr>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Senior Year</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7th term</strong></td>
</tr>
<tr>
<td>CHM 425C</td>
</tr>
<tr>
<td>Instrumental Analysis</td>
</tr>
<tr>
<td>CHM 425L</td>
</tr>
<tr>
<td>Instrumental Analysis Lab</td>
</tr>
<tr>
<td><strong>LS</strong></td>
</tr>
<tr>
<td>Liberal Studies</td>
</tr>
<tr>
<td><strong>LS</strong></td>
</tr>
<tr>
<td>Liberal Studies</td>
</tr>
<tr>
<td><strong>GE</strong></td>
</tr>
<tr>
<td>General Elective</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
</tr>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

Liberal Studies Distribution blocks:

<table>
<thead>
<tr>
<th>AH 1 (6 units)</th>
<th>SPW (6 units)</th>
<th>CU (6 units)</th>
<th>Science (7 units)</th>
<th>Additional 3 units to reach 35 total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHY 161 (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHY 262 (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MAT 136 (4)</td>
<td></td>
</tr>
</tbody>
</table>
PROGRAM INFORMATION

A minimum of 120 units are required for this degree.

Be aware that some courses (especially 300 & 400 level courses) are only offered once a year (fall only or spring only). These courses may be pre-requisites for future courses. Check with your department for a current course rotation.

Recitations are available and strongly encouraged for CHM 151, CHM 152, CHM 235, CHM 238, PHY 161, and PHY 262, however they are not required.

* If you are not prepared to take MAT 136 in term 2, MAT 125 will take the place of the general elective in term 1.

** Junior Level Writing Requirement is fulfilled by the completion of CHM 300W, ENG 302W, or ENG 305W.

*** CHM 360 is recommended

MAT 239 and 316 and CHM 485 are recommended, especially for students planning to attend graduate school.

GENERAL INFORMATION

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.
- Honors students complete different requirements to meet NAU's liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: http://www4.nau.edu/aio/Articulation/L_Scourselists.htm
  - 6 units of diversity courses (3 units in Global & 3 units in Ethnic). The diversity requirement may be fulfilled in any part of the program of study:
    http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: http://www.nau.edu/comp/placement.html
- Math placement: http://www.cecfns.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml

CONTACT INFORMATION

Department of Chemistry & Biochemistry
Building 20, Room 125
Phone: 928-523-3008
Department Associate Chair: Cynthia Hartzell
Phone: 928-523-6397
EMAIL: Cynthia.Hartzell@nau.edu

Debbie Wildermuth
Academic Services Coordinator
College of Engineering, Forestry & Natural Sciences
Building 21, Room 102
Phone: 928-523-3842
EMAIL: Debbie.Wildermuth@nau.edu

Revised 12/18/2009
### University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College | CEFNS
---|---
2. Academic Unit/Department | Chemistry & Biochemistry
3. Academic Plan Name | B.S. Chemistry: Biochemistry (Extended Major) - ACS
4. Subplan (if applicable)?
5. Effective Date | FALL 2010
6. Is this proposal for a: |  □ New Plan  □ New Subplan  □ Plan Change  □ Plan Change
   □ Plan Change  □ Subplan Change  □ Subplan Change  □ Subplan Change
   □ Plan Change  □ Subplan Change  □ Subplan Change  □ Subplan Change
   *Plan changes must be accompanied by an updated 8 semester plan.*
   7. ALL Education plans, please indicate NCATE Designation:
      □ Initial Plan  □ Advanced Plan  □ Remove Designation
      □ Change from Initial to Advanced Plan  □ Change from Advanced to Initial Plan

8. Revised 09/07
B.S. CHEMISTRY: BIOCHEMISTRY (EXTENDED MAJOR)—ACS

Certified by American Chemical Society

To earn this degree, which is certified by the American Chemical Society, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements Be aware that you may not use courses with a CHM prefix to satisfy these liberal studies requirements.
- at least 96 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

Please note that you must complete NAU’s diversity requirements by taking two 3-unit courses, one in U.S. ethnic diversity and one in global diversity 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

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

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

B.S. CHEMISTRY: BIOCHEMISTRY (EXTENDED MAJOR)—ACS

Certified by American Chemical Society

To earn this degree, which is certified by the American Chemical Society, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements Be aware that you may not use courses with a CHM prefix to satisfy these liberal studies requirements.
- at least 96 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

Please note that you must complete NAU’s diversity requirements by taking two 3-unit courses, one in U.S. ethnic diversity and one in global diversity 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

Revised 09/07
your degree must be upper-division courses (those numbered 300 and above).

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

**MAJOR REQUIREMENTS**

Complete the following 96 units:


- BIO 181:181L, 182, 205, and 344 (15 units)

- MAT 136, 137, 238, and 316 (15 units)

- PHY 161 and 262 (7 units)  
  (PHY 262L is not required.)

- CHM 300W or ENG 302W or 305W, each of which meets NAU's junior writing requirement (3 units)

- at least two courses from CHM 408C or 485C, CHM 497C, and CHM 498C, which together meet NAU’s senior capstone requirement (3 units)

- one course from BIO 320, 332, 340,

**MAJOR REQUIREMENTS**

Complete the following 96 90 units:

  (50 38 units)

- BIO 181:181L, 182, 205, and 344 (15 units)

- MAT 136, 137, and 238  
  (12 units)

- PHY 161 and 262 (7 units)  
  (PHY 262L is not required.)

- CHM 300W or ENG 302W or 305W, each of which meets NAU’s junior writing requirement (3 units)

- at least two courses from CHM 408C or 485C, CHM 497C, and CHM 498C, which together meet NAU’s senior capstone requirement (3 units)

**CHM 425C, 442C, 450C, and 462C to meet NAU’s capstone requirement (12 units)**

- one course from BIO 320, 332, 340,
10. 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.


NA

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

The American Chemical Society (our certifying agency) no longer requires Linear Algebra (MAT 316) for ACS certified majors. We are removing this course to keep in line with their recommendations.

- The American Chemical Society (our certifying agency) no longer requires Linear Algebra (MAT 316) for ACS certified majors. We are removing this course to keep in line with their recommendations. This reduces the requirements for the ACS degree by 3 units. (We still recommend MAT 239 and 316 to students planning to attend graduate school.)
- CHM 425, 442, 450, and 462 are referred to as “in-depth” courses by ACS and are required for ACS-Biochemistry certification. “In-depth” is consistent with NAU’s capstone designation; hence, we made these the capstone courses for the ACS-Biochemistry degree (CHM 425C, 442C, 450C, 462C). By doing this, we also
decreased the number of units needed for the ACS degree by an additional 3 units (6 units total). Chemistry students intending to go to graduate school are still encouraged to participate in CHM 485 (undergraduate research), one of our former capstone courses.

13. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
   
   Require course deletion. Current resources are adequate.

14. 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

15. Will present library holdings support this academic plan/subplan?
   
   Current holdings adequate.

Certifications

Signature: [Signature]

Department Chair/Unit Head (if appropriate)

Date: 11/06/10

Signature: [Signature]

Chair of college curriculum committee

Date: 11/07/10

Signature: [Signature]

Dean of college

Date: 11/07/10

For committee use only

Signature: [Signature]

For University Curriculum Committee

Date: 12/26/10

Action taken: [ ] approved as submitted  [ ] approved as modified

Revised 09/07
# Bachelor of Science

**CHEMISTRY: BIOCHEMISTRY (EXTENDED MAJOR) - ACS**

2010-2011 Undergraduate Catalog

## Degree Progression Plan

### Freshman Year

<table>
<thead>
<tr>
<th>1st term</th>
<th>2nd term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 151 General Chemistry I</td>
<td>CHM 152 General Chemistry II</td>
</tr>
<tr>
<td>CHM 151L General Chemistry I Lab</td>
<td>CHM 152L General Chemistry II Lab</td>
</tr>
<tr>
<td>BIO 182 Unity of Life II</td>
<td>BIO 181 Unity of Life I (SCI: LAB)</td>
</tr>
<tr>
<td>LS or MAT 125 Liberal Studies or Pre-calculus *</td>
<td>BIO 181L Unity of Life I Lab (SCI: LAB)</td>
</tr>
<tr>
<td>NAU 100 Transition to College</td>
<td>ENG 105 Critical Reading and Writing (FNRQ)</td>
</tr>
<tr>
<td></td>
<td>MAT 136 Calculus I (SCI: SAS)</td>
</tr>
</tbody>
</table>

Total units: 13-14

### Sophomore Year

<table>
<thead>
<tr>
<th>3rd term</th>
<th>4th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 235 Organic Chemistry I</td>
<td>CHM 238 Organic Chemistry II</td>
</tr>
<tr>
<td>CHM 235L Organic Chemistry I Lab</td>
<td>CHM 238L Organic Chemistry II Lab</td>
</tr>
<tr>
<td>MAT 137 Calculus II (FNRQ)</td>
<td>MAT 238 Calculus III</td>
</tr>
<tr>
<td>BIO 205 Microbiology (SCI: SAS)</td>
<td>BIO 344 Cellular &amp; Molecular Biology</td>
</tr>
<tr>
<td>PHY 161 University Physics I (SCI: SAS)</td>
<td>PHY 262 University Physics II (SCI: SAS)</td>
</tr>
</tbody>
</table>

Total units: 17

### Junior Year

<table>
<thead>
<tr>
<th>5th term</th>
<th>6th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 341 Physical Chemistry I</td>
<td>CHM 320 Analytical Chemistry</td>
</tr>
<tr>
<td>CHM 350 Inorganic Chemistry I</td>
<td>CHM 320L Analytical Chemistry Lab</td>
</tr>
<tr>
<td>CHM 461 Biochemistry I</td>
<td>CHM 462C Biochemistry II</td>
</tr>
<tr>
<td>CHM 460L Biochemistry Lab</td>
<td>CHM 442C Physical Chemistry II</td>
</tr>
<tr>
<td>MAT 316 Introduction to Linear Algebra</td>
<td>CHM 442L Physical Chemistry II Lab</td>
</tr>
<tr>
<td>LS Liberal Studies (if one not taken in term 1)</td>
<td>JLWC Junior Level Writing Course *</td>
</tr>
</tbody>
</table>

Meet with an advisor to discuss capstone options

Total units: 13-16

### Senior Year

<table>
<thead>
<tr>
<th>7th term</th>
<th>8th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP Capstone Course **</td>
<td>CAP Capstone Course **</td>
</tr>
<tr>
<td>CHM 425C Instrumental Analysis</td>
<td>CHM 450C Inorganic Chemistry II</td>
</tr>
<tr>
<td>CHM 425L Instrumental Analysis Lab</td>
<td>CHM 450L Inorganic Chemistry II Lab</td>
</tr>
<tr>
<td>LS Liberal Studies</td>
<td>ME Major Elective ***</td>
</tr>
<tr>
<td>LS/LW Liberal Studies / Diversity **</td>
<td>LS Liberal Studies</td>
</tr>
<tr>
<td>LS Liberal Studies</td>
<td>LS/LW Liberal Studies / Diversity **</td>
</tr>
<tr>
<td></td>
<td>GE General Elective (if needed to reach 120 units)</td>
</tr>
</tbody>
</table>

Total units: 16

**Liberal Studies Distribution blocks**

- AH1 (6 units)
- SPW (6 units)
- CU (6 units)  
- Science (7 units)  
- BIO 181 & 181L (4 units)  
- PHY 161 (4 units)  
- MAT 136 (4 units)

Revised 12/18/2009
PROGRAM INFORMATION

A minimum of 120 units are required for this degree.

Be aware that some courses (especially 300 & 400 level courses) are only offered once a year (fall only or spring only). These courses may be pre-requisites for future courses. Check with your department for a current course rotation.

Recitations are available and strongly encouraged for CHM 151, CHM 152, CHM 235, CHM 238, PHY 161, and PHY 262, however they are not required.

If you are not prepared to take MAT 136 in term 2, MAT 125 will need to be added in term 1. This will bring the total units to 123.

*Junior Level Writing Requirement is fulfilled by the completion of CHM 300W, ENG 302W, or ENG 305W

** Take a Liberal Studies course that also satisfies a Diversity requirement.

*** Major elective include 3 units from the following: BIO 320, 332, 340, 349L, 350, 369, 401, 425C, 426C, 435C, 440, 444C, 446 or 488C or from any additional CHM course 300 level or higher.

MAT 239 and 316 and CHM 485 and 498 are recommended, especially for students planning to attend graduate school.

GENERAL INFORMATION

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.
- Honors students complete different requirements to meet NAU’s liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: [http://www4.nau.edu/aio/Articulation/1Scourselst.htm](http://www4.nau.edu/aio/Articulation/1Scourselst.htm)
  - 6 units of diversity courses (3 units in Global & 3 units in Ethnic). The diversity requirement may be fulfilled in any part of the program of study: [http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm](http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm)
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- Math placement: [http://www.ccfns.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml](http://www.ccfns.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml)

CONTACT INFORMATION

Department of Chemistry & Biochemistry
Building 20, Room 125
Phone: 928-523-3008
Department Associate Chair: Cynthia Hartzell
Phone: 928-523-6397
EMAIL: Cynthia_Hartzell@nau.edu

Debbie Wildermuth
Academic Services Coordinator
College of Engineering, Forestry & Natural Sciences
Building 21, Room 102
Phone: 928-523-3842
EMAIL: Debbie_Wildermuth@nau.edu

Revised 12/18/2009
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>CEFNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>Chemistry &amp; Biochemistry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Academic Plan Name</th>
<th>B.S. Chemistry: Health Preprofessional (Extended Major)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Subplan (if applicable)?</td>
<td>----------------------------------------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Effective Date</th>
<th>FALL 2010</th>
</tr>
</thead>
</table>

6. Is this proposal for a:
- [ ] New Plan
- [x] Plan Change*  
- [ ] Plan Deletion
- [ ] New Subplan
- [ ] Subplan Change
- [ ] Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:
- [ ] Initial Plan
- [ ] Advanced Plan
- [ ] Remove Designation
- [ ] Change from Initial to Advanced Plan
- [ ] Change from Advanced to Initial Plan

8.
B.S. CHEMISTRY: HEALTH PREPROFESSIONAL (EXTENDED MAJOR)

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

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with a CHM prefix to satisfy these liberal studies requirements.
- at least 61 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).
Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

MAJOR REQUIREMENTS

Complete the following 61 units:
- CHM 151, 151L, 152, 152L, 235, 235L, 238, and 341 (20 units)
- MAT 136 and 137 and PHY 161 and 262 (15 units)
  (PHY 262L is not required.)
- BIO 181:181L (4 units)
- BIO 182 or 205 (4 units)
- one of CHM 300W or ENG 302W or 305W, each of which meets NAU’s junior writing requirement (3 units)
- at least two courses from CHM 408C or 485C, 497C, and 498C, which together meet NAU’s senior capstone requirement (3 units)

- 6 units of non-duplicating chemistry courses

6 or more units of non-duplicating chemistry courses from the following list: CHM 238L, 320, 320L, 350, 360, 360L, 440, 460L,
- 6 additional units in chemistry and/or biology

(CHM 461 is recommended.)

461 (recommended) (consider capstone prerequisites when selecting these units)

- 6 additional units of non-duplicating courses in chemistry and/or biology

(CHM 461 is recommended.)

CHM 485 and CHM 498 are recommended, especially for students planning to attend graduate school.

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

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

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

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

9. 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.

Revised 09/07
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.

10. 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.


NA

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

- By specifying the courses that make up the "6 additional units", students are directed toward a prerequisite course for their capstone. It also helps meet the requirement for 30 upper division hours.

- By making students select a capstone from CHM 425C, 442C, 450C, 462C, students are required to take at least one "in-depth" course (as defined by the ACS). The current degree plan has no in-depth course requirements. Chemistry students intending to go to graduate school are still encouraged to participate in CHM 485 (undergraduate research), one of our former capstone courses.

- The current catalog for this degree recommends taking CHM 461 to fulfill the requirements for this degree. Although other options are possible, here we recommend that students in this degree plan take both CHM 461 and the corresponding capstone course CHM 462C.

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

Courses added above are currently offered for other plans. Current resources are adequate.

14. 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

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

Current holdings adequate.

Certifications

\[\text{Department Chair/Unit Head} \quad \text{Date} \]

\[\text{Chair of college curriculum committee} \quad \text{Date} \]

\[\text{Dean of college} \quad \text{Date} \]

Revised 09/07
For committee use only

For University Curriculum Committee

Action taken: __________ approved as submitted _____ approved as modified

Date 1-26-10

Revised 09/07
Bachelor of Science
CHEMISTRY: HEALTH PREPROFESSIONAL
(EXTENDED MAJOR)
2010-2011 Undergraduate Catalog

Degree Progression Plan

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>1st term</th>
<th>2nd term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 151</td>
<td>General Chemistry I</td>
<td>CHM 152</td>
</tr>
<tr>
<td>CHM 151L</td>
<td>General Chemistry 1 Lab</td>
<td>CHM 152L</td>
</tr>
<tr>
<td>LS</td>
<td>Liberal Studies</td>
<td>ENG 105</td>
</tr>
<tr>
<td>DIV</td>
<td>Diversity</td>
<td>MAT 136</td>
</tr>
<tr>
<td>GE</td>
<td>General Elective *</td>
<td>LS</td>
</tr>
<tr>
<td>NAU 100</td>
<td>First Year Experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total units: 16</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>3rd term</th>
<th>4th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 235</td>
<td>Organic Chemistry I</td>
<td>CHM 238</td>
</tr>
<tr>
<td>CHM 235L</td>
<td>Organic Chemistry 1 Lab</td>
<td>BIO 181</td>
</tr>
<tr>
<td>MAT 137</td>
<td>Calculus II (FNRQ)</td>
<td>BIO 181L</td>
</tr>
<tr>
<td>PHY 161</td>
<td>University Physics 1 (SCI: SAS)</td>
<td>PHY 262</td>
</tr>
<tr>
<td>GE</td>
<td>General Elective</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>Total units: 16</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>5th term</th>
<th>6th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 341</td>
<td>Physical Chemistry I</td>
<td>ME</td>
</tr>
<tr>
<td>JLWC</td>
<td>Junior Level Writing Course **</td>
<td>ME</td>
</tr>
<tr>
<td>BIO 182 or BIO 205</td>
<td>Unity of Life II or Microbiology (SCI: SAS)</td>
<td>LS</td>
</tr>
<tr>
<td>LS</td>
<td>Liberal Studies</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total units: 13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Year</th>
<th>7th term</th>
<th>8th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP or GE</td>
<td>Capstone Course *** or General Elective</td>
<td>CAP or GE</td>
</tr>
<tr>
<td>ME</td>
<td>Major Elective ****</td>
<td>ME</td>
</tr>
<tr>
<td>DIV</td>
<td>Diversity</td>
<td>GE</td>
</tr>
<tr>
<td>LS</td>
<td>Liberal Studies</td>
<td>GE</td>
</tr>
<tr>
<td>GE</td>
<td>General Elective</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>Total units: 15</td>
<td></td>
</tr>
</tbody>
</table>

Liberal Studies Distribution blocks

<table>
<thead>
<tr>
<th>AHI (6 units)</th>
<th>SPW (6 units)</th>
<th>CU (6 units)</th>
<th>Science (7 units)</th>
<th>Additional 3 units to reach 35 total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHY 161 (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHY 262 (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MAT 136 (4)</td>
<td></td>
</tr>
</tbody>
</table>
PROGRAM INFORMATION

A minimum of 120 units are required for this degree.

Be aware that some courses (especially 300 & 400 level courses) are only offered once a year (fall only or spring only). These courses may be pre-requisites for future courses. Check with your department for a current course rotation.

Recitations are available and strongly encouraged for CHM 151, CHM 152, CHM 235, CHM 238, PHY 161, and PHY 262, however they are not required.

* If you are not prepared to take MAT 136 in term 2, MAT 125 will take the place of the general elective in term 1.

** Junior Level Writing Requirement is fulfilled by the completion of CHM 300W, ENG 302W, or ENG 305W

*** Capstone course includes one of the following: CHM 425C, 442C, 450C or 462C.

**** Major electives include 12 units from the following;
  - 6 or more units of non-duplicating chemistry courses from the following: CHM 238L, 320, 320L, 350, 360, 360L, 440, 460L, 461 (recommended). Consider capstone pre-requisites when selecting courses.
  - 6 additional units of non-duplicating chemistry and/or biology courses

CHM 485 is recommended, especially for students planning to attend graduate school.

GENERAL INFORMATION

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.
- Honors students complete different requirements to meet NAU's liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: http://www4.nau.edu/aio/Articulation/L_ScourseList.htm
  - 6 units of diversity courses (3 units in Global & 3 units in Ethnic). The diversity requirement may be fulfilled in any part of the program of study: http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: http://www.nau.edu/comp/placement.html
- Math placement: http://www.cefn.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml

CONTACT INFORMATION

Department of Chemistry & Biochemistry
Building 20, Room 125
Phone: 928-523-3008
Department Associate Chair: Cynthia Hartzell
Phone: 928-523-6397
EMAIL: Cynthia.Hartzell@nau.edu

Debbie Wildermuth
Academic Services Coordinator
College of Engineering, Forestry & Natural Sciences
Building 21, Room 102
Phone: 928-523-3842
EMAIL: Debbie.Wildermuth@nau.edu

Revised 12/18/2009
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College  CEFNS

2. Academic Unit/Department  Chemistry & Biochemistry

3. Academic Plan Name  B.S. Chemistry:Preforensic Chemistry and Criminalistics (Extended Major)

4. Subplan (if applicable)?

5. Effective Date  FALL 2010

6. Is this proposal for a:  
   - [ ] New Plan  
   - [ ] New Subplan  
   - [x] Plan Change*  
   - [ ] Plan Deletion  
   - [ ] Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:
   - [ ] Initial Plan  
   - [ ] Advanced Plan  
   - [ ] Remove Designation

   - [ ] Change from Initial to Advanced Plan  
   - [ ] Change from Advanced to Initial Plan

8.
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. CHEMISTRY: PREFORENSIC CHEMISTRY AND CRIMINALISTICS (EXTENDED MAJOR)**

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
- at least 35 units of liberal studies requirements. Be aware that you may not use courses with a CHM prefix to satisfy these liberal studies requirements.
- at least 76 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

Please note that you must complete NAU’s diversity requirements by taking two 3-unit courses, one in U.S. ethnic diversity and one in global diversity 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

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

**B.S. CHEMISTRY: PREFORENSIC CHEMISTRY AND CRIMINALISTICS (EXTENDED MAJOR)**

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
- at least 35 units of liberal studies requirements. Be aware that you may not use courses with a CHM prefix to satisfy these liberal studies requirements.
- at least 76 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

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

MAJOR REQUIREMENTS

Complete at least 76 units:
- CHM 151, 151L, 152, 152L, 235, 235L, 238, 238L, 320, 320L, 341, 425, 425L, and 461 (34 units)
- MAT 136 and 137 (8 units)
- PHY 161 and 262 (7 units)
  (PHY 262L is not required.)
- CCJ 101 (3 units)
- one of the following tracks:
  BIO 181:181L, 182, and 350 (11 units)
  or CCJ 270 and PSY 101 and 432 (9 units)
  or CCJ 270, 275, and 390 (9 units)
- one of CHM 300W or ENG 302W or 305W, each of which meets NAU’s junior writing requirement (3 units)
- 12 units of CHM 408C, which meets NAU’s senior capstone requirement

GENERAL ELECTIVES

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

your degree must be upper-division courses (those numbered 300 and above).

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

MAJOR REQUIREMENTS

Complete at least 76 units:
- MAT 136 and 137 (8 units)
- PHY 161 and 262 (7 units)
  (PHY 262L is not required.)
- CCJ 101 (3 units)
- one of the following tracks:
  BIO 181:181L, 182, and 350 (11 units)
  or CCJ 270 and PSY 101 and 432 (9 units)
  or CCJ 270, 275, and 390 (9 units)
- one of CHM 300W or ENG 302W or 305W, each of which meets NAU’s junior writing requirement (3 units)
- 12 units of CHM 408C, which meets NAU’s senior capstone requirement

GENERAL ELECTIVES

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.
You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren’t used to meet major, minor, or liberal studies requirements.)

9. 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 BAIDS 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.

10. 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.


NA

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

- The current catalog recommends that students take CHM 461 to fulfill the requirements for this degree. However, CHM 461 is only the first course in a two-semester sequence. Students will be better prepared and receive a more complete understanding if they take either CHM 360 (a one semester course that includes content from both CHM 461 and 462) or both CHM 461 and 462.
- CHM 425 and CHM 462 will become capstone courses and have been changed to CHM 425C and CHM 462C.

13. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
   Course substitution option only, current resources adequate.

Revised 09/07
14. 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

15. Will present library holdings support this academic plan/subplan?
   Course substitution option only, current holdings adequate.

Certifications

[Signatures and dates]

Department Chair/Unit Head (if appropriate)

[Signature]

Date

Chair of college curriculum committee

[Signature]

Date

Dean of college

[Signature]

Date

For committee use only

[Signature]

Date

For University Curriculum Committee

[Signature]

Date

Action taken: √ approved as submitted  _______ approved as modified

Revised 09/07
Bachelor of Science  
CHEMISTRY: PREFORENSIC CHEMISTRY AND CRIMINALISTICS  
2010-2011 Undergraduate Catalog

Degree Progression Plan

### Freshman Year

<table>
<thead>
<tr>
<th>1st term</th>
<th>2nd term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 151</td>
<td>CHM 152</td>
</tr>
<tr>
<td>General Chemistry I</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CHM 151L</td>
<td>CHM 152L</td>
</tr>
<tr>
<td>General Chemistry I Lab</td>
<td>General Chemistry II Lab</td>
</tr>
<tr>
<td>CCJ 101</td>
<td>ENG 105</td>
</tr>
<tr>
<td>Introduction to Crime &amp; Justice (SPW)</td>
<td>Critical Reading and Writing (FNRQ)</td>
</tr>
<tr>
<td>DIV</td>
<td>MAT 136</td>
</tr>
<tr>
<td>Diversity</td>
<td>Calculus I (SCI: SAS)</td>
</tr>
<tr>
<td>GE</td>
<td>LS</td>
</tr>
<tr>
<td>General Elective *</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td>NAU 100</td>
<td>Total units 15</td>
</tr>
<tr>
<td>Transition to College</td>
<td></td>
</tr>
</tbody>
</table>

**Total units 15**

### Sophomore Year

<table>
<thead>
<tr>
<th>3rd term</th>
<th>4th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 235</td>
<td>CHM 238</td>
</tr>
<tr>
<td>Organic Chemistry I</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>CHM 235L</td>
<td>CHM 238L</td>
</tr>
<tr>
<td>Organic Chemistry I Lab</td>
<td>Organic Chemistry II Lab</td>
</tr>
<tr>
<td>MAT 137</td>
<td>ME</td>
</tr>
<tr>
<td>Calculus II (FNRQ)</td>
<td>Major Elective **</td>
</tr>
<tr>
<td>PHY 161</td>
<td>PHY 262</td>
</tr>
<tr>
<td>University Physics I (SCI: LAB)</td>
<td>University Physics II (SCI: SAS)</td>
</tr>
<tr>
<td>DIV</td>
<td>LS</td>
</tr>
<tr>
<td>Diversity</td>
<td>Liberal Studies</td>
</tr>
</tbody>
</table>

**Total units 16**

### Junior Year

<table>
<thead>
<tr>
<th>5th term</th>
<th>6th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 341</td>
<td>CHM 320</td>
</tr>
<tr>
<td>Physical Chemistry I</td>
<td>Analytical Chemistry</td>
</tr>
<tr>
<td>CHM 461</td>
<td>CHM 320L</td>
</tr>
<tr>
<td>Biochemistry I</td>
<td>Analytical Chemistry Lab</td>
</tr>
<tr>
<td>CHM 360 or CHM 461</td>
<td>ME</td>
</tr>
<tr>
<td>Fund Biochemistry or Biochemistry I ****</td>
<td>Major Elective **</td>
</tr>
<tr>
<td>ME</td>
<td>CHM 426C</td>
</tr>
<tr>
<td>Major Elective **</td>
<td>Biochemistry II or General Elective ****</td>
</tr>
<tr>
<td>JLWC</td>
<td>LS</td>
</tr>
<tr>
<td>Junior Level Writing Course ***</td>
<td>Liberal Studies</td>
</tr>
</tbody>
</table>

**Total units 15**

**Meet with your advisor to discuss internship options**

### Senior Year

<table>
<thead>
<tr>
<th>7th term</th>
<th>8th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 42SC</td>
<td>CHM 408C</td>
</tr>
<tr>
<td>Instrumental Analysis</td>
<td>Fieldwork Experience</td>
</tr>
<tr>
<td>CHM 425L</td>
<td></td>
</tr>
<tr>
<td>Instrumental Analysis Lab</td>
<td></td>
</tr>
<tr>
<td>ME or GE</td>
<td></td>
</tr>
<tr>
<td>Major Elective or General Elective **</td>
<td></td>
</tr>
<tr>
<td>LS</td>
<td></td>
</tr>
<tr>
<td>Liberal Studies</td>
<td></td>
</tr>
<tr>
<td>LS</td>
<td></td>
</tr>
<tr>
<td>Liberal Studies</td>
<td></td>
</tr>
<tr>
<td>GE</td>
<td></td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
</tr>
</tbody>
</table>

**Total units 17**

**Total units 12**

Liberal Studies Distribution blocks

<table>
<thead>
<tr>
<th>AHI (6 units)</th>
<th>SPW (6 units)</th>
<th>CU (6 units)</th>
<th>Science (7 units)</th>
<th>Additional 3 units to reach 35 total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CU (6 units)</td>
<td>PHY 161 (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHY 262 (3)</td>
<td>MAT 136 (4)</td>
</tr>
</tbody>
</table>

Page 1 of 2  
Revised 12/18/2009
PROGRAM INFORMATION

A minimum of 120 units are required for this degree.

Be aware that some courses (especially 300 & 400 level courses) are only offered once a year (fall only or spring only). These courses may be pre-requisites for future courses. Check with your department for a current course rotation.

Recitations are available and strongly encouraged for CHM 151, CHM 152, CHM 235, CHM 238, PHY 161, and PHY 262, however they are not required.

* If you are not prepared to take MAT 136 in term 2, MAT 125 will take the place of the general elective in term 1.

**Major electives include one of the following sequences:
1. BIO 181:181L, BIO 182, BIO 205 (pre-requisite for BIO 350), and BIO 350
2. CCJ 270, PSY 101(also satisfies liberal studies - SPW), PSY 432
3. CCJ 270, CCJ 275, CCJ 390

*** Junior Level Writing Requirement is fulfilled by the completion of CHM 300W, ENG 302W, or ENG 305W

**** Complete either CHM 360 OR CHM 461 and 462C.

GENERAL INFORMATION

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.
- Honors students complete different requirements to meet NAU's liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: [http://www4.nau.edu/aio/Articulation/LScourseList.htm](http://www4.nau.edu/aio/Articulation/LScourseList.htm)
  - 6 units of diversity courses (3 units in Global & 3 units in Ethnic). The diversity requirement may be fulfilled in any part of the program of study: [http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm](http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm)
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU.
- Math placement: [http://www.ccfhs.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml](http://www.ccfhs.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml)

CONTACT INFORMATION

Department of Chemistry & Biochemistry
Building 20, Room 125
Phone: 928-523-3008
Department Associate Chair: Cynthia Hartzell
Phone: 928-523-6397
EMAIL: Cynthia.Hartzell@nau.edu

Debbie Wildermuth
Academic Services Coordinator
College of Engineering, Forestry & Natural Sciences
Building 21, Room 102
Phone: 928-523-3842
EMAIL: Debbie.Wildermuth@nau.edu

Revised 12/18/2009
We are proposing 12 changes to the curriculum in Chemistry and Biochemistry. Collectively, these changes will (1) reduce and simplify the number of chemistry degree plans offered, (2) make course requirements more transparent to students, (3) reduce credit hour requirements in our two ACS certified degrees, thereby encouraging more students into these plans, (4) increase enrollments in our under-enrolled courses, and (5) decrease enrollments in our over-enrolled courses. Below, I provide an overview and rationale for these 12 changes (the numbers correspond to the order of the accompanying paperwork). For clarity, the changes are presented in four categories: (A) Plan Deletions, (B) Course Deletions, (C) Course Changes, (D) Plan Changes.

Note: ACS = American Chemical Society

(A) Plan Deletions
We propose to delete two of our eight degree plans. We selected these plans for deletion because they duplicate other degree plans, offer vague course offerings, and have relatively low enrollments. More specific reasons are described for each plan below.

- B.S. Chemistry
- B.S. Chemistry (extended major)
- B.S. Chemistry: Health Preprofessional
- B.S. Chemistry: Health Preprofessional (extended major)
- B.S. Chemistry (extended major)—ACS
- B.S. Chemistry: Biochemistry (extended major)—ACS
- B.S. Chemistry: Preforensic Chemistry and Criminalistics (extended major)
- B.S. Ed. Chemistry: Secondary Education (extended major)

1) Delete the B.S. Chemistry (Extended Major) Plan. We seek to eliminate this plan for two reasons: (1) it has low enrollments relative to the BS Chemistry plan (with a minor or dual major) and (2) the degree requirements are vague and offer too little structure (59 hours that include 18 hours of unspecified chemistry courses). By deleting this plan, we hope to encourage students to opt for the modified, more structured (and prestigious) B.S. Chemistry Extended-Certified by the ACS plan that requires 68 hours of majors course work, all specified. Students not wanting the ACS degree can drop back to the BS Chemistry plan (47 hours) with a minor or double major.
(2) **Delete the B.S. Chemistry: Health Preprofessional Plan.** The majority of students enrolled in this plan also minor in Biology. With a minor in Biology, the degree plan is essentially identical to the BS Chemistry: HP-extended plan. We want to eliminate the Health Preprofessional degree plan because, in most instances, it duplicates the already existing BS Chemistry Health Preprofessional-Extended plan.

**B) Course Deletions**

(3) Delete CHM 420
(4) Delete CHM 420L

CHM 420 and 420L have not been offered for several years because of the lack of available qualified faculty to teach it. The department has substituted a nearly equivalent course and lab for this deletion (CHM 425 and 425L). Note: a Plan Change has been submitted by Earth Sciences and Environmental Sustainability replacing CHM 420 and 420L with CHM 425 and 425L.

**C) Course Changes**

(5) Change CHM 342 to CHM 442 (and then CHM 442C)
(6) Change CHM 342L to CHM 442L

We want to change Physical Chemistry II (CHM 342) and its accompanying lab (342L) to 400-level courses: CHM 442 and 442L. According to the American Chemical Society, PChem II is an “in-depth” course, and our other in-depth courses (CHM 425, 450, 462) are all 400-level courses. This will also allow us to make Physical Chemistry II into a capstone course (CHM 442C) for the major, as described below in section (D).

**D) Plan Changes.** An overview of the requested plan changes are listed below, followed by a rationale for each of these changes.

(7) **B.S. Chem:** specify courses, change capstone
(8) **B.S. Chem: Health Preprof. (Ext.):** specify courses, change capstone
(9) **B.S. Chem (Ext)-ACS:** decrease hours (74→68), specify courses, change capstone
(10) **B.S. Chem: Biochem (Ext.-ACS:** decrease hours (96→90), specify courses, change capstone
(11) **B.S. Chem. Preforensics & Criminalistics (Ext.):** recommend CHM 360 (or CHM 461 and 462)
(12) **Chemistry Minor:** correct catalog to reflect changes above

**Specify courses.** In plans 7, 8, 9, and 10, we have replaced vague directions such as select “6 additional units of non-duplicating chemistry courses” with specific lists of courses, which students must choose from. By driving students into these specific courses, it will help populate under-enrolled courses and help students meet the 30-hour
requirement for upper division courses. Also, prerequisites for 400-level courses (and capstone courses, as described below) are included in these lists, reducing “hidden” prerequisites and preventing students from taking courses that will not count toward their degrees. Moreover, we have added the word “recommended” after relevant courses in these lists, to help students know which of these courses are best suited for their degree plan. These lists of courses will also help with advising, because students will know exactly what courses are needed for their degrees.

Decrease hours. In plans 9 and 10 (our two ACS degrees), we propose to decrease credit hours by 6 units. First, we propose to delete Linear Algebra (MAT 316) as a prerequisite for Physical Chemistry II, decreasing hours by 3 units. (A letter from Janet McShane, Chair of Mathematics & Statistics, supporting this decision is attached.) The ACS no longer requires linear algebra for certification; however, both linear algebra and differential equations are recommended. We have included a statement to this effect in both ACS plans. Second, we propose to replace the capstone requirement (3 units) with courses that are already required in these plans (see below), decreasing hours by another 3 units. We hope that by decreasing requirements, we will encourage more students into these plans.

Recommend CHM 360 (or CHM 461 and 462). This change affects only plan 11, the Forensic and Criminalistics degree plan. Currently, the plan requires CHM 461: Biochemistry I. However, students in this degree plan also need some content from CHM 462: Biochemistry II. To remedy this situation, we would like to require that students take either CHM 360: Fundamental Chemistry (a one-semester that covers necessary content from both Biochemistry I and II) or the two-semester sequence.

Change capstone. In plans 7, 8, 9, and 10, we propose to change the capstone requirements. (The capstone requirements in the Forensic degree plan—a 12-week internship—and the B.S. Ed degree plan—student teaching—will not be affected by these changes.) The current capstone in these 4 plans requires students to take 3 credit hours in at least two of the following courses: CHM 497C (Independent Study), CHM 485C (Undergraduate Research), and CHM 498C (Senior Seminar). There are several problems created by this approach:

- We no longer have enough faculty to supervise students in CHM 497C and CHM 485C. In the past, we had between 20-30 majors and as many as 18 tenure-track/tenured faculty. Today, we have over 40 majors and at best 13 tenure-track/tenured faculty.
- Enrollment in CHM 498C (Senior Seminar) has grown (22 in F09; 20 in S10). As a result, the learning objectives for this course (which include individual oral presentations) can no longer be adequately met.
- By making CHM 485 a capstone requirement, students believe that they are not supposed to participate in research until their senior year. This creates a huge backlog of students needing “research” as seniors (more than we can accommodate).
Not all chemistry majors are interested in research. By making CHM 495 a capstone course, it forces students into research labs who have no desire to go on to graduate school or become research scientists. Such students would benefit more from additional coursework.

To correct these problems, we propose changing the capstone in these 4 plans to one or more of the following courses:

- CHM 425C: Instrumental Analysis (prereq = Analytical Chem, CHM 360)
- CHM 442C: Physical Chem II (prereqs = Calc. 3, MAT 238; PChm I, CHM 341)
- CHM 450C: Inorganic Chemistry II (prereq = Inorganic I, CHM 350)
- CHM 462C: Biochemistry II (prereq = Biochemistry I, CHM 461)

Each of these courses requires a prerequisite and is thus considered to be an “in-depth” course by the American Chemical Society. The ACS definition of an “in-depth” course is analogous to NAU’s definition of a “capstone” course, motivating our decision to propose these changes. (We have simultaneously submitted the paperwork to the Liberal Studies Committee to request these changes.) Students enrolled in the B.S. Chem and B.S. Health Preprofessional (Ext) degree plans would be required to take 1 of these capstone courses (however, CHM 462C: Biochemistry II is recommended for students in the Health Preprofessional plan). Students enrolled in the B.S. Chemistry (ext)-ACS plan would be required to take 3 capstone courses (corresponding to the 3 in-depth courses that are required for ACS certification). Students enrolled in the B.S. Chemistry Biochemistry (ext)-ACS plan would be required to take all 4 capstone courses (corresponding to the 4 in-depth courses that are required for ACS Biochemistry certification). The benefits of this approach are numerous:

- Students will know exactly what their capstone requirements are and will not need special permission to enroll in their capstone courses
- Interested students (particularly those planning to attend graduate school) can still participate in research and can begin as early as their freshman year. (To this end, we have added the following to each degree plan: CHM 485 is recommended, particularly for students planning to attend graduate school.)
- The in-depth courses CHM 450, 442, and 462 are typically under-enrolled. This will drive enrollments up in these more challenging courses and help students meet their upper-division course requirements. At the same time, demands for CHM 497, 485, and 498 should decrease.
- Right now, our B.S. Chem degree students do not need to take any 400-level graded coursework. This will strengthen the rigor of this degree without increasing the number of credit hours.

Thank you for your consideration of these proposed changes.

Marin Robinson, Chair
• Not all chemistry majors are interested in research. By making CHM 495 a capstone course, it forces students into research labs who have no desire to go on to graduate school or become research scientists. Such students would benefit more from additional coursework.

To correct these problems, we propose changing the capstone in these 4 plans to one or more of the following courses.

- CHM 425C: Instrumental Analysis (prereq = Analytical Chem, CHM 360)
- CHM 442C: Physical Chem II (prereqs = Calc. 3, MAT 238; PChm I, CHM 341)
- CHM 450C: Inorganic Chemistry II (prereq = Inorganic I, CHM 350)
- CHM 462C: Biochemistry II (prereq = Biochemistry I, CHM 461)

Each of these courses requires a prerequisite and is thus considered to be an “in-depth” course by the American Chemical Society. The ACS definition of an “in-depth” course is analogous to NAU’s definition of a “capstone” course, motivating our decision to propose these changes. (We have simultaneously submitted the paperwork to the Liberal Studies Committee to request these changes.) Students enrolled in the B.S. Chem and B.S. Health Preprofessional (Ext) degree plans would be required to take 1 of these capstone courses (however, CHM 462C: Biochemistry II is recommended for students in the Health Preprofessional plan). Students enrolled in the B.S. Chemistry (ext)-ACS plan would be required to take 3 capstone courses (corresponding to the 3 in-depth courses that are required for ACS certification). Students enrolled in the B.S. Chemistry Biochemistry (ext)-ACS plan would be required to take all 4 capstone courses (corresponding to the 4 in-depth courses that are required for ACS Biochemistry certification). The benefits of this approach are numerous:

• Students will know exactly what their capstone requirements are and will not need special permission to enroll in their capstone courses
• Interested students (particularly those planning to attend graduate school) can still participate in research and can begin as early as their freshman year. (To this end, we have added the following to each degree plan: \textit{CHM 485 is recommended, particularly for students planning to attend graduate school.})
• The in-depth courses CHM 450, 442, and 462 are typically under-enrolled. This will drive enrollments up in these more challenging courses and help students meet their upper-division course requirements. At the same time, demands for CHM 497, 485, and 498 should decrease.
• Right now, our B.S. Chem degree students do not need to take any 400-level graded coursework. This will strengthen the rigor of this degree without increasing the number of credit hours.

Thank you for your consideration of these proposed changes.

Marin Robinson, Chair
University Curriculum Committee
Proposal for New Course

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

   [Spring 2010]

3. College CEFNS
   4. Academic Unit /Department CSE

5. Course subject/catalog number ENV 450
   6. Units/Credit Hours 3

7. Long course title Historical Ecology: Reconstructing Past Ecosystems
   (max 100 characters including spaces)

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

9. Catalog course description (max. 30 words, excluding requisites).
   Theories and methods in reconstructing terrestrial and aquatic biotic communities of the past, affected by climate change and human activities. Sources of information on ecological change include pollen analysis, paleobotany, lake levels, charcoal particles, sediments, and packrat middens. Special topics will concentrate on the record of human influence on landscapes.

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

11. Co-convened with ENV 550
    11a. Date approved by UGC
    (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)

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

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

14. Prerequisites (must be completed before proposed course)
    Junior / Senior status

15. Corequisites (must be completed with proposed course)
    none

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes [ ] no [x]

revised 8/08
17. Is a potential equivalent course offered at a community college (lower division only) yes □ no x
   If yes, does it require listing in the Course Equivalency Guide? yes □ no □
   Please list, if known, the institution and subject/catalog number of the course

18. Names of current faculty qualified to teach this course: R.S. Anderson; K.L. Cole

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

   Undergraduate students interested in the environment increasingly seek a long-term perspective on ecosystem change, but this perspective has been lacking in most environmental programs. With the increasing importance of understanding the impacts of climate change and human activities on ecosystems comes the importance of identifying how ecosystems change over long time scales. This course fills a need in the Environmental Sciences and Studies curriculum to provide the retrospective perspective on ecosystem development, critical to our understanding as well of how ecosystems might change in the future in the light of escalating human landscape modification and climate change.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signatures and dates]

For Committees use only

[Signature and date]
Please attach Syllabus here.
Historical Ecology: Reconstructing Past Ecosystems
ENV 450 (proposed)

General Information:
College of Engineering, Forestry & Natural Sciences
Center for Sustainable Environments
Semester offered: Spring 2010
Clock and Credit Hours: 9:35-10:50 AM, 3 credit hours
Instructor: R. Scott Anderson
Office Address: PS 138
Office Hours: M 1 – 4, or by appointment

Course prerequisites: Junior or Senior Status

Course description: Historical Ecology, also known as paleoecology, is the study of ecosystems of the past, including former biotic communities and the environments that supported them. In this class we will study the development of plant and animal communities through time, and the factors that have influenced their distributions. Chief among these factors are changes in climate, and, more recently, the influence of human activities. Concerning the dominant impact of human beings on the planet today, at no time has it become more important to study past ecosystems, and the factors that have determined their characteristics. But the study of paleoecology (ecology of the past) isn’t just a study of past ecosystems, but also becomes a means to understand our potential future environments, as well as providing a baseline for efforts at environmental restoration.

Much of what we know about long-term vegetation changes comes from the study of plant and animal fossil remains from communities that existed over the last 2.8 million years – the Quaternary Period of geologic time – a time that witnessed substantial changes on the surface of the Earth, affecting Earth’s climatic, geologic, and biologic systems, including the evolution of the human species. Being the most recent geologic period, events of the Quaternary are not only the most well-preserved and easily studied of any time in the geologic record, but also are the most relevant to modern environments. For instance, the distribution of modern plant communities are, in part, a direct result of external and internal forces and factors that have occurred during repeated oscillations of climate, from predominantly cold to predominantly warm, over the last 2.8 million years. The combination of highly variable climate, along with the development of the human species makes the study of the Quaternary an interdisciplinary odyssey.

This course will examine topics relevant to paleoecologists, ecologists, geologists and archaeologists. Analyses of past environments will be discussed in light of present biotic communities, and projected future environments. As an interdisciplinary course we will explore not only the biologic communities themselves, but their relationship to former climatic regimes and the influence of human activities on the landscape.

Course Objectives: The course emphasis will be (1) review of paleoecological principles; (2) analysis of paleoecological techniques and proxies; (3) review of paleoecology from different regions, primarily western North America; and (4) discussion of special topics
currently of interest in the field. There are many topics that could be covered in a course such as this, but I have chosen a few of the most useful techniques and topical subjects of importance for the paleoecologist of the 21st Century.

Student Learning Outcomes: To introduce students to the history of biological communities, and the impact of climate and human activities on environmental change; to allow students to practice oral and written communication; to practice critical thinking skills. It is my goal to be paper-free in this class – as much as possible.

Course structure: The course will be lecture based, with class discussion being strongly encouraged. The subject encompasses a diversity of topics. Lecture notes will be available on the class VISTA website by the morning of the lecture. I suggest that you download them to your computer if you have access to one, and bring that to class. Exams will be essay format, and will be take-home – you will have at least one week to do the exam.

In ENV 450 there will be two exams, and each exam will normally consist of 4 questions. Students will produce a paper on some aspect of historical ecology for this class. This paper should be about 10 pages in length, and use literature suggested for the class, but does not have to be limited to that literature, since there are many topics that we cannot cover in this semester. Be prepared to decide on one of the topics in the first five weeks of class, so that you do not leave this assignment until the last minute. All assignments must be submitted electronically to me by email.

Textbook and required materials: Unfortunately, there are no good textbooks on Historical Ecology presently in print. The most useful and comprehensive of these is:


We will start the semester reading the first few chapters of this book, dealing with paleoecological principles.

Most of the volumes that have been published in the last few decades have consisted of edited volumes of contributed papers. We will be reading chapters from the following books:


Another compilation that is turning out to be very important is a multi-volume set. We will read several chapters from the following set:

Last, W.M. and J.P. Smol (eds.). 2001. Tracking Environmental Change Using

Perhaps the most useful book on Quaternary Paleoclimatology is:


Several chapters from this book will be assigned for the first portion of this course.

Additional volumes that will be referred to from time to time include:


In addition, numerous readings from the literature will be assigned, including articles on paleobotany from the new (2007) “Encyclopedia of Quaternary Sciences” (http://www.sciencedirect.com/science/referenceworks/9780444527479).
Most of these articles will be on reserve at: http://Vista.nau.edu.

Course Outline: (all lectures & discussions led by Scott Anderson, unless noted otherwise)

Week Date Lecture Title

---Part I: Overview of Historical Ecology---
1 Tuesday Introduction: Relationship between Paleoecology, Ecology & Geology
Thursday Introduction: Field & Lab technique

2 Tuesday Overview of Late Quaternary Climates: Driving Mechanisms - I
Thursday Overview of Late Quaternary Climates: Driving Mechanisms - II

3 Tuesday Overview of Late Quaternary Climates: Chronologies
Thursday Techniques for dating Geological Events

---Part 2: Paleoecological Techniques for Environmental Reconstructions---

4 Tuesday Pollen Analysis
Thursday Pollen Analysis (cont’d)

5 Tuesday Pollen Analysis (cont’d)
Thursday Leaf Stomata & Phytoliths
(Students talk to Scott about their Project)

6 Tuesday Plant Macrofossils in Sediments – Taphonomic Studies
Thursday Plant Macrofossils in Sediments – Terrestrial and Aquatic Assemblages

7 Tuesday Coprolites – cave studies
Thursday Packrat (Neotoma sp.) Midden Analysis (Ken Cole)

8 Tuesday Lake Level Studies and Paleoecology
(Project Outline due)
(Pass out Midterm Exam)
Thursday Paleolimnological Records of Environmental Change

9 Tuesday Fire History Studies – Theory, Applications & Examples
Thursday Insect Infestation & Pathogen Outbreaks
(Midterm Exam due)

10 Tuesday Prehistoric Land Clearance and Agriculture - I
Thursday Prehistoric Land Clearance and Agriculture - II

11 Tuesday Historic Land Clearance
Thursday Invasive Species and the paleoecological record

---Part 3: Late Quaternary Biogeography – From Sea to Shining Sea---

12 Tuesday The Southwest
Thursday Southern California & the Channel Islands
13  Tuesday  Sierra Nevada  
    Thursday  *NO CLASS – Thanksgiving Day*

14  Tuesday  Alaska; (or potentially Spain)

---Part 4: Student Presentations on Other Paleoecologic Techniques---

    Thursday  Student Presentations

15  Tuesday  Student Presentations  
    **(Pass out Final Exam)**
    Thursday  Student Presentations

16  Tuesday  **Final Exam due by 9:30 AM**

*Assessment of Student Learning Outcomes:* In addition to the requirement for each student to complete exams, students will be given an informal exam on the first day of class. A similar exam will be part of the final exam. From the difference between two exams, I will be able to assess the effectiveness of the course.

*Grading System:* Based upon the above, the following credit will be given to each assignment:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate Graduate (ENV 450)</th>
<th>Graduate (ENV 550, for comparison)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam # 1:</td>
<td>240 pts</td>
<td>300 pts</td>
</tr>
<tr>
<td>Midterm Exam # 2:</td>
<td>240 pts</td>
<td>300 pts</td>
</tr>
<tr>
<td>Semester Paper:</td>
<td>200 pts</td>
<td>200 pts</td>
</tr>
<tr>
<td>Paper Presentation:</td>
<td>0 pts</td>
<td>100 pts</td>
</tr>
<tr>
<td>General Participation</td>
<td>50 pts</td>
<td>50 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>630 pts</td>
<td>950 pts</td>
</tr>
</tbody>
</table>

The grading scale will be as follows: 100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% - 60% = D; below 60% = F.

*Course policies:* It is my responsibility to teach, and your responsibility to learn. I expect you, as a student, will fully participate in this class. Makeup tests are only allowed in extreme circumstances, which may be worked out between instructor and student on a case-by-case basis. As you present the results of your work, it is natural that you will include materials, data, interpretation etc., which, although part of the larger project in which you participated, are not your own work. It is critical to acknowledge when materials you present are not your own. All scientists use materials developed by others, just make sure that when you do, it is well cited.
University policies:

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://home.nau.edu/diversity/. 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 Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

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

<table>
<thead>
<tr>
<th>1. College</th>
<th>CEFNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>SESES</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>Environmental Sciences – Applied Geology</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
</tr>
<tr>
<td>6. Is this proposal for a:</td>
<td>□ New Plan</td>
</tr>
<tr>
<td></td>
<td>□ Plan Change</td>
</tr>
<tr>
<td></td>
<td>□ Plan Deletion</td>
</tr>
<tr>
<td></td>
<td>□ Subplan Deletion</td>
</tr>
</tbody>
</table>

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:
   □ Initial Plan  □ Advanced Plan  □ Remove Designation
   □ Change from Initial to Advanced Plan  □ Change from Advanced to Initial Plan

8. Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the
text directly from the current online 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 and strikethrough what is
being deleted.
(Describe the changed requirements under headings that match those used in the left column. Please be
aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
- at least 35 units of liberal studies requirements. Be aware that you
  may not use courses with an ENV prefix to satisfy these liberal
  studies requirements.
- at least 90 units of major requirements
- elective courses, if needed, to
  reach an overall total of at least
  120 units

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

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

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

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

**MAJOR REQUIREMENTS**

Complete the following 90 units of major requirements.

Take 31 units of core requirements with a grade of C or better in each course:

- ENV 230, 280, 326 and 326L (12 units)
- ENV 385W, which meets NAU's junior writing requirement (4 units)
- ENV 408 or 485 (3 units)
- POS 359 and STA 275 (6 units)
- ENV 490C, which meets NAU's capstone requirement (3 units)
- 3 additional units of upper-division ENV courses

Also complete the following 59 units with an average overall grade of 2.0 or better:

- CHM 151, 151L, 152, and 152L (9 units)
- GLG 101, 102, 103, 104, 240, 309, 324, 360, 430, 435, and 451 (34 units)
- MAT 125, 136, and 137 (12 units)
- PHY 111 or PHY 161 (4 units)
9. 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 BA/LS 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.

10. 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.


   Environmental Sciences majors will demonstrate:
   • understanding and ability to apply key concepts from the environmental sciences
   • oral and written skills in presenting information in the environmental sciences
   • understanding of key concepts and skills within their emphasis area
   • skills in conducting research and applying environmental sciences knowledge in an employment setting.

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

   Many students start at MAT 136 or have AP or transfer credit for MAT 136. We don't make them go back and take MAT 125 but instead waive it. We enter a lot of exceptions for this requirement. If a student isn't prepared to take MAT 136, they would be taking the necessary courses anyway.

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

14. 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 impacts on other majors or course offerings

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

Certifications

[Signature]
Date 2/5/10

Department Chair/Unit Head (if appropriate)

[Signature]
Date 2/9/10

Revised 09/07
Chair of college curriculum committee

Dean of college

Date

For committee use only

For University Curriculum Committee

Action taken:  ✔ approved as submitted  ☐ approved as modified

Date 2-11-10

Revised 09/07
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College  CEFNS

2. Academic Unit/Department  SESES

3. Academic Plan Name  Environmental Sciences - Biology

4. Subplan (if applicable)?  

5. Effective Date  FALL 2010

6. Is this proposal for a:  
   - [ ] New Plan  [X] Plan Change*  [ ] Plan Deletion
   - [ ] New Subplan  Subplan Change  [ ] Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:  
   - [ ] Initial Plan  [ ] Advanced Plan  [ ] Remove Designation
   - [ ] Change from Initial to Advanced Plan  [ ] Change from Advanced to Initial Plan

8.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online 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, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ENV prefix to satisfy these liberal studies requirements.
- at least 85 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in U.S. ethnic diversity and one in global diversity 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).

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

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

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

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ENV prefix to satisfy these liberal studies requirements.
- at least 85 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

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

**MAJOR REQUIREMENTS**

Complete at least the following 85 units of major requirements.

You take 32 units of core requirements with a grade of C or better in each course:

- ENV 230, 280, 326 and 326L (12 units)
- ENV 385W, which meets NAU’s junior writing requirement (4 units)
- ENV 408 or 485 (3 units)
- POS 359 and STA 275 (6 units)
- ENV 440 and 440L (4 units)
- ENV 490C, which meets NAU’s senior capstone requirement (3 units)

Also complete at least 53 units (depending on the mathematics option chosen) with an average overall grade of 2.0 or better:

- BIO 181:181L, 182, and 205 (12 units)
- CHM 151, 151L, 152, 152L, 230 and 360 (15 units)
- GGR 239 (4 units)
- MAT 125 and 136 (8 units)

or MAT 114, 119, and 131 (9 units)

- 14 additional units chosen from the following of ENV, or BIO, CHM, FOR, or GLG courses, not to include ENV 101, ENV 101L, ENV 182, BIO
• 14 additional units chosen from the following ENV or BIO courses, not to include ENV 101, ENV 101L or BIO 326, of which 7 units must be at the 300 level or above:

- ENV 300, 375, 389, 399, 409, 410, 430, 466, 471, 495, 497 and 499
- **Plant biology:** BIO 284, 374, 410, 411, 414, 415, 426C, and 431
- **Animal biology:** BIO 221, 222, 223, 227, 322, 366, 424, 425C, 475, 477, and 478
- **General:** BIO 300, 340, 343, 344, 369, 372, 373, 435C and 479

• 100, BIO 100L, BIO 326, BIO 326LW, GLG 100, GLG 100L, CHM 130 or recitations, of which 7 units must be at the 300 level or above:

- ENV 300, 375, 389, 399, 409, 410, 430, 466, 471, 495, 497 and 499
- **Plant biology:** BIO 284, 374, 410, 411, 414, 415, 426C, and 431
- **Animal biology:** BIO 221, 222, 223, 227, 322, 366, 424, 425C, 475, 477, and 478
- **General:** BIO 300, 340, 343, 344, 369, 372, 373, 435C and 479

9. 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 BALS 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.

10. 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.


**Environmental Sciences majors will demonstrate:**

- understanding and ability to apply key concepts from the environmental sciences
- oral and written skills in presenting information in the environmental sciences
- understanding of key concepts and skills within their emphasis area
- skills in conducting research and applying environmental sciences knowledge in an employment setting.

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

1. Depending upon the math track taken, students may or may not have the prerequisites for STA 275.

2. Many students start at MAT 136 or have AP or transfer credit for MAT 136. We don’t make them go back and take MAT 125 but instead waive it. We enter a lot of exceptions for

Revised 09/07
this requirement. If a student isn’t prepared to take MAT 136, they would be taking the necessary courses anyway.

3. We expanded students’ options for electives to include Chemistry, Forestry, and Geology courses in an attempt to simplify the curriculum.

4. All of our students are required to take an Ecology Lab (ENV 326L) and we do not want them to also take BIO 326L which is also an Ecology Lab.

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

14. 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 impacts on other majors or course offerings

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

Certifications

Department Chair/Unit Head (if appropriate)  Date  2/5/10

Chair of college curriculum committee  Date  2/9/10

Dean of college  Date

For committee use only  2-11-10

For University Curriculum Committee  Date

Action taken: √ approved as submitted  □ approved as modified
# University Curriculum Committee

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

<table>
<thead>
<tr>
<th>1. College</th>
<th>CEFNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>SESES</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>Environmental Sciences – Chemistry</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
</tr>
</tbody>
</table>

6. Is this proposal for a:  
- [ ] New Plan  
- [x] Plan Change*  
- [ ] Plan Deletion  
- [ ] New Subplan  
- Subplan Change  
- [ ] Subplan Deletion  

*Plan changes must be accompanied by an updated 8 semester plan.*

7. ALL Education plans, please indicate NCATE Designation:  
- [ ] Initial Plan  
- [ ] Advanced Plan  
- [ ] Remove Designation  
- [ ] Change from Initial to Advanced Plan  
- [ ] Change from Advanced to Initial Plan

8. 

Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the *current* online 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 and strikethrough what is being deleted.

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

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

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ENV prefix to satisfy these liberal studies requirements.
- at least 84 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).
Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

**MAJOR REQUIREMENTS**
Complete the following 84 units of major requirements.

You take 34 units of core requirements with a grade of C or better in each course:

- ENV 230, 280, 326 and 326L (12 units)
- ENV 385W, which meets NAU’s junior writing requirement (4 units)
- ENV 408 or 485 (3 units)
- POS 359 and STA 275 (6 units)
- ENV 490C, which meets NAU’s senior capstone requirement (3 units)
- ENV 430 (3 units)
- 3 additional units of upper-division ENV courses

Also complete the following 50 units with an average overall grade of 2.0 or better:
- CHM 151, 151L, 152, 152L, 235, 235L, 238, 238L, 320, 320L, 341, 420 and 420L, (31 units)
- MAT 125, 136, and 137 (12 units)
- PHY 161 and 262 (7 units)

---

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

**MAJOR REQUIREMENTS**
Complete the following 84 units of major requirements.

You take 34 units of core requirements with a grade of C or better in each course:

- ENV 230, 280, 326 and 326L (12 units)
- ENV 385W, which meets NAU’s junior writing requirement (4 units)
- ENV 408 or 485 (3 units)
- POS 359 and STA 275 (6 units)
- ENV 490C, which meets NAU’s senior capstone requirement (3 units)
- ENV 430 (3 units)
- 3 additional units of upper-division ENV courses

Also complete the following 50 units with an average overall grade of 2.0 or better:
- MAT 125, 136, and 137 (12 units)
- PHY 161 and 262 (7 units)
9. 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.

10. 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.


   Environmental Sciences majors will demonstrate:
   • understanding and ability to apply key concepts from the environmental sciences
   • oral and written skills in presenting information in the environmental sciences
   • understanding of key concepts and skills within their emphasis area
   • skills in conducting research and applying environmental sciences knowledge in an employment setting.

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

13. CHM 420 hasn’t been offered for several semesters now. CHM 425/L is what chemistry is substituting for CHM 420.

14. Many students start at MAT 136 or have AP or transfer credit for MAT 136. We don’t make them go back and take MAT 125 but instead waive it. We enter a lot of exceptions for this requirement. If a student isn’t prepared to take MAT 136, they would be taking the necessary courses anyway.

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

14. 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 impacts on other majors or course offerings

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

Revised 09/07
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

Revised 09/07
# University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>CEFNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>SESES/ENV</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>B.A. Environmental Studies</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
</tr>
<tr>
<td>6. Is this proposal for a:</td>
<td>□ New Plan</td>
</tr>
<tr>
<td></td>
<td>□ New Subplan</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:

- □ Initial Plan  □ Advanced Plan  □ Remove Designation

- □ Change from Initial to Advanced Plan  □ Change from Advanced to Initial Plan

8.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online 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.A. Environmental Studies (extended major)

To earn this B.A. degree, complete at least the following 120 units of coursework, which we describe in the sections that follow. This degree does not require a minor.
- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ENV prefix to satisfy this liberal studies requirements.
- at least 28 units of major requirements
- at least 27 units of focus requirements
- at least 16 units of language requirements
- 14 units of elective courses, if needed, to reach an overall total of at least 120 units.

Be aware that some courses required for your degree may have prerequisites that you must also take. Check all course descriptions to find out. (You may be able to count these prerequisites toward your liberal studies or general elective credit; discuss options with an advisor.)

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 diversity 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.

Note that the core includes the requirement of an internship, field study, or independent field study; please see an advisor for information. Final projects based on these experiences will be presented in the senior capstone.

Also be aware that we will not count a grade of D for major credit. Although we do not require that you retake a required course in which you earned a D, you must complete 56 hours with a grade of C or better in the major requirements in order to graduate.

Also please note that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (300 or 400-level).

Finally, please note that you may be able to use some

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

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

B.A. Environmental Studies (extended major)

To earn this B.A. degree, complete at least the following 120 units of coursework, which we describe in the sections that follow. This degree does not require a minor.
- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ENV prefix to satisfy this liberal studies requirements.
- at least 28 units of major requirements
- at least 27 units of focus requirements
- at least 16 units of language requirements
- 14 units of elective courses, if needed, to reach an overall total of at least 120 units.

Be aware that some courses required for your degree may have prerequisites that you must also take. Check all course descriptions to find out. (You may be able to count these prerequisites toward your liberal studies or general elective credit; discuss options with an advisor.)

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 diversity 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.

Note that the core includes the requirement of an internship, field study, or independent field study; please see an advisor for information. Final projects based on these experiences will be presented in the senior capstone.

Also be aware that we will not count a grade of D for major credit. Although we do not require that you retake a required course in which you earned a D, you must complete 56 hours with a grade of C or better in the major requirements in order to graduate.

A grade of C or better is required for all core and focus area courses (except for ENV 408 & 485).

Also please note that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (300 or 400-level).

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

Major Requirements

Required Core
Take the following 28 units:
- ENV 181
- ENV 230
- ENV 301W or JLS 340W
- ENV 408, 485, or an approved independent study or field study
- ENV 490C
- COM 150
- HUM 175
- POS 359
- PHI 331

Focus Area
Take 27 units in your chosen focus area, including 9 units each from group A, group B, and group C in that focus area.

You may also take special topics courses, or new courses, in any discipline that are consistent with your focus area but are not designated on the focus area list, with your advisor’s prior approval.

Note that some courses require a prerequisite. You should include prerequisite courses in your program planning, and take them as part of your liberal studies coursework when possible. Some courses are not offered every semester, and in some cases seats available to non-majors may be limited. Plan ahead.

Sustainability, Community, and Biocultural Diversity
Take three courses from each of the following groups:

Group A
AIS 470, BIO 326, CENE 150, EGR 190, ENV 440, 440L, FOR 222, FOR 230, FOR 240, FOR 270, FOR 370

Group B
ANT 102, ANT 205, ANT 301, ANT 370, ANT 459, CCJ 312, FOR 493, GGR 248, GGR 371, PL 301, PL 376, POS 344, POS 455, SOC 319, SOC 333, SOC 334, SOC 444

Group C
COM 250, CM 120, HIS 308, HIS 368, HIS 397, HUM 130, HUM 373

The Southwest Environment
Take three courses from each of the following groups:

Group A
AIS 470, ENV 330, ENV 440 and 440L, FOR 230, FOR 250, FOR 270, FOR 340, FOR 370, FOR 479, FOR 381 GLG 303, GLG 304, ME 451

Group B – Social Sciences
ANT 102, ANT 205, ANT 301, ANT 370, ANT 459, CCJ 312, ECO 325, ECO 328, FOR 493, GCS 350, GGR 248, GGR 371, PL 301, PL 376, POS 344, POS 455, PSY 411, SOC 319, SOC 333, SOC 334, SOC 444

Group C - Humanities
CM 120, COM 250, GCS 352, HIS 308, HIS 368, HIS 397, HUM 130, HUM 373

The Southwest Environment
Take three courses from each of the following groups:

Group A – Natural Sciences
AIS 470, BIO 414, CENE 150, ENV 330, ENV 440, ENV 440L, FOR 230, FOR 250, FOR 270, FOR 340, FOR 370, FOR 479, FOR 381 GLG 303, GLG 304, ME 451

Group B – Social Sciences
ANT 102, ANT 205, ANT 301, ANT 370, ANT 459, CCJ 312, ECO 325, ECO 328, FOR 493, GCS 350, GGR 248, GGR 371, PL 301, PL 376, POS 344, POS 455, PSY 411, SOC 319, SOC 333, SOC 334, SOC 444

Contact your advisor for details.

Required Core
Take the following 28 units:
- ENV 181
- ENV 230
- ENV 301W or JLS 340W
- ENV 408, 485, or 497 (3 units)
- ENV 490C
- COM 150
- HUM 175
- POS 359
- PHI 331

Focus Area
Take 27 units in your chosen focus area, including 9 units each from group A (natural sciences), group B (social sciences), and group C (humanities) in that focus area.

You may also take special topics courses, or new courses, in any discipline that are consistent with your focus area but are not designated on the focus area list, with your advisor’s prior approval.

Note that some courses require a prerequisite. You should include prerequisite courses in your program planning, and take them as part of your liberal studies coursework when possible. Some courses are not offered every semester, and in some cases seats available to non-majors may be limited. Plan ahead.

Sustainability, Community, and Biocultural Diversity
Take three courses from each of the following groups:

Group A – Natural Sciences
AIS 470, BIO 326, CENE 150, EGR 190, ENV 115, ENV 326 and ENV 326L, ENV 440, 440L, FOR 222, FOR 230, FOR 240, FOR 270, FOR 370, FOR 381

Group B – Social Sciences
ANT 102, ANT 205, ANT 301, ANT 370, ANT 459, CCJ 312, ECO 325, ECO 328, FOR 493, GCS 350, GGR 248, GGR 371, PL 301, PL 376, POS 344, POS 455, PSY 411, SOC 319, SOC 333, SOC 334, SOC 444

Group C - Humanities
CM 120, COM 250, GCS 352, HIS 308, HIS 368, HIS 397, HUM 130, HUM 373

The Southwest Environment
Take three courses from each of the following groups:

Group A – Natural Sciences
AIS 470, BIO 414, CENE 150, ENV 330, ENV 440, ENV 440L, FOR 230, FOR 250, FOR 270, FOR 340, FOR 370, FOR 479, FOR 381 GLG 303, GLG 304, ME 451

Group B – Social Sciences
ANT 102, ANT 205, ANT 301, ANT 351, ANT 459, CCJ 312, ECO 325, ECO 328, GCS 350, PL 407, POS 347,
Group B
ANT 102, ANT 205, ANT 306, ANT 351, ANT 459,
GCS 350, PL 407, POS 347, POS 455, PRM 446,
SOC 333, SOC 444

Group C
ENG 464, HIS 308, HIS 368, HIS 381, HIS 397,
HUM 130, HUM 373, GCS 352

Globalization And Environmental Change
Take three courses from each of the following groups:

Group A
AIS 470, BIO 326, BIO 373, BIO 374, CENE 440,
EGR 190, ENV 495, FOR 230, FOR 255, FOR/GGR
340, FOR 415, GLG 107, GLG 451, HS 471

Group B
ANT 459, ECO 325, FOR 493, GGR 240, GGR 241,
GGR 340, GGR 376, GGR 457, POS 344, POS 455,
POS 361, PL 300, SOC 319, SOC 414, SOC 444

Group C
COM 250, HA 284, HUM 373, REL 391

Landscape, Interpretation, and Conservation
Take three courses from each of the following groups:

Group A
BIO 326, BIO 414, CENE 440, ENV 440 and 440L,
FOR 222, FOR 240, FOR 250, FOR 270, GLG 110,
GLG 112, GLG 303, GLG 304

Group B
ANT 370, ANT 459, GCS 350, GGR 239, GGR 346,
PL 201, PL 302, PL/CMP 303, PL 376, PL 407, POS
344, POS 347, POS 455, PRM 300, PRM 446, SOC
333, SOC 334

Group C
COM 250, ENG 441C, HIS 397, HUM 130, HUM
373, GCS 352, PRM 360

Water And Energy Systems
Take three courses from each of the following groups:

Group A
BIO 373, BIO 326, CENE 433, CENE 434, CENE
468, ENV 110, FOR/GGR 340, FOR 479, GLG 107,
EGR 190, ME 291, ME 451, PHS 101

Group B
CCJ 312, FOR 493, GGR 371, POS 455, SOC 319,
SOC 333, SOC 334

Group C
CM 120, COM 250, HIS 308, HIS 397, HUM 130,
HUM 373

Language Requirement
You must demonstrate proficiency in a language other
than English that is equivalent to two years of university
coursework. You may satisfy this requirement by taking
language courses or by testing out of all or part of it by
taking CLEP exams arranged by Center for Business
Outreach.

Revised 09/07
9. For undergraduate plans, will this requirement be a student individualized plan?  
   *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.

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


Upon completion of the major, students should be able to:
1. Understand core environmental concepts in the natural sciences, social sciences, and humanities
2. Be able to apply the disciplinary concepts of the natural sciences, social sciences, and the humanities to the understanding of specific environmental issues
3. Demonstrate a multi-disciplinary competence in at least one environmental issue area
4. Write clearly and critically, for a broad audience, on environmental issues

12. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
There are three proposed changes to the major, each with its own justification. First, we have eliminated two of the five focus areas. Of 122 majors, only 9 are in the Land emphasis and 6 in the Water/Energy emphasis. While the Southwest Environment emphasis also has low enrollment, it is clearly key to the university mission. As the President and Provost have called for the simplification of majors, the advisory faculty believe that eliminating focus areas accomplishes this goal. Second, and also along the lines of simplification, we have changed the language regarding ‘C’ grades that the Advising Office reported was confusing to students. We have also clarified the groups, where students are required to take 9 units each, as natural science, social science, and humanities. Finally, we have updated courses that can be used as options in the natural sciences, social sciences, and humanities – eliminating courses no longer offered and adding newly developed or discovered classes that provide knowledges or skills pertinent to the focus area.
13. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

No additional resources will be mandated by this change; however, the Environmental Studies major is currently understaffed, in terms of providing capacity in the core, ENV-prefix, courses.

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

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

Yes, the Environmental Studies major depends in large part on the offerings of many departments across the NAU campus. Letters of support from departments affected by the plan change are included in this proposal.

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

Yes

Certifications

[Signatures and dates]

Department Chair/Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For committee use only

[Signature and date]

For University Curriculum Committee

Action taken:  ✓ approved as submitted  □ approved as modified

Revised 09/07
PROPOSED CHANGES TO ENVIRONMENTAL STUDIES MINOR AND MAJOR
For AY 2010-11 Catalog

The Minor:
1. Change name of minor to “Environmental Sustainability”
2. Simplify minor – no core, just take 21 units from following list:
   - ENV 181 (change name to Environmental Sustainability)
   - ENV 115 Climate Change
   - ENV 230 Intro to Environmental Science
   - ENV 326 and ENV 326L Ecology
   - COM 150 Environmental Communication
   - ECO 325 Environmental Economics
   - FOR 230 Multicultural Perspectives of Natural Resource Management
   - FOR 381 Forest Ecosystem Management
   - HUM 175 Environmental Humanities
   - PHI 331 Environmental Ethics
   - POS 359 Environmental Policy

Rationale: The proposal comes after re-evaluation by the Environmental Studies Advisory Committee. Many of the classes in the current list are no longer offered. Moreover, most students are becoming more familiar with the term sustainability rather than its disciplinary home in environmental studies; the new name attempts to bridge the concept and discipline. The name change also reflects the role of the minor in putting a number of courses related to sustainability - a major mission of the university - under a single program; students interested in sustainability can pair this minor with many different majors. This version is also much more simple and flexible; rather than a set core, students simply choose from a list of courses. We believe this meets the intent of the President's call to simplify programs, and make it easier for students to finish in a timely manner.

The Major – B.A. and B.S.
Revise Introduction paragraphs:
   - Delete the language: Also be aware that we will not count a grade of D for major credit. Although we do not require that you retake a required course in which you earn a D, you must complete 56 hours with a grade of C or better in the major requirements in order to graduate. Replace with: A grade of C or better is required for all core and focus area courses (except for ENV 408 & 485).

   Revise language to encourage ENV 497, rather than past “or an approved independent study.”

Focus Areas:
Delete two focus areas: Landscape, Interpretation, and Conservation AND Water and Energy Systems.

Rationale: low enrollments in these areas illustrate that students interested in them are still attracted to traditional majors (Forestry, Recreation, Engineering). The other low enrollment area, Southwest Environment, is too close to the mission, and has been attractive to Native American students.

In all remaining focus areas:
   - Add ENV 115 (Climate Change) to Group A in all areas.
   - Delete BIO 326 from all Group A lists; Add ENV 326/L (Ecology) to all Group A lists (BIO 326 has additional prereqs, whereas ENV 326 does not)
   - Add ENV 440 (Conservation Biology) to all Group A lists where not listed already
   - Add CENE 150 (Intro to Env Engineering) to all Group A lists where not listed already
   - Add CENE 440 (Environmental Protection) to all Group B lists where not listed already
   - Add ECO 325 (Environmental Economics) and ECO 328 (Political Economy of Energy) to all Group B lists where not listed already
   - Add FOR 381 (Forest Ecosystem Management) to all Group A lists.
   - Add PSY 411 (Conservation Psychology) to all Group B lists (New class)

In Sustainability Focus:

Revised 09/07
Add GCS 350 (Managing the Grand Canyon) in Group B
Add GCS 352 (Grand Canyon Aesthetics) to Group C
(We added GCS classes to SW enviro focus, but students asked about adding to Sustainability focus as well)

In the Southwest Environment focus
Delete: ENV 330 from group A (class no longer exists)
Add BIO 414 (Native Plants of Arizona) to Group A list
Add ME 451 (Renewable Energy) to Group A
Add CCJ 312 (Environmental Crime) to Group B
Add COM 250 (Environmental Perspectives on Communication Arts) to Group C

In the Globalization focus
Delete: GGR 340 from group A & B (does not exist); Leave FOR 340 (Environmental Hydrology) in group A
Add CCJ 312 (Environmental Crime) to Group B
Add SOC 333 (Environment and Society) to Group B
Change PL 300 to PRM 300 (Ecotourism)

Overall Rationale:
There are three proposed changes to the major, each with its own justification. First, we have eliminated two of the five focus areas. Of 122 majors, only 9 are in the Land emphasis and 6 in the Water/Energy emphasis. While the Southwest Environment emphasis also has low enrollment, it is clearly key to the university mission. As the President and Provost have called for the simplification of majors, the advisory faculty believe that eliminating focus areas accomplishes this goal. Second, and also along the lines of simplification, we have changed the language regarding 'C' grades that the Advising Office reported was confusing to students. We have also clarified the groups, where students are required to take 9 units each, as natural science, social science, and humanities. Finally, we have updated courses that can be used as options in the natural sciences, social sciences, and humanities – eliminating courses no longer offered and adding newly developed or discovered classes that provide knowledges or skills pertinent to the focus area.
<table>
<thead>
<tr>
<th>1. College</th>
<th>CEFNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>SESES/ENV</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>B.S. Environmental Studies</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
</tr>
<tr>
<td>6. Is this proposal for a:</td>
<td></td>
</tr>
<tr>
<td>[ ] New Plan</td>
<td>[x] Plan Change*</td>
</tr>
<tr>
<td>[ ] New Subplan</td>
<td>[x] Subplan Change</td>
</tr>
<tr>
<td>[ ] Plan Deletion</td>
<td>[ ] Subplan Deletion</td>
</tr>
</tbody>
</table>

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:

[ ] Initial Plan  [ ] Advanced Plan  [ ] Remove Designation

[ ] Change from Initial to Advanced Plan  [ ] Change from Advanced to Initial Plan

8.

Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: [http://www4.nau.edu/aio/AcademicCatalogs/academiccatalogs.htm](http://www4.nau.edu/aio/AcademicCatalogs/academiccatalogs.htm)

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

For New Plans, leave this column blank.

**B.S. Environmental Studies (extended major)**

To earn this B.S. degree, complete at least the following 120 units of coursework, which we describe in the sections that follow. This degree does not require a minor.
- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ENV prefix to satisfy this liberal studies requirement.
- at least 28 units of major requirements
- at least 27 units of focus requirements
- 30 units of elective courses, if needed, to reach an overall total of at least 120 units.

Be aware that some courses required for your degree may have prerequisites that you must also take. Check all course descriptions to find out. (You may be able to count these prerequisites toward your liberal studies or general elective credit; discuss options with an advisor.)

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 diversity 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.

Note that the core includes the requirement of an internship, field study, or independent field study; please see an advisor for information. Final projects based on these experiences will be presented in the senior capstone.

Also be aware that we will not count a grade of D for major credit. Although we do not require that you retake a required course in which you earn a D, you must complete 56 hours with a grade of C or better in the major requirements in order to graduate.

Also please note that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (300 or 400-level).

Finally, please note that you may be able to use some courses to meet more than one requirement; however,

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

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

**B.S. Environmental Studies (extended major)**

To earn this B.S. degree, complete at least the following 120 units of coursework, which we describe in the sections that follow. This degree does not require a minor.
- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ENV prefix to satisfy this liberal studies requirement.
- at least 28 units of major requirements
- at least 27 units of focus requirements
- 30 units of elective courses, if needed, to reach an overall total of at least 120 units.

Be aware that some courses required for your degree may have prerequisites that you must also take. Check all course descriptions to find out. (You may be able to count these prerequisites toward your liberal studies or general elective credit; discuss options with an advisor.)

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 diversity 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.

Note that the core includes the requirement of an internship, field study, or independent field study; please see an advisor for information. Final projects based on these experiences will be presented in the senior capstone.

Also be aware that we will not count a grade of D for major credit. Although we do not require that you retake a required course in which you earn a D, you must complete 56 hours with a grade of C or better in the major requirements in order to graduate.

A grade of C or better is required for all core and focus area courses (except for ENV 408 & 485).

Also please note that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (300 or 400-level).

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

**Major Requirements**
you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Major Requirements

Required Core
Take the following 28 units:
- ENV 181
- ENV 230
- ENV 301W or JLS 340W
- ENV 408, 485, or an approved independent study or field study
- ENV 490C
- COM 150
- HUM 175
- POS 359
- PHI 331

Focus Area
Take 27 units in your chosen focus area, including 9 units each from group A, group B, and group C in that focus area.

You may also take special topics courses, or new courses, in any discipline that are consistent with your focus area but are not designated on the focus area list, with your advisor’s prior approval.

Note that some courses require a prerequisite. You should include prerequisite courses in your program planning and take them as part of your liberal studies coursework when possible. Some courses are not offered every semester, and in some cases seats available to non-majors may be limited. Plan ahead.

Sustainability, Community, And Biocultural Diversity
Take three courses from each of the following groups:

Group A
AIS 470, BIO 326, CENE 150, EGR 190, ENV 440, 440L, FOR 222, FOR 230, FOR 240, FOR 270, FOR 370

Group B
ANT 102, ANT 205, ANT 301, ANT 370, ANT 459, CCJ 312, FOR 493, GGR 248, GGR 371, PL 301, PL 376, POS 344, POS 455, SOC 319, SOC 333, SOC 334, SOC 444

Group C
COM 250, CM 120, HIS 308, HIS 368, HIS 397, HUM 130, HUM 373

The Southwest Environment
Take three courses from each of the following groups:

Group A
AIS 470, ENV 330, ENV 440 and 440L, FOR 230, FOR 250, FOR 270, FOR 340, FOR 370, FOR 479, GLG 303, GLG 304

Required Core
Take the following 28 units:
- ENV 181
- ENV 230
- ENV 301W or JLS 340W
- ENV 408, 485, or 497 (3 units)
- ENV 490C
- COM 150
- HUM 175
- POS 359
- PHI 331

Focus Area
Take 27 units in your chosen focus area, including 9 units each from group A (natural sciences), group B (social sciences), and group C (humanities) in that focus area.

You may also take special topics courses, or new courses, in any discipline that are consistent with your focus area but are not designated on the focus area list, with your advisor’s prior approval.

Note that some courses require a prerequisite. You should include prerequisite courses in your program planning and take them as part of your liberal studies coursework when possible. Some courses are not offered every semester, and in some cases seats available to non-majors may be limited. Plan ahead.

Sustainability, Community, And Biocultural Diversity
Take three courses from each of the following groups:

Group A – Natural Sciences
AIS 470, BIO 326, CENE 150, EGR 190, ENV 115, ENV 326 and ENV 326L, ENV 440, 440L, FOR 222, FOR 230, FOR 240, FOR 270, FOR 370, FOR 381

Group B – Social Sciences
ANT 102, ANT 205, ANT 301, ANT 370, ANT 459, CCJ 312, ECO 325, ECO 328, FOR 493, GCS 350, GGR 248, GGR 371, PL 301, PL 376, POS 344, POS 455, PSY 411, SOC 319, SOC 333, SOC 334, SOC 444

Group C – Humanities
CM 120, COM 250, GCS 352, HIS 308, HIS 368, HIS 397, HUM 130, HUM 373

The Southwest Environment
Take three courses from each of the following groups:

Group A – Natural Sciences
AIS 470, BIO 414, CENE 150, ENV 330, ENV 115, ENV 326 and ENV 326L, ENV 440 and 440L, FOR 230, FOR 250, FOR 270, FOR 340, FOR 370, FOR 381, FOR 479, GLG 303, GLG 304, ME 451

Group B – Social Sciences
ANT 102, ANT 205, ANT 306, ANT 351, ANT 459, CCJ 312, ECO 325, ECO 328, GCS 350, PL 407, POS 347, POS 455, PRM 446, PSY 411, SOC 333, SOC 444

Revised 09/07
Group B
ANT 102, ANT 205, ANT 306, ANT 351, ANT 459, GCS 350, PL 407, POS 347, POS 455, PRM 446, SOC 333, SOC 444

Group C
ENG 464, HIS 308, HIS 368, HIS 381, HIS 387, HIS 397, HUM 130, HUM 373, GCS 352

Globalization And Environmental Change
Take three courses from each of the following groups:

Group A
AIS 470, BIO 326, BIO 373, BIO 374, CENE 440, EGR 190, ENV 495, FOR 230, FOR 253, FOR/GGR 340, FOR 415, GLG 107, GLG 451, HIS 471

Group B
ANT 459, ECO 325, FOR 493, GGR 240, GGR 241, GGR 340, GGR 376, GGR 457, POS 344, POS 455, POS 361, PL 300, SOC 319, SOC 414, SOC 444

Group C
COM 250, HA 284, HUM 373, REL 391

Landscape, Interpretation, and Conservation
Take three courses from each of the following groups:

Group A
BIO 326, BIO 414, CENE 440, ENV 440 and 440L, FOR 222, FOR 240, FOR 250, FOR 270, GLG 110, GLG 112, GLG 303, GLG 304

Group B
ANT 370, ANT 459, GCS 350, GGR 239, GGR 346, PL 201, PL 302, PL/CM 303, PL 376, PL 407, POS 344, POS 347, POS 455, PRM 300, PRM 446, SOC 333, SOC 334

Group C
COM 250, ENG 441C, HIS 397, HUM 130, HUM 373, GCS 352, PRM 360

Water And Energy Systems
Take three courses from each of the following groups:

Group A
BIO 373, BIO 326, CENE 433, CENE 434, CENE 468, ENV 110, FOR/GGR 340, FOR 479, GLG 107, EGR 190, ME 291, ME 451, PHS 101

Group B
CCJ 312, FOR 493, GGR 371, POS 455, SOC 319, SOC 333, SOC 334

Group C
CM 120, COM 250, HIS 308, HIS 397, HUM 130, HUM 373

General Electives

You may take the remaining 30 units from any academic areas you choose, for a total of 120 units. You may use these courses to pursue your specific interests and goals; consult with your advisor to select the courses that will be most advantageous to you. (You may also use prerequisites or transfer credits as electives if they weren’t used to meet major, minor, or liberal studies requirements.)
9. 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.

10. 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.


Upon completion of the major, students should be able to:
1. Understand core environmental concepts in the natural sciences, social sciences, and humanities
2. Be able to apply the disciplinary concepts of the natural sciences, social sciences, and the humanities to the understanding of specific environmental issues
3. Demonstrate a multi-disciplinary competence in at least one environmental issue area
4. Write clearly and critically, for a broad audience, on environmental issues

12. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
There are three proposed changes to the major, each with its own justification. First, we have eliminated two of the five focus areas. Of 122 majors, only 9 are in the Land emphasis and 6 in the Water/Energy emphasis. While the Southwest Environment emphasis also has low enrollment, it is clearly key to the university mission. As the President and Provost have called for the simplification of majors, the advisory faculty believe that eliminating focus areas accomplishes this goal. Second, and also along the lines of simplification, we have changed the language regarding 'C' grades that the Advising Office reported was confusing to students. We have also clarified the groups, where students are required to take 9 units each, as natural science, social science, and humanities. Finally, we have updated courses that can be used as options in the natural sciences, social sciences, and humanities – eliminating courses no longer offered and adding newly developed or discovered classes that provide knowledges or skills pertinent to the focus area.

13. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
   No additional resources will be mandated by this change; however, the Environmental Studies major is currently understaffed, in terms of providing capacity in the core, ENV-prefix, courses.
14. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?
   If so, attach supporting documentation from the affected departments/units and college dean.
   Yes, the Environmental Studies major depends in large part on the offerings of many departments across the NAU campus. Letters of support from departments affected by the plan change are included in this proposal.

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

Certifications

[Signatures and dates]

For committee use only

For University Curriculum Committee

Action taken:  _✓_ approved as submitted  _X_ approved as modified
PROPOSED CHANGES TO ENVIRONMENTAL STUDIES MINOR AND MAJOR
For AY 2010-11 Catalog

The Minor:
1. Change name of minor to “Environmental Sustainability”
2. Simplify minor – no core, just take 21 units from following list:
   - ENV 181 (change name to Environmental Sustainability)
   - ENV 115 Climate Change
   - ENV 230 Intro to Environmental Science
   - ENV 326 and ENV 326L Ecology
   - COM 150 Environmental Communication
   - ECO 325 Environmental Economics
   - FOR 230 Multicultural Perspectives of Natural Resource Management
   - FOR 381 Forest Ecosystem Management
   - HUM 175 Environmental Humanities
   - PHI 331 Environmental Ethics
   - POS 359 Environmental Policy

Rationale: The proposal comes after re-evaluation by the Environmental Studies Advisory Committee. Many of the classes in the current list are no longer offered. Moreover, most students are becoming more familiar with the term sustainability rather than its disciplinary home in environmental studies; the new name attempts to bridge the concept and discipline. The name change also reflects the role of the minor in putting a number of courses related to sustainability - a major mission of the university - under a single program; students interested in sustainability can pair this minor with many different majors. This version is also much more simple and flexible; rather than a set core, students simply choose from a list of courses. We believe this meets the intent of the President’s call to simplify programs, and make it easier for students to finish in a timely manner.

The Major – B.A. and B.S.
Revise Introduction paragraphs:
Delete the language: Also be aware that we will not count a grade of D for major credit. Although we do not require that you retake a required course in which you earn a D, you must complete 56 hours with a grade of C or better in the major requirements in order to graduate. Replace with: A grade of C or better is required for all core and focus area courses (except for ENV 408 & 485).

Revise language to encourage ENV 497, rather than past “or an approved independent study.”

Focus Areas:
Delete two focus areas: Landscape, Interpretation, and Conservation AND Water and Energy Systems.

Rationale: low enrollments in these areas illustrate that students interested in them are still attracted to traditional majors (Forestry, Recreation, Engineering). The other low enrollment area, Southwest Environment, is too close to the mission, and has been attractive to Native American students.

In all remaining focus areas:
Add ENV 115 (Climate Change) to Group A in all areas.
Delete BIO 326 from all Group A lists; Add ENV 326/L (Ecology) to all Group A lists (BIO 326 has additional prereqs, whereas ENV 326 does not)
Add ENV 440 (Conservation Biology) to all Group A lists where not listed already
Add CENE 150 (Intro to Env Engineering) to all Group A lists where not listed already
Add CENE 440 (Environmental Protection) to all Group B lists where not listed already
Add ECO 325 (Environmental Economics) and ECO 328 (Political Economy of Energy) to all Group B lists where not listed already
Add FOR 381 (Forest Ecosystem Management) to all Group A lists.
Add PSY 411 (Conservation Psychology) to all Group B lists (New class)

In Sustainability Focus:
Add GCS 350 (Managing the Grand Canyon) in Group B

Revised 09/07
Add GCS 352 (Grand Canyon Aesthetics) to Group C
   (We added GCS classes to SW enviro focus, but students asked about adding to Sustainability focus as well)

In the Southwest Environment focus
   Delete: ENV 330 from group A (class no longer exists)
   Add BIO 414 (Native Plants of Arizona) to Group A list
   Add ME 451 (Renewable Energy) to Group A
   Add CCJ 312 (Environmental Crime) to Group B
   Add COM 250 (Environmental Perspectives on Communication Arts) to Group C

In the Globalization focus
   Delete: GGR 340 from group A & B (does not exist); Leave FOR 340 (Environmental Hydrology) in group A
   Add CCJ 312 (Environmental Crime) to Group B
   Add SOC 333 (Environment and Society) to Group B
   Change PL 300 to PRM 300 (Ecotourism)

Overall Rationale:
There are three proposed changes to the major, each with its own justification. First, we have eliminated two of the five focus areas. Of 122 majors, only 9 are in the Land emphasis and 6 in the Water/Energy emphasis. While the Southwest Environment emphasis also has low enrollment, it is clearly key to the university mission. As the President and Provost have called for the simplification of majors, the advisory faculty believe that eliminating focus areas accomplishes this goal. Second, and also along the lines of simplification, we have changed the language regarding “C” grades that the Advising Office reported was confusing to students. We have also clarified the groups, where students are required to take 9 units each, as natural science, social science, and humanities. Finally, we have updated courses that can be used as options in the natural sciences, social sciences, and humanities – eliminating courses no longer offered and adding newly developed or discovered classes that provide knowledges or skills pertinent to the focus area.
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>CEFNS</th>
<th>2. Academic Unit/Department</th>
<th>SESES/ENV</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Academic Plan Name</td>
<td>Interdisciplinary Minor in Environmental Studies</td>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Is this proposal for a:  
   - [ ] New Plan  
   - [ ] Plan Change*  
   - [ ] New Subplan  
   - [ ] Subplan Change  
   - [ ] Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:
   - [ ] Initial Plan  
   - [ ] Advanced Plan  
   - [ ] Remove Designation
   - [ ] Change from Initial to Advanced Plan  
   - [ ] Change from Advanced to Initial Plan

8.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online 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.

Interdisciplinary Minor in Environmental Studies

To complete this minor, you take the following 23 units:

- ENV 101, 101L, and 300; HUM 175 and 373; and POS 159 (14 units)
- 9 units from the following courses, with at least 6 units, at the 300 or 400 level:
  ANT 370
  COM 150 and 250
  CHM 440
  CJ 312
  ENV 230 and 495
  FOR 230, 240, and 250
  GLG 301 and 430
  JLS 440C
  SOC 319
  PHI 331
  PL 302, 306, and 402W
  POS 344, 345, 359, and 455
  REL 391

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

Click here for information about Environmental Sciences undergraduate courses and faculty.

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

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

Interdisciplinary Minor in Environmental Studies

To complete this minor, you take the following 23 units:

- ENV 101, 101L, and 300; HUM 175 and 373; and POS 159 (14 units)
- 9 units from the following courses, with at least 6 units, at the 300 or 400 level:
  ANT 370
  COM 150 and 250
  CHM 440
  CJ 312
  ENV 230 and 495
  FOR 230, 240, and 250
  GLG 301 and 430
  JLS 440C
  SOC 319
  PHI 331
  PL 302, 306, and 402W
  POS 344, 345, 359, and 455
  REL 391

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

Click here for information about Environmental Sciences undergraduate courses and faculty.

Interdisciplinary Minor in Environmental Sustainability

To complete this minor, you take 21 units.
from the following courses:

ENV 181  
ENV 115  
ENV 230  
ENV 326 and 326L  
COM 150  
ECO 325  
FOR 230  
FOR 381  
HUM 175  
PHI 331  
POS 359  

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

Click here for information about Environmental Sciences undergraduate courses and faculty.

9. 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.

10. 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.

N/A - minor plans do not need learning outcome assessment plans

12. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.  
The proposal comes after re-evaluation by the Environmental Studies Advisory Committee. Many of the classes in the current list are no longer offered. Moreover, most students are becoming more familiar with the term sustainability rather than its disciplinary home in environmental studies; the new name attempts to bridge the concept and discipline. The name change also reflects the role of the minor in putting a number of courses related to sustainability - a major mission of the university - under a single program; students interested in sustainability can pair this minor with many different majors. This version is also much more simple and flexible; rather than a set

Revised 09/07
core, students simply choose from a list of courses. We believe this meets the intent of the President's call to simplify programs, and make it easier for students to finish in a timely manner.

13. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied? Fewer courses listed under the minor (and more larger lecture classes) actually make the minor less resource demanding for the university.

14. 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

15. 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: X approved as submitted X approved as modified

Revised 09/07
PROPOSED CHANGES TO ENVIRONMENTAL STUDIES MINOR AND MAJOR
For AY 2010-11 Catalog

The Minor:
1. Change name of minor to “Environmental Sustainability”
2. Simplify minor – no core, just take 21 units from following list:
   ENV 181 (change name to Environmental Sustainability)
   ENV 115 Climate Change
   ENV 230 Intro to Environmental Science
   ENV 326 and ENV 326L Ecology
   COM 150 Environmental Communication
   ECO 325 Environmental Economics
   FOR 230 Multicultural Perspectives of Natural Resource Management
   FOR 381 Forest Ecosystem Management
   HUM 175 Environmental Humanities
   PHI 331 Environmental Ethics
   POS 359 Environmental Policy

Rationale: The proposal comes after re-evaluation by the Environmental Studies Advisory Committee. Many of the classes in the current list are no longer offered. Moreover, most students are becoming more familiar with the term sustainability rather than its disciplinary home in environmental studies; the new name attempts to bridge the concept and discipline. The name change also reflects the role of the minor in putting a number of courses related to sustainability - a major mission of the university - under a single program; students interested in sustainability can pair this minor with many different majors. This version is also much more simple and flexible; rather than a set core, students simply choose from a list of courses. We believe this meets the intent of the President's call to simplify programs, and make it easier for students to finish in a timely manner.

The Major – B.A. and B.S.
Revise Introduction paragraphs:
Delete the language: Also be aware that we will not count a grade of D for major credit. Although we do not require that you retake a required course in which you earn a D, you must complete 56 hours with a grade of C or better in the major requirements in order to graduate. Replace with: A grade of C or better is required for all core and focus area courses (except for ENV 408 & 485).

Revise language to encourage ENV 497, rather than past “or an approved independent study.”

Focus Areas:
Delete two focus areas: Landscape, Interpretation, and Conservation AND Water and Energy Systems.

Rationale: low enrollments in these areas illustrate that students interested in them are still attracted to traditional majors (Forestry, Recreation, Engineering). The other low enrollment area, Southwest Environment, is too close to the mission, and has been attractive to Native American students.

In all remaining focus areas:
Add ENV 115 (Climate Change) to Group A in all areas.
Delete BIO 326 from all Group A lists; Add ENV 326/L (Ecology) to all Group A lists (BIO 326 has additional prereqs, whereas ENV 326 does not)
Add ENV 440 (Conservation Biology) to all Group A lists where not listed already
Add CENE 150 (Intro to Env Engineering) to all Group A lists where not listed already
Add CENE 440 (Environmental Protection) to all Group B lists where not listed already
Add ECO 325 (Environmental Economics) and ECO 328 (Political Economy of Energy) to all Group B lists where not listed already
Add FOR 381 (Forest Ecosystem Management) to all Group A lists.
Add PSY 411 (Conservation Psychology) to all Group B lists (New class)

In Sustainability Focus:
Add GCS 350 (Managing the Grand Canyon) in Group B

Revised 09/07
Add GCS 352 (Grand Canyon Aesthetics) to Group C
(We added GCS classes to SW enviro focus, but students asked about adding to Sustainability focus as well)

In the Southwest Environment focus
Delete: ENV 330 from group A (class no longer exists)
Add BIO 414 (Native Plants of Arizona) to Group A list
Add ME 451 (Renewable Energy) to Group A
Add CCJ 312 (Environmental Crime) to Group B
Add COM 250 (Environmental Perspectives on Communication Arts) to Group C

In the Globalization focus
Delete: GGR 340 from group A & B (does not exist); Leave FOR 340 (Environmental Hydrology) in group A
Add CCJ 312 (Environmental Crime) to Group B
Add SOC 333 (Environment and Society) to Group B
Change PL 300 to PRM 300 (Ecotourism)

Overall Rationale:
There are three proposed changes to the major, each with its own justification. First, we have eliminated two of the five focus areas. Of 122 majors, only 9 are in the Land emphasis and 6 in the Water/Energy emphasis. While the Southwest Environment emphasis also has low enrollment, it is clearly key to the university mission. As the President and Provost have called for the simplification of majors, the advisory faculty believe that eliminating focus areas accomplishes this goal. Second, and also along the lines of simplification, we have changed the language regarding 'C' grades that the Advising Office reported was confusing to students. We have also clarified the groups, where students are required to take 9 units each, as natural science, social science, and humanities. Finally, we have updated courses that can be used as options in the natural sciences, social sciences, and humanities – eliminating courses no longer offered and adding newly developed or discovered classes that provide knowledges or skills pertinent to the focus area.

Revised 09/07
University Curriculum Committee  
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College | CEFNS
3. Academic Plan Name  | Geology: Environmental  
                           | Geology: General  
                           | Geology: Geophysics  
                           | Geology: Paleontology  
                           | Environmental Sciences:  
                           | Applied Geology  
                           | Geology minor
2. Academic Unit/Department | School of Earth Science & Environmental Sustainability
4. Subplan (if applicable)? | n/a
5. Effective Date | FALL 2010
6. Is this proposal for a:  | □ New Plan  
                           | ☑ Plan Change*  
                           | □ New Subplan  
                           | □ Subplan Change  
                           | □ Plan Deletion  
                           | □ Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:  
   □ Initial Plan  
   □ Advanced Plan  
   □ Remove Designation  
   □ Change from Initial to Advanced Plan  
   □ Change from Advanced to Initial Plan

8. Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online 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.

**Geology: Environmental Geology**

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

- at least 80 units of major requirements

You must complete 80 units of major requirements, as we explain in the following paragraphs.

You take the following 50 units of core requirements:

- GLG 101, 102, 103, 104, 240, 309, 315, 324, 435, and 470 (29 units)

**Geology: General**

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

- at least 73 units of major requirements

You must complete 73 units of major requirements, as we explain in the following paragraphs.

You take the following 42 units of core requirements:

- GLG 101, 102, 103, 104, 240, 309, 315, 324, 435, and 470 (29 units)

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

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

**Geology: Environmental Geology**

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

- at least 80 81 units of major requirements

You must complete 80 81 units of major requirements, as we explain in the following paragraphs.

You take the following 50 51 units of core requirements:

- GLG 101, 102, 103, 104, 240, 309, 315, 324, 435, and 470 (29 30 units)

**Geology: General**

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

- at least 73 74 units of major requirements

You must complete 73 74 units of major requirements, as we explain in the following paragraphs.

You take the following 42 43 units of core requirements:

- GLG 101, 102, 103, 104, 240, 309, 315, 324, 435, and 470 (29 30 units)
Geology: Geophysics
To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
  - at least 82 units of major requirements
You must complete 82 units of major requirements, as we explain in the following paragraphs.

You take the following 42 units of core requirements:
  - GLG 101, 102, 103, 104, 240, 309, 315, 324, 435 and 470 (29 units)

Geology: Paleontology
To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
  - at least 81 units of major requirements
You must complete 81 units of major requirements, as we explain in the following paragraphs.

You take the following 42 units of core requirements:
  - GLG 101, 102, 103, 104, 240, 309, 315, 324, 435 and 470 (29 units)

Environmental Sciences: Applied Geology
To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
  - at least 90 units of major requirements
You must complete 90 units of major requirements, as we explain in the following paragraphs.

You take the following 42 units of core requirements:
  - GLG 101, 102, 103, 104, 240, 309, 315, 324, 435 and 470 (29 units)

Revised 09/07
• at least 90 units of major requirements

Complete the following 90 units of major requirements.

Also complete the following 59 units with an average overall grade of 2.0 or better:

• CHM 151, 151L, 152, and 152L (9 units)

• GLG 101, 102, 103, 104, 240, 309, 324, 360, 430, 435, and 451 (34 units)

**Geology minor**

To complete this minor, you take the following 20-22 units:

• GLG 101, 102, 103, 104, 240, and 304 (14 units)

requirements

Complete the following 90 units of major requirements.

Also complete the following 59 units with an average overall grade of 2.0 or better:

• CHM 151, 151L, 152, and 152L (9 units)

• GLG 101, 102, 103, 104, 240, 309, 324, 360, 430, 435, and 451 (34 units)

**Geology minor**

To complete this minor, you take the following 20-22 units:

• GLG 101, 102, 103, 104, 240, and 304 (14 units)

9. 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.

10. 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.


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

GLG 240 is changing from a two credit to a three credit course. This change impacts 8 plans by increasing their total units required by one.

Revised 09/07
The hydrogeology plan has two changes due to a plan change that has already moved to UCC. This first number is from the 2009 catalog, the second number is adding the one unit and the third number is including the proposed changes to the plan.

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

14. 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.
   - GLG 240 is an elective course in the International Forestry focus, but that focus area is changing to a certificate for 2010.

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

Certifications

Department Chair/Unit Head (inappropriate)  

[Signature]  2/11/10  

Chair of college curriculum committee  

[Signature]  2/9/10  

Dean of college  

[Signature]  2/8/10  

For committee use only  

[Signature]  2/11/10  

For University Curriculum Committee  

[Signature]  2/11/10  

Action taken:  

- [ ] approved as submitted  

- [ ] approved as modified

Revised 09/07
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College  CEFNS
2. Academic Unit/Department  SESES

3. Academic Plan Name  Geology - Geophysics
4. Subplan (if applicable)?

5. Effective Date  FALL  2010

6. Is this proposal for a:  
   [ ] New Plan  [x] Plan Change*  [ ] Plan Deletion
   [ ] New Subplan  Subplan Change  [ ] Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:
   [ ] Initial Plan  [ ] Advanced Plan  [ ] Remove Designation
   [ ] Change from Initial to Advanced Plan  [ ] Change from Advanced to Initial Plan

8.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/oio/AcademicCatalog/academiccatalogs.html)

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

You also take 16 units of coursework that are specific to this major:
- MAT 238 and 239 or PHY 301 (7 units)
- at least 9 additional units selected with your advisor's approval, two of which must be PHY courses, from PHY 263, 264, 321, 322, 331, 332, and 441 and GLG 451, 560, and 565

You also take 16 units of coursework that are specific to this major:
- MAT 238 and 239 or PHY 301 (7 units)
- at least 9 additional units selected with your advisor's approval, two of which must be PHY courses, from PHY 263, 264, 301, 321, 322, 331, 332, and 441 and GLG 451, 560, and 565

9. 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.

10. 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 non-course 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.

- Provide broad-based, field based knowledge of the major disciplines in the geosciences
- Develop skills in scientific analysis and reasoning involving multi-dimensional representations which reflect an understanding of geologic processes, and the ability to read and interpret processes from a geologic map
- Develop the skills necessary to collect, analyze, and interpret geologic data, and to create a geologic map using a computer and GIS
- Develop ability to communicate geologic information

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

Revised 09/07
MAT 239 is a pre/co requisite for PHY 301, so we moved PHY as one of 9 credits of Physics options.

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

14. 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

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

Certifications

[Signature]

Date: 11/06/09

Department Chair/ Unit Head (if appropriate)

[Signature]

Date: 2/9/10

Chair of college curriculum committee

[Signature]

Date: 2/8/10

Dean of college

For committee use only

[Signature]

Date: 2-11-10

For University Curriculum Committee

[Signature]

Date

Action taken: √ approved as submitted ___________________ approved as modified
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College  CEFNS

2. Academic Unit/Department  SESES

3. Academic Plan Name  Geology-hydrogeology

4. Subplan (if applicable)?

5. Effective Date  FALL 2010

6. Is this proposal for a:
   - ☐ New Plan
   - ☐ Plan Change*
   - ☐ Plan Deletion
   - ☒ New Subplan
   - ☒ Subplan Change
   - ☐ Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:
   - ☐ Initial Plan
   - ☐ Advanced Plan
   - ☐ Remove Designation
   - ☐ Change from Initial to Advanced Plan
   - ☐ Change from Advanced to Initial Plan

8.
To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 86 units of major requirements

You must complete 86 units of major requirements, as we explain in the following paragraphs.

You take the following 42 units of core requirements:
- GLG 101, 102, 103, 104, 240, 309, 315, 324, 435 and 470 (29 units)

You must complete 86 units of major requirements, as we explain in the following paragraphs

- PHY 161 and 262 (7 units)
- or PHY 111 and 112 (8 units) (We recommend PHY 161 and 262.)

You must also take 20 units of coursework that are specific to this major:
- GLG 451 (4 units)
- CENE 251, 333, and ME 252, 395 (12 units)

You must complete 86 87 91 units of major requirements

You must complete 86 87 91 units of major requirements, as we explain in the following paragraphs.

You take the following 42 43 units of core requirements:
- GLG 101, 102, 103, 104, 240, 309, 315, 324, 435 and 470 (29 30 units)

You must complete 86 90 units of major requirements, as we explain in the following paragraphs

- PHY 161 and 262 (7 units)
- or PHY 111 and 112 (8 units) (We recommend PHY 161 and 262.)

You must also take 29 24 units of coursework that are specific to this major
- GLG 451 (4 units)
- CENE 251, 333, 333L, ME 252, 291, 395 (42-13 units)
9. 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.

10. 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.


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

GLG 240 is changing from a two credit to a three credit course. This change impacts 8 plans by increasing their total units required by one.

CENE 251 is a requirement for the major and the pre-req for CENE 251 is PHY 161. If students take PHY 11/112, they still need to take PHY 161 in order to enroll in CENE 251.

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

14. 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.
   GLG 240 is an elective course in the International Forestry focus, but that focus area is changing to a certificate for 2010.

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

Certifications

[Signatures and dates]

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

Revised 09/07
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College  CEFNS
2. Academic Unit/Department  School of Forestry
3. Academic Plan Name  B.S.F. Forestry
4. Subplan (if applicable)?
5. Effective Date  FALL  2010
6. Is this proposal for a:
   ☐ New Plan
   ☐ Plan Change*
   ☐ Plan Deletion
   ☐ New Subplan
   ☑ Subplan Change
   ☐ Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:
   ☐ Initial Plan  ☐ Advanced Plan  ☐ Remove Designation
   ☐ Change from Initial to Advanced Plan  ☐ Change from Advanced to Initial Plan

8.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: (http://www4.nau.edu/alo/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 and strikethrough what is being deleted. (Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

For New Plans, leave this column blank.

Focus Areas
You choose one of the following focus areas for the remaining 12 units. All focus areas require a minimum of 6 units in 300- and 400-level courses. You will find more information about focus areas under academics and research at www.for.nau.edu.

Conservation Biology Focus
FOR 230 or 255; FOR 240; 6 units selected from ANT 370, BIO 340, 374, or 478; ECO 325 or FOR 493; ENV 440; FOR 415 or 445, FOR 441; PHI 331; SC 323

Ecological Restoration Focus
FOR 251; FOR 382; FOR 408 or 485
One additional 3 unit course selected with approval of focus area coordinator

Forest Health Focus
FOR 454;
FOR 452 and/or FOR 453;
If you took both FOR 452 and FOR 453, then select 3 units from the following list. If you did not take both FOR 452 and FOR 453, select 6 units from the following list of courses.
FOR 240, 250, 283, 441, 443, 479, or BIO 322 or 411

Forestry in the Wildland-Urban Interface
FOR 283;
6 or 7 units from FOR 203, 204, 207, 230, 382, or 447
2 or 3 units from PR 272 or COM 150 or

Focus Areas
You choose one of the following focus areas for the remaining 12 units. All focus areas require a minimum of 6 units in 300- and 400-level courses. You will find more information about focus areas under academics and research at www.for.nau.edu.

Conservation Biology Focus
FOR 230 or 255; FOR 240; 6 units selected from ANT 370, BIO 340, 374, or 478; ECO 325 or FOR 493; ENV 440; FOR 415 or 445, FOR 441; PHI 331; SC 323

Ecological Restoration Focus
FOR 251; FOR 382; FOR 408 or 485
One additional 3 unit course selected with approval of focus area coordinator

Forest Health Focus
FOR 454;
FOR 452 and/or FOR 453;
If you took both FOR 452 and FOR 453, then select 3 units from the following list. If you did not take both FOR 452 and FOR 453, select 6 units from the following list of courses.
FOR 240, 250, 283, 441, 443, 479, or BIO 322 or 411

Forestry in the Wildland-Urban Interface
FOR 283;
6 or 7 units from FOR 203, 204, 207, 230, 382, or 447
2 or 3 units from PR 272 or COM 150 or PL 306 or FOR 430

Revised 09/07
Indigenous Forestry Focus
FOR 270; FOR 370
6 units from FOR 230, 250, 382, 415, 441, or 485

International Forestry Focus
FOR 415;
6 units from FOR 230, 255, or 441
3 units from ANT 301, 302, 303, 307, or 459 or GGR 240, 241, or 348, or POS 120, 159, 361, 374, or 380, or PRM 300

Water and Watershed Restoration Focus
FOR 340, 340L and FOR 465;
One course from CENE 150, GGR 451, or GLG 101/103
One course from FOR 479, ENV 410, GGR 461 or 462, or GLG 430

Wildland Fire Focus
FOR 251, 351, 451
One additional 3 unit course from FOR 230, 240, 370, 382, 415, 443, 447, 452, 453, 454, 465, 479; or BIO 478, 479; ENV 440, 495; or GGR 239

Individualized Focus
You must develop a 1 page written statement describing the purpose and scope of the proposed focus area and have the statement approved by a faculty mentor.
You must complete 12 units of FOR courses, including a minimum of 6 units of upper division courses (300- or 400-level) that support the purpose and scope of the proposed focus area topic that is developed with approval a faculty mentor.

Indigenous Forestry Focus
FOR 270; FOR 370
6 units from FOR 230, 250, 382, 415, 441, or 485

International Forestry Focus
FOR 415;
6 units from FOR 230, 255, or 441
3 units from ANT 301, 302, 303, 307, or 459 or GGR 240, 241, or 348, or POS 120, 159, 361, 374, or 380, or PRM 300

Water and Watershed Restoration Focus
FOR 340, 340L and FOR 465;
One course from CENE 150, GGR 451, or GLG 101/103
One course from FOR 479, ENV 410, GGR 461 or 462, or GLG 430

Wildland Fire Focus
FOR 251, 351, 451
One additional 3 unit course from FOR 230, 240, 370, 382, 415, 443, 447, 452, 453, 454, 465, 479; or BIO 478, 479; ENV 440, 495; or GGR 239

Certificate Requirements
Complete an approved certificate plan or the Individualized Focus Area for the remaining 12-15 units.
Certificates require a minimum of 9 units in 300 and 400 level courses. You must also earn a grade of "C" or better in each certificate or focus area course course (or Pass in Pass/Fail courses).

Approved Certificates (please hyperlink these to the appropriate certificate listing in the catalog)
- Fire Ecology and Management
- Forest Health and Ecological Restoration
- International Forestry and Conservation
- People and Forests
Wildlife Ecology and Management

You will find more information about approved certificates and the individualized focus area under academics and research at nau.edu/forestry.

Individualized Focus
You must develop a 1 page written statement describing the purpose and scope of the proposed focus area and have the statement approved by a faculty mentor and the Executive Director. You also must complete 12 units of FOR courses, including a minimum of 6 units of upper division courses (300- or 400-level) that support the purpose and scope of the proposed focus area topic as outlined in the written statement.

9. 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.

10. 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.


   The overall rationale for requiring the completion of either a certificate or an individualized focus area is to allow students to develop knowledge and skills in a sub-discipline of forestry of particular interest to them. The specific learning outcomes vary according to the student's choice, and are specified in the proposals for each certificate or, in the case of the individualized focus area, included in the written statement developed by the student and the student's faculty mentor.

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

   Feedback received from past assessments of our program indicated that students appreciated the opportunity to explore a sub-discipline of interest, but did not like the fact that focus areas are not indicated on transcripts. Converting our existing focus areas to certificates will allow for more formal recognition of their coursework.

   We also hope to better serve our current students by updating our requirements for this important part of our undergraduate forestry program. Currently, forestry students are asked to complete a focus area in one of nine areas. We are proposing to convert the existing nine focus areas to four certificates and

Revised 09/07
are retaining the individualized focus area for those students whose needs are not met by the
certificates.

We also hope that, by opening these certificates to students in other majors, that we will be better able
to serve the broader needs of NAU while also boosting overall enrollment in our courses.

13. If this academic plan/subplan will require additional faculty, space, or equipment, how will these
requirements
be satisfied?
We do not anticipate any additional needs for faculty, space or equipment.

14. 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

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

Certifications

[Signature]
Department Chair/Unit Head (if appropriate) 12/22/09
[Signature]
Chair of college curriculum committee 1/5/10
Dean of college 1/9/10

For committee use only

[Signature]
For University Curriculum Committee 1-26-10

Action taken: √ approved as submitted □ approved as modified
**Bachelor of Science in Forestry**

**FORESTRY**

2010-2011 Undergraduate Catalog

Degree Progression Plan

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>1st term</th>
<th>2nd term</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOR 101</td>
<td>Introduction to Forestry</td>
<td>3</td>
</tr>
<tr>
<td>CIS 120</td>
<td>Intro. Comp Info. Systems (Science)</td>
<td>3</td>
</tr>
<tr>
<td>MAT 125</td>
<td>Pre-calculus</td>
<td>4</td>
</tr>
<tr>
<td>ENG 105</td>
<td>Critical Reading &amp; Writing</td>
<td>4</td>
</tr>
<tr>
<td>NAU 100</td>
<td>Transition to College</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td>15</td>
<td><strong>Total units</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>3rd term</th>
<th>4th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOR 211</td>
<td>Forest Measurements</td>
<td>3</td>
</tr>
<tr>
<td>FOR 220</td>
<td>Intro. to Forest and Range Plants</td>
<td>2</td>
</tr>
<tr>
<td>CHM 130</td>
<td>Fundamental Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHM 151L</td>
<td>General Chemistry-Lab (Lab)</td>
<td>1</td>
</tr>
<tr>
<td>GE</td>
<td>General Elective **</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td>14</td>
<td><strong>Total units</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>5th term: Semester A-Professional Program</th>
<th>6th term: Semester B-Professional Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOR 313</td>
<td>Forest Ecology I</td>
<td>4</td>
</tr>
<tr>
<td>FOR 314</td>
<td>Forest Ecology II</td>
<td>3</td>
</tr>
<tr>
<td>FOR 315</td>
<td>Silviculture Principles</td>
<td>3</td>
</tr>
<tr>
<td>FOR 316</td>
<td>Silviculture Applications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LS/ DIV/CT</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td>13</td>
<td><strong>Total units</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Year</th>
<th>7th term: Semester C-Professional Program</th>
<th>8th term: Semester D-Professional Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOR 413C</td>
<td>Forest Ecosystem Assessment I</td>
<td>3</td>
</tr>
<tr>
<td>FOR 414C</td>
<td>Forest Ecosystem Assessment II</td>
<td>3</td>
</tr>
<tr>
<td>FE</td>
<td>Focus elective</td>
<td>3</td>
</tr>
<tr>
<td>FE</td>
<td>Focus elective</td>
<td>3</td>
</tr>
<tr>
<td>LS/ DIV/CT</td>
<td>Liberal Studies/Diversity/Certificate *</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td>15</td>
<td><strong>Total units</strong></td>
</tr>
</tbody>
</table>

Liberal Studies Distribution blocks

<table>
<thead>
<tr>
<th>AH1 (6 units)</th>
<th>SPW (6 units)</th>
<th>CU (6 units)</th>
<th>Science (7 units)</th>
<th>Additional 3 units to reach 35 total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC 111 (3)</td>
<td>BIO 181/L (4)</td>
<td>CIS 120 (3)</td>
<td>STA 270 (3)</td>
<td></td>
</tr>
</tbody>
</table>
PROGRAM INFORMATION

A minimum of 120 units are required for this degree.

Be aware that some courses (especially 300 & 400 level courses) are only offered once a year (fall only or spring only). These courses may be pre-requisites for future courses. Check with your department for a current course rotation.

* Some courses must be multiple used in Liberal Studies, Diversity and/or Certificate requirements. For example: Take a liberal studies course that also satisfies a diversity requirement.

**Recitations are available and strongly encouraged for BIO 181, BIO 182, & CHM 130; however they are not required.

*** Complete an approved certificate or the Individualized Focus for 12-15 units. Certificates require a minimum of 9 units of 300-400 level courses. You must also earn a grade of “C” or better in each certificate or focus course (except FOR 408 or 485). Below is a list of approved certificates. See catalog for requirements.

- Fire Ecology and Management
- Forest Health and Ecological Restoration
- International Forestry and Conservation
- People and Forests
- Wildlife Ecology and Management

GENERAL INFORMATION

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.
- Honors students complete different requirements to meet NAU’s liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: http://www4.nau.edu/aio/Articulation/LScourselist.htm
  - 6 units of diversity courses (3 units in Global & 3 units in Ethnic). The diversity requirement may be fulfilled in any part of the program of study: http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- The diversity requirement may be fulfilled in any part of program of study.
- English placement: http://www.nau.edu/comp/placement.html
- Math placement: http://www.cefns.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml

CONTACT INFORMATION

Jennifer Tsonis
Student Services Coordinator
School of Forestry
Building 82, Room 103A
Phone: (928) 523-8956
Email: Jennifer.Tsonis@nau.edu

Debbie Wildermuth
Academic Services Coordinator
College of Engineering, Forestry & Natural Sciences
Building 21, Room 102
Phone: 928-523-3842
EMAIL: Debbie.Wildermuth@nau.edu
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College  CEFNS
2. Academic Unit/Department  School of Forestry
3. Academic Plan Name  Forest Health and Ecological Restoration Certificate
4. Subplan (if applicable)?
5. Effective Date  FALL 2010
6. Is this proposal for a:  ☒ New Plan  ☐ Plan Change*  ☐ Plan Deletion  ☐ New Subplan  ☐ Subplan Change  ☐ Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:
   ☐ Initial Plan  ☐ Advanced Plan  ☐ Remove Designation

   ☐ Change from Initial to Advanced Plan  ☐ Change from Advanced to Initial Plan

8. Revised 09/07
<table>
<thead>
<tr>
<th>For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the <em>current</em> online academic catalog: <a href="http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm">http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm</a> Be sure you include all catalog text that pertains to this plan change</th>
<th>Show the proposed changes in this column. Please <strong>BOLD</strong> the changes, to differentiate from what is not changing and strikethrough what is being deleted. <em>(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.)</em></th>
</tr>
</thead>
</table>

**For New Plans, leave this column blank.**

**Forest Health and Ecological Restoration Certificate**

The NAU School of Forestry Undergraduate Forest Health and Ecological Restoration Certificate is designed to provide students with the academic experience in the areas of forest health, entomology, pathology or ecological restoration within the federal and state land management agencies. The certificate is a total of 15 credits, 9 of which must be taken at NAU. A minimum of 9 of the 15 units must be upper division coursework.

Choose either the Forest Health or Ecological Restoration Track to complete this certificate.

In order to satisfy the requirements of the certificate, all courses must be taken for a letter grade, and a "C" or better must be earned in each course (or Pass in Pass/Fail courses).

**Forest Health Track (15 credits)**

- FOR 211 – Forest Measurements (3 credits)
- FOR 382 – Ecological Restoration (3 credits)
- FOR 452 – Forest Pathology Lecture and Lab (3 credits)
- FOR 453 – Forest Insects (3 credits)
- FOR 454 – Forest Health (3 credits) or FOR 443 – Ecology and Management of Introduced Species (3 credits)

**Ecological Restoration Track (15 credits)**

- FOR 211 – Forest Measurements (3 credits)
- FOR 251 – Introduction to Wildland Fire (3 credits)
FOR 382 – Ecological Restoration (3 credits)
FOR 408 Fieldwork Experience (3 credits)
OR FOR 485 Undergraduate Research (3 credits)
FOR 454 – Forest Health (3 credits)
or FOR 443 – Ecology and Management of Introduced Species (3 credits)

The ecological restoration track is unique in that students develop and complete an independent senior project. Appropriate projects include research as well as supervised restoration work with government agencies or non-profit organizations. Students choose between FOR 485 Undergraduate Research or FOR 408 Fieldwork Experience to fulfill this requirement.

Click here for information about Forestry undergraduate courses and faculty.

9. 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.

10. 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.

   Upon completion of this certificate, students will be able to demonstrate:
   1. Knowledge of the primary insects, pathogens, invasive species, and abiotic factors that affect the health of North American forests.
   2. An ability to assess current ecological restoration issues and practices in ecosystems that span the major vegetation types and elevational zones of southwestern highlands.
   3. An understanding of how natural and human-caused disturbances of forest ecosystems affect tree health, forest health, and prospects for ecological restoration.
   4. An understanding of various methods and approaches to improving forest health and restoring ecosystems, including quantitative methods to collect original ecological data and on-the-ground management methods.
   5. An understanding of the philosophical, historical, legal, ecological, social and cultural aspects of land management and how that relates to forest health and ecological restoration.
   6. An ability to participate constructively in thoughtful discussions with peers, scientists and restoration professionals about a broad spectrum of restoration-related issues.

Revised 09/07
12. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

The overall rationale for requiring the completion of either a certificate or an individualized focus area as part of the B.S.F. program is to allow students to develop knowledge and skills in a sub-discipline of forestry of particular interest to them. Feedback received from past assessments of our program indicated that students appreciated the opportunity to explore a sub-discipline of interest, but did not like the fact that focus areas are not indicated on transcripts. Converting our existing focus areas to certificates will allow for more formal recognition of their coursework. We also hope that, by opening these certificates to students in other majors, that we will be better able to serve the broader needs of NAU while also boosting overall enrollment in our courses.

This proposal replaces the existing Forest Health and Ecological Restoration focus areas.

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

We do not anticipate any additional needs for faculty, space or equipment.

14. 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

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

Yes

Certifications

Department Chair/Unit Head (If appropriate)  12/22/09

Chair of College Curriculum Committee  4/5/10

Dean of College  1/9/10

For committee use only

For University Curriculum Committee  1-26-10

Action taken:  approved as submitted  approved as modified

Revised 09/07
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College  CEFNS

2. Academic Unit/Department  School of Forestry

3. Academic Plan Name  International Forestry and Conservation Certificate

4. Subplan (if applicable)?

5. Effective Date  FALL 2010

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

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:
   ☐ Initial Plan  ☐ Advanced Plan  ☐ Remove Designation
   ☐ Change from Initial to Advanced Plan  ☐ Change from Advanced to Initial Plan

8.

Revised 09/07
<table>
<thead>
<tr>
<th>For New Plans, leave this column blank.</th>
<th>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing and strikethrough what is being deleted. (Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>International Forestry and Conservation Certificate</strong></td>
<td></td>
</tr>
<tr>
<td>The NAU School of Forestry Undergraduate International Forestry and Conservation Certificate is designed to provide students with the theoretical foundation and practical skills to advance the conservation of biodiversity and management of natural resources in developing countries. The certificate is a total of 15 credits, 9 of which must be taken at NAU. A minimum of 9 of the 15 units must be upper division coursework.</td>
<td></td>
</tr>
<tr>
<td>In order to satisfy the requirements of the certificate, all courses must be taken for a letter grade, and a “C” or better must be earned in each course (or Pass in Pass/Fail courses).</td>
<td></td>
</tr>
<tr>
<td><strong>Required (6 hours):</strong></td>
<td></td>
</tr>
<tr>
<td>FOR 240 (3) Introduction to Conservation Biology</td>
<td></td>
</tr>
<tr>
<td>FOR 415 (3) Forestry in Developing Countries</td>
<td></td>
</tr>
<tr>
<td><strong>Select 9 hours from the following courses with approval of advisor:</strong></td>
<td></td>
</tr>
<tr>
<td>FOR 230 (3) Multicultural Perspectives on Environmental Management</td>
<td></td>
</tr>
<tr>
<td>FOR 360 (3) Natural Resource Policy</td>
<td></td>
</tr>
<tr>
<td>FOR 381 (3) Forest Ecosystem Management</td>
<td></td>
</tr>
<tr>
<td>FOR 493 (3) Natural Resource Economics</td>
<td></td>
</tr>
<tr>
<td>FOR 441 (3) Sustainable Forestry in Tropical Ecosystems (International Field Course)</td>
<td></td>
</tr>
<tr>
<td>ANT 370 (3) Human Ecology</td>
<td></td>
</tr>
<tr>
<td>ANT 459 (3) Indigenous Perspectives in Cultural Resource Management</td>
<td></td>
</tr>
</tbody>
</table>
ENV 440 (3) Conservation Biology
PHI 331 (3) Environmental Ethics
POS 120 (3) World Politics
POS 361 (3) Politics of Developing Nations
POS 366 (3) Studies in Latin American Politics OR
POS 370 (3) Studies in Asian Politics OR
POS 374 (3) Studies in African Politics
POS 380 (3) Advanced International Politics
PRM 300 (3) Ecotourism

To satisfy this requirement you may include up to 3 hours from the following list:
ANT 301 (3) Peoples of the World
ANT 302 (3) Peoples of Eastern Europe
ANT 303 (3) People of Latin America
ANT 307 (3) Central America
GGR 240 (3) World Geography West
GGR 241 (3) World Geography East
GGR 348 (3) Geography Area Studies
SC 323 (3) Intercultural Communication

**Study Abroad Option:** With prior permission of an advisor, students may fulfill their certificate requirements during a semester of study abroad in an academic unit related to natural resource management.
Click here for information about Forestry undergraduate courses and faculty.

9. 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 BALS 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.

10. 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.


**Upon completion of this certificate, students will be able to:**
1. Discuss the differences between traditional forest and wildlife use in developing vs. developed countries.
2. Demonstrate an understanding of major conservation biology and international forestry issues.

Revised 09/07
3. Demonstrate knowledge about development strategies that are natural resources based.
4. Contrast the western view of natural resources utilization with that of traditional subsistence cultures.
5. Describe international policy efforts to promote better management of forests and conservation reserves.

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

The overall rationale for requiring the completion of either a certificate or an individualized focus area as part of the B.S.F. program is to allow students to develop knowledge and skills in a sub-discipline of forestry of particular interest to them. Feedback received from past assessments of our program indicated that students appreciated the opportunity to explore a sub-discipline of interest, but did not like the fact that focus areas are not indicated on transcripts. Converting our existing focus areas to certificates will allow for more formal recognition of their coursework. We also hope that, by opening these certificates to students in other majors, that we will be better able to serve the broader needs of NAU while also boosting overall enrollment in our courses.

This certificate replaces the existing Conservation Biology and International Forestry focus areas.

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

We do not anticipate any additional needs for faculty, space or equipment.

14. 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

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

Yes

Certifications

[Signatures]

Department Chair/Unit Head (if appropriate)  Date

Chair of college curriculum committee  Date

Dean of college  Date

For committee use only

[Signatures]

For University Curriculum Committee  Date

Action taken:    approved as submitted  approved as modified
From: George H Rudebusch  
Sent: Wednesday, December 02, 2009 11:18 AM  
To: James A Allen  
Subject: Re: Request for short statement of support

Hi Jim,

PHI supports your proposal. We think it is wise to include a course on environmental ethics in the program, and we are able to serve the anticipated need for this course. Please let me know if you need additional information!

George

On 11/30/09 10:34 AM, "James A Allen"<James.Allen@nau.edu> wrote:

Hi George,

As part of our efforts to streamline our curriculum, the School of Forestry is proposing to reduce it 9 focus areas down to 4 certificates. One of our proposed certificates is called “International Forestry and Conservation.” While the required courses in this certificate are forestry courses, we are proposing to include one course from your unit in our list of restricted electives. I’ve highlighted the course (PHI 331, Environmental Ethics) in the attached document.

Could you please respond to this message with a short statement of support for including your courses or, alternatively, a summary of why you might be concerned about including those courses? We need to know we have your support if we are going to include the courses in the final proposal, which we hope to submit within a week or so.

Thanks in advance for your help on this.

Best wishes,

Jim

James A. Allen, Professor and Executive Director  
School of Forestry  
College of Engineering, Forestry and Natural Sciences  
Northern Arizona University  
P.O. Box 15018  
Flagstaff, AZ 86011-5018  
Office Phone: 928-523-5894  
Fax: 928-523-1080

From: Robert Talbot Trotter II  
Sent: Wednesday, December 02, 2009 8:42 PM  
To: James A Allen  
Cc: April DeMars Sandoval  
Subject: RE: Request for short statement of support

Jim, this looks like an excellent set of changes and an excellent program. Anthropology would be happy to participate and work with you on it. Bob
Hi Bob,

I couldn't find a reply to this, so if you have some time today, could you please let me know if the Anthropology courses listed as part of this proposed certificate are okay with you? Thanks.

Jim

James A. Allen, Professor and Executive Director
School of Forestry
College of Engineering, Forestry and Natural Sciences
Northern Arizona University
P.O. Box 15018
Flagstaff, AZ 86011-5018
Office Phone: 928-523-5894
Fax: 928-523-1080

Fred, Bob, Pam and Mark,

As part of our efforts to streamline our curriculum, the School of Forestry is proposing to reduce it 9 focus areas down to 4 certificates. One of our proposed certificates is called “International Forestry and Conservation.” While the required courses in this certificate are forestry courses,
we are proposing to include one or more courses from each of your units in our list of restricted electives. I've highlighted those courses in the attached document.

Could you please respond to this message with a short statement of support for including your courses or, alternatively, a summary of why you might be concerned about including those courses? We need to know we have your support if we are going to include the courses in the final proposal, which we hope to submit within a week or so.

Thanks in advance for your help on this.

Best wishes,
Jim

James A. Allen, Professor and Executive Director
School of Forestry
College of Engineering, Forestry and Natural Sciences
Northern Arizona University
P.O. Box 15018
Flagstaff, AZ 86011-5018
Office Phone: 928-523-5894
Fax: 928-523-1080
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>CEFNS</th>
<th>2. Academic Unit/Department</th>
<th>School of Forestry</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Academic Plan Name</td>
<td>People and Forests Certificate</td>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Is this proposal for a:

- [x] New Plan
- [ ] Plan Change*
- [ ] Plan Deletion
- [ ] New Subplan
- [ ] Subplan Change
- [ ] Subplan Deletion

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:

- [ ] Initial Plan
- [ ] Advanced Plan
- [ ] Remove Designation
- [ ] Change from Initial to Advanced Plan
- [ ] Change from Advanced to Initial Plan

8.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online 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 and strikethrough what is being deleted. (Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

For New Plans, leave this column blank.

People and Forests Certificate

The NAU School of Forestry Undergraduate People and Forests Certificate is designed to emphasize areas of forest management related to communication and collaboration, planning and management, and multicultural perspectives. The certificate is a total of 15 credits, 9 of which must be taken at NAU. A minimum of 9 of the 15 units must be upper division coursework.

In order to satisfy the requirements of the certificate, all courses must be taken for a letter grade, and a "C" or better must be earned in each course course (or Pass in Pass/Fail courses).

Required courses:
FOR 360 (3) Natural Resources Policy FOR
447 (3) Human-Forest Interactions from a Community Perspective

Select 9 credit hours from the following:
FOR 230 (3) Multicultural Perspectives on Natural Resource Management
FOR 270 (3) Native American Ecology
FOR 415 (3) Forestry in Developing Countries
FOR 283 (3) Forestry in the Wildland-Urban Interface
PR 272 (3) Introduction to Public Relations
COM 150 (3) Environmental Communication
JLS 340W(3) Science Writing
FOR 203 (1) Project Learning Tree
PL 306 (3) Public Participation in Planning
PL 402W(3) Environmental Impact

Revised 09/07
9. 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.

10. 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.


Upon completion of this certificate, students will be able to:

1. Evaluate and appreciate the complexity of managing forests to meet the needs of an increasingly diverse population.

2. Communicate and collaborate more effectively with land management agency personnel, rural, urban and wildland-urban interface residents, and other interested publics.

3. Think critically about competing claims and social decisions related to forest management, particularly in the Southwest.

4. Apply forest planning and management tools for effectively managing forests, particularly for enhancing forest health, reducing the risk of wildland fire, restoring forest ecosystems, and reducing human-wildlife conflicts.

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

The overall rationale for requiring the completion of either a certificate or an individualized focus area as part of the B.S.F. program is to allow students to develop knowledge and skills in a sub-discipline of forestry of particular interest to them. Feedback received from past assessments of our program indicated that students appreciated the opportunity to explore a sub-discipline of interest, but did not like the fact that focus areas are not indicated on transcripts. Converting our existing focus areas to certificates will allow for more formal recognition of their coursework. We also hope that, by opening these certificates to students in other majors, that we will be better able to serve the broader needs of NAU while also boosting overall enrollment in our courses.

This certificate replaces and expands on the existing Wildland-Urban Interface focus area. It also includes some elements of the curriculum formerly provided in the Indigenous Forestry focus area, which is being eliminated.

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

We do not anticipate any additional needs for faculty, space or equipment.
14. 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

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

Certifications

Department Chair/Unit Head (if appropriate)

[Signature]

Date

Chair of college curriculum committee

[Signature]

Date

Dean of college

[Signature]

Date

For committee use only

For University Curriculum Committee

[Signature]

Date

Action taken:    ✔ approved as submitted    __ approved as modified
From: Mark A Neumann  
Sent: Wednesday, November 25, 2009 11:14 AM  
To: James A Allen  
Subject: RE: Request for short statement of support

Dear Jim,
I'm writing in support of the inclusion of 3 courses (PR 272, COM 150 and JLS 340W) from the School of Communication in your proposed certificate, "People and Forests." It's an interesting plan, and we are happy to have our courses contributing to this.

best wishes, mark

Mark Neumann, PhD  
Director and Professor  
School of Communication  
Northern Arizona University  
Flagstaff, AZ 86011  
928.523.2232

From: James A Allen  
Sent: Friday, November 20, 2009 4:00 PM  
To: Pamela Elizabeth Foti; Mark A Neumann  
Subject: Request for short statement of support

Pam and Mark,

As part of our efforts to respond to guidance to streamline curricula where possible, the School of Forestry is proposing to streamline it 9 focus areas down to 4 certificates. One of our proposed certificates is called “People and Forests.” While the required courses in this certificate are forestry courses, we are proposing to include two or three courses from each of your units in our list of restricted electives. I’ve highlighted those courses in the attached document.

Could you please respond to this message with a short statement of support for including your courses or, alternatively, a summary of why you might be concerned about including those courses? We need to know we have your support if we are going to include the courses in the final proposal, which we hope to submit within a week or so.

Thanks in advance for your help on this.

Best wishes,
Jim

James A. Allen, Professor and Executive Director School of Forestry College of Engineering, Forestry and Natural Sciences Northern Arizona University P.O. Box 15018 Flagstaff, AZ 86011-5018 Office Phone: 928-523-5894
From: Pamela Elizabeth Foti
Sent: Wednesday, November 25, 2009 7:31 AM
To: James A Allen
Subject: Re: Request for short statement of support

HI Jim:
The Department of Geography, Planning, and Recreation is supportive of the courses included in the 4 School of Forestry certificates. As always, we are pleased to work with you and enjoy having Forestry students in our classes.
Best Regards,
Pam

James A Allen wrote:
>
> Fred, Bob, Pam and Mark,
> As part of our efforts to streamline our curriculum, the School of Forestry is proposing to reduce it 9 focus areas down to 4 certificates. One of our proposed certificates is called “International Forestry and Conservation.” While the required courses in this certificate are forestry courses, we are proposing to include one or more courses from each of your units in our list of restricted electives. I’ve highlighted those courses in the attached document.
> Could you please respond to this message with a short statement of support for including your courses or, alternatively, a summary of why you might be concerned about including those courses? We need to know we have your support if we are going to include the courses in the final proposal, which we hope to submit within a week or so.
>
> Thanks in advance for your help on this.
>
> Best wishes,
>
> Jim
>
> James A. Allen, Professor and Executive Director
> School of Forestry
> College of Engineering, Forestry and Natural Sciences
> Northern Arizona University
> P.O. Box 15018
> Flagstaff, AZ 86011-5018
> Office Phone: 928-523-5894
> Fax: 928-523-1080
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>CEFNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic</td>
<td>Unit/Department</td>
</tr>
<tr>
<td></td>
<td>School of Forestry</td>
</tr>
<tr>
<td>3. Academic</td>
<td>Fire Ecology and</td>
</tr>
<tr>
<td>Plan Name</td>
<td>Management Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
</tr>
<tr>
<td>6. Is this proposal for a:</td>
<td>□ New Plan</td>
</tr>
<tr>
<td></td>
<td>□ New Subplan</td>
</tr>
<tr>
<td></td>
<td>□ Plan Change*</td>
</tr>
<tr>
<td></td>
<td>□ Plan Deletion</td>
</tr>
<tr>
<td></td>
<td>□ Subplan Change</td>
</tr>
<tr>
<td></td>
<td>□ Subplan Deletion</td>
</tr>
</tbody>
</table>

*Plan changes must be accompanied by an updated 8 semester plan.

7. ALL Education plans, please indicate NCATE Designation:

□ Initial Plan □ Advanced Plan □ Remove Designation

□ Change from Initial to Advanced Plan □ Change from Advanced to Initial Plan

8.
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 and strikethrough what is being deleted. (Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

For New Plans, leave this column blank.

The NAU School of Forestry
Undergraduate Fire Ecology Certificate is designed to help wildland fire professionals meet federal GS-401 (Fire Management Officer) training requirements. The certificate is a total of 15 credits, 9 of which must be taken at NAU.

In order to satisfy the requirements of the certificate, all courses must be taken for a letter grade, and a minimum cumulative GPA of 2.5 must be achieved in these courses. One class must be taken from each of the following areas of study:

- Fire Ecology
  FOR 450, or other course approved by your NAU advisor
- Ecology, Biology and Environmental Science
  FOR 310, or other course approved by your NAU advisor
- Fuel Management
  FOR 317 or 318, or other course approved by your NAU advisor
- Measurement, Analysis and Technology
  FOR 351 or 425, or other course approved by your NAU advisor
- Management, Planning and Policy
  FOR 360 or 444, or other course approved by your NAU advisor

Click here for information about Forestry undergraduate courses and faculty.

The NAU School of Forestry
Fire Ecology Certificate in Fire Ecology and Management is designed to provide a strong background for students and working fire professionals interested in studying fire or working in natural resources on fire management and general land management issues.

In order to satisfy the requirements of the certificate, all courses must be taken for a letter grade, and a a “C” or better must be earned in each course course (or Pass in Pass/Fail courses).

The certificate is a total of 18 credits, 9 of which must be taken at NAU.

One class must be taken from each of the following areas of study:

- Fire Ecology
  FOR 450, or other course approved by your NAU advisor
- Ecology, Biology and Environmental Science
  FOR 310, or other course approved by your NAU advisor
- Fuel Management
  FOR 317 or 318, or other course approved by your NAU advisor

Revised 09/07
- Measurement, Analysis and Technology
FOR 351 or 425, or other course approved by your NAU advisor
- Management, Planning and Policy
FOR 360 or 444, or other course approved by your NAU advisor

All students must complete the introductory core course:
(3) FOR 251: Introduction to Wildland Fire*
*This requirement may be waived for students with 4 or more seasons of professional wildland fire experience.

In addition, all students must complete one course from each of the following blocks:
Ecology:
(3) FOR 310: Forest Ecology for Professionals (prerequisite: enrollment in FFAT)
(3) FOR 313: Forest Ecology (Corequisite of FOR 314)
(3) BIO 326: Ecology

Measurement, Analysis and Technology:
(3) FOR 351: Fire Monitoring and Modeling (prerequisite: FOR 251)
(3) FOR 425: Forest Management Applications in GIS (prerequisite: enrollment in FFAT*)

Fire Ecology:
(3) FOR 450: Fire Ecology for Professionals (prerequisite: enrollment in FFAT)
(3) FOR 451: Fire Ecology (prerequisite: FOR 351)

Fuel Management:
(3) FOR 315: Silviculture Principles (Corequisite of FOR 316)
(3) FOR 317: Silviculture & Fire Applications (prerequisite: FOR 310)
(3) FOR 318: Fuel Treatments (prerequisite: enrollment in FFAT)
(3) FOR 410: Multiple Resources Silviculture (prerequisite: upper division ecology)

Management, Planning, and Policy:
(3) FOR 283: Forestry in the Wildland Urban Interface
(3) FOR 360: Forest Policy (Forestry majors may not use FOR 360 to fulfill this block)
(3) FOR 444: Wilderness Management for Professionals (prerequisite: enrollment in FFAT)
(3) FOR 445: Wilderness Management
(3) FOR 447: Human-Forest Interactions from a Community Perspective

*FFAT – Forestry Federal Agency Training Group Status

Click here for information about Forestry undergraduate courses and faculty.

9. 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.

10. 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.


Upon completion of this certificate, students will have:

1. An understanding of the physical process of fire and factors that influence surface and crown fire spread, extreme fire behavior and what fire danger rating is.
2. An understanding and the basic use of terminology and fire models used in fire management
3. An understanding of fire regimes and fire effects in a variety of ecological systems
4. An understanding of the philosophical, historical, legal, ecological, social and cultural aspects of land management and how that relates to fire management.
5. An understanding of monitoring, the adaptive management process, and the components of a monitoring program.
6. An understanding of sampling, variation, standard deviation, p-values and hypothesis testing
7. An understanding of different types of experiments, independence, confounding factors and the basics of experimental design
8. An understanding of different sampling methods and different federal fire monitoring programs

12. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
The overall rationale for requiring the completion of either a certificate or an individualized focus area as part of the B.S.F. program is to allow students to develop knowledge and skills in a sub-discipline of forestry of particular interest to them. Feedback received from past assessments of our program indicated that students appreciated the opportunity to explore a sub-discipline of interest, but did not like the fact that focus areas are not indicated on transcripts. Converting our existing focus areas to

Revised 09/07
certificates will allow for more formal recognition of their coursework. We also hope that, by opening these certificates to students in other majors, that we will be better able to serve the broader needs of NAU while also boosting overall enrollment in our courses.

This proposal would combine our existing Undergraduate Certificate in Fire Ecology and Management and the Wildland Fire Focus area. The certificate was also written in such a way that non-forestry majors can also complete it successfully.

13. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
   We do not anticipate any additional needs for faculty, space or equipment.

14. 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.

15. 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

Revised 09/07
April DeMars Sandoval

From: Maribeth Watwood
Sent: Tuesday, December 01, 2009 5:14 PM
To: James A Allen
Cc: April DeMars Sandoval
Subject: RE: Request for short statement of support

Dear Jim,

I so dropped the ball on this. You needed my support yesterday, and I’m just now reading the email! With all due apologies, let me offer my tardy, but sincere, support for your including the BIO 326, Ecology course in your certificate curriculum proposal. I hope this is still useful. Congratulations on this exciting certificate proposal, and yes, I think it would make perfect sense to include BIO 326 in the program.

Best wishes,
Mb

Maribeth Watwood, Ph.D.
Professor and Chair
Department of Biological Sciences
Northern Arizona University

From: James A Allen
Sent: Monday, November 30, 2009 10:41 AM
To: Maribeth Watwood
Cc: April DeMars Sandoval
Subject: Request for short statement of support

Hi Maribeth,

As part of our efforts to streamline our curriculum, the School of Forestry is proposing to reduce it 9 focus areas down to 4 certificates. One of our proposed certificates is called “Fire Ecology and Management.” While the required course in this certificate is a forestry course, as are almost all of the restricted electives, we are proposing to include one course from your unit in our list of restricted electives. I’ve highlighted the course (BIO 326, Ecology) in the attached document.

Could you please respond to this message with a short statement of support for including your course or, alternatively, a summary of why you might be concerned about including this course? We need to know we have your support if we are going to include the course in the final proposal, which we hope to submit TODAY if possible.

Thanks in advance for your help on this and sorry for the short notice... I forgot that we had added the BIO course, hence this very late request.

Best wishes,
Jim

James A. Allen, Professor and Executive Director
School of Forestry
College of Engineering, Forestry and Natural Sciences
Northern Arizona University
P.O. Box 15018
Overview of Proposed RN- BSN Curriculum Start Date Summer 2010
Submitted to SON Curriculum Committee October 20, 2009

Task Force Members

Chair: Laura Blank
Members: Vicki Black-Bishop, Laura Crouch, Karine Crow, Sally Doshier,
Ro Haddon, Susan Rieck and Debera Thomas

Rationale for Proposing a New Curriculum / Plan Change

In the spring semester of 2009, the Dean of the School of Nursing appointed a
task force to review the RN- BSN program for currency and responsiveness to
market demand. The task force conducted an extensive review of current BSN
courses using the American Association of Colleges of Nursing (AACN) Essentials of
Baccalaureate Education (2008), the current School of Nursing Baccalaureate
Program Outcomes, and Analysis of BSN Program Outcomes and
Recommendations for Curricular Improvement. Both theory and clinical syllabi
were reviewed. Results were tabulated and compiled. In addition, a secondary
review of the proposed curriculum/plan change and syllabi was conducted by the
appropriate content expert among the faculty to ascertain currency, as well as
scope and depth of content or clinical application.

Areas for curricular improvement and efficiency were identified in this process.
Course/content sequencing, level and depth of coverage, and consistency of
course content were examined. Questions about responsiveness to a competitive
market became evident during the examination process.

Analysis of the curriculum has been ongoing. However, a systematic review using
latest AACN Essentials of Baccalaureate Education (2008) was necessary. Along
with content areas, other forces have relevance to the curriculum and are
considered in the analysis.

Analysis

Program evaluation data and recommendations indicated the following areas for
curricular improvement

- Clarifying personal and professional values and analysis of ethical situations
  and caring practice.

- Introductory courses to the RN-BSN program (NUR 302/304).
  - Non-Healing Community College graduates were required to take both
courses (NUR 302/304). Analysis did not demonstrate improved
outcomes, just additional units required. Decision made to have one introductory course for all students.

- Genomics, gerontology, health care policy, informatics and palliative care are addressed in short courses. With this approach, students were unable to achieve a coordinated approach to integration or application of this content.

- Revised standards from AACN dictate a review of the curriculum in terms of meeting the new essentials for baccalaureate nursing education

- Increased competition for students and student demand for shorter programs due to the rising cost of education indicate the need to decrease the number of credits and shorten the length of the program. In addition, the Arizona Board of Regents (ABOR) supports innovative programs that shorten the time to graduation.

**Highlight of Proposed Curricular/Plan Change**

- Program plan allows students to graduate with 30 credits in nursing within 12 months.

- NUR 320 Palliative Care will increase by one unit and will add patient educational content according to the *AACN Essentials of Baccalaureate Education*, providing a better context for application.

- NUR 321 Gerontology will increase by one unit and will add patient educational content according to the *AACN Essentials of Baccalaureate Education*, providing a better context for application.

- NUR 330 Nursing as a Discipline and Profession will address the need for more content in personal and professional values clarification and analysis of ethical situations and caring practice.

- NUR 420 Family Nursing Roles explores the role of nurses working with families, including application of theories to understand how families function and cope with stress. It will include genomics, providing a better context for application.

- NUR 424 Manager of Care/Health Care Systems provides the RN an overview of healthcare policy, finance and regulatory environments and how the application of information technology affects quality nursing care outcomes. This course combines the short courses of health policy and informatics, providing a better context for application.

12/3/2009 revised
"Mapping" of Proposed Course to the Essentials for Baccalaureate Education (AACN, 2008) and School of Nursing Program Outcomes

<table>
<thead>
<tr>
<th>Proposed Course</th>
<th>Baccalaureate Essentials</th>
<th>SON Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201, 202, 205, and 320 (15 hours)</td>
<td>Essential I:</td>
<td></td>
</tr>
<tr>
<td>PSY 101 and 240 (6 hours)</td>
<td>Liberal Education for</td>
<td></td>
</tr>
<tr>
<td>NTS 256 or NTS 135 (3 hours)</td>
<td>Baccalaureate Generalist</td>
<td></td>
</tr>
<tr>
<td>STA 270 or PSY 230 (3-4 hours)</td>
<td>Nursing Practice</td>
<td></td>
</tr>
<tr>
<td>NUR 320 Palliative Care</td>
<td>Essential II:</td>
<td>Leadership-Management</td>
</tr>
<tr>
<td>NUR 321 Gerontology</td>
<td>Basic Organizational and</td>
<td>Integrate established principles of management</td>
</tr>
<tr>
<td>NUR 420 Family Nursing Roles</td>
<td>Systems Leadership for</td>
<td>and leadership into</td>
</tr>
<tr>
<td>NUR 424 Manager of care/health care systems</td>
<td>Quality Care and Patient Safety</td>
<td>professional practice.</td>
</tr>
<tr>
<td>NUR 427 Public Health Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 450 C Advanced Applied Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 408 Fieldwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 320 Palliative Care</td>
<td>Essential III:</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>NUR 321 Gerontology</td>
<td>Scholarship for Evidence Based Practice</td>
<td>Integrates the essential aspects of critical</td>
</tr>
<tr>
<td>NUR 390 Evidence-Based Practice and Nursing Research</td>
<td></td>
<td>thinking towards reflectively professional</td>
</tr>
<tr>
<td>NUR 420 Family Nursing Roles</td>
<td></td>
<td>practice.</td>
</tr>
<tr>
<td>NUR 424 Manager of care/health care systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 427 Public Health Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 450 C Advanced Applied Nursing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10/23/2009 revised
<table>
<thead>
<tr>
<th>Proposed Course</th>
<th>Baccalaureate Essentials</th>
<th>SON Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 424 Manager of Care/Health Care Systems</td>
<td>Essential IV: Regulatory requirements through electronic data monitoring systems</td>
<td>Leadership-Management</td>
</tr>
<tr>
<td>NUR 450 C Advanced Applied Nursing</td>
<td>Information Management and Application of Patient Care Technology</td>
<td>Integrate established principles of management and leadership into professional practice.</td>
</tr>
<tr>
<td>NUR 408 Fieldwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 424 Manager of Care/Health Care Systems</td>
<td>Essential V: Healthcare Policy, Finance, and Regulatory Environments</td>
<td>Culture</td>
</tr>
<tr>
<td>NUR 427 Public Health Nursing</td>
<td></td>
<td>Incorporate cultural competency into professional practice in diverse settings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership-Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrate established principles of management and leadership into professional practice.</td>
</tr>
<tr>
<td>NUR 427 Public Health Nursing</td>
<td>Essential VII: Clinical Prevention and Population Health</td>
<td>Clinical Competency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Synthesize theory and evidence-based research in the direct and indirect delivery of care within professional practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incorporate cultural competency into professional practice in diverse settings.</td>
</tr>
<tr>
<td>Proposed Course</td>
<td>Baccalaureate Essentials</td>
<td>SON Outcomes</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>NUR 330 Introduction to Nursing as Discipline and Profession</td>
<td>Essential VIII: Professionalism and Professional Values</td>
<td>Accountability</td>
</tr>
<tr>
<td>NUR 427 Public Health Nursing</td>
<td></td>
<td>Incorporate ethical and legal principles and professional standards in practice.</td>
</tr>
<tr>
<td>NUR 450 C Advanced Applied Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional values in every course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 307 RN Health Assessment</td>
<td>Essential IX: Baccalaureate Generalist Nursing Practice: This Essential includes practice focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I - VIII into the nursing care of individuals, families, groups, communities, and populations in a variety of settings.</td>
<td>Clinical Competency Synthesize theory and evidence-based research in the direct and indirect delivery of care within professional practice.</td>
</tr>
<tr>
<td>NUR 320 Palliative Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 321 Gerontology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 420 Family Nursing Roles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# RN to BSN Curriculum Plan

## Semester I  
**Summer**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 330</td>
<td>Nursing as a Discipline and Profession</td>
<td>3</td>
</tr>
<tr>
<td>NUR 307</td>
<td>Health Assessment for Registered Nurses</td>
<td>2</td>
</tr>
<tr>
<td>NUR 321</td>
<td>Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 390</td>
<td>Research and Evidenced Based Practice and Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total credits:** 11

## Semester II  
**Fall**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 320</td>
<td>Basic Principles in Palliative Care</td>
<td>3</td>
</tr>
<tr>
<td>NUR 420</td>
<td>Family Nursing Roles</td>
<td>3</td>
</tr>
<tr>
<td>NUR 424</td>
<td>Manager of Care/Health Care Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total credits:** 9

## Semester III  
**Spring**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 427</td>
<td>Public Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NUR 450C</td>
<td>Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NUR 408</td>
<td>Fieldwork</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total credits:** 10

**Total nursing hours:** 30
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.

   Fall 2010

3. College Health and Human Services 4. Academic Unit /Department School of Nursing

5. Course subject/catalog number NUR 420 6. Units/Credit Hours 3

7. Long course title Family Nursing Roles
   (max 100 characters including spaces)

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

9. Catalog course description (max. 30 words, excluding requisites).
   Explores roles of nurses working with families, including application of theories to understand how families function and cope with stress. Emphasizes family assessment, health promotion, and role of genomics.

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

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

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

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

14. Prerequisites (must be completed before proposed course) NUR 330 and NUR 390

15. Corequisites (must be completed with proposed course)

1
16. Is the course needed for a new or existing plan of study (major, minor, certificate)?
   Yes ☒ No ☐
Name of plan?
BSN: Option for Registered Nurses

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

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

18. Names of current faculty qualified to teach this course: Laura Blank; Sally Doshier; Vicki Black-Bishop

19. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).
   Combines and revises existing undergraduate courses to meet new Essentials of Baccalaureate Nursing.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

Department Chair (if appropriate)  11/9/09  
   Kyle Boyle

Chair of college curriculum committee  12/3/09  
   Date

Dean of college  12/5/09

For Committees use only

For University Curriculum Committee  1-26-10  

Action taken:  ☑ Approved as submitted  

Approved as modified
Course Syllabus

College: College of the Health and Human Services
         School of Nursing

Course Number: NUR 420

Course Title: Family Nursing Roles

Semester: Fall 2010

Credit Hours: 3

Clock Hours: N/A Online

Day: N/A Online

Time: N/A Online

Location: N/A Online

Faculty: Laura J. Blank, MSN, RN, CNS
         Assistant Clinical Professor

Office Address: Laura J. Blank
               Northern Arizona University
               School of Nursing #207
               Box 15035
               Flagstaff, AZ 86011

Office Phone: (928) 523-2608

Primary E-mail: Please use mail function within Vista Shell
Alternate E-mail: laura.blank@nau.edu

Office Hours: To be announced

Course Prerequisite: NUR 330 & 390

Catalog Description: Explores roles of nurses working with families, including
                     application of theories to understand how families
                     function and cope with stress. Emphasizes family
                     assessment, health promotion, and role of genomics.

Course Description: This course will explore the roles of the nurse in working
                   with families across the lifespan facing complex
                   healthcare issues within the home or other community
                   setting. Students will examine the various theories that
                   describe and explain how families cope with the stresses
                   that these complex healthcare issues bring. With
                   emphasis on family centered education, health promotion
                   and prevention, the course with also explore the role of
                   genomics and its relevancy to the practice of nursing.
Student Learning Outcomes:

Upon completion of the course the successful student will be prepared to:

Accountability
1. Incorporate ethical and legal aspects of nursing care with patients and their families in community settings.

Caring
2. Practice within a holistic framework incorporating spirit, mind and body.

Clinical Competency
3. Integrate theory and evidence-based practice in the delivery of nursing care of families.
4. Conduct a comprehensive family assessment which incorporates a holistic framework, including genetic, environmental and genomic influences and risks.

Communication
5. Incorporate effective communication with patient, families, members of the health care team in advocating for care.

Critical Thinking
6. Demonstrate the essential aspects of critical thinking and clinical reasoning in reflective nursing practice with families.

Culture
7. Differentiate personal and professional value system and find common ground with the value system of the patient in family nursing care.

Management/Leadership
8. Explore innovative approaches to improve the health care delivery for patients and their families through family nursing care.

Teaching/Learning
9. Design teaching based on patient/family goals and related outcomes.

Course Structure/Approach:

This course will utilize a variety of approaches to support and enhance student learning and to achieve the student learning outcomes. These instructional methods include, but are not limited to:
- Text and electronic-reserve readings
- Class Discussions
- Web-based activities
- Written assignments
Textbook and Required Materials:


**Recommended References:**


**Course Outline:**

**Module I: Introduction**
Lesson Week 1: What is Family? What is Family Nursing?
Lesson Week 2: Values clarification
Lesson Week 3: Genetics, genomics and families: What’s the connection?
Lesson Week 4: Ethics and advocacy in family nursing

**Module II: Family Theories and Theories Applied to Families:**
Lesson Week 5: Health promotion for families
Lesson Week 6: Developmental, systems, and change theories applied to families
Lesson Week 7: Stress/coping/resiliency theories applied to families
Lesson Week 8: Cultural competence vs. cultural humility—how does this relate to nursing care of families?

**Module III: Toolkit for Roles in Family Nursing**
Lesson Week 9: NANDA/NIC/NOC—a review & how it will apply with families
Lesson Week 10: Family assessments—the process, tools, and source of data
Lesson Week 11: Role of the case manager: care coordination with multi-disciplinary collaboration
Lesson Week 12: Health care delivery: The challenges of financing healthcare from the perspective of the family
Lesson Week 13: Principles of client teaching applied to families

**Module IV: In Conclusion:**
Lesson Week 14: FINALE! Reflective practice and wrapping it up
Assessment of Student Learning Outcomes:

Assessment of student learning outcomes will be derived from multiple sources of your work. Your grade in this course will be earned from the following sources:

<table>
<thead>
<tr>
<th>Source of work</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (14 weeks)</td>
<td>42</td>
</tr>
<tr>
<td>Case Manager interview</td>
<td>10</td>
</tr>
<tr>
<td>Online genomics certificate</td>
<td>18</td>
</tr>
<tr>
<td>Family assessment/health promotion plan</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*NOTE:* Partial points are not awarded; there is no rounding.

Grades will be calculated using the standard School of Nursing grading scale as follows:

- A $\geq$ 93 points
- B = 84 - 92 points
- C = 75 - 83 points
- F = <75; Course must be repeated in order to progress

COURSE ASSIGNMENTS

Three written assignments contribute to approximately half of the course grade:

- Case manager interview involves the registered nurse student conducting an interview with a working nurse case manager in their own place of employment or other clinical agency in their locale. This interview will address aspects of the case manager function that include an overview of care coordination with family involvement, rewards and challenges of multidisciplinary collaboration, and financial considerations when working with families.

- Genomics certificate (March of Dimes) will be completed to address basic foundation of genomics nursing practice in order to apply to work with families in clinical practice.

- A holistic family assessment and health promotion plan will be developed to incorporate course concepts and demonstrate application of family theories to a particular family. Based on that assessment, a health promotion plan is developed in conjunction with family members to identify goals and strategies to meet family health needs.

GRADING COURSE DISCUSSIONS:

Online discussions are designed to take place over one week. *It is expected that initial contributions to the discussion will occur earlier in the described time frame (Monday through Thursday), and additional entries, responding to the most of your group’s postings, are expected prior to the closing of the discussion topic (responses are accepted through the weekend until the Discussion closes on Monday morning).* Please make sure that you are posting to the correct Discussion;
misplaced discussion postings may not be counted. Discussion postings will be
graded according to the Rubric described below. Contributions to online discussions
after the described time frame will not be accepted, and grade credit will not be
awarded without prior notification of the theory instructor.

Up to three points may be earned each week for participation in the course
Discussion. Two portions are involved in the grading of the Discussion Assignments:
- Individual student postings that include an analysis of the question(s) being
discussed. This initial posting is expected in the Monday-Thursday timeframe
of the weekly lesson.
- Responses to other student postings that are substantive and contribute to
thoughtful and collegial dialogue. Responses may be posted through the
weekend period of the lesson, up until the Monday morning closing of the
lesson.

The following criteria will be used to grade weekly discussion postings and
responses:

Score of 3: COMPETENT
Student will address the questions directly and thoroughly. The position taken will
be supported with specific evidence and examples with the line of reasoning clearly
articulated. The reader will clearly know the student’s judgment and the reasons for
it, with no need to seek further information. In addition, the reader will recognize
the student’s insight into the issues as well as the analysis and interpretation.
References (cited in APA format) will strengthen the position(s) taken. Active
engagement with classmates will be demonstrated by substantive and evidence-
based responses to most group members.

Score of 2: ADEQUATE
Student will address the questions directly, but may not thoroughly and completely
answer all portions. The positions taken might be supported with evidence or
examples, but the line of reasoning may not always be clear. The quality of writing
is generally clear, but occasional errors lead to some difficulty in following the
writer’s line of thought. References may not be included, or not cited correctly.
Active engagement with classmates will be demonstrated with substantive
responses, but lack evidence-based support.

Score of 1: WEAK
Student may fail to address the question adequately. Ideas are put together
without careful design, so that the overall effect is confusion on the part of the
reader. Little support is provided for the arguments or comparison made, and
inaccuracies may be present. Mechanical errors may be substantial, and there
errors may attribute to misunderstandings. The reader will have serious questions
about the writer’s understanding. Frequent misspellings and/or grammatical errors
contribute to difficulties for the reader. There is insufficient engagement with group
members.

Score of 0: FAIL
Student fails to address the question adequately or posts after the allowed
timeframe. Ideas are irrelevant to question and confuse to the reader. No rationale
is proved to support the arguments and/or references are inadequate and of
unprofessional quality. The quality of writing is poor; mechanical errors are substantial which results in misunderstandings. The reader will have serious difficulty following writer’s ideas.

**IMPORTANT NOTE:**
Wikipedia is not considered an acceptable, valid, reliable resource for use in any School of Nursing coursework, including NUR 420. Any assignment/discussion that cites this source will automatically be graded with a zero (0). As a senior nursing student, you are able to locate, identify, appraise, and utilize valid and reliable professional resources. Wikipedia does not meet this criterion.

**Course Policies**

**ASSIGNMENT DUE DATES:**
For any work due in NUR 420, it is expected that it will be submitted on the date specified in the course calendar or syllabus. Prior arrangements must be made with course faculty to negotiate alternate due dates. A late penalty of 5%/day will be applied to all assignments, except for Online Discussion, as described below. **Be sure to contact instructor if you are not able to meet defined timeline for an assignment!**

**NAU Policy Statements**
University Curriculum Committee
Proposal for New Course

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


3. College Health and Human Services 4. Academic Unit/Department School of Nursing

5. Course subject/catalog number NUR 424 6. Units/Credit Hours 3

7. Long course title Manager of Care/Health Care Systems
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Manager of Care Health Syst

9. Catalog course description (max. 30 words, excluding requisites).
   Manager of Care/ Health Care Systems provides the student with knowledge and skills to manage care across the continuum, with information technology for quality outcomes within the current health care delivery system.

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

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

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

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

14. Prerequisites (must be completed before proposed course) NUR 390

15. Corequisites (must be completed with proposed course)

16. Is the course needed for a new or existing plan of study
   (major, minor, certificate)? yes ☒ no ☐
   Name of plan? Nursing-OptRgstrNurs(BSN) NNRNBSNX and BS in Nursing (Extended Major) NURBSNX and

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

revised 8/08
17. Is a potential equivalent course offered at a community college (lower division only)
   If yes, does it require listing in the Course Equivalency Guide?
   Yes  □  No  ☑  Please list, if known, the institution and subject/catalog number of the course

18. Names of current faculty qualified to teach this course:  Rosalinda Haddon, Laura Crouch

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

    Analysis of program outcomes indicated that students were having difficulty
    mastering the student learning outcomes for the short courses. The content from two
    short courses (NUR 329 Introduction to Health Policy and NUR 324 Nursing
    Informatics) was integrated in one cohesive course (NUR 424 Manager of Care/Health
    Care System). This new course provides a coordinated approach to exploration and
    application of this content.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signatures and dates]

For Committees use only

[Signature and date]

For University Curriculum Committee

[Signature and date]

Action taken:

☑  Approved as submitted

Approved as modified

revised 8/08
Northern Arizona University
College of Health and Human Services
School of Nursing

NUR 424 Manager of Care/Health Care Systems

Credits: 3 credit hours

Semester: Fall 2010

Instructor's Name: Rosalinda Haddon, RN, MA, CNE.

Contact Information:
Office Number: School of Nursing, Office 112, Mountain Campus
Phone Number 928-523-9210
Rosalinda.haddon@nau.edu
Office Hours: Mon. 1:30-3:30PM and by appointment.

Course Prerequisites: NUR 390.

Catalog Description: Provides overview of health care policy, finance and regulatory environments and how the application of information technology affects the management of care and quality nursing care outcomes.

Course Description: Manager of Care/Health Care Systems provides the student with knowledge and skills to manage care across the continuum, with information technology for quality outcomes within the current health care delivery system.

Student Learning Outcomes:
Upon completion of NUR 424 the successful student will be prepared to:

Accountability:
1. Integrate concepts from nursing science, computer science and information science to manage the care of clients and families, based on the ANA Standards for Nursing informatics

Communication:
2. Recognize the importance of interdisciplinary communication to affect quality outcomes.

Critical Thinking:
3. Explore the complexities of providing care in various health care settings in the current U.S. health care delivery system.

Clinical Competence:
4. Utilize clinical evidence and research to validate practice decisions and employ a range of technologies to support nursing care decisions in managing care across the continuum.

Culture:
5. Design quality nursing care measures and outcomes that are culturally reinforcing.

Management/Leadership:
6. Engage in quality improvement/safety activities to promote an understanding of the organizational process, unit participation, and evaluation process.

Teaching/Learning:
revised 8/08
7. Develop and sustain an environment of safety and quality, within the interdisciplinary health care team.

Course Structure and Approach:

This is an on-line course. Students will access the world wide web and other sources of information to engage in group conversations (discourse) on the assigned topics. Additional instructional methods will include a scholarly paper, and a quality improvement project.

Textbooks

Required:


Recommended:

Course Content Outline:

Module I: Introduction: Informatics in the health professions
  Week 1: Practitioners as knowledge workers
  Week 2: Informatics competencies and standards

Module II: The U.S. Health care delivery system
  Week 3: Organization and Complexities
  Week 4: Regulation and Funding
  Week 5: Issues of information transfer (Electronic Health Record)

Module III: Quality Improvement
  Week 6: Conducting root cause analyses
  Week 7: Evaluating costs and benefits
  Week 8: Data Management and Q.I.

Module IV: Regulatory and accreditation issues
  Week 9: Development of health policies
  Week 10: Contingency planning and disaster retrieval

Module V: Interdisciplinary and inter/intra cultural communication for maximum quality outcomes
  Week 11: Identifying stakeholders for policy revision
  Week 12: Utilizing EBR for policy revisions

Module VI: Managing care across the continuum
  Week 13: Case management
  Week 14: Patient advocacy
  Week 15: Safety and outcomes management

revised 8/08
Assessment of Student Learning/Grading System:

Assessment of student learning outcomes will be derived from multiple sources of your work. Your grade in this course will be earned from the following sources:

On-Line conversations (18 points each for 5 conversations) 90 points

Quality Improvement Project
  Part 1. Root cause analysis 20 points
  Part 2. Cost-benefit analysis 20 points
  Part 3. Systems improvement 30 points

Paper on case management 40 points

Total: 200 points

Grades will be calculated using the standard School of Nursing grading scale as follows:

- A ≥ 186 points
- B = 168 - 185 points
- C = 150 - 167 points
- F = <150; Course must be repeated in order to progress
  - NOTE: Partial points are not awarded; there is no rounding.

Course Policies

ASSIGNMENT DUE DATES:

For any work due in NUR 424, it is expected that it will be submitted on the date specified in the course calendar or syllabus. Prior arrangements must be made with course faculty to negotiate alternate due dates. A late penalty of 5%/day will be applied to all assignments, except for Online Discussion, as described below. Be sure to contact instructor if you are not able to meet defined timeline for an assignment!

NAU Policy Statements
   Spring, 2010  

2. College  Health and Human Services  3. Academic Unit/Department  School of Nursing  

4. Current course subject and catalog number  NUR 302  

5. Current catalog title  
   NUR 302 BACCALAUREATE NURSING TRANSITIONS  (3)  

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

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

8. Is course an elective? ☑  or required for an academic plan/subplan? ☒  
   Nursing-OptRgstrNurst(PSN)  
   If required, for what academic plan/subplan?  RNBSNX  
   If required, also submit Proposal for Plan Change.  

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

10. Does this change affect community college articulation?  Yes ☐  No ☑  
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.  
    Is the course a Common Course as defined by your Articulation Task Force?  Yes ☐  No ☑  
    If yes, has the changed been approved by the Articulation Task Force?  Yes ☐  No ☑  
    If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit ☐  OR changed to elective credit ☑  

11. Justification for course deletion.  
   The content from this course has been integrated into NUR 330 (approved in the fall of 2009) that addresses the professional role in nursing including personal and professional values clarification and analysis of ethical situations and caring practice.  

12. Approvals  
   Department Chair/Unit Head (if appropriate)/ Date.  
   Kandy Boyle 12-3-09  
   Chair of college curriculum committee/ Date.  
   Revised 9/07
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

Revised 9/07
## University Curriculum Committee
### Proposal for new Academic Plan, Plan change, or Plan Deletion

1. **College**: CHHS
2. **Academic Unit/Department**: School of Nursing
3. **Academic Plan Name**: BS Nursing: Option for Registered Nurses
4. **Subplan (if applicable)**:

   *Plan changes must be accompanied by an updated 8 semester plan.*

5. **Effective Date**: Summer 2010

6. **Is this proposal for**:
   - [ ] New Plan
   - [X] Plan Change*
   - [ ] New Subplan
   - [ ] Subplan Change
   - [ ] Plan Deletion
   - [ ] Subplan Deletion

7. **ALL Education plans, please indicate NCATE Designation**:
   - [ ] Initial Plan
   - [ ] Advanced Plan
   - [ ] Remove Designation
   - [ ] Change from Initial to Advanced Plan
   - [ ] Change from Advanced to Initial Plan

### Semester I: Summer
- **NUR 330**: Nursing as a Discipline and Profession
- **NUR 307**: Health Assessment for Registered Nurses
- **NUR 321**: Gerontology
- **NUR 390**: Research and Evidenced Based Practice

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 330</td>
<td>Nursing as a Discipline and Profession</td>
<td>3</td>
</tr>
<tr>
<td>NUR 307</td>
<td>Health Assessment for Registered Nurses</td>
<td>2</td>
</tr>
<tr>
<td>NUR 321</td>
<td>Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 390</td>
<td>Research and Evidenced Based Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

8 credits

### Semester II: Fall
- **NUR 320**: Basic Principles in Palliative Care
- **NUR 420**: Family Nursing Roles
- **NUR 424**: Manager of Care/Health Care Systems

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 320</td>
<td>Basic Principles in Palliative Care</td>
<td>3</td>
</tr>
<tr>
<td>NUR 420</td>
<td>Family Nursing Roles</td>
<td>3</td>
</tr>
<tr>
<td>NUR 424</td>
<td>Manager of Care/Health Care Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

9 credits

### Semester III: Spring
- **NUR 427**: Public Health
- **NUR 450C**: Nursing Leadership
- **NUR 408**: Fieldwork

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 427</td>
<td>Public Health</td>
<td>5</td>
</tr>
<tr>
<td>NUR 450C</td>
<td>Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NUR 408</td>
<td>Fieldwork</td>
<td>2</td>
</tr>
</tbody>
</table>

10 credits

**Total nursing hours**: 30

---

Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/ajo/AcademicCatalog/academiccatalogs.htm)
Be sure you include all catalog text that pertains to this plan change

For New Plans, leave this column blank.

You are eligible for this option if you are a registered nurse who has graduated from a state or nationally accredited associate degree or diploma nursing program. (Please note that if you are a diploma graduate, you need to contact an advisor to apply for 30 units of nursing credit.)

For this option, you take:

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

- at least 28 units of preprofessional requirements

- at least 38 units of professional requirements

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

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 diversity 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.

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

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

You are eligible for this option if you are a registered nurse who has graduated from a state or nationally accredited associate degree or diploma nursing program. (Please note that if you are a diploma graduate, you need to contact an advisor to apply for 30 units of nursing credit.) RN’s who earned their degree from an Arizona Community College may transfer up to 82 credits toward the BSN. Other RN’s should consult with a distance learning advisor to determine transfer credits. Students currently in the final year of an Arizona community college nursing program may also be eligible for admission; please contact an advisor for recommended courses.

For this option, you take:

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

- at least 34 units of preprofessional requirements

- at least 30 units of professional requirements

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

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 diversity awareness. These courses may

NUR 320 (2 units)
NUR 321 (2 units)
NUR 324 (1 unit)
NUR 325 (2 units)
NUR 329 (1 unit)
NUR 350 (6 units) (clinical component)
NUR 427 (5 units) (clinical component)
NUR 450C, which meets NAU’s senior capstone requirement (3 units)
NUR 408 (2 units field work credit when completing capstone course) (clinical course)

Courses have clinical components:

- NUR 320 (2 units)
- NUR 321 (2 units)
- NUR 324 (1 unit)
- NUR 325 (2 units)
- NUR 329 (1 unit)
- NUR 350 (6 units) (clinical component)

PROFESSIONAL REQUIREMENTS

Upon completion of the pre-professional requirements and liberal studies requirements, the RN student will complete the following 30 credits for the BSN:

- NUR 307 (2 units)
- NUR 320 (3 units)
- NUR 321 (3 units)
- NUR 330 (3 units)
- NUR 390 (3 units)
- NUR 420 (3 units)
- NUR 424 (3 units)
- NUR 427 (5 units) (clinical component)
- NUR 450C, which meets NAU’s senior capstone requirement (3 units)
- NUR 408 (2 units field work credit when completing capstone course) (clinical course)

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.
9. 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.

10. 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.


   1. Accountability: Incorporate ethical and legal principles and professional standards in practice.
   2. Caring: Integrate empathy and therapeutic use of self in professional practice.
   4. Communication: Incorporate effective communication in professional practice.
   5. Critical Thinking: Integrate the essential aspects of critical thinking towards reflective professional practice.
   6. Culture: Incorporate cultural competency into professional practice in diverse settings.
   7. Management/Leadership: Integrate established principles of management and leadership into professional practice.
   8. Teaching/Learning: Integrate into practice effective client teaching and evaluation of learning

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

   Revised standards from AACN dictate a review of the curriculum in terms of meeting the new essentials for baccalaureate nursing education. A faculty task force conducted an extensive review of current BSN courses using the AACN Essentials of Baccalaureate Education (2008), the current School of Nursing Baccalaureate Program Outcomes, and Analysis of BSN Program Outcomes and Recommendations for Curricular Improvement. Areas of for curricular improvement and efficiency were identified in this process. Content sequencing, level and depth of coverage, and consistency of course content were examined. Questions about responsiveness to a competitive market became evident during the examination process.

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

14. 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.

Revised 09/07
No

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

Certifications

Department Chair/ Unit Head (if appropriate)  
[Signature]  
Date: 11/9/09

Chair of college curriculum committee  
[Signature]  
Date: 12/3/09

Dean of college  
[Signature]  
Date: 12/3/09

For committee use only  
[Signature]  
Date: 1/26/10

For University Curriculum Committee

Action taken:  
✓ approved as submitted  
✓ approved as modified

Revised 09/07
### University Curriculum Committee

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

<table>
<thead>
<tr>
<th>1. College</th>
<th>Health and Human Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>B.S. Nursing (Extended Major)</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
</tr>
<tr>
<td>6. Is this proposal for a</td>
<td>☐ New Plan</td>
</tr>
</tbody>
</table>

*Plan changes must be accompanied by an updated 8 semester plan.*

#### Semester 1:
- BIO 181 (Biology pre-req) 4
- PSY 101 (Intro) 3
- MAT 114 (Math req) 3
- LS (Liberal studies req) 3
- LS 3
- **Total 16**

#### Semester 3: Apply to School of Nursing
- BIO 202 (A&P II) 4
- PSY 240 (Dev Psy) 3
- STA 270 (Stats) 3
- NTS 135 or 256 (Nutri) 3
- LS 3
- **Total 16**

#### Semester 5:
- NUR 208 Chronic Adult Health 8
- NUR 215 Pharmacology 3
- NUR 321 Gerontology 3
- NUR 390 EBP/research 3
- **Total 17**

#### Semester 7:
- NUR 211 Maternal-Child 7
- NUR 350 Family Care/Case Management 5
- NUR 424 Manager of Care 3
- **Total 15**

#### Semester 2:
- ENG 105 (Eng req) 4
- BIO 201 (A&P) 4
- BIO 205 (Micro) 4
- LS 3
- **Total 15**

#### Semester 4: Admitted to SON
- Jr. Writing/HC Ethics 3
- NUR 205 Transitions into Nursing 5
- NUR 214 Health Assessment 2
- BIO 320 Pathophysiology 3
- **Total 13**

#### Semester 6:
- NUR 212 Acute Adult Health 8
- NUR 216 Psychiatric Nursing 5
- NUR 320 Palliative Care 3
- **Total 16**

#### Semester 8:
- NUR 427 Public Health Nursing 5
- NUR 450C Leadership (C) 3
- NUR 451 Preceptorship 4
- **Total 12**

Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: [http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm](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 and strikethrough what is being deleted.

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

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

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an NUR prefix to satisfy these liberal studies requirements. Contact your advisor for information about liberal studies courses that are specific to this major.
- at least 47 units of preprofessional requirements
- at least 73 units of professional requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

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

After completing this program, you are eligible to take the State Board of Nursing licensure exam for registered nurses (NCLEX-RN). We offer this extended major at NAU’s Flagstaff, Tucson, Yuma, and reservation-based campuses.

**PREPROFESSIONAL REQUIREMENTS**

You take at least 47 units of prerequisite courses and complete liberal studies and diversity requirements before being admitted to the nursing program:

- BIO 181:181L (or CHM 130 and 151L) (4-5 units)
- BIO 201, 202 and 205 (12 units)
- PSY 101 and 240 (6 units)
- NTS 135 or 256 (3 units)
- STA 270 or PSY 230 (3-4 units)
- All other foundation, liberal studies and diversity courses

**PROFESSIONAL REQUIREMENTS**

You must take at least 73 units of support and nursing courses after being admitted to the nursing program.

You take at least 6 units of support courses in conjunction with the nursing courses listed in the following paragraph:

- BIO 320 (3 units)
- one of SHP 300W, ENG 305W, ENG 302W, HUM 430W.

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

After completing this program, you are eligible to take the State Board of Nursing licensure exam for registered nurses (NCLEX-RN). We offer this extended major at NAU’s Flagstaff, Tucson, Yuma, and reservation-based campuses.

**PREPROFESSIONAL REQUIREMENTS**

You take at least 47 units of prerequisite courses and complete liberal studies and diversity requirements before being admitted to the nursing program:

- BIO 181:181L (or CHM 130 and 151L) (4-5 units)
- BIO 201, 202 and 205 (12 units)
- PSY 101 and 240 (6 units)
- NTS 135 or 256 (3 units)
- STA 270 or PSY 230 (3-4 units)
- All other foundation, liberal studies and diversity courses

**PROFESSIONAL REQUIREMENTS**

You must take at least 73 units of support and nursing courses after being admitted to the nursing program.

You take at least 6 units of support courses in conjunction with the nursing courses listed in the following paragraph:

- BIO 320 (3 units)
- one of SHP 300W, ENG 305W, HUM 430W.

Revised 09/07
HUM 345W, or other junior writing course as approved by the department to fulfill NAU’s junior writing requirement (3 units)

You take 67 units of sequenced nursing coursework in five semesters:
- NUR 205, 214 and 321 (9 units)
- NUR 208, 215, 320 and 390 (16 units)
- NUR 212, 216, 324 and 329 (15 units)
- NUR 211, 325 and 350 (15 units)
- NUR 427, 450C and 451 (12 units)

(Please note that NUR 450C meets NAU’s senior capstone requirement.)

**GENERAL ELECTIVES**

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

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

Click here for more information about nursing undergraduate courses and faculty.

---

345W, or other junior writing course as approved by the department to fulfill NAU’s junior writing requirement (3 units)

You take 67 units of sequenced nursing coursework in five semesters:
- NUR 205, 214 (7 units)
- NUR 208, 215, 321 and 390 (17 units)
- NUR 212, 216, 320 (16 units)
- NUR 211, 350 and 424 (15 units)
- NUR 427, 450C and 451 (12 units)

(Please note that NUR 450C meets NAU’s senior capstone requirement.)

**GENERAL ELECTIVES**

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

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

Click here for more information about nursing 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.


1. Accountability: Incorporate ethical and legal principles and professional standards in practice.
2. Caring: Integrate empathy and therapeutic use of self in professional practice.
4. Communication: Incorporate effective communication in professional practice.
5. Critical Thinking: Integrate the essential aspects of critical thinking towards reflective professional practice.
6. Culture: Incorporate cultural competency into professional practice in diverse settings.
7. Management/Leadership: Integrate established principles of management and leadership into professional practice.
8. Teaching/Learning: Integrate into practice effective client teaching and evaluation of learning

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

Analysis of program outcomes indicated that students were having difficulty mastering the student learning outcomes for the short courses. The content from two short courses (NUR 329 Introduction to Health Policy and NUR 324 Nursing Informatics) was integrated in one cohesive course (NUR 424 Manager of Care/Health Care System). This new course provides a coordinated approach to exploration and application of this content. The short course NUR 325 (Genomics) was integrated into NUR 211 (Development and Health-Illness Transitions of Child-bearing and Child-rearing Families) to provide a better context for application of this content.

Both peer and student evaluations of NUR 320 (Basic Principles in Palliative Care) and NUR 321 (Gerontology) indicated that the amount of work to meet the student learning outcomes exceeded the ABOR requirement for a 2 credit hour course. Therefore, these two courses were increased from 2 to 3 hours to better reflect the course content and the amount of work needed to achieve the competencies for these two areas of nursing practice.

Revised 09/07
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)

Lynsey Boyle
12/3/09

Chair of College Curriculum Committee

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.
Northern Arizona University  
School of Nursing  
Traditional pre-license BSN program of study:

<table>
<thead>
<tr>
<th>Semester 1:</th>
<th>Semester 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 181 (Biology pre-req)</td>
<td>ENG 105 (Eng req)</td>
</tr>
<tr>
<td>PSY 101 (Intro)</td>
<td>BIO 201 (A&amp;P)</td>
</tr>
<tr>
<td>MAT 114 (Math req)</td>
<td>BIO 205 (Micro)</td>
</tr>
<tr>
<td>LS (Liberal studies req)</td>
<td>LS</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3: Apply to School of Nursing</th>
<th>Semester 4: Admitted to SON</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 202 (A&amp;P II)</td>
<td>Jr. Writing/HC Ethics</td>
</tr>
<tr>
<td>PSY 240 (Dev Psy)</td>
<td>NUR 205 Transitions into</td>
</tr>
<tr>
<td>STA 270 (Stats)</td>
<td>Nursing</td>
</tr>
<tr>
<td>NTS 135 or 256 (Nutri)</td>
<td>NUR 214 Introduction to</td>
</tr>
<tr>
<td>LS</td>
<td>Health Assessment</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 5:</th>
<th>Semester 6:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 208 Chronic Adult</td>
<td>NUR 212 Acute Adult Health</td>
</tr>
<tr>
<td>Health &amp; Illness Transitions</td>
<td>&amp; Illness Transitions</td>
</tr>
<tr>
<td>NUR 215 Pharmacology</td>
<td>NUR 216 Psychiatric</td>
</tr>
<tr>
<td>NUR 321 Gerontology</td>
<td>Mental Health Nursing</td>
</tr>
<tr>
<td>NUR 390 EBP/research</td>
<td>NUR 320 Palliative Care</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 7:</th>
<th>Semester 8:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 211 Maternal-Child</td>
<td>NUR 427 Public Health</td>
</tr>
<tr>
<td>NUR 350 Family Care</td>
<td>Nursing</td>
</tr>
<tr>
<td>Case Management</td>
<td>NUR 450C Leadership (C)</td>
</tr>
<tr>
<td>NUR 424 Manager of Care</td>
<td>NUR 451 Preceptorship</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>15</td>
<td>12</td>
</tr>
</tbody>
</table>
The Diversity Committee approved the following courses on 11/23/09.

Effective Fall 2010

ES 358 – Ethnic Diversity
POS 358 – Ethnic Diversity

Ron Buff
1-26-10
DIVERSITY COURSE/PROGRAM SUBMISSION FORM

Indicate for which Diversity Area the course/program is being submitted:

U.S. Ethnic Diversity  YES  Global __________

Course Prefix and Number  ES 358

Course Title  Critical Race Theory

Justification:

This course contributes to NAU’s diversity mission by helping to understand the ethnic peoples of the US and their diversity. It engages students in the study of the racial patterns that characterize the history of human communities in the United States.

The class will examine what race is, how it was formed, how it is related to democratic citizenship, how it has changed over time, and how it functions in the twenty-first century.

Please attach support documentation, including the catalogue description and course syllabus. If a program is being submitted, please attach support documentation. New courses must first have College Curriculum Committee approval. (all documentation must be submitted electronically and hard copy).

Check one:  new course:  yes ______ modified course:  _________ existing course:  ________

Department Contact Information:

Name:  Sara Alemán

Phone Number  3-3886

Email Address  Sara.Alemán@nau.edu

Campus Box Number  15320

Date of submission  10/28/09

Form Approved by UCC: 5/04/04
ES 358 Critical Race Theory

Fall 2010
Class ####
MW 2:00-3:15
Du Bois 28
Credit Hours: 3

Dr. Joel Olson, instructor
joel.olson@nau.edu
Office phone: 523-8614
Office: SBS 236
Office Hours: MWF 11:15-12:30 & by appt.

Description of the course
Examines theoretical perspectives on race in the United States, with an emphasis on how race is defined and reproduced through politics and law. In particular, it examines the relationship between white supremacy (or “whiteness”) and democracy, as well as intersections between race, class, and gender. The class will examine what race is, how it was formed, how it is related to democratic citizenship, how it has changed over time, and how it functions in the twenty-first century.

This is a Liberal Studies course in the Cultural Understanding distribution block: “The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world’s peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.”

This course contributes to this mission by helping to understand the world’s peoples and their diversity. It engages students in the study of the racial patterns that characterize the history of human communities in the United States. In addition to learning about political ideologies, this course will emphasize effective writing, an essential skill defined in the University’s Liberal Studies Program.

Prerequisites: None.

Books
The following books are required for the course:


Form Approved by UCC: 5/04/04
• Andrea Smith, *Conquest* (South End Press 2005)
The following book is optional:
• Joel Olson, *The Abolition of White Democracy* (University of Minnesota 2004)

The total cost of the required books is about $90 new. There are also a number of articles assigned. They are available at the course web site.

**Course web site: http://vista.nau.edu**

Much of the course content (assignments, syllabus, roundtable teams, readings, links for further study, etc.) is available on Blackboard Vista. This course will show up when you go to http://vista.nau.edu and log on. You will be checking this site regularly.

**Attendance policy**
This is a course on political, legal, and social theory. Theory is a participatory subject. It is learned not only by reading and writing but also through discussion and debate. For this reason, attendance is important. As you would with any other missed appointment, call or email me if you will be absent for a class. You are responsible for all material missed due to absences.

**Student Learning Expectations**

By the end of the course you will be able to:
• Define race
• Compare and contrast various theories of race and racialization
• Evaluate the role of race in American politics and law from the colonial era to the present, particularly in the construction of American citizenship
• Analyze the nation’s diversity and the intersections of race, class, and gender
• Appraise the role and function of race in the twenty-first century
• Compare and contrast the arguments of the texts assigned
• Think critically and articulate your own theory of race and democracy, and compare it to others

**Assignments**
1. A 5 page paper, due *February 25* (50 points)
2. A 6 page paper, due *April 2* (60 points)
3. A 12-15 page research paper, due *May 7* (75 points)
4. A presentation of your research paper, due *April 28-May 7* (25 points)
5. Weekly response papers and briefs (20 points)
6. Two roundtables (10 points)
7. Two presentations of “racial moments” (10 points)

There are no exams.

**Grade Scale**

Total points possible for the course: 250. Final grades will be determined according to the following: 225-250 points = A, 200-224 = B, 175-199 = C, 150-174 = D, 149 or below = F.

Form Approved by UCC: 5/04/04
• Effective writing: One of the purposes of this class is to teach you how to write well. We’ll spend some time in class on how to write an argumentative essay. The three assigned essays will cover course material; outside sources are not required. Grading of essays is based on the following five criteria:
  1) That your paper has a thesis. A thesis consists of three elements: it introduces the topic, it answers the essay question clearly, and it tells the reader how the thesis is going to be defended, indicating what reasoning or evidence will be used in the body of the paper.
  2) That the paper is well organized and easy to understand. The recommended format is thesis-body-conclusion.
  3) That you make an original, persuasive argument based on your beliefs and what you’ve learned from the texts and lectures.
  4) That you back up your claims with evidence from the texts. This means you will have to explain the arguments as well as offer your analysis of them. I want to know what you think, but I also want to know how the things you’ve read support your argument.
  5) That your paper is typed and is the required length (double-spaced, regular margins). Please don’t bother with fancy covers or folders—they’re a pain. Please put page numbers on your paper.

We will go over all of this in more detail later in the semester.

• Late papers: Please contact me in advance if you anticipate problems turning in your papers. Otherwise, late papers will be marked down one grade.

• Response papers and briefs: Every week (except weeks with papers and presentations due) you will turn in a response paper or a brief.

  Response papers are a one-page response (typed, handwritten, or submitted to Vista) to the reading. The purpose of response papers is to help you understand the main argument of the text and develop your criticisms of it. For each response paper, discuss the a) main argument, b) strengths, and c) weaknesses of the reading. Feel free to compare the text to previous texts we’ve read as well.

  Briefs are a 1-2 page (typed only) summary and analysis of a Supreme Court decision. Each brief contains the name and date of the case, the facts of the case, the vote, a summary of the majority’s opinion and reasoning, and a summary of the arguments of other opinions (concurring or dissenting). Instructions on how to write a brief are available on the course web site.

  Each response paper and brief is worth 2 points. I will count your best 10 out of a possible 12 response papers or briefs for the whole semester, for a total of 20 points. No late response papers or briefs accepted.

• Plagiarism: If you plagiarize any part of your essays or response papers or briefs, you will fail the course. Plagiarism means the deliberate use of someone else’s language, ideas, or other original material (i.e. material that is not common knowledge) without acknowledging the source.

• Roundtables: Each person will participate in two roundtables. A roundtable is a small group that leads class by presenting the key issues of a text, discussing its significance, and facilitating class discussion. The total possible points for each roundtable is 5, or 10 points for the semester. Missed roundtables cannot be made up without prior arrangement.

• Racial moments: This is something like racial show and tell. Twice during the semester you will make a very brief (5 minutes tops) presentation on something you have observed that illuminates the role of race in the media, popular culture, politics, economics,
education, or any other sphere of life. This could include things such as newspaper clippings, movie or music reviews, magazine images, etc. I encourage you to bring the item to class if possible. You can do this at any time during the semester (except during presentations at the end of the semester) and you don’t have to schedule it in advance; just let me know at the beginning of class that you have a racial moment to present. I welcome partnered or group presentations. Each racial moment is worth 5 points, for a total of 10 points.

- Course content may vary from this outline to meet the needs of this particular group.
- Please turn off all cell phones and other electronic devices when in class. Laptops are permitted for note taking and other classroom uses, but not for surfing the web or “multitasking.” If you use your laptop for purposes outside of this course, I will prohibit you from bringing it to class.
- **Safe Working and Learning Environment Policy**: Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies all apply to this course. These policies are available at [http://www4.nau.edu/diversity/swale.asp](http://www4.nau.edu/diversity/swale.asp).
- **Evacuation Notice**: In the event of an alarm, you must leave the building immediately by the nearest exit, and move away from the building. Do not use the elevators. Please help those who may need assistance in exiting.

## COURSE OUTLINE AND SCHEDULE OF READINGS

Please have the day’s assignment read *before* class. Your ability to participate and do well in the class depends on staying caught up on the readings.

(V) = Available on Vista. (Click on the “Course readings” link.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Introducing the problem of race in the 21st century</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Patricia Hill Collins, <em>Black Sexual Politics</em> Introduction (pp. 1-18), chaps. 1, 2</td>
</tr>
<tr>
<td>21</td>
<td>Martin Luther King Jr. Day</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>Collins chaps. 3 and 4 or 5</td>
</tr>
<tr>
<td>28</td>
<td></td>
<td>Thomas Sowell, <em>Black Rednecks and White Liberals</em> pp. 1-63</td>
</tr>
<tr>
<td><strong>II. Race as a political concept</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td>Jared Diamond, “Race without Color” (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lynn Jord and Stephen Wooding, “Genetic Variation, Classification, and ‘Race’” (V)</td>
</tr>
</tbody>
</table>

Form Approved by UCC: 5/04/04
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>S.O.Y. Keita et al., “Conceptualizing Human Variation” (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Edmund Morgan, “Slavery and Freedom: The American Paradox” (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional: Olson, <em>Abolition of White Democracy</em> Introduction, chap. 1</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>W.E.B. Du Bois, <em>Souls of Black Folk</em> chaps. 1, 3, 4, 13, 14</td>
</tr>
<tr>
<td>February 6</td>
<td></td>
<td>W.E.B. Du Bois, <em>Dusk of Dawn</em> chaps. 5 &amp; 6 (V)</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Mills chap. 2</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Mills chap. 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Roundtable on race as a political concept</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>III. Immigration and white citizenship</strong></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>U.S. Constitution (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Dred Scott v. Sandford</em> 60 U.S. 393 (1857) [edited version] (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>FIRST PAPER DUE</strong></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>Ignatiev chaps. 3-4</td>
</tr>
<tr>
<td>March 3</td>
<td></td>
<td>Ignatiev chaps. 5-6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rochmes and Griffin, “The Cactus that Must Not Be Mistaken for a Pillow” (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional: Olson chap. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Roundtable on immigration &amp; white citizenship</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>IV. Racial identities and struggles for power</strong></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>13th, 14th, 15th Amendments of the Constitution (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Plessy v. Ferguson</em> 163 U.S. 537 (1896) (V)</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Michael Rogin, “Liberal Society and the Indian Question” (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Andrea Smith, <em>Conquest</em> Introduction, chap. 1</td>
</tr>
</tbody>
</table>

Form Approved by UCC: 5/04/04
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 17-21</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td>Smith, <em>Conquest</em> chaps. 6, 7 (pp. 137-144, 152-175), 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smith, “Heteropatriarchy and the Three Pillars of White Supremacy” (V)</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td><em>Brown v. Board of Education</em> 347 U.S. 483 (1954) (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Brown v. Board of Education II</em> 349 U.S. 294 (1955) (V)</td>
</tr>
<tr>
<td>March 31</td>
<td></td>
<td>Ian Haney López, <em>Racism on Trial</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prologue, Introduction, chaps. 1, 2</td>
</tr>
<tr>
<td>April 2</td>
<td></td>
<td>López chaps. 3, 5, 6 (skim)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>SECOND PAPER DUE</strong></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>López chaps. 7, 8 (skim), 9, Epilogue (pp. 236-239, 249-250)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rodolfo “Corky” Gonzales, “I Am Joaquin/’Yo Soy Joaquin” (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Roundtable on racial identity and power</td>
</tr>
<tr>
<td>April 9</td>
<td></td>
<td><em>University of California Regents v. Bakke</em> 439 U.S. 265 (1978) (V)</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Collins chaps. 6, 8</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>Collins chap. 9, Afterword</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sowell pp. 203-245</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>Sowell pp. 247-291</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional: Olson chap. 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Roundtable on race in the 21st century</td>
</tr>
<tr>
<td>28</td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>May 7</td>
<td>Final Exam</td>
<td>Optional: Olson chap. 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
</tbody>
</table>

Form Approved by UCC: 5/04/04
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
</table>
|      | *(12:30-2:30)* | Roundtable on critical race theory  
*(Attendance is required)*  
**THIRD PAPER DUE**  
No final exam |
DIVERSITY COURSE/PROGRAM SUBMISSION FORM

Indicate for which Diversity Area the course/program is being submitted:

U.S. Ethnic Diversity  YES                   Global Diversity Awareness
Course Prefix and Number  POS 358
Course Title  Critical Race Theory

Justification:

This course contributes to NAU's diversity mission by helping to understand the ethnic peoples of the US and their diversity. It engages students in the study of the racial patterns that characterize the history of human communities in the United States.

The class will examine what race is, how it was formed, how it is related to democratic citizenship, how it has changed over time, and how it functions in the twenty-first century.

Please attach support documentation, including the catalogue description and course syllabus. If a program is being submitted, please attach support documentation. New courses must first have College Curriculum Committee approval. (all documentation must be submitted electronically and hard copy).

Check one:  new course:  yes     modified course:     existing course:     

Department Contact Information:

Name:  Glenn Phelps
Phone Number  3-6531
Email Address  Glenn.Phelps@nau.edu
Campus Box Number  15036
Date of submission  10/26/09

Signature of Department Chair

Signature of Dean

Form Approved by UCC: 5/04/04
POS 358 Critical Race Theory

Fall 2010
Class ####
MW 2:00-3:15
Du Bois 28
Credit Hours: 3

Dr. Joel Olson, instructor
joel.olson@nau.edu
Office phone: 523-8514
Office: SBS 236
Office Hours: MWF 11:15-12:30 & by appt.

Description of the course
Examines theoretical perspectives on race in the United States, with an emphasis on how race is defined and reproduced through politics and law. In particular, it examines the relationship between white supremacy (or “whiteness”) and democracy, as well as intersections between race, class, and gender. The class will examine what race is, how it was formed, how it is related to democratic citizenship, how it has changed over time, and how it functions in the twenty-first century.

This is a Liberal Studies course in the Cultural Understanding distribution block: “The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world’s peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.”

This course contributes to this mission by helping to understand the world’s peoples and their diversity. It engages students in the study of the racial patterns that characterize the history of human communities in the United States. In addition to learning about political ideologies, this course will emphasize effective writing, an essential skill defined in the University’s Liberal Studies Program.

Prerequisites: None.

Books
The following books are required for the course:
- Patricia Hill Collins, Black Sexual Politics (Routledge 2004)
- Thomas Sowell, Black Rednecks and White Liberals (Encounter Books 2005)
- Noel Ignatiev, How the Irish Became White (Routledge 1995)
- Andrea Smith, Conquest (South End Press 2005)
- Ian Haney López, Racism on Trial: The Chicano Fight for Justice (Belknap 2004)

The following book is optional:
- Joel Olson, The Abolition of White Democracy (University of Minnesota 2004)

Form Approved by UCC: 5/04/04
The total cost of the required books is about $90 new. There are also a number of articles assigned. They are available at the course web site.

**Course web site: http://vista.nau.edu**

Much of the course content (assignments, syllabus, roundtable teams, readings, links for further study, etc.) is available on Blackboard Vista. This course will show up when you go to http://vista.nau.edu and log on. You will be checking this site regularly.

**Attendance policy**

This is a course on political, legal, and social theory. Theory is a participatory subject. It is learned not only by reading and writing but also through discussion and debate. For this reason, attendance is important. As you would with any other missed appointment, call or email me if you will be absent for a class. You are responsible for all material missed due to absences.

**Student Learning Expectations**

By the end of the course you will be able to:

- Define race
- Compare and contrast various theories of race and racialization
- Evaluate the role of race in American politics and law from the colonial era to the present, particularly in the construction of American citizenship
- Analyze the nation's diversity and the intersections of race, class, and gender
- Appraise the role and function of race in the twenty-first century
- Compare and contrast the arguments of the texts assigned
- Think critically and articulate your own theory of race and democracy, and compare it to others

**Assignments**

1. A 5 page paper, due **February 25** (50 points)
2. A 6 page paper, due **April 2** (60 points)
3. A 12-15 page research paper, due **May 7** (75 points)
4. A presentation of your research paper, due **April 28-May 7** (25 points)
5. Weekly response papers and briefs (20 points)
6. Two roundtables (10 points)
7. Two presentations of "racial moments" (10 points)

There are no exams.

**Grade Scale**

Total points possible for the course: 250. Final grades will be determined according to the following:

225-250 points = A, 200-224 = B, 175-199 = C, 150-174 = D, 149 or below = F.

**Effective writing:** One of the purposes of this class is to teach you how to write well. We'll spend some time in class on how to write an argumentative essay. The three assigned essays will cover course material; outside sources are not required. Grading of essays is based on the following five criteria:

1) That your paper has a **thesis**. A thesis consists of three elements: it introduces the topic, it answers the essay question clearly, and it tells the reader how the thesis is going to be defended, indicating what reasoning or evidence will be used in the body of the paper.
2) That the paper is **well organized** and easy to understand. The recommended format is thesis-body-conclusion.

Form Approved by UCC: 5/04/04
3) That you make an original, persuasive argument based on your beliefs and what you’ve learned from the texts and lectures.

4) That you back up your claims with evidence from the texts. This means you will have to explain the arguments as well as offer your analysis of them. I want to know what you think, but I also want to know how the things you’ve read support your argument.

5) That your paper is typed and is the required length (double-spaced, regular margins). Please don’t bother with fancy covers or folders—they’re a pain. Please put page numbers on your paper. We will go over all of this in more detail later in the semester.

- **Late papers:** Please contact me in advance if you anticipate problems turning in your papers. Otherwise, late papers will be marked down one grade.

- **Response papers and briefs:** Every week (except weeks with papers and presentations due) you will turn in a response paper or a brief.

  **Response papers** are a one-page response (typed, handwritten, or submitted to Vista) to the reading. The purpose of response papers is to help you understand the main argument of the text and develop your criticisms of it. For each response paper, discuss the a) main argument, b) strengths, and c) weaknesses of the reading. Feel free to compare the text to previous texts we’ve read as well.

  **Briefs** are a 1-2 page (typed only) summary and analysis of a Supreme Court decision. Each brief contains the name and date of the case, the facts of the case, the vote, a summary of the majority’s opinion and reasoning, and a summary of the arguments of other opinions (concurring or dissenting). Instructions on how to write a brief are available on the course web site.

  Each response paper and brief is worth 2 points. I will count your best 10 out of a possible 12 response papers or briefs for the whole semester, for a total of 20 points. *No late response papers or briefs accepted.*

- **Plagiarism:** If you plagiarize any part of your essays or response papers or briefs, you will fail the course. Plagiarism means the deliberate use of someone else’s language, ideas, or other original material (i.e. material that is not common knowledge) without acknowledging the source.

- **Roundtables:** Each person will participate in two roundtables. A roundtable is a small group that leads class by presenting the key issues of a text, discussing its significance, and facilitating class discussion. The total possible points for each roundtable is 5, or 10 points for the semester. Missed roundtables cannot be made up without prior arrangement.

- **Racial moments:** This is something like racial show and tell. Twice during the semester you will make a very brief (5 minutes tops) presentation on something you have observed that illuminates the role of race in the media, popular culture, politics, economics, education, or any other sphere of life. This could include things such as newspaper clippings, movie or music reviews, magazine images, etc. I encourage you to bring the item to class if possible. You can do this at any time during the semester (except during presentations at the end of the semester) and you don’t have to schedule it in advance; just let me know at the beginning of class that you have a racial moment to present. I welcome partnered or group presentations. Each racial moment is worth 5 points, for a total of 10 points.

- **Course content may vary from this outline to meet the needs of this particular group.**

- **Please turn off all cell phones and other electronic devices when in class. Laptops are permitted for note taking and other classroom uses, but not for surfing the web or “multitasking.” If you use your laptop for purposes outside of this course, I will prohibit you from bringing it to class.**

- **Safe Working and Learning Environment Policy:** Safe Working and Learning Environment. Students with Disabilities, Institutional Review Board, and Academic Integrity policies all apply to this course. These policies are available at http://www4.nau.edu/diversity/swale.asp.

- **Evacuation Notice:** In the event of an alarm, you must leave the building immediately by the nearest exit, and move away from the building. Do not use the elevators. Please help those who may need
COURSE OUTLINE AND SCHEDULE OF READINGS

Please have the day’s assignment read before class. Your ability to participate and do well in the class depends on staying caught up on the readings.

(V) = Available on Vista. (Click on the “Course readings” link.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14</td>
<td>I. Introducing the problem of race in the 21st century</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Patricia Hill Collins, <em>Black Sexual Politics</em> Introduction (pp. 1-18), chaps. 1, 2</td>
</tr>
<tr>
<td>21</td>
<td>Martin Luther King Jr. Day</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>Collins chaps. 3 and 4 or 5</td>
</tr>
<tr>
<td>28</td>
<td></td>
<td>Thomas Sowell, <em>Black Rednecks and White Liberals</em> pp. 1-63</td>
</tr>
<tr>
<td>II. Race as a political concept</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td>Jared Diamond, “Race without Color” (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lynn Jord and Stephen Wooding, “Genetic Variation, Classification, and ‘Race’” (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S.O.Y. Keita et al., “Conceptualizing Human Variation” (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Edmund Morgan, “Slavery and Freedom: The American Paradox” (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional: Olson, <em>Abolition of White Democracy</em> Introduction, chap. 1</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>W.E.B. Du Bois, <em>Sojourner of Black Folk</em> chaps. 1, 3, 4, 13, 14</td>
</tr>
<tr>
<td>February 6</td>
<td></td>
<td>W.E.B. Du Bois, <em>Dusk of Dawn</em> chaps. 5 &amp; 6 (V)</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Mills chap. 2</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Mills chap. 3</td>
</tr>
<tr>
<td></td>
<td>III. Immigration and white citizenship</td>
<td>Roundtable on race as a political concept</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>U.S. Constitution (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Dred Scott v. Sandford</em> 60 U.S. 393 (1857) [edited version] (V)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>FIRST PAPER DUE</strong></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>Ignatiev chaps. 3-4</td>
</tr>
<tr>
<td>March 3</td>
<td></td>
<td>Ignatiev chaps. 5-6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rochmes and Griffin, “The Cactus that Must Not Be Mistaken for a Pillow” (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional: Olson chap. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Roundtable on immigration &amp; white citizenship</strong></td>
</tr>
<tr>
<td>IV. Racial identities and struggles for power</td>
<td></td>
<td><strong>13th, 14th, 15th Amendments of the Constitution (V)</strong></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td><em>Plessy v. Ferguson</em> 163 U.S. 537 (1896) (V)</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Michael Rogin, “Liberal Society and the Indian Question” (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Andrea Smith, <em>Conquest</em> Introduction, chap. 1</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Smith, <em>Conquest</em> chaps. 2-4</td>
</tr>
<tr>
<td>March 17-21</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td>Smith, <em>Conquest</em> chaps. 6, 7 (pp. 137-144, 152-175), 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smith, “Heteropatriarchy and the Three Pillars of White Supremacy” (V)</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td><em>Brown v. Board of Education</em> 347 U.S. 483 (1954) (V)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Brown v. Board of Education II</em> 349 U.S. 294 (1955) (V)</td>
</tr>
<tr>
<td>March 31</td>
<td></td>
<td>Ian Haney López, <em>Racism on Trial</em> Prologue, Introduction, chaps. 1, 2</td>
</tr>
<tr>
<td>April 2</td>
<td></td>
<td>López chaps. 3, 5, 6 (skim)</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td><strong>SECOND PAPER DUE</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>López chaps. 7, 8 (skim), 9, Epilogue (pp. 236-239, 249-250)</td>
</tr>
<tr>
<td>V. Race in the 21st century</td>
<td></td>
<td><strong>Roundtable on racial identity and power</strong></td>
</tr>
<tr>
<td>April 9</td>
<td></td>
<td><em>University of California Regents v. Bakke</em> 438 U.S. 265 (1978) (V)</td>
</tr>
</tbody>
</table>

Form Approved by UCC: 5/04/04
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td></td>
<td>Collins chaps. 6, 8</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>Collins chap. 9, Afterword</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sowell pp. 203-245</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>Sowell pp. 247-291</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional: Olson chap. 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Roundtable on race in the 21st century</em></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>May 7</td>
<td>Final Exam <em>(12:30-2:30)</em></td>
<td>Optional: Olson chap. 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Roundtable on critical race theory</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>(Attendance is required)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>THIRD PAPER DUE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No final exam</td>
</tr>
</tbody>
</table>
1/26/10 The following courses have been approved by the Liberal Studies Committee:

Effective Date Fall 2010:

- ES 358 Cultural Understanding and Effective Writing
- POS 358 Cultural Understanding and Effective Writing
- ES 378 -- SPW -- Critical Thinking
- HUM 383 -- AHI -- Effective Writing (need a new course form first)
- HIS 376 SPW = Effective writing.

Capstone Courses:
- CHM 425C as scientific inquiry; and
- CHM 450C as critical thinking
- CHM 462C as critical thinking;
- POS 409C
- CCJ 475C
- CCJ 480C

The "C" capstone designation be REMOVED from:
- CHM 485C
- CHM 497C
- CHM 498C

[Signature]

1/26/10
<table>
<thead>
<tr>
<th>NAME</th>
<th>SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASNAU</td>
<td></td>
</tr>
<tr>
<td>BAIN, CRAIG (FCB)</td>
<td></td>
</tr>
<tr>
<td>BATTLES, PATRICK (CAL)</td>
<td>Patrick Battles</td>
</tr>
<tr>
<td>GEORGAS, JOHN (CEFNS)</td>
<td>John Georgas</td>
</tr>
<tr>
<td>HAMMERSLEY, CHARLES (SBS)</td>
<td>Chuck Hammersley</td>
</tr>
<tr>
<td>HOLCOMB, SARAH (FCB)</td>
<td>Sarah Holcomb</td>
</tr>
<tr>
<td>KNIGHTS, KATHLEEN (SBS)</td>
<td>Kathleen Knights</td>
</tr>
<tr>
<td>KOZAK, KATHRYN (CCC)</td>
<td>Kate Kozak</td>
</tr>
<tr>
<td>LIBRARY – CATHERINE PETERSEN</td>
<td>Catherine Petersen</td>
</tr>
<tr>
<td>LOCKARD, LOUISE (COE)</td>
<td>Louise Lockard</td>
</tr>
<tr>
<td>POLLAK, PEGGY (CEFNS)</td>
<td>Peggy Pollak</td>
</tr>
<tr>
<td>RAYMOND, DEBORAH (CAL)</td>
<td>Mike Raymond</td>
</tr>
<tr>
<td>Riemer, Frances (SBS)</td>
<td></td>
</tr>
<tr>
<td>ROBYN, LINDA (Liberal Studies)</td>
<td></td>
</tr>
<tr>
<td>Senese, Guy (COE)</td>
<td></td>
</tr>
<tr>
<td>Stamer, Rick (CAL)</td>
<td>Rick Stamer</td>
</tr>
<tr>
<td>St. Laurent, Roy (CEFNS)</td>
<td>Roy St. Laurent</td>
</tr>
<tr>
<td>Summerfelt, Fred (CHHS)</td>
<td>Fred Summerfelt</td>
</tr>
<tr>
<td>Waring, Kristen (FAC. SENATE)</td>
<td>Kristen Waring</td>
</tr>
<tr>
<td>Cruickshank, Brandon (CEFNS)</td>
<td>Brandon Cruickshank</td>
</tr>
<tr>
<td>EX OFFICIO</td>
<td>SIGNATURE</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------</td>
</tr>
<tr>
<td>ANASTASSIOU, PAM</td>
<td></td>
</tr>
<tr>
<td>BAI, MONICA (Gateway)</td>
<td></td>
</tr>
<tr>
<td>BRADFORD, ERIC</td>
<td></td>
</tr>
<tr>
<td>DEEGAN, PATRICK</td>
<td></td>
</tr>
<tr>
<td>HARRIS, NICOLE</td>
<td></td>
</tr>
<tr>
<td>HEGG, LUCY</td>
<td></td>
</tr>
<tr>
<td>MARTIN, DARRELLE</td>
<td></td>
</tr>
<tr>
<td>PITT, RON</td>
<td></td>
</tr>
<tr>
<td>ROGERS, THERESA</td>
<td></td>
</tr>
<tr>
<td>WILLIAMS, LISA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GUESTS</th>
<th>SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Tsoris</td>
<td></td>
</tr>
<tr>
<td>Jim Allen</td>
<td></td>
</tr>
<tr>
<td>Jennifer Prior</td>
<td></td>
</tr>
<tr>
<td>Glen Allen</td>
<td></td>
</tr>
<tr>
<td>Fred Scarp</td>
<td></td>
</tr>
<tr>
<td>Bill Huffman</td>
<td></td>
</tr>
<tr>
<td>ERIC A. YORDY</td>
<td></td>
</tr>
<tr>
<td>Sandra Stone</td>
<td></td>
</tr>
<tr>
<td>Jen McKeean</td>
<td></td>
</tr>
<tr>
<td>Alexandra Tapino</td>
<td></td>
</tr>
<tr>
<td>Mary Robinson</td>
<td></td>
</tr>
<tr>
<td>Nancy Johnson</td>
<td></td>
</tr>
<tr>
<td>Joan Bornem</td>
<td></td>
</tr>
<tr>
<td>Laura Blank</td>
<td></td>
</tr>
<tr>
<td>K. Laurie Jackson</td>
<td></td>
</tr>
</tbody>
</table>

OVER
Sally Dasher
David Schusberg