### I. Strategic Directions in Curriculum – Provost Grobsmith, Harvey Charles, Karen Pugliesi

II. Minutes from previous meeting, **April 21, 2009**

### III. Consent Items

#### A. College of Arts and Letters

**Change Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Effective Date/Revised Effective Date</th>
<th>Summary of Changes</th>
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<tbody>
<tr>
<td>TH 497</td>
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**Delete Subplan**

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<tr>
<td>2. Emphasis in Theatre for BSED Elementary Ed. Theatre</td>
<td>Fall 2010</td>
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<tr>
<td>Minor- Secondary Education French</td>
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<tr>
<td>Minor Education Minor</td>
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</table>

4. Theatre Education Minor | Fall 2010 |
B. Undergraduate Studies

Liberal Studies Deletion
1. HHS 300W  
   HHS 300W 3  
   Spring 2010  Remove LibStud

IV. Action Items

A. College of Arts and Letters

New Course
1. LAN 308  
   LAN 308 1  FOREIGN LANGUAGE EDUCATION PRACTICUM

Change Plan
2. Minor in Theatre  
   Minor in Theatre  
   Major Reqmts-Course(s) Added

B. College of Engineering, Forestry and Natural Sciences

New Course
1. GLC 445C  
   GLC 445C 1  Earth Science Capstone

C. Liberal Studies

Capstone Addition
1. GLC 445C Liberal Studies  
   GLC 445C  
   Fall 2009  Add LibStud
## New Course

1. **SITA 110**
   - NEW SUBJ SITA 110
   - 3 Italian Sign Language I

2. **SITA 111**
   - NEW SUBJ SITA 111
   - 3 Italian Sign Language II

3. **SART 135**
   - NEW SUBJ SART 135
   - 3 Drawing Fundamentals I

4. **SART 200**
   - NEW SUBJ SART 200
   - 3 Bookbinding and Book Art

5. **SENG 200**
   - NEW SUBJ SENG 200
   - 3 Creative Writing

6. **SARH 201**
   - NEW SUBJ SARH 201
   - 3 Medieval Art in Siena and Florence

7. **SART 201**
   - NEW SUBJ SART 201
   - 3 Art and Photography

8. **SARH 202**
   - NEW SUBJ SARH 202
   - 3 Renaissance in Siena and Florence

9. **SITA 205**
   - NEW SUBJ SITA 205
   - 3 Survey of Italy
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<th>Course Code</th>
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<tr>
<td>SITA 206</td>
<td>History of Siena</td>
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<td>SART 222</td>
<td>Painting I</td>
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<td>SITA 305</td>
<td>II Decameron – Birth of the Novella</td>
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### E. Election of Diversity Committee Members

1. Faculty at Large
2. UCC Members
I. Minutes from previous meeting – **March 24, 2009** – approved as presented.

II. Consent Items – all consent items approved as presented.

### A. College of Arts and Letters

**Change Course**

<table>
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<tr>
<th>Code</th>
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<td>MST 350</td>
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<td>MST 351</td>
<td>Museum Studies II</td>
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<td>Oral Interpretation</td>
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<td>TH 351</td>
<td>Asian Theatre</td>
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<td>BS Ed French</td>
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<td>8 Term Plan:</td>
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<td>B.S. Ed. German Secondary Education</td>
<td>Fall 2009</td>
<td>Major Reqmts-Course(s) Added</td>
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### B. Liberal Studies

#### LS Distribution Block Change

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<tr>
<td>ARH 141</td>
<td>Liberal Studies</td>
<td>Spring 2010</td>
<td>Change LS Distrib Block</td>
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<td>ARH 142</td>
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<td>ARH 143</td>
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<td>ARH 347</td>
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<td>HUM 130</td>
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<td>HUM 291</td>
<td>American Multicultural Ideas and Values</td>
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<td>HUM 376</td>
<td>Visions in Utopia</td>
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<td>MER 330</td>
<td>Cultural, Psychological, and Social Aspects of Dress</td>
<td>330</td>
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<td>REL 210</td>
<td>Judeo-Christian Scriptures (Old Testament)</td>
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<td>REL 355</td>
<td>The Buddha: Depictions of Buddhism's Founder in Cultural Context</td>
<td>355</td>
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**C. College of Education**

**Change Course**

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<td>CTE 433</td>
<td>Program and Curriculum Planning in Career and Technical Education</td>
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<td>CTE 465</td>
<td>Methods of Career and Technical Education</td>
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<td>ECI 322</td>
<td>Secondary School Curriculum</td>
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<td>High School Teaching Methods</td>
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<td>ECI 465</td>
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<td>465</td>
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### Change Plan

6. **B.S. Ed. CTE: Occupational Education**  
   Fall 2010  
   Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted  
   Support Link  
   8 Term Plan:  
   - BSED CTE Occupational Ed Ext. Major 8term

7. **BSED CTE Extended Major**  
   Fall 2010  
   Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted  
   Support Link  
   8 Term Plan:  
   - BSED CTE 8term

### D. College of Engineering, Forestry and Natural Sciences

#### Change Course

1. **ME 350**  
   ME  
   350  
   HEAT TRANSFER  
   Spring 2010  
   Number, Prereqs

2. **ME 381**  
   ME  
   381  
   ADVANCED CAD/CAM  
   Spring 2010  
   Catalog Descr, Number

3. **ME 392**  
   ME  
   392  
   THERMODYNAMICS II  
   Spring 2010  
   Prereqs

4. **ME 495**  
   ME  
   495  
   EXPERIMENTAL METHODS IN THE THERMAL SCIENCES  
   Spring 2010  
   Coreqs, Prereqs

5. **BIO 201**  
   BIO  
   201  
   HUMAN ANATOMY/PHYSIOLOGY I  
   Fall 2009  
   Catalog Descr, Prereqs

6. **BIO 202**  
   BIO  
   202  
   HUMAN ANATOMY/PHYSIOLOGY II  
   Fall 2009  
   Catalog Descr

#### Delete Course

7. **ENV 390**  
   ENV  
   300  
   Problems in Environmental Sciences  
   Spring 2009
## Delete Plan

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<td>Chemistry Secondary Education Minor, Chemistry Secondary Education Minor</td>
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<td>Physical Science Minor, Physical Science Minor</td>
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<td>Bachelor of Science in Geology, Bachelor of Science in Geology Engineering (extended major)</td>
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<td>BS Engineering Physics, BS Engineering Physics, Environmental Engineering</td>
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### E. College of Social and Behavioral Sciences

#### Change Course

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<tr>
<td>Bachelor of Arts - Interdisciplinary Studies Psychology emphasis</td>
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### F. College of Health and Human Services

#### Change Course

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#### Change Plan

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### G. Diversity

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<td>US Ethnic Diversity</td>
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### III. Action Items

#### New Course

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<tr>
<td>DIS 304 DIS 304</td>
<td>Accessibility and Usability: Introduction to Universal Design</td>
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<tr>
<td>DIS 301 DIS 301</td>
<td>Accessibility and Usability: Introduction to Universal Design</td>
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New Plan

3. Minor in Disability Studies
   Minor in Disability Studies
   Fall 2010
   Support Link: DIS Minor Support
   8 Term Plan:

B. Undergraduate Studies — the course was not approved by vote 7/8/2.

New Course

1. NAU 110
   NAU 110
   Fall 2009
   3 Challenging Athletes’ Minds for Personal Success

C. College of Arts and Letters — items 1 and 2 were tabled due to no representation. Items 3 and 4 approved as presented.

New Course

1. HUM 380
   HUM 380
   Fall 2009
   3 Humanistic Values in Postwar Cinema

2. LAN 308
   SPA 308
   Fall 2009
   1 FOREIGN LANGUAGE EDUCATION PRACTICUM

Change Plan

3. BA Theatre
   BA Theatre
   Fall 2009
   Major Reqmts-Course(s) Added
   Support Link: BA Theatre 8term
   8 Term Plan:

4. BS Theatre
   BS Theatre
   Fall 2009
   Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted
   Support Link: BS Theatre 8term
   8 Term Plan:

Design & Technology; new Theatre Studies
D. College of Engineering, Forestry and Natural Sciences – all items approved as presented.

New Course

1. **GLG 265L**
   GLG 265L 1 Earthquakes Lab
   Fall 2009

Change Plan

2. **Minor Geology**
   Minor Geology
   Fall 2009
   Minor Reqmts-Course(s) Added
   Support Link: 8 Term Plan:
   3. **BSE Mechanical Engineering**
      BSE Mechanical Engineering (extended major)
      Major Reqmts-Course(s) Added
      Fall 2010
      Support Link: **Mechanical Engineering Support**
      8 Term Plan: **BSE ME 8 term plan**

E. Provost Office – item tabled. The committee would like to have more questions answered, i.e. want a guarantee that home institution degree is completed. Would like a representative to come to the committee for questions.

Policy Change

1. **INTGE**

In support of our commitment to global education for all students and to attract more international students to NAU, we propose adjusting our academic requirements to both reflect and accommodate the circumstances of our incoming students while preserving the academic integrity of the degrees we offer.

F. Election of Committee Chair for 2009-2010- Charles Hammersley was elected chair.

IV. Discussion – The committee would like item 1 – Global Learning, to be brought back to the Fall 2009 meeting. Item 2: The traditional “Curriculum Retreat” in September will be called “Curriculum Planning”. UCC will ask the Provost to come and speak about how curriculum is going to be impacted with changes in the University. Harvey Charles will be asked to come and discuss how international education is affecting our curriculum and have Karen Pugliesi come and discuss changes to University General Education and the effects on curriculum.

1. **Global Learning**
   The charge was to develop recommendations that would both transform NAU into a global campus and prepare students to become globally competent graduates.
   Process; Plans for the Next Year; Other.

2. **General Discussion**
SIENA PROPOSAL

Northern Arizona University will enter into an agreement with the Sienna School for Liberal Arts (SSLA) in Sienna, Italy to become the school of record courses offered at SSLA. Courses taken at SSLA will be given NAU course prefixes and numbers. Students enrolled at SSLA will be admitted to NAU and registered in the appropriate courses. The courses included in this proposal are listed below. The first column is the course number and title at SSLA; the second column is the proposed course number and title at NAU. New course proposal forms are included for each of the new courses.

ITAL 105
Italy and Its Regions

ITAL 200
Siena in Italian History

ITAL 300
Italian Literature: II Decameron by Giovanni Boccaccio and the Birth of the Novella

ARTH1100
From Divine to Human: Medieval Art in Siena and Florence

ARTH 200
Discovering the Man: Renaissance in Siena and Florence

ART 205
Creative Writing: Truth, Lies and in Between

ART 207
Drawing in Sienna

ART 206
Bookbinding and Book Art

ART 209
Photography

ART 208
Painting: Color, Composition, and the Investigation of Modern-day Siena

SITA 205
Survey of Italy

SITA 206
History of Siena

SITA 305
II Decameron –Birth of the Novella

SARH 201
Medieval Art in Siena and Florence

SARH 202
Renaissance in Siena and Florence

SENG 200
Creative Writing

SART 135
Drawing Fundamentals I

SART 200
Bookbinding and Book Art

SART 201
Art and Photography

SART 222
Painting I
SIGN 101
Italian Sign Language: Communicating through a different means

SIGN 102
Deaf Studies: Ital Deaf Culture

SITA 110
Italian Sign Language I

SITA 111
Italian Sign Language II
1. Is this course being proposed for Liberal Studies designation?  Yes ☐  No ☒  
   *If yes, route completed form to Liberal Studies.*

   Spring 2010

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

5. Course subject/catalog number  SITA 110  
6. Units/Credit Hours  3

7. Long course title  Italian Sign Language I  
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)  Italian Sign Language I

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

   Introduction to a visual-gestural language that uses sight, hands, facial expressions, and the entire body in order to communicate and to understand and produce basic sentences of everyday conversation. Taught in Italian Sign Language

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)  
   Member of Siena Study Abroad 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)?
   Name of plan?
   yes □ no ☒

   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)?
   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 ☒

18. Names of current faculty qualified to teach this course: Luigi Lerose

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

   Course is part of curriculum at Siena School of Liberal Arts. NAU will become School of record of these courses.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

Department Chair (if appropriate)

Chair of college curriculum committee

Dean of college

For Committees use only

9/21/09
For University Curriculum Committee

Action taken:

[ ] __________ Approved as submitted

[ ] __________ Approved as modified

10-1-09
Date
Siena School for Liberal Arts, Department of Deaf Studies  
SIGN101: Italian Sign Language (LIS): Communicating through a different means.  
Instructor, Luigi Lerose

Course description:

The aim of the course, taught only in LIS, is to introduce the students to a visual-gestural language that uses sight, hands, facial expressions, and the entire body in order to communicate, and to understand and produce basic sentences of everyday conversation. The course is based on the learning LIS and on the knowledge of basic grammar and fundamental vocabulary.

Prerequisites: There are no prerequisites for this course.

Course hours: The course meets twice a week for a total of 4 1/2 hours a week.

Student expectations: Attendance is absolutely essential in a sign language course. No absence is justified other than sickness.

Course outline:

Week 1 Introduction to LIS  
Presentation  
Fingerspelling  
Dialogues

Week 2 Family  
Cardinal Numbers  
A sequential history  
Dialogues

Week 3 Animals  
Ordinal Numbers  
A sequential history  
Dialogues

Week 4 Vehicles  
Colors  
A sequential history  
Dialogues

Week 5 Living places  
Italy Italia  
A sequential history  
Dialogues

Week 6 Environment  
Europe/World  
A story  
Dialogues
Week 7 Activities
A story
Dialogues
Exercises

Week 8 What time is it?
A fairytale
Dialogues
Exercises

Week 9 The calendar
A fairytale
Dialogues
Exercises

Week 10 Food
A fairytale
Dialogues
Exercises

Week 11 General Review

Week 12 Exam week

References:


Notes on the lessons and other materials suggested by the teacher during the lessons.

Grading system:
The exam consists of a discussion in LIS on the topics covered in the lessons.
The students must be able to use LIS for everyday conversation.
Participation 40%
Homework 40%
Oral exam 20%
1. Is this course being proposed for Liberal Studies designation?  Yes ☐  No ☒
   *If yes, route completed form to Liberal Studies.*


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

5. Course subject/catalog number  SITA 111  6. Units/Credit Hours  3

7. Long course title  Italian Sign Language II  Deaf Culture
   *(max 100 characters including spaces)*

8. Short course title (max. 30 characters including spaces)  Italian Sign Language II

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

   Examination of the history, culture and education of the Italian Deaf Community from a multidisciplinary perspective.

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)  
    Member of Siena Study Abroad 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)?
   Name of plan?
   yes ☐ no ☒
   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)?
   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 ☒
   yes ☐ no

18. Names of current faculty qualified to teach this course: Rita Sala

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

   Course is part of curriculum at Siena School of Liberal Arts. NAU will become School of record of these courses.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signature]
Department Chair (if appropriate)
Date 7/21/09

[Signature]
Chair of college curriculum committee
Date 7/21/09

[Signature]
Dean of college
Date 7/21/09

For Committees use only
For University Curriculum Committee

Action taken:

_________________________ Approved as submitted

_________________________ Approved as modified
Siena School for Liberal Arts, Department of Deaf Studies
SIGN102 Deaf Studies: Italian Deaf Culture
Instructor, Rita Sala

Course description:

This course examines the History, Culture and Education of the Italian Deaf Community from a multidisciplinary perspective. The course will explore the sociological meanings of culture and community and their application to the Deaf community in general. We will focus on the history and the educational experience of deaf people in Italy and in Siena where there is one of the oldest Residential School for the Deaf, founded in 1828 by priest Tommaso Pendola. It is a school recognized by all the Italian Deaf Community. Now it is no more a school but it is used as place where deaf students could go to get tutored in school subjects during the afternoon. The Education of the Deaf in Italy is strongly related to the development of the Italian Sign Language (LIS), students will receive the sociological and cultural tools that allow them to understand and reflect on the Deaf way of life and the historical evolution of the Italian Deaf Community and Culture.

Prerequisites: There are no prerequisites for this course.

Course hours: The course meets once a week for 1 ½ hours.

Student expectations: Attendance and active participation in class exercises and critiques are of utmost importance. If extenuating circumstances will require a student to miss a class, they must—if at all possible—notify the instructor ahead of time.

Course outline:

Week 1 Introduction - How do we communicate?
- Carol Padden, Tom Humphries, Deaf in America. Voices from a Culture, Cambridge, Ma, Harvard University Press, 1988, Ch. 6 "The meaning of sound"

Week 2 History of the Deaf and of the Educational System for the Deaf in Italy
Milan's Congress 1880
- Lane H., When the Minds Hears. A History of the Deaf, pp. 386-402

Week 3 Italian Sign Language - before and after Milan
- H-Dirksen L. Bauman, "Audism: Exploring the Metaphysics of Oppression"
- Harlane Lane, "Do Deaf People have Disability?", Sign Language Studies Vol. 2 No. 4, Summer 2002, pp. 356-379.

Week 4 Italian Deaf Community and Culture - Linguistic Impact
- Carol Padden "The Deaf Community and the Culture of Deaf People", pp. 1-16.
- Barbara Kannapell "Deaf Identity: an American Perspective"
- Breda Carty "The Development of Deaf Identity"

Week 5 Linguistics of the Italian Sign Language (LIS)
Sociolinguistic aspects

Week 6 Sign Language Status in Italy and Europe

Week 7 Actual Educational Sytem in Italy and for the Deaf - Support teacher - Communication Assistant - School Interpreter
- Lane, A., Hoffmeister, R., Bahan, B., A Journey into the Deaf-World, Ch. 10 "Bilingual and Bicultural Education for Deaf Children"

Week 8 Visit to the "Pendola" Institute
Knowing the Sienese Deaf Community

Week 9 Traditions in the Italian Deaf Community
Arts and Social Life

Week 10 Deaf - hearing relations
Oppression and Empowerment Issues

Week 11 Deaf Communities or Signing Communities.
Thoughts and observations.

Week 12 Exam Week

Assignments:

An individual presentation will be scheduled during the semester; the topic will be discussed in class and with the teacher. More information about the presentation will be given at the beginning of the course.
The final paper should be 5 double-spaced pages and should both demonstrate the knowledge you acquired throughout the course and contain your personal thoughts related to the topic.

Required materials:
References:

Grading system:

Participation 30%
Individual presentation 30%
Final essay 40%
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.

   Spring 2010

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

5. Course subject/catalog number SART 135  6. Units/Credit Hours 3

7. Long course title Drawing Fundamentals I
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Drawing Fundamentals I

9. Catalog course description (max. 30 words, excluding requisites).
   Introduction to representational and interpretive drawing with emphasis on linear construction, proportion and perspective and drawing from observation.

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) Member of Siena Study Abroad 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)? Name of plan?
   yes [ ] no [x]
   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)?
   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: Not currently identified

19. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).
   Course is part of curriculum at Siena School of Liberal Arts. NAU will become School of record of these courses.

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For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signature] 9/21/09
Department Chair (if appropriate)

[Signature] Date
Chair of college curriculum committee

[Signature] Date
Dean of college

For Committees use only
For University Curriculum Committee

Action taken:

✓ Approved as submitted

10-1-09

Approved as modified
Siena School for Liberal Arts, Department of Fine Arts
ART207 Drawing in Siena
Instructor, TBA

Course description: This is an introductory course in beginning drawing designed for the student with little experience in studio art as well as the student with previously attained drawing skills and ambitions. In the course we will learn various strategies and techniques for making drawings. More fundamentally we will discover a more acute ability to see using the art of drawing.

Primarily the course will focus on drawing from observation. What we see and what we think we see may be different things. We will work on understanding strategic methods for making a drawing. Including the careful discovery of the qualities of light and dark, how shapes create space, and how individual realities can be realized in a drawing. You may have noticed that here in Siena the light is always changing with dramatic effects, that the space created by the medieval architecture is dynamic, fluid, and not static. The qualities of light and shadow, the closeeness of the streets and the openings into the various piazzes can be psychologically quite profound. We will experience that dynamic space and more clearly understand it by use of drawing and I think we may have a lot of fun while we are at it.

The human form as it inhabits a particular space will also be one of our subjects. We will begin with simple assignments or conditions and as subsequent powers begin to develop we will become more curious, ambitious and sensitive to things inside and outside the act of drawing. Students will develop traditional skills through intensive studio-work, independent homework and weekly class critiques. The course is structured around weekly assignments but may also include experimentation in mediums, materials, and the personal interpretation of ideas or subjects.

Success in this course is in no way dependent upon “innate talent” but is insured by a thorough involvement with all aspects of the class and a progressive development of critical visual thought through the act of drawing.

There will be three excursions throughout the semester:
1 - Trip to Duomo to see the "Il Pavimento Illustrato"
2 - Trip to draw the rear side of Piazza Salimbeni
3 - Trip to Santa Maria Della Scala

Prerequisites: There are no prerequisites for this course.

Student expectations: Attendance is required (more than two unexcused absences may result in a lower recorded grade).

Course hours: 72

Course outline:

Week 1 Shape and Value, (a means of simplifying what you see).
a. Drawing indoors: How to use the still life in the studio. Drawing an arrangement of all white objects and noting the gradations of light and dark. Finding the logic in the light.
b. Drawing Outside: shape and value drawing by finding the lights and darks
c. Visit to Duomo to see " Il pavimento illustrato" Open after 10:30 Artists are Matteo di Giovanni, Sassetta, Pinturicchio, Beccafumi
Week 2 Making Value with Gesture Lines and Marks.
a. Making a gray scale.
b. Finding the shape with gestural lines and marks
c. Drawing outside at the rear The Piazza Salimbini.

Week 3 Constructing Space
a. Understanding positive and negative shapes
b. Making black and adding light
c. Proper use of the eraser. It is much more than you think
d. Still-life of chairs

Week 4 Drawing from Drawings:
a. Research artists who you feel speak to you specifically through drawing.
b. Assignment is to present two artists through internet research.
c. Through an examination of the artists work make 3 drawings that pull influence and information from your chosen artist but maintain a distance if you want or do involve yourself in mimicry or pastiche.

Week 5 Looking at Drawings by Leger, Picasso, Degas, and Leonardo
a. Still-life set up for light and shadow fragmentation
b. Drawing across the contour to build form.
c. Still-life with Tape (following the tape)

Week 6 Contour Line and Varieties of Line.
a. Steady controlled line
b. Emotional line
c. Experiments in line variation

Week 7 Size and Scale
a. Working with extremes and breaking the bonds of the paper edge
b. Collage: Romare Bearden, Max Ernst, Kurt Schwitters, And Italian Futurism

Week 8 Collage
a. Build a collage using class drawings
b. Building a collage with extreme space

Week 9 Mechanics of Drawing and Simple Geometry
a. Perspective and measurement
b. Drawing the ellipse, the square and rectangle in space.

Week 10 Drawing the Human Figure
a. Models in class
b. Self portraits, understanding the architecture of the head and face

Week 11 Open Independent projects

Week 12 Exam week: Portfolio Building and review.
References:

**Grading system:**
Homework 30%
Participation 20%
Portfolio 40%
Critical revision and use of critical evaluations 10%
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 Undergraduate Studies 4. Academic Unit/Department Undergraduate Studies

5. Course subject/catalog number SART 200 6. Units/Credit Hours 3

7. Long course title Bookbinding and Book Art
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Bookbinding and Book Art

9. Catalog course description (max. 30 words, excluding requisites).
   History of the Book from its inception on clay tablets through papyrus to paper including preparation of a “case binding” book and the design of its cover using a variety of papers, cloth and leathers.

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) Member of Siena Study Abroad 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)?
   Name of plan?  
   yes ☐ no ☒  
   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:  Jennifer Storey-Maclntosh

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

   Course is part of curriculum at Siena School of Liberal Arts. NAU will become School of record of these courses.

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Component Type
Consent
Topics Course

35. Approvals

Department Chair (if appropriate)  
\[\text{Signature}\]  9/21/09  

Chair of college curriculum committee  
\[\text{Signature}\]  9/22/09  

Dean of college

For Committees use only
For University Curriculum Committee

Action taken:

☑ Approved as submitted

☑ Approved as modified

Date: 10-1-09
Siena School for Liberal Arts, Department of Fine Arts
ART206 Bookbinding and Book Art
Instructor, Jennifer Storey-Macintosh

Course description:

We begin with a short History of the Book, how it evolved from clay tablets, through papyrus to paper, how the codex came about and at this point we look at folding paper into "signatures", learning about the "grain" of paper and board, sewing onto tapes, constructing a "case binding", and finally learning how to design a book cover, using a variety of papers, cloth and leathers.

For this first project we will be using high-quality Fabriano paper (plain) to make a journal or diary.

The second project will involve imaginative input as each student will be given the inside text block of a book, already bound, and will have to choose endpapers and design a cover specifically for the literary content. Each one will be different, so the student is challenged to come up with something personal. At completion of the book, a particular box, or slipcase design will be studied, computed and put together to house it.

We end with an Essay, to be completed in the students' own time, on the Future of the Book. Some research material will be available for this project, but the student is encouraged to track down his/her own information and to give a very personal view on the theme.

At convenient times to both myself and student/s, time can be spent at my studio in the little hilltop town of Orgia, lunch supplied.

Course prerequisites: There are no prerequisites for this course.

Course hours: The course meets twice a week for a total of 5 ½ hours a week.

Student expectations: As this is a "hands on" course with set criteria to be completed, students who miss more than one lesson will have difficulty catching up and completing the course.

Course outline:

Week 1 Introduction to book design, examples shown, techniques discussed, materials looked at, paper grain examined, tools assessed

Week 2 Folding, cutting and assembling "signatures" ready for sewing. Choosing endpapers - and therefore looking at cover design, which must be in harmony with same. Commencing sewing.

Week 3 Cutting boards, chamfering, cutting out spine piece, chamfering. Consolidating book spine with japanese tissue and gauze. Addition of silk bookmark, making headbands and putting in place.

Week 4 Big decision now on how to assemble the artwork for the covers. This may involve decorative papers, cloth or leather. Instruction on how to pare leather, if applicable.
Week 5 Setting the text block of the book inside the covers. "Opening out" the book to dry, putting in Bradell boards inside press.

Week 6 Students will be asked to choose a blind envelope containing their mystery text block. Books will be of various sizes, thicknesses and pages. Headbands will be made and added, endpapers chosen and put in place. Spine consolidated. Start planning cover design and looking at materials available to do this.

Week 7 Cutting out of boards (and maybe spine). Cover design begins following plan. If leather inlay, onlay is used, paring is shown and discussed again. Embossed and debossed techniques will be discussed and demonstrated. Multiple covers, collage, lettering etc.

Week 8 Continuing to work on book.

Week 9 Several different types of boxes, slipcases, chemises, etc will be looked at the relevant one chosen for the student's book. Begin to make measurements and look at lining and covering.

Week 10 Making the clamshell or solander or "cigar" box, or slipcase.

Week 11 Finishing and putting together, and if there is extra time left over, some soft card phase boxes will be looked at and discussed, using small mock-up book models (supplied).

Week 12 Exam Week.

References:


Grading System:

Final Essay 10%
Participation 10%
Portfolio 60%
Individual Presentation 20%
1. Is this course being proposed for Liberal Studies designation?  Yes ☐  No ☒
   
   If yes, route completed form to Liberal Studies.


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

5. Course subject/catalog number  SENG 200  6. Units/Credit Hours  3

7. Long course title  Creative Writing  
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)  Creative Writing

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

   Elements of writing that will entice readers to participate viscerally in the experiences and notions that the writer creates.

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)

15. Corequisites (must be completed with proposed course)

Member of Siena Study Abroad Student Group
16. Is the course needed for a new or existing plan of study (major, minor, certificate)?
   Name of plan?  
   yes ☐  no ☒
   
   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)?
   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 ☒
   yes ☐  no ☐

18. Names of current faculty qualified to teach this course:  Jeff Shapiro

19. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).
   
   Course is part of curriculum at Siena School of Liberal Arts. NAU will become School of record of these courses.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signature]
Department Chair (if appropriate)
9/21/09

[Signature]
Chair of college/curriculum committee
7/22/09

[Signature]
Dean of college

For Committees use only
For University Curriculum Committee

Action taken: 

☑️ Approved as submitted

Approved as modified
Siena School for Liberal Arts, Department of Fine Arts
ART205 Creative Writing: Truth, Lies, and In Between
Instructor, Jeff Shapiro

Course description:

As Robert Louis Stevenson pointed out, a work of art must accomplish more than technical competence; it must also enchant. Every piece of writing, be it an essay or a poem or a work of fiction, owes enchantment to its reader. Otherwise, why should the reader bother? This practical-minded course focuses on elements of writing that will entice readers to participate viscerally in the experiences and notions that the writer creates.

The two sessions of each week focus on at least one issue crucial to Creative Writing. Literary passages demonstrating the issues at hand are read aloud and discussed. As weekly homework, students write original pieces in search of personal solutions to the specific challenges that all writers face.

At the end of the semester, students hand in a final project.

Prerequisites: There are no prerequisites for this course.

Course hours: The course meets twice a week for a total of 3 ½ hours.

Student expectations: Attendance is mandatory. Each student will be allowed one excused absence for the semester without penalty. Every unexcused absence will incur an academic penalty of 10% off the overall grade of the class missed. Students having more than 3 unexcused absences will earn an “F” in their course work.

Course Outline:

Week 1 "Vicarious Experience": What is Creative Writing? Why write at all? Is there a difference between fiction and fact? What “idea” does a piece of writing seek to express? How many ideas should any single piece of writing try to convey?

Week 2 "Appealing to the Senses": How is writing made more effective by its use of reference to the various physical senses? How many senses can the writer call into play?

Week 3 "Point of View": Through whose eyes does the writer invite the reader to see the world?

Week 4 "Character and Camera Lens": How far inside a character’s head does the writer want to take the reader? (Filmmakers and photographers choose different lenses—wide-angle, zoom, macro—to show their subjects from a distance or in closeup. Which “lenses” may a writer use?)

Week 5 "Dialogue": How do people reveal their truth in what they say? How much respect do writers owe the characters they describe? What’s the difference between character and caricature? What endows characters, real or imagined, with the third dimension of full humanity?

Week 6 "Interaction": How do characters, real or imagined, relate to one another? How do various psychological analyses address the question of human interaction?
Week 7 "Plot and Chronology": Should stories have a beginning, a middle, and an end? How important is the element of surprise? How vital is the architectural structure of a piece of writing?

Week 8 "Love, Sex, and Sensuality": Is it possible to write about sex without giggling? How may the writer communicate intimacy?

Week 9 "Myths, Fables, and Archetypes": Can myths and fables serve as an inexhaustible source of material to be drawn from?

Week 10 "Word, Sound, Meaning, and Music": How may rhythm and sound be used to convey meaning?

Week 11 "The Importance of Communication": Final considerations.

Week 12 Final project due

Assignments: Weekly original writing assignments and a final project, to be discussed in individual meetings with the teacher.

Bibliography:


Interdisciplinary activities include explorations of the psychoanalytical concepts of Sigmund Freud, the Transactional Analysis of Eric Berne, the "I and Thou" philosophy of Martin Buber, the filmmaking techniques used in "Sea Bisquit," the operas of Giacomo Puccini, the madrigals of Claudio Monteverdi, Thomas Morley, and John Bennet, the Masses of Josquin des Prés, the photography of Edward Steichen and Miyako Ishiuchi, plus the occasional taste-treat from the pastry counter of the bar up the road.

Grading system:

The final grade will reflect student punctuality and presence in class, participation in discussions, completion and quality of homework assignments and of the final project.
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.

   Spring 2010

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

5. Course subject/catalog number SARH 201 6. Units/Credit Hours 3

7. Long course title Medieval Art in Siena and Florence
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Medieval Art in Siena and Florence

9. Catalog course description (max. 30 words, excluding requisites).
   Introduction to different issues of medieval art history and development of style in Siena and Florence in the 13th and 14th centuries.

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)
    Member of Siena Study Abroad 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)?
   Name of plan?
   yes [ ] no [X]

   **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)?
   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: Stefania Tullio Cataldo

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

   **Course is part of curriculum at Siena School of Liberal Arts. NAU will become School of record of these courses.**

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For Official AIO Use Only:
Component Type
Consent
Topics Course

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35. Approvals

   Department Chair (if appropriate)
   [Signature]
   9/21/09

   Chair of college curriculum committee
   [Signature]
   Date

   Dean of college
   [Signature]
   9/22/09

For Committees use only
Course description:

The goal of the course is to understand and learn how to recognize the time period in which a work of art was produced and to make commentary on medieval works of art between the 13th and 14th century. The students will receive, on the one hand, a theoretical introduction to different issues of medieval art history and development of style, and they will, on the other hand, receive the unique opportunity of verifying their knowledge and skills during the visits to Siena's medieval art.

A great importance is attributed to the city of Siena as the best well-maintained European model of a gothic city: its city walls, towers, ancient palaces and churches. The space of this city, a city that was one of the most advanced forms of democracy, witnessed the main revolution in the history of medieval painting: the revolution that freed Europe from the "load" of the eastern byzantine tradition and changed the way of perceiving the sacred image; the revolution that represented life and human being and, finally, began to consider the identity of the artist.

The protagonists of this emancipation are Italian, mainly from Siena, such as Duccio, Simone Martini and the Lorenzetti brothers, as well as from Florence, such as Cimabue and Giotto. We will analyze the net of connections and interpret the complex dialogue between these two political adversaries that were linked artistically at the real root of the modern world.

Prerequisites: There are no prerequisites for this course.

Course hours: The course meets twice a week for a total of 3 hours a week.

Student expectations: Attendance is mandatory, but 3 justified absences will be permitted.

Course outline:

Week 1 Introduction to Medieval civilization. The medieval city: Romanesque and Gothic.

Walking through Siena (San Domenico, Piazza del Campo, Palazzo Tolomei, Via dei Banchi di Sotto, via di Città, Duomo exterior).

Assignment: Reading (due October 2nd) - Vasarian Lives of Cimabue and Duccio.

Week 2 PAINTING IN XIII TH CENTURY SIENA.
Visita: Museo dell'Opera del Duomo. Duccio (Madonna Crevole, Cathedral Window and Maestà)
Assignment: Group presentation. Each group will analyze one panel of Duccio's Maestà.

Week 3 Conclusion about Duccio, Cimabue. Oral Presentation. Identification Test.

Assignment: Research - Assisi Architecture, Franciscan Order (Conventual and Spirituals), St. Francis, St. Francis fresco cycle, St. Martin Chapel

Week 4 Giotto (Training and Assisi issue)  
Visit: Assisi. Oral presentation

Assignment: Group presentation - Two groups: Bardi Chapel and Peruzzi Chapel, choose some scenes showing the stilistical differences with Assisi cycle.

Week 5 Giotto II (Padova, Scrovegni Chapel and Firenze, Madonna d'Ognissanti, Bardi and Peruzzi Chapels in Santa Croce). Group presentations

Assignment: Oral presentation - Cimabue, Maestà di Santa Trinità, Duccio, Madonna Rucellai, Giotto, Madonna d'Ognissanti.

Simone Martini (Maestà e Guidoriccio, Annunciazione)

Visit: Florence  
Morning: Uffizi  
Afternoon: Bardi and Peruzzi Chapels in Santa Croce

Week 6 Visit: Palazzo Pubblico (Simone Martini's Maestà)  
October: Midterm Exam (Giotto and Simone Martini)

Week 7 Saint and Virgin Iconography  
Pietro Lorenzetti

Week 8 Ambrogio Lorenzetti / Topic - Final Essay  
Visit (San Francesco)

Week 9 Nicola Pisano / Topic - Final Essay  
Giovanni Pisano - Arnolfo di Cambio / Topic - Final Essay

Week 10 Visit: Duomo  
Visit: Museo dell'Opera (Sculpture)

Week 11 Final review / Topic - Final Essay  
Final review / Topic - Final Essay

Week 12 Exam Week: Oral Exam

There will also be a number of excursions throughout the semester:
1. Walking through Siena (San Domenico, Piazza del Campo, Palazzo Tolomei, Via dei Banchi di Sotto, via di Città, Duomo exterior).
2. Museo dell'Opera del Duomo. Duccio Madonna Crevoile, Cathedral Window and Maestà
3. Assisi
4. Florence, Uffizi (morning)
5. Palazzo Pubblico (Maestà)
6. San Francesco
7. Duomo
8. Museo dell’Opera. Sculpture

**Assignments:** Students will be responsible for a midterm exam, a group presentation, an individual presentation, as well as an oral exam and a final essay. In addition, there will be several smaller research assignments, to be discussed in detail throughout the semester.

**References:**

E. Panofsky, Meaning in the Visual Arts, Garden City, NY 1955
A. Martindale, Gothic Art, Singapore 1996.
T. Himan, Sienese Painting, London 2003, 1-122 *
G. Boccaccio, The Decameron, London 2003 (chosen parts)
Handout*

(* required for the exam)

**Grading system:**

Participation 20%
Midterm test I 20%
Final essay 20%
Individual presentation 10%
Group presentation 10%
Oral exam 20%
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.

   Spring 2010

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

5. Course subject/catalog number SART 201
   6. Units/Credit Hours 3

7. Long course title Art and Photography
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)
   Art and Photography

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

   Image making with photography in order to discuss, express and communicate views, interests the world we live in.

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) Member of Siena Study Abroad 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)?
   Name of plan?
   yes [ ] no [x]
   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)?
   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 Tune

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

   Course is part of curriculum at Siena School of Liberal Arts. NAU will become School of record of these courses.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signature]
Department Chair (if appropriate) Date 9/21/09

[Signature]
Chair of college curriculum committee Date 9/21/09

[Signature]
Dean of college Date 9/21/09

For Committees use only
For University Curriculum Committee

Action taken:

☑ Approved as submitted

Date

☑ Approved as modified
Siena School for Liberal Arts, Department of Fine Arts
ART209 Photography
Instructor, Jacqueline Tune

Course description:

This course in image-making with photography, is grounded on the desire and necessity to discuss, express and communicate our views, interests, and fascination of the world we inhabit, how our personal and unique vision along with technical ability, allows each of us to tell our own original stories photographically.

The students are encouraged to explore and relate to their new surroundings, the experiences and feelings they have here in this fascinatingly intricate and beautiful city, with the people they meet, the culture, history, traditions and aspects of Sienese society here. Using photographic techniques to document and express what they find here, students are able to discuss openly new and valid topics, learning to have a visual voice, a language perhaps still unknown to them.

Great emphasis is put on using one's imagination and creativity, in researching subjects, organizing them visually, and finding individual 'style' to make strong, dynamic, interesting and poetic photographic work.

This course uses a wide variety of photographic and printing methods, from instant polaroid and digital work, to S.L.R colour and black and white work, to pin-hole and hand-prepared sensitized materials. Once the students have grasped the basics of using cameras and dark-room techniques they are encouraged to experiment freely.

Many photographers, artists and performers from all over the world have been invited to the Siena School Photography course, and who have been involved in various experimental, theoretical and technical workshops, to provide a stimulating and highest quality of teaching methods and results.

Excursions are organized to visit places and subjects typical to Tuscany, eg., country Villas, crumbling Abbeys, hot sulphur pools, the dramatic landscape, the Mediterranean Sea, interesting people and artisans' studios, as well as to art and photographic shows and sculpture gardens. We try and give the students a taste of the known, but also the unknown, more secret side to this place.

Prerequisites: There are no prerequisites for this course.

Course hours: The course meets twice a week for a total of 72 hours throughout the semester.

Student expectations: Course attendance is mandatory and each unjustified absence will cost 10% of the final grade.

Course Outline:

Week 1 Introduction to photography.
What excites us, interests us, disturbs us, inspires us to make images?
Observing, resourcing, playing, reflecting, selecting to produce images using the instant polaroid process.
Week 2 Slide show on narratives in photographic images.
Workshop on the functions of the SLR camera.
Metering, focusing, composing, structuring.
Group crit and discussion.

Week 3 The importance of the dynamics in a photograph, and how to create them through choice of subject, composition, use of light etc.
How can we communicate photographically our response to a subject?
Workshop on black and white film processing and use of the dark room.
Group crit and discussion.

Week 4 Slide show on the History of Photography.
Darkroom workshop on contacting film and printing images.
Group crit and discussion.

Week 5 Pin-Hole cameras.
How does this simple and slower photographic process affect the way we look, select, think, create.
Darkroom workshop on printing techniques.
Group crit and discussion.

Week 6 Excursion using SLR cameras. Exploring the environment.
Darkroom workshop on further printing techniques.
Individual crit.

Week 7 Portrait and still-life photography. Workshop on use of studio lighting.
Darkroom workshop.
Group crit and discussion.

Week 8 Photo-documentation.
Looking at other people's lives and work.
Working to find different angles, perspectives and compositions.
Darkroom workshop and individual crit.

Week 9 The manipulated image.
Double exposures, collaging and multi-imaging.
Darkroom and personal work
Group crit.

Week 10 Personal projects.
Printing and mounting final projects.

Week 11 Darkroom workshop and mounting work for exhibition.
Final Exhibition.

Week 12 Exam week
Assignments:

Various technical and creative projects, to be assessed weekly during the course. A series of 'diary images' to be made daily with digital cameras. Weekly research of professional photographers' work. A final individual project to be assessed in final exhibition. An exhibition of selected colour and black and white prints of work done during the course.

References:


Charlott Cotton The Photograph as Contemporary Art, Thames and Hudson, London 2004


Grading system:

Participation 20%

Homework 20%

Portfolio 40%

Individual presentation 10%

Midterm essay 10%
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.

   Spring 2010

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

5. Course subject/catalog number SARH 202 6. Units/Credit Hours 3

7. Long course title Renaissance in Siena and Florence
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)
   Renaissance in Siena and Florence

9. Catalog course description (max. 30 words, excluding requisites).
   An examination of the dramatic cultural changes and stylistic developments from the 15th to the first one-half of the 16th centuries viewed in the context of central Italian cities.

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)
    Member of Siena Study Abroad 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)?
   Name of plan?
   
   Yes  □  No  □

   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)?
   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  □  Yes  □  No  □

18. Names of current faculty qualified to teach this course:  Stefania Tullio Cataldo

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

   Course is part of curriculum at Siena School of Liberal Arts. NAU will become School of record of these courses.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signature]
Department Chair (if appropriate)  9/21/09

[Signature]
Chair of college curriculum committee  9/22/09

[Signature]
Dean of college  9/22/09

For Committees use only
For University Curriculum Committee

Date

Action taken: 

Approved as submitted

Approved as modified
Siena School for Liberal Arts, Department of Art History
ARTH200 Discovering the Man: Renaissance in Siena and Florence
Instructor, Stefania Tullio Cataldo

Course description:
The main objective of the course will be to understand the artistic and intellectual changes which gave rise to the rapid development of visual culture during the Renaissance until mannerism. The course aims to provide a key to understanding the complex relationship between ideas and artistic production, enabling students to approach Renaissance culture with a greater understanding.

This course will examine the dramatic cultural changes and stylistic developments from the 15th to the first half of the 16th centuries, primarily viewed in the context of central Italian cities. The course will provide a survey of the most significant artists and architectural products of the period while also discussing the changing roles of artist and patron.

The course in Art History will focus on the history of Renaissance Central Italian Art – principally Siena and Florence. It will explore the aesthetical ideas and the cultural background of the period using slide shows, lectures, and especially visits to museums, churches and places of artistic note.

Excursions and visits will be the most important part of this course. Students will have the great opportunity to study art history directly, looking at the original masterworks of the Italian Renaissance.

Prerequisites: There are no prerequisites for this course.

Course hours: The course meets twice a week for a total of 3 hours a week.

Student expectations: Attendance is mandatory, but 3 justified absences will be permitted.

Course outline:

Week 1
INTRODUCTION TO RENAISSANCE AND RESEARCH METHODS

25 September: Introduction to Renaissance. Criteria and Systems of a Research in Renaissance (Bibliography, Goals of a research etc.).

Assignment: Oral presentation (due October 2nd) - Iconographical and Stylistical Analisys of a Renaissance emblematic work: Masaccio Pisa Polyptic. (I group: Madonna and Child, National Gallery London, II group: Adoration of the child, Berlin Staattliche Museen, III group: Crucifixion, Naples, Museo Nazionale di Capodimonte Capodimonte). Find a Medieval work to compare iconographically and stylistically with the Masaccio one and demonstrate the different intellectual conceptions (content and form) revealed by these two works.

26 September: Visit: Archivio di Stato

Week 2
PAINTING IN PRIMO QUATTROCENTO FLORENCE AND SIENA

2 October: Florence at the Beginning of Quattrocento, Masaccio.
Works Analyzed: Madonna Metterza, Pisa Polyptic (Students Oral Presentation), Brancacci Chapel, S. Maria Novella’s Trinity.


3 October: Visit: Maria della Scala Pilgrims Hall.

Assignment: Oral presentation (due October 10th): Analyse iconography and style of one bronze panel of the St. John Baptistery.

Week 3
SCULPTURE IN FLORENCE AND SIENA IN RENAISSANCE (DONATELLO, JACOPO DELLA QUERCIA)

9 October: (Part I) Donatello: a Revolutionary Humanism.
Reading in class: (From Vasari, Lives of artists, Life of Donatello)

(Part II): Jacopo della Quercia
Works Analyzed: Ilaria del Carretto, Fonte Gaia.

10 October: Visit. Baptistery (Student Oral Presentation); Cathedral: Donatello’s San John the Baptist; Piccolomini Library in Duomo

Assignments:
Research (due October 16) - Enea Silvio Piccolomini (Pope Pius II).
Oral presentation (due October 17th) - Masaccio (Madonna Metterza and Brancacci Chapel), Brunelleschi and Ghiberti Bronze panels, Donatello (San Giorgio, David)

Week 4
UMBRIAN ARTISTS IN SIENA

16 October: Renaissance City and Urbanism: Pienza, the Piccolomini Family and Pinturicchio.

17 October: Visit. Florence: Bargello Museum (morning), Brancacci Chapel (afternoon),
Oral presentations

Assignment: Research (due October 25th) - Paper research on one Uffizi work: Leonardo (Baptism of Christ, Annunciation and Adoration), Botticelli (The Spring and the Birth of Venus, Pallas and the Centaur, Calumny of Apelles).

Week 5
SECONDO QUATTROCENTO IN FLORENCE AND SIENA
23 October: Leonardo  

24 October: (Part I) Botticelli (The Spring and the Birth of Venus, Pallas and the Centaur, The Calumny)  
(Part II) Francesco di Giorgio (San Domenico, Nativity)

25 October: Visit. Florence  
Morning: Uffizi Museum. Students Oral Presentation of the works with the *: Leonardo* (Baptism of Christ, Annunciation and Adoration), Botticelli* (The Spring and the birth of Venus, Pallas and the Centaur, Calumny), Michelangelo (Tondo Doni), Raphael (Leo X, Madonna del Cardellino), Bronzino (Portraits), Titian (Venus of Urbino), Caravaggio (Bacchus e Isach Sacrifice).

Week 6  
REVISION AND MIDTERM

30 October: Review

31 October: Midterm Exam

Assignment: Reading (due after break) - Vasari, Lives of Raphael and Michelangelo.

Week 7  
CINQUECENTO

(Part II) Sodoma Deposition, Genga Petrucci Palace Frescoes.


Assignment: watch the film "Il Tormento e l'Estasi" in Italian subtitled in English (due November 20th)

Week 8  
20 November: Raphael and Michelangelo in Rome (Works analyzed: Vatican Rooms and Sistine Chapel).

21 November: Visit. Sodoma: Frescoes in the Saint Catherine House

Assignment: Reading (due November 27th) - Vasari, Life of Pontormo; Pontormo Diary

Week 9  
MANNERISM

27 November: Introduction to Mannerism. Pontormo (Capponi Chapel in Santa Felicita, Poggio a Caiano Frescoes) and Rosso Fiorentino (Deposition).

28 November: Visit. Certosa di Galluzzo (Siena-Firenze e then bus n. 37, 9-11.30)
Week 10
4 December: Domenico Beccafumi.

Assignment: Oral presentation (due December 12th) - Research Paper on a work chosen in a list of paintings at Pinacoteca:
1 - Girolamo Genga, Madonna con Bambino San Giovannino e Sant’Antonio / Frescoes for Petrucci Palace,
2 - Sodoma, Deposition
3 - Christ at the Column
4 - Beccafumi Trinity Tryptych.
5 - Virgin and the Child,
6 - Descent of Christ to Limbo
7 - Drawings for Duomo


Week 11
11 December: Review


Week 12 Exam Week: Oral Exam

The course also includes a number of excursions:

26 September, Archivio di Stato
3 October, Pittura nel Primo Quattrocento a Siena, S.Maria della Scala Pilgrims Hall.
10 October, Baptistery and Cathedral. Piccolomini Library
17 October, Visit to Florence: Bargello Museum (morning) and Brancacci Chapel (afternoon).
25 October, Visit to Florence: Uffizi
14 November, Palazzo Chigi Saracini.
21 November, Sodoma, Frescoes in the Santa Caterina House.
28 November, Certosa di Galluzzo
5 December, Beccafumi in Palazzo Pubblico, Sala del Concistoro.
12 December: Pinacoteca.

Assignments: Students will be responsible for a midterm essay, a group presentation, an individual presentation, as well as one oral exam and one final written exam. In addition, there will be several smaller research assignments, to be discussed in detail throughout the semester.

References:

G.Vasari, Lives of Raphael, Michelangelo, Pontormo.*
M.Baxandall, Painting and Experience in Fifteenth Century Italy, Oxford 1972.
A. Orlandini, Foundlings and Pilgrims. Frescoes in the sacra del Pellegrinaio of the Hospital of Santa Maria della Scala in Siena, Siena 2002.*

(* required for the exam)

**Grading system:**

Participation 20%
Midterm essay 20%
Final test 20%
Oral exam 20%
Group presentation 10%
Individual presentation 10%
University Curriculum Committee
Proposal for New Course

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

2. New course effective beginning what term and year? \textit{(ex. Spring 2009, Summer 2009)} \underline{Spring 2010}
   \textit{See effective dates schedule.}

3. College \underline{Undergraduate Studies} 4. Academic Unit /Department \underline{Undergraduate Studies}

5. Course subject/catalog number \underline{SITA 205} 6. Units/Credit Hours \underline{3}

7. Long course title \underline{Survey of Italy}
   \textit{(max 100 characters including spaces)}

8. Short course title \textit{(max. 30 characters including spaces)} \underline{Survey of Italy}

9. Catalog course description \textit{(max. 30 words, excluding requisites).}
   \textit{Survey of Italy and its regions including geographic characteristics, food, cities, artistic attractions, monuments, events, fashion brands, writers and singers. Taught in Italian}

10. Grading option:
    \begin{itemize}
    \item Letter grade \ 
    \item Pass/Fail \ 
    \item or Both \textbf{☒}
    \end{itemize}
    \textit{(If both, the course may only be offered one way for each respective section.)}

11. Co-convened with 11a. Date approved by UGC
    \textit{(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 \underline{additional} units? \ 
    \begin{itemize}
    \item yes \ 
    \item no \textbf{☒}
    \end{itemize}
    \textit{a. If yes, maximum units allowed?}
    \textit{b. If yes, may course be repeated for additional units in the same term?}

14. Prerequisites (must be completed \underline{before} proposed course)

15. Corequisites (must be completed \underline{with} proposed course)

16. Is the course needed for a new or existing plan of study \textit{(major, minor, certificate)}?
    \begin{itemize}
    \item yes \ 
    \item no \textbf{☒}
    \end{itemize}
    \textit{Name of plan?}

\textit{revised 8/08}
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: Claudia Marulo

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

   Course is part of curriculum at Siena School of Liberal Arts. NAU will become School of record of these courses.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

Department Chair (if appropriate)  

Chair of college curriculum committee  

Dean of college  

For Committees use only

For University Curriculum Committee  

Action taken:

Approved as submitted  

Approved as modified

revised 8/08
Please attach Syllabus here.

Please attach Syllabus here.
Siena School for Liberal Arts, Department of Italian
ITAL105 Italy and its Regions
Instructor, Claudia Marulo

Course Description:
The aim of the course is to discover Italy by its regions.

For each region, we will observe its geographic characteristics, typical food, the cities and artistic attractions and monuments, events, fashion brands, the writers and singers who come from the region, as well as anything else that may interest the students. The class, indeed, is not conceived as a passage of knowledge from the teacher to the student but as personal research which will involve the whole class. The final result will be a personalized guide which will take into account the particular curiosities of the students. The teacher will guide them into this process of discovery and the class will be a place where students can compare their results and pick up new ideas.

The course will obviously be in Italian. Every Wednesday, the lesson will consist of oral presentations prepared by the students about the subject previously discussed with the others and the teacher, while on Friday, the presentations will be converted into a small written text that we will use for the final ‘class guide’. Thus, the students will develop three different skills: searching for material (on the internet or from a written guide or text), presenting a subject, and writing in Italian.

We may also watch a film on Wednesdays if the research requires a deeper insight into an aspect of the studied region (e.g. while working on Emilia Romagna, it will probably be useful to watch La Strada by Federico Fellini).

Prerequisites: There are no prerequisites for this course.

Course hours: The course meets twice a week for a total of 3 ½ hours a week.

Student Expectations: Students are expected to actively participate in all course discussions and to work independently in order to maintain a collective working rhythm. From this perspective, there will not be traditional ‘homework’ as much as work that can be done individually or in small groups, which can vary during the semester depending on the focus and interests of an individual student.

Attendance is strictly necessary in order to guarantee a continuity in the collective work. Therefore, each unjustified absence will result in a 10% reduction of the final grade.

Course Outline:
The course will cover a different region of Italy each week. The order of the regions is as follows:

Week 1 Toscana
Week 2 Emilia Romagna
Week 3 Umbria e Marche
Week 4 Lazio
Week 5 Abruzzo e Molise
Week 6 Campania
Week 7 Basilicata e Puglia e Calabria
Week 8 Sicilia e Sardegna
Week 9 Liguria Piemonte e Val d’Aosta
Week 10 Lombardia e Trentino Alto Adige
Week 11 Organization of the work completed throughout the semester
Week 12 Exam week: Individual presentations of a chosen region and group presentation of the work completed throughout the semester.

**Assignments:** Final exam existing of an oral Presentation on a chosen region and a short (800-1000 words) written essay.

**Required materials:**
Guides and internet material will certainly be used but they will be chosen during the class.


**Grading System:**

Participation 25%

Individual Presentation 25%

Homework 30%

Final Exam 20%
1. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☒
   If yes, route completed form to Liberal Studies.


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

5. Course subject/catalog number SITA 206 6. Units/Credit Hours 3

7. Long course title History of Siena (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) History of Siena

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

   Introduction to Italian medieval and modern history through a in-depth analysis of Siena’s economic-social structures and everyday life. Taught in Italian

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)  
    Member of Siena Study Abroad 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)?
   Name of plan?
   yes ☐ no ☒

   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)
   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 ☐

18. Names of current faculty qualified to teach this course: Roberto Fineschi

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

   Course is part of curriculum at Siena School of Liberal Arts. NAU will become School of record of these courses.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

   Department Chair (if appropriate)
   [Signature] 9/21/09

   Chair of college curriculum committee
   [Signature] 9/21/09

   Dean of college
   [Signature] 9/21/09

For Committees use only

   Ron Bull 10-1-09

For University Curriculum Committee

   [Signature] Date

Action taken:
Please attach Syllabus here.
Siena School for Liberal Arts, Department of Italian
ITAL200 Siena in Italian History
Instructor, Roberto Fineschi

Course description:
The class is for intermediate and advanced students. It's taught in Italian but English is allowed (especially at the beginning). The class introduces students to Italian medieval and modern history. Through a deep analysis of both Siena’s economic-social structures and everyday life, students can have a concrete idea of the way people lived and thought in a ‘typical’ Italian town. The visit of several places of the town, where they really dwelt, produced, prayed, played etc. is a core part of the class.

Course prerequisites: Italian language level 1

Course hours: The course meets 3 hours per week.

Student expectations:
A deeper comprehension of Sienese and Italian history.

Students are expected to attend all lectures and excursions and to actively participate in classroom discussion. One absence will be permitted, however each further unjustified absence will result in a 5% reduction of the final grade.

Course Outline:

Week I: General methodological issues in historic research.  
Basic notions of medieval history.
Week II: Movie: 'The Name of the Rose'.
          Debate on the movie.
Week III: Siena between myth and history.
           Settings and Institutions.
Week IV: Exploring Siena: Castellare, Piazza del Campo, Piazza del Mercato, Salicotto.  
Economic structures and social classes in medieval Siena.
Week V: Exploring Siena: Duomo, Santa Maria della Scala,  
Castelvecchio.
     Man, work and science in ancient and medieval society.
Week VI: Exploring Siena: Piazza Tolomei, Provenzano, San Francesco,  
Fontenova.
     Midtern test.
Week VII: Exploring Siena: In giro per la città: Pantaneto, Santo Spirito,  
Santa Maria dei Servi.
     Science and engineering in medieval Siena.
Week VIII: Exploring Siena: Camollia e la zona nord.  
Siena and Italy in 15th century.
Week IX: Exploring Siena: San Domenico, Casa di Santa Caterina, Fonte Branda.  
Siena and Italy from 16th to 17th centuries: the crisis.
Week X: Il Palio.
Week XI: General review.
Week XII: Exam week.

Assignments:

During the semester, students have to write a paper on the topics of the course to be presented and discussed in class. There are also a midterm and a final exam.

Textbook and required materials:


Grading system:

- Attendance and Participation 25 %
- Paper 10 %
- Presentation 10 %
- Midterm 25%
- Final 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.


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

5. Course subject/catalog number SART 222 6. Units/Credit Hours 3

7. Long course title Painting I
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Painting I

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

   Introduction to still-life and representational painting using basic painting materials and techniques. Focus is on painting from direct observation.

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)

15. Corequisites (must be completed with proposed course)

Member of Siena Study Abroad Student Group
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: Not Currently Identified

19. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).
   Course is part of curriculum at Siena School of Liberal Arts. NAU will become School of record of these courses.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signature]
Department Chair (if appropriate)
9/21/09

[Signature]
Chair of college curriculum committee

[Signature]
Dean of college

For Committees use only
Siena School for Liberal Arts, Department of Fine Arts
ART208 Painting: Color, Composition, and the Investigation of Modern-day Siena.
Instructor, TBA

Course description:

The act of painting presents a startling challenge to one's sensory perceptions, and requires an open mind and a keen eye. In this spirit, this course focuses on painting from direct observation. Through the medium of paint, students will expand their abilities to perceive and interpret the physical and conceptual environments in which they find themselves. Verisimilitude is not our end goal, but students will be challenged to work from careful observation in order to hone their perceptual skills and command of the media.

Students will receive training in a variety of media including ink, oil, watercolor, pastel, and tempera. The first six weeks will introduce students to these different media. During the remaining portion of the semester, students will be free to choose the media that best suits their individual projects. In-class exercises will include painting architectural spaces, natural environments, objects, and people. Weekly critiques, take-home projects, short writing assignments, and readings will combine to challenge and strengthen students' understanding of paint's capacity for visual communication.

Beginning in the fourth week, all students are required to conduct an independent study addressing their specific areas of interest or technical weaknesses. Work on these projects will be critiqued by the class bi-weekly.

Siena is a dynamic and complex environment in which to paint, rich with multifaceted physical and social structures. This course will make every effort to capitalize on this inspiring setting through frequent excursions around the city. Approximately half of the classes will be held in different outdoor locations around the Siena. Regular presentations on historic and contemporary painters and theoreticians will further enrich the students' experience.

Prerequisites: There are no prerequisites for this course.

Course hours: 72

Student expectations: Attendance and active participation in class exercises and critiques are of utmost importance.

Each unjustified absence will cost 10% of the final grade.

If extenuating circumstances will require a student to miss a class, they must—if at all possible—notify the instructor ahead of time.

All absences, excused or inexcused, require makeup sessions to be scheduled.

Students should make every effort to arrive ten minutes before class to prepare for the day's activities.

Students are also required to clean their work spaces before leaving class.

Failure to abide by these rules will impact the student's grade.
I will conduct mid-semester reviews to check in with each student about his or her performance in the class. However, students may speak with me at any time during the semester to inquire about their progress and grades.

Course outline:

Week 1 Mon: Course overview, Brief orientation to Sienese painting at Pinacoteca, Back at school: Into to Ink. 
Homework: (due Fri) 1 pg Statement of Background and Intent. 
(due Mon) 2 sketches, different perspective on the same space. 
Fri: Black & White Planar Painting around City. 
Homework: (due Mon) Continue working on 2 Space Sketches.

Week 2 Mon: Critique Space Sketches, Oil Color Theory (slide lecture + demo). 
Painting on veranda (sketches followed by sustained painting). 
Homework: (due this Fri) Color Wheel. 
(due next Fri) A pair of paintings depicting a space under two light conditions. 
Fri: Critique Color Wheels, Painting Sound and Other Senses: slide presentation, Oil painting on veranda. 
Homework: (due next Fri) Continue working on Light Condition Paintings. 
(due next Fri) Prepare a brief presentation (5 min) and short paper (1 pg) on a contemporary artist.

Week 3 Mon: Watercolor Theory (slide lecture + demo), Paint objects and architecture. 
Homework: (due Fri) Continue working on Light Condition Paintings. 
(due Fri) Continue working on presentations and papers on a contemporary artist. 
Fri: Critique Light Condition paintings, Presentations on contemporary artists. If time allows, continue watercolor exercises. 
Homework: (due next Fri) Proposal for independent study + 2 related sketches (any media).

Week 4 Mon: Intro to Pastels (slide lecture + demo), Sketching around the city. 
Homework: (due Fri) Continue working on proposals for indep. study + 2 related sketches (any media). 
Fri: Present Proposals for Independent Study and Critique Sketches. 
Continue exercises in pastels. 
Homework: (due Mon) Pastel Sketch capturing a spirit of contemporary Siena. Begin working on Independent Study Projects.

Week 5 Mon: Presentation on Portrait Painting (slide lecture + demo). Portrait exercise (any medium). 
Homework: (due Mon. after break) 2 Self-Portraits (1 representational, 1 symbolic). 
Continue Independent Study Projects. 
Fri: Portraits with dynamic space. Work in any media. Independent Study invididual check-ins.
Homework: (due Mon. after break) Continue working on Self-Portraits and Independent Study Projects.
Enjoy your Spring break!

Week 6  Mon: Critique Self-Portraits. Intro to tempera (slide lecture + demo). Trip to Pinacoteca: Examination of Painting Media.
Homework: (due in 2 weeks - Mon April 14th) 2 portraits in dynamic space. Continue Independent Study Projects.
Fri: Indep. Study Presentations and Group Critique. Intro to the Figure (slide, lecture and demonstration). Tempera clothed figure exercise.
Homework: (due April 14th) Continue working on 2 portraits.
Independent Study Projects.

Week 7  Mon: Nude Figure in Space (any medium)
Homework: (due April 14th) Continue working on 2 portraits.
Independent Study Projects.
Fri: Continue working from the Nude Figure. Indep. Study individual check-ins.
Homework: (due April 14th) Continue working on 2 portraits.
Independent Study Projects.

Week 8  Mon: Critique 2 Portraits. Slide Lecture and Discussion on Beauty. Sketching Streetlife (pastel or other media).
Homework: 350+ words on Beauty in Art: 4 strengths, 4 weaknesses.
Continue Independent Study Projects.
Friday: Landscapes in the Countryside: Trip to Lisa's house. Beauty "debate".
Homework: focus on Independent Study Projects.

Homework: (due next Fri) Create one large painting or a dynamic grouping of paintings portraying Siena as a multi-layered city. Focus can be on layers of history, physical structural and sub-structural layers, layers of human occupation, layers of society, layers of sound, etc. (can incorporate classwork from this and next week),
Continue Independent Study Projects.
Fri: Continue Painting II Campo
Homework: (due May 5) Continue Layer Painting(s).
Independent Study Projects.

Week 10  Mon: Painting Multi-Layered Siena from the Overlook.
Homework: Finalize Layer Paintings, continue Independent Study Projects.
Fri: Enjoy your mini-break!
Homework: Finalize Layer Paintings, continue Independent Study Projects.

Week 11  Mon: Critique Layer Paintings. Class Exercise: Non-Static Figure in Space.
Homework: (by Fri) Finalize Independent Study Projects and all other work for the show.
(due before end of term) 2 pg. Final Self-Evaluation.
Week 12 Exam Week

References:
"Letters to a Young Artist" Art on Paper, July/Aug 2005. v.9 no.6
Frederick Hart, Italian Renaissance Painting.

Grading system:
Students come to the course with different levels of painting experience, and will be evaluated on their individual growth and effort, rather than on the technical skill exhibited in their paintings. That said, no matter what their ability level, students are expected to challenge themselves and be challenged by others to expand the technical and conceptual sophistication of their paintings. All homework projects -no matter how masterful- must meet the criteria specified for the assignment.

Participation 40%
Homework 40%
Midterm Essay 5%
Final Essay 5%
Independent Study 10%
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.  Spring 2010

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

5. Course subject/catalog number  SITA 305  6. Units/Credit Hours  3

7. Long course title  Il Decameron – Birth of the Novella
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)  Il Decameron – Birth of the Novella

9. Catalog course description (max. 30 words, excluding requisites).
   Analysis of the concepts, style and personality of Boccaccio who embodies the entire epoch of
   contradictions, natural wit and behavior. Taught in Italian

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)  
    Member of Siena Study Abroad 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  ☒
    Name of plan?
    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: Roberto Fineschi

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

   Course is part of curriculum at Siena School of Liberal Arts. NAU will become School of record of these courses.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

   [Signatures and dates]

   Department Chair (if appropriate)
   Date

   Chair of college curriculum committee
   Date

   Dean of college
   Date

For Committees use only

   [Signature and date]
   Date

For University Curriculum Committee

   Action taken:
   Approved as submitted
   Approved as modified

revised 8/08
Please attach Syllabus here.

Please attach Syllabus here.
Siena School for Liberal Arts, Department of Italian
ITAL300 Italian Literature: Il Decameron by Giovanni Boccaccio and the Birth of the Novella.
Instructor, Roberto Fineschi

Course description:

If Tuscany may be seen as the cradle of the Italian language, then Giovanni Boccaccio is surely one of its fathers. This multifaceted author is especially known for his most important work, the Decameron, one of the all-time masterpieces of world literature. Through the reading and discussion of the most famous novellas found within the Decameron, the course will address the analysis of the concepts, style, and personality of a man who embodied an entire epoch in his contradictions, his natural wit, and his daily behavior. Boccaccio creates a kaleidoscope in which the levels of storytelling intertwine and crisscross in a game of mirrors and in a shift of the narrative focus.

Prerequisites: Italian level 2.

Course hours: The course meets 3 hours each week.

Student expectations:

Deeper knowledge of Boccaccio’s works and Italian medieval literature. Familiarity with reading classics in a foreign language.

Students are required to attend all classes having completed the assigned reading and to actively participate in classroom discussions. One absence will be permitted, however each further absence will result in a 5% reduction of the final grade.

Course outline:

Week I General introduction to the course and to the times of Boccaccio
Week II Various forms of "narratio brevis"
Week III Introduction to the life and work of Giovanni Boccaccio
Week IV Giornata I, Novella I. Ser Ciappelletto
Week V Giornata II, Novella V. Andreuccio da Perugina
Week VI Giornata III, Novella I. Masetto da Lamporecchio
Week VII Giornata V, Novella IX. Federigo degli Alberghi
Week VIII Giornata VI, Novella IX. Chicibio cuoco
Week IX Giornata VIII, Novella III. Calandrino and the eiltropia
Week X Giornata X, Novella II. Ghino di Tacco and the Abbot of Cligni
Week XI Review
Week XII Exam Week

Assignments: During the semester, students have to write two papers on the topics of the course to be presented and discussed in class. A final exam is also foreseen.
Textbook and required materials:

Decameron, Torino, Einaudi, 1992
G. Boccaccio, The Decameron
C. Muscetta, Boccaccio, Bari-Roma, Laterza, 1992

Grading system:

Participation 25 %
First Paper 10 %
Second Paper 10 %
First Presentation 10 %
Second Presentation 10 %
Final Exam 35 %
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 Theatre

5. Current course subject/catalog number TH 497: Independent Study

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

TH 497 INDEPENDENT STUDY (1-6)
Individualized approach to selected topics by guided reading and critical evaluation. Pass-fail only. Department consent required.

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

TH 497 INDEPENDENT STUDY (1-6)
Individualized approach to selected topics by guided reading and critical evaluation. Pass-fail or Letter grade. Department consent required and contract required.

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

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

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<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
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<tr>
<td>Current course subject/catalog number</td>
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<td>yes ☐ no ☒</td>
<td>Move ☐ or Delete ☒</td>
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<tr>
<td>Current Grading Option*</td>
<td>Proposed Grading Option*</td>
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<td>Letter Grade ☐ Pass/Fail ☒ or Both ☐</td>
<td>Letter Grade ☒ Pass/Fail ☐ or Both ☐</td>
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<td>Current Repeat for additional Units</td>
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<td>Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list?</td>
<td>Liberal Studies ☐ Diversity ☐</td>
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</table>

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

The Independent study courses are high intensity research driven courses and a grade is more appropriate for the work completed. The current pass/fail system of grading does not adequately reflect the curricular and academic achievement of the students taking the intensive, hands-on curriculum.

10. Approvals

Katherine M. Steiner

Department Chair/ Unit Head (if appropriate)/ Date

Camille 9-1-09

Chair of college curriculum committee/ Date

Jeanne Bourne 9-1-09

Dean of college/ Date

For Committee use only

Revised 8/08
For University Curriculum Committee/Date

Action taken: __________________________ approved as submitted __________________________ approved as modified __________________________

Revised 8/08
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<td>1. College</td>
<td>Arts and Letters</td>
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<tr>
<td>2. Academic Unit/Department</td>
<td>Theatre</td>
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<td>3. Academic Plan Name</td>
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<td>4. Subplan (if applicable)?</td>
<td>Emphasis in Theatre for Elementary Ed.</td>
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<td>5. Effective Date</td>
<td>FALL 2009 - Fall 2010</td>
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<td>6. Is this proposal for a:</td>
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<td>□ New Plan</td>
<td>□ Plan Change*</td>
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<td>□ New Subplan</td>
<td>□ Subplan Change</td>
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</tbody>
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*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/ail/AcademicCatalog/academiccatalogs.htm)
Be sure you include all catalog text that pertains to this plan change.

For New Plans, leave this column blank.

If you are majoring in elementary education, you can count this emphasis toward your degree requirements. Click here for more information on the B.S.Ed. in Elementary Education.

To complete this emphasis, you take the following 18 units, with a grade of C or better in each course:
- TH 315 and 345 (6 units)
- 12 units from TH 123, 124, 133, 135, and 242

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

If you are majoring in elementary education, you can count this emphasis toward your degree requirements. Click here for more information on the B.S.Ed. in Elementary Education.

To complete this emphasis, you take the following 18 units, with a grade of C or better in each course:
- TH 315 and 345 (6 units)
- 12 units from TH 123, 124, 133, 135, and 242

Be aware that some courses required for your content emphasis 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 BAIL3 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.


NA

Revised 09/07
11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
   The Theatre Education degree has been deleted and we no longer have the coursework or faculty to continue the emphasis.

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

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

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

Certifications

[Signatures and dates]

Department Chair/Unit Head (if appropriate)  Date
Chair of college curriculum committee  9/1/09
Dean of college  9/1/09

For committee use only

For University Curriculum Committee  10/1/09

Action taken:  approved as submitted  approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College  Arts and Letters

3. Academic Plan Name  Minor - Secondary Education French

2. Academic Unit/Department  Modern Languages

4. Subplan (if applicable)?

5. Effective Date  FALL 2009-2010

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. 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 this minor, complete the following 20 units:
   FRE 201, 202, 303, 304W, and 403 (17 units) (or credit by exam for any of them)
   LAN 430 (3 units)
   You may also be required to take FRE 404C to develop your language skills.
   Be aware that some courses required for your minor may have prerequisites that you must also take. Check the courses in the appropriate subject.
   You must have at least 6 classroom units in French; you can't satisfy all minor requirements with credits from CLEP exams.
   Additionally, you may only take lower-level FRE courses if you have not already taken advanced FRE coursework. For instance, after you've completed 200-level FRE courses, you can't take FRE courses at the 100 level; after completing a 300-level courses you can't take 100- or 200-level courses. Finally, we won't recommend you for student teaching if you earn a grade below a B in any required language course.

   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.

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

Revised 09/07
* 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.


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

We are deleting the plan because there is no demand for it. There have been no students enrolled in it for the past 5 years. No degrees have been awarded for this plan for the same period of time.

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

n/a

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

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

n/a

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

n/a

Certifications

[Signature]

L. Cindie Ojeda

3/31/09

Department Chair/ Unit Head (if appropriate)

[Signature]

Date

[Signature]

Chair of college curriculum committee

Date

[Signature]

Dean of college

Date

For committee use only

[Signature]

Date

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  Arts and Letters

2. Academic Unit/Department  Theatre

3. Academic Plan Name  Theatre Education Minor

4. Subplan (if applicable)?

5. Effective Date  Fall 2010

FALL 2009  Spring 2010

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

   - [ ] New Subplan
   - [ ] Subplan Change

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

For New Plans, leave this column blank.

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

- TH 130, 325, 425, 352 and 430.
- 6 Units from:
  TH 135, 315, 321, 345, 363
- 6 Units from:
  TH 122, 123, 124
- 2 Units of TH 113
- Highly recommended:
  TH 452

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

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

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

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.)

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

- TH 130, 325, 425, 352 and 430.
- 6 Units from:
  TH 135, 315, 321, 345, 363
- 6 Units from:
  TH 122, 123, 124
- 2 Units of TH 113
- Highly recommended:
  TH 452

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

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

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

    NA

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
    Deleted the Theatre Education Major and we no longer have the coursework or faculty to continue the Theatre Education Minor.

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

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

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

Certifications

[Signature]
Department Chair/Unit Head (if appropriate) 07/08/09

[Signature] 9-1-09
Chair of college curriculum committee Date

[Signature] 9-1-09
Dean of college Date

For committee use only

[Signature] 10-1-09
For University Curriculum Committee Date

Action taken: __________ approved as submitted  __________ approved as modified

Revised 09/07
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

<table>
<thead>
<tr>
<th>1. College</th>
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<tr>
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<th>6. Is this proposal for a:</th>
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<td>FALL</td>
<td>☑ Plan Change*</td>
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<td>2010</td>
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<td>☐ Subplan Change</td>
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<td>☐ Subplan Deletion</td>
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*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.neu.edu/aio/AcademicCatalog/academiccatalogs.htm)

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

For New Plans, leave this column blank.

To complete this minor, you take the following 18 units:
- TH 101 (3 units)
- 15 units of approved TH courses, of which 6 units must be in upper-division (300- and 400-level) courses

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

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, you take the following 22 units:
- TH 101 (3 units)
- TH 130 (3 units)
- TH 331 or TH 451 (3 units)
- TH 122 or, TH 123 or, 124 (3 units)
- TH113: Production Practicum (1 credit hour)
- 9 units of approved TH courses, of which 3 units must be in upper-division (300- and 400-level) courses
- 15 units of approved TH courses, of which 6 units must be in upper-division (300- and 400-level) courses

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

8. For undergraduate plans, will this requirement be a student individualized plan? ☑ 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.

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.


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

   The former plan for the minor degree was weak and students left the university poorly prepared.

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

   None – the classes are already taught and the faculty are already in place.

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.

   None

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

   None

Certifications

[Signatures]

Department Chair/Unit Head (if appropriate) Date 08-21-09

Chair of college curriculum committee Date 9-1-09

Dean of college Date 9-1-09

For committee use only Date 10-1-09

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 Course Change

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

2. Course change effective beginning of what term and year? Fall 2009 - Spring 2010

3. College Health and Human Services

4. Academic Unit/Department HHS NA

5. Current course subject/catalog number SHP 300W

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

This course examines health care practices from a moral point of view using philosophical argument techniques. Prerequisites: Junior or senior standing, or permission of the instructor.

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 X No □
If yes, explain and provide supporting documentation from the affected departments.
The changes will only affect student's ability to take this course as a Liberal Studies. Students can take another liberal studies course in its place. (SST, Nursing, Community Health)

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 X □

If revised, how should it be revised? Remove the aesthetics and Human Inquiry liberal studies designation

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

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<th>PROPOSED</th>
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Revised 8/08
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<th>Current Cross List with</th>
<th>Proposed Cross List with</th>
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Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list?  Liberal Studies X Diversity  

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

 Currently, this course is accepted as a Junior Writing and Liberal Studies course (Aesthetics and Human Inquiry). The Liberal Studies Committee has requested that it has only one designation; Liberal Studiers or Junior Writing. We would like it to remain a Junior Writing course but delete the Liberal Studies designation.

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 New Course

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


5. Course subject/catalog number: SPA 308 6. Units/Credit Hours: 1

7. Long course title: FOREIGN LANGUAGE EDUCATION PRACTICUM

(max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)

   FOR LAN EDUCATION PRACTICUM

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

   Field experience in a middle or high school foreign language class, with exposure to and practical experience in the tasks of a foreign language teacher.

10. Grading option:
   Letter grade [ ] Pass/Fail [x] 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)
   SPA 301, SPA 303, GER 303, or FRE 303, or FRE 303IV

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 [x] no [ ]

revised 8/08 1
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 □  
   Yes □  

18. Names of current faculty qualified to teach this course:  
   Dr. Karina Collentine, Dr. Joseph Collentine, Dr. Yuly Ascención, Dr. Marylia Reese

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

   Because of the Department of Modern Languages NCATE accreditation process, to have tighter integration of our education classes with our SPA’s requirements (those of the American Council on the teaching of Foreign Languages), we need to take oversight of the 1-hour practicum experience to make the practicum experience more tightly integrated with our other foreign language methods courses. (LAN 430 'Methods' and LAN 435 'L2 Acquisition'). This course will be a substitute for the one-hour ECI 308 practicum that secondary education candidates currently complete. With this course foreign language education students will be able to reflect and practice foreign language specific tasks, such as reading, listening, speaking and writing.

35. Approvals

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

   Dean of college  Date

For Committees use only

revised 8/08
For University Curriculum Committee

Action taken:

_________________________  Approved as submitted

_________________________  ✔  Approved as modified

Please attach Syllabus here.
LAN 308

FOREIGN LANGUAGE EDUCATION PRACTICUM

General Information

- College of Arts and Letter, Department of Modern Languages
- LAN 308, Foreign Language Education Practicum
- Offered Fall and Spring semesters
- 1 credit hour
- Dr. Karina Collentine
- Office: 23-208
- Office hours: Mondays and Wednesdays 9:30-10:30

Course prerequisites

SPA 301, SPA 303, GER 303, or FRE 303

Course description

This practicum will allow you to experience the workings of a middle school and a high school foreign language classroom. Through the 45 hours you spend in the classroom, 22-23 at each level, you will observe teacher practices as well as student reactions to lessons facilitated by your practicum mentor teacher. You will interact with students and plan and teach at least two mini-lessons.

Student Learning Expectations/Outcomes for this Course

In taking this course you will become more aware of the implementation of a variety of teaching methods and philosophies utilized in foreign language education courses and classrooms. At the end of the course, you will be able to:

1. critically observe teaching professionals.
2. see and enact practical applications of foreign language learning theory.
3. develop a professional relationship with a mentor teacher and the students in his/her classroom.
4. observe and collect a variety of strategies, materials, and equipment for incorporating effective reading, listening, speaking, and writing activities into your lesson plans.
5. design and teach mini-lessons in a classroom setting with students.

Course structure/approach

To meet the requirements for this 1-credit hour course you must complete 45 hours of observations in the public schools. The practicum requires 22-23 hours each at the middle school and at the high school level. You will spend approximately six weeks at each placement, depending on how you arrange your schedule. You will also teach one mini-lesson in each placement.

The arrangement of each placement will be made by Dr. Collentine. You will set up a meeting with your practicum mentor teacher to determine a regular schedule for observations. You must return a copy of your
schedule and a signed Fieldwork Contract to Dr. Collentine by the end of the second week of the university semester.

Textbook and required materials

n/a

Course outline

Weeks 1-2

- Meet with your practicum mentor teacher(s) (middle and high school placements).
- Complete a schedule form and return to Dr. Collentine. Total number of hours for the entire semester must be 45 hours.

Weeks 3-15

- Attend scheduled hours to observe practicum mentor teachers.

Week 8

- Mid semester meeting with Dr. Collentine. In this 2 hour meeting (with all practicum students, at a time to be determined) we will discuss your experiences, connect your observations with foreign language teaching methodology, and trouble shoot any issues you are experiencing with students and teachers.
- Dr. Collentine will check progress of portfolio. A minimum of 20 hours of observation must be evidenced in attendance record. A minimum of 4 journal entries must also be in evidence.

Week 15

- End of semester meeting with Dr. Collentine. In this 2 hour meeting (with all practicum students, at a time to be determined) we will discuss your experiences, connect your observations with foreign language teaching methodology, and discuss mini-lessons.
- Dr. Collentine will check successful completion of portfolio. A minimum of 45 hours of observation must be evidenced in attendance record.

Assessment of Student Learning Outcomes

Your performance in this class will be measured by the following points:

- Evidence of attendance of observations.
- Attendance at initial meetings with practicum mentor teachers.
- Attendance at mid-semester and end-of-semester group meetings.
- Practicum portfolio. See appendix for portfolio specifications. Your portfolio will be graded with a rubric (available at the beginning of the semester), which checks for the completion and quality of the assignments and attendance.

Grading System

10 pts – Successful completion of mid semester portfolio.
30 pts – Successful completion of final portfolio.
10 pts – Attendance at initial meetings with placement teachers.
30 pts – Attendance and participation at mid-semester and end-of-semester group meetings
20 pts – Mini-lessons and reflections

Of these 100 points, you need to earn 85 to receive a passing grade in this course.

Course policy

Observation Protocols:

• Set up a regular schedule so the practicum mentor teacher knows when to expect you. Be sure to coordinate with him/her so that you do not “observe” during a special event (e.g., a pep rally, an assembly, a guest speaker) or an exam.
• Arrive and leave at the pre-determined time. Do not arrive late or leave early! If you must miss your scheduled time, let your practicum mentor teacher know in advance, as soon as possible, giving 24-hours notice if possible. Be sure to exchange contact information with your practicum mentor teachers at the initial meeting.
• Do not interfere with the lesson.
• Assist in activities only if the practicum teacher allows you to, and use as much of the foreign language as possible. Do not use slang terms or disrespectful language in any instance.
• Make no distracting sounds (shuffling through a backpack, groans, sighs, …)
• Do not eat or drink, except for water. Do not chew gum. Dress and act professionally.
• Under NO circumstance may you use your cellphone or other electronic device (for any purpose).
• Thank the class and the teacher(s) for the opportunity to share the hour or day with them.

University policies: Attach the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies or reference them on the syllabus. See the following document for policy statements: http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html.

Appendix

Portfolio specifications

Practicum Information:

You will complete a fieldwork contract, a timesheet verification form, and written assignments. These documents will made available to you by Dr. Collentine. You are responsible for putting all the documents and assignments together in a practicum portfolio. You will submit your practicum portfolio to Dr. Collentine one week before the end of the semester.

Organize your portfolio into sections labeled with the headings below:

1. Fieldwork Contract & Practicum Mentor Teacher Agreement forms (1 for each placement)
2. Practicum Timesheet Verifications (1 for each placement)
3. Journal entries (a minimum of 8; 4+ per placement)
4. Materials collected from practicum mentor teachers (a minimum of 6; 3+ per placement)
5. Mini-lesson plan from middle school & reflection on the effectiveness of the lesson
6. Evaluation from mini-lesson from middle school (evaluation by Dr. Collentine)
7. Mini-lesson plan from high school & reflection on the effectiveness of the lesson
8. Evaluation from mini-lesson from high school (evaluation by Dr. Collentine)
9. Evaluations from practicum mentor teachers (1 from each practicum mentor teacher)
1. Fieldwork Contract & Practicum Mentor Teacher Agreement forms (1 for each placement). Your Fieldwork Contract and Practicum Mentor Teacher Agreement forms are important documents to be completed, signed, and kept in your portfolio. Please be sure to follow the due dates for all paperwork.

2. Practicum Timesheet Verifications (1 for each placement). These documents are also important and must be completed, signed, and kept in your portfolio. If you do not turn in your signed Timesheet Verifications at the end of the semester, you will not pass LAN 308.

3. Materials collected from practicum mentor teachers (a minimum of 6; 3+ per placement). Place into your portfolio any of the materials that your practicum mentor teachers use during the lessons that you observe. Be sure to request their permission beforehand.

4. Mini-lesson plan from middle school & reflection on the effectiveness of the lesson. You will be observed teaching a mini-lesson at least once during the time you are in the middle school. When required, your lesson plans will be coordinated with your practicum mentor teacher. If the lesson is not coordinated with your practicum mentor teacher, Dr. Collentine will ask you to have a lesson plan prepared the day of the observation on a topic selected together. If you are not given a specific lesson plan format from the practicum mentor teacher, follow the format that you will be given the first week of the practicum. These mini-lesson plans will be turned in to both the practicum mentor teacher and to Dr. Collentine; a copy should be kept in your practicum portfolio for review at the end of the semester. You will complete a lesson plan reflection after you teach each min-lesson. These are to be emailed to Dr. Collentine and be placed in your practicum portfolio.

5. Evaluation from mini-lesson from middle school (evaluation by Dr. Collentine). Place in your portfolio the completed evaluation instrument and narrative by Dr. Collentine generated from (4) above.

6. Mini-lesson plan from high school & reflection on the effectiveness of the lesson. Same as (4) above, but for the high school placement.

7. Evaluation from mini-lesson from high school (evaluation by Dr. Collentine). Place in your portfolio the completed evaluation instrument and narrative by Dr. Collentine generated from (6) above.

8. Evaluations from practicum mentor teachers (1 from each practicum mentor teacher). At the end of the semester, you will ask the practicum mentor teachers to fill out and sign the evaluation form. These evaluations then becomes part of your practicum portfolio.

9. Journal entries (a minimum of 8; 4+ per placement). A journal, which documents each of your classroom visits, is required. In the journal, you should share/focus upon what you learned in each of these visits and the implications for your future classroom teaching.

Each journal entry should contain the following information:

• date

• placement (middle school or high school)

• topic of the lesson your practicum mentor teacher is teaching (e.g., food and drink, reading comprehension, student oral presentations)

• students’ level (e.g., Spanish I, II, AP French IV)
• a description of each activity the practicum mentor teacher used (e.g., The teacher began with a reading activity using a menu from a Cuban restaurant. Students completed specific questions about the menu by scanning the menu. The teacher went over the answers in Spanish, calling on various students or the whole class to give the answer. Next, to integrate cultural products into the lesson, the teacher explained some of the dishes on the menu and asked the students which dish they would like to taste and why. Third, the teacher used some of the adjectives on the menu (e.g., baked, toasted, fried, chilled) to introduce new vocabulary and to review adjective agreement. Students then had to create their own menu in groups of 3 students using some of the new adjectives they had learned. The class ended with each group presenting their menus to the class in Spanish and highlighting two-three dishes they recommend from the menu they had created.)

• a short description of any assessments that the teacher used

• your reflection of the lesson, making sure to avoid making any value judgments about the practicum mentor teacher. Some topics to look for when you’re in the classroom and to include in this part:
  • What instructional methods are being used?
  • How does the teacher know students are learning?
  • What are you learning about classroom management?
  • What are the daily routines of the class?
  • How does the teacher move from one subject to another (transitions)?
  • What are the implications for your future classroom teaching?
  • What nuggets of information did you glean that tie to the learning principles you’ve learned in your education courses?

All forms for the practicum are to be completed, signed, and organized into your practicum portfolio and turned in to Dr. Collentine at the end of the semester. The grade for LAN 308 is pass or fail. Missing two scheduled practicums may result in loss of credit. It is imperative that you turn in your Practicum Timesheet Verification form signed by your mentor. If this form is not completed as directed, you will not pass the practicum.
February 2, 2009

To Whom It May Concern:

The College of Education at Northern Arizona University fully endorses the Modern Languages Department in their goal to construct their own course that provides a practicum experience for language education majors. Such a course would be used in lieu of ECI 308 for those students pursuing a BSED in Modern Languages to meet the Teacher Education Program practicum requirements as required by the state of Arizona.

Sincerely,

Troy R. Hutchings
Director, Student Services
Faculty, Educational Leadership
College of Education
Northern Arizona University
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 2009 or Fall 2010

3. College CEFNS 4. Academic Unit /Department Geology

5. Course subject/catalog number 445C 6. Units/Credit Hours 1

7. Long course title Earth Science Capstone (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Earth Science Capstone

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

   The course will review the major principles of geology as presented in the BSEd degree, test for knowledge of these principles, and reinforce students’ content knowledge understanding.

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 ☒
   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)

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?

   BSEd – Earth Science Secondary Education

revised 8/08

Senior status in BSEd-Earth Science

TSM 450 and BME 437
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: James Sample

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

   In order to teach secondary science, most majors need to pass the Arizona Educators Proficiency Assessment in their content area. No such test exists for Earth Science. In order to ensure that our students have the content knowledge that they need to successfully teach in Arizona schools, we are adding this one unit capstone course. This class is paired with TSM 495C and TSM 496C (13 units total) to provide the capstone experience. This class is the content portion; the other two are the field experience and seminar.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

Department Chair (if appropriate) 4/20/09
Date

Chair of college curriculum committee 4/20/09
Date

Dean of college 9/20/09
Date

For Committees use only

For University Curriculum Committee 10/1-09
Date

Action taken: □ Approved as submitted □ Approved as modified

revised 8/08

2
NORTHERN ARIZONA UNIVERSITY
College of Engineering, Forestry, and Natural Sciences – Department of Geology
Geology 445C – Earth Science Capstone

1 semester hour credit

Instructor: Dr. James Sample, Professor of Geology
Office: Geology Annex, Bldg 13, Room A – 207
Office Hrs: TBA
Phone: 928.523.0881
Email: James.Sample@nau.edu

Course Prerequisites: Senior standing in BSE – Earth Science Secondary Education program

Course Description: The course will 1) review the major principles of geology as presented in the BSEd degree curriculum, 2) test for knowledge of these principles, and, 3) if needed, remediate students' understanding of content knowledge.

Student learning Expectations/Outcomes for this Course: The goal of this class is to review the principles and knowledge you have learned in your previous courses required for the BSED program. Upon completion of the course, you should have comprehensive understanding of what you have learned in your undergraduate classes concerning the processes that have contributed to shaping the Earth as we see it today, including knowledge of the modern Earth and greater southwest. The final requirement for this class is to pass a general geology exam to be administered by the Department of Geology. This exam will be comprehensive and serves as an equivalent to the Arizona Educator Proficiency Assessment (AEPA) test, which is not offered in the subject of Earth Sciences in Arizona.

Course structure/approach: The course will be taught in a seminar style and will be centered on readings and discussions of geologic principles. The duration of the course is 5 weeks during the last 5 weeks of the fall semester.

Course Policies and Comments:
1. Attendance at all sessions is required. If you must miss a class, you must notify the instructor in advance with the reason and you must arrange to make up the missed work.

Assessment of Student Learning Outcomes: Methods of assessment: there will be three written critiques of assigned readings. Each student will lead at least one discussion of a reading. Each student will give one presentation of a potential research topic in geology. The final assessment will be a general geology exam.

The class will require students to demonstrate competency in the four essential skills of critical thinking, effective oral communication, scientific reasoning, and quantitative reasoning, as shown by the following table.
Essential skills addressed in this class by activity.

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The class is taken for letter grade, and the grading basis for this class will be as follows:

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

Points will be assigned as follows:

- written critiques: 20%
- readings discussion: 20%
- research presentation: 20%
- final geology exam: 40%

**IMPORTANT NOTE ON GRADING:** Because the final exam is a substitute for the AEPA test for certification, a minimum grade of B- (≥ 80%) must be achieved to successfully pass the course with recommendation for certification. The final exam may be re-taken to achieve the minimum grade, but the questions will differ each time.

This is a capstone class. This class is paired with TSM 495C and TSM 496C (13 units total) to provide the capstone experience. This class is the content portion, the other two are the field experience and seminar.
5/3/09

Hi Nicole,

GLG 445C Earth Science Capstone was approved for capstone designation for Fall 2009 (if possible, or the earliest possible semester thereafter) by the Liberal Studies Committee on Friday, May 1, 2009. GLG 445C is part of a 13 unit capstone experience, which includes TSM 495C and TSM 496C (see attached).

Thanks!

Blase Scarnati
Chair, Liberal Studies Committee

Blase S. Scarnati, Ph.D.
Director, University First Year Seminar Program

University First Year Seminar Program
Office of the Vice Provost for Academic Affairs
Northern Arizona University
NAU Box 5802
Flagstaff, AZ 86011-5802 USA
928-523-2876, office
Email Blase.Scarnati@nau.edu
https://home.nau.edu/FYSeminar
Recommendations of the Global Learning Subcommittee of the Task Force on Global Education

Introduction

The Global Learning Subcommittee of the Task Force on Global Education is one of five subcommittees established after the Task Force was charged by the President and the Provost in spring, '08. The charge was to develop recommendations that would both transform NAU into a global campus and prepare students to become globally competent graduates. The subcommittee has taken this charge seriously and has worked diligently with a group of faculty and staff representing a cross section of all colleges, many disciplines and departments to develop recommendations that, if implemented, will be truly transformative in terms of the kind of academic experiences NAU students enjoy and the kind of graduates they become.

Why Consider These Recommendations and Why Now?

Diversity, environmental sustainability, and global engagement are values that Northern Arizona University has long endorsed as key themes in our University mission and strategic planning documents. Since curriculum is the most direct and profound means by which a university can embody its values, this proposal seeks to build upon an already rich legacy at NAU of faculty scholarship and programmatic activity in the areas of diversity, environmental sustainability, and global engagement.

These recommendations will result in student learning opportunities—curricular and co-curricular—that will become ubiquitous for undergraduates through repeated experiences in both the major and Liberal Studies. No longer would a single course be thought sufficient to prepare students for an increasingly globalized and multicultural world; one in which we face continual challenges to both our natural environment and to the critical thinking and ethical maturity of any educated person.

These recommendations do not sweep aside all of the rich and vital course work and activity around diversity, environmental sustainability, and global engagement created in the last several decades at NAU. Rather, these recommendations seek to build upon this work and practice to expand learning experiences based on these three elements across the whole of an undergraduate student's educational experience.

We note that these recommendations are being offered at a time of great uncertainty at Northern Arizona University. The severity of the budget cuts and the implications they may have for workload, class sizes and even program viability may constitute such a significant distraction that faculty may find it difficult to engage with proposed recommendations affecting the curriculum. This time of upheaval and change may, however, provide us with a unique opportunity to visualize how we can become even
more effective in realizing the goals that are core to our identity as faculty at this institution and in this historical moment. When we cannot control the national or state economies and when we cannot control decisions over the state budgeting process, it is important to remember what we can control. We still control the curriculum, what and how classes are taught, the body of knowledge, and our aspirations for the character of an NAU college graduate.

The Process

From its inception, the global learning subcommittee has sought to answer three core questions:

1. What should be the characteristics of a globally competent NAU graduate?
2. What are the principal global learning outcomes that students should demonstrate?
3. What should be the principal sites in the curriculum for such learning?

More than forty faculty and co-curricular professionals representing all colleges and major divisions within the university met frequently to grapple with these questions (see Appendix B for membership). These encounters generated lengthy and substantive conversations about global learning goals. Very early in the process, we agreed that any definition of global education should go beyond global engagement to also embrace diversity and environmental sustainability. We felt that these three elements reflect the agenda of global education in the early 21st century, that they do not stand alone but are fundamentally interconnected and interdependent, and that our objectives in advancing global education would be best served by adopting and infusing them into the curriculum as a package.

It also became clear as the process moved forward that these three elements were clearly articulated in the seven strategic goals of the university, that they are ingrained in the principles that govern the liberal studies program and that they reflect values deeply embedded in the NAU community and among NAU faculty. In effect, these three elements are more than simply global learning goals. We have proposed that these three elements should constitute the basis for the three core University Thematic Student Learning Outcomes. We are convinced that this approach to teaching and learning will become the signature experience for undergraduates at NAU.
University Thematic Student Learning Outcomes

Undergraduates of NAU will become globally competent through engagement with the University’s curricular and co-curricular programming. To become globally competent, students will acquire the skills, knowledge, and dispositions to negotiate the increasingly interconnected and interdependent context of the human condition.

At NAU, global competence is achieved through intentional curricular and co-curricular experiences that foreground global learning. Students will orient themselves in terms of identity with community, society, and the world, and also develop transcultural and linguistic competence mediated through the following three University Thematic Student Learning Outcomes:

- **Global Education**: Students will demonstrate an understanding of (analyze, synthesize, and evaluate) the interconnectedness and interdependence of the human experience on a global scale.
- **Environmental Sustainability**: Students will understand the scope of environmental sustainability in local and global terms and will know what it means to use natural resources in ethical and responsible ways that will maintain a sustainable environment.
- **Diversity**: Students will critically reflect upon the ubiquity and necessity of diversity in all of its manifestations, including cultural, ethnic, religious, and the natural environment.

Sites for Curricular Infusion

University Thematic Student Learning Outcomes are intended to touch ALL undergraduate students. It is for this reason that all undergraduate majors and the Liberal Studies Program must constitute the primary sites for the infusion of the global learning goals. In this regarding, we propose the following:

- That in view of the fact that all undergraduates have an academic home in at least one department, that all departments orient their respective programs of study to ensure that all students realize the three University Thematic Student Learning Outcomes.
- That in view of the fact that the Liberal Studies program offers the one universal academic experience for students, that the Liberal Studies student learning outcomes be reshaped in terms of the three University Thematic Student Learning Outcomes.

(Draft September 15, 2009)
Implementation Strategy

Given the significant differences among the majors in terms of content and pedagogy, departments would be expected to determine the strategies best suited to infusing perspectives associated with the three University Thematic Student Learning Outcomes into their respective curricula. To foster this process, an implementation committee appointed by the Provost will provide support in the form of workshops and departmental consultations.

Recommendations from the Global Learning Subcommittee

1. That the three elements of NAU’s vision for global education be adopted as the core University Thematic Student Learning Outcomes and that they apply to all undergraduate students in all undergraduate majors, in the Liberal Studies Program, and co-curricular programming.
2. That each department ensure that students have substantive and multiple encounters within the major with perspectives associated with global engagement, diversity and environmental sustainability, regardless of the approach or strategy they ultimately adopt.
3. That the program review process be used as a mechanism to insure that the University Thematic Student Learning Outcomes are adopted by all departments and other academic units and that the existing major and Liberal Studies student learning outcomes are reshaped in terms of these University Thematic Student Learning Outcomes.
4. That in recognition of the uniquely transformative nature of education abroad, that each undergraduate major will explore how best to modify the structure of their curriculum to accommodate one semester of Education Abroad (including study at a Tribal College on a Native American reservation) in order to allow students the chance to exercise the option of taking one semester of Education Abroad without slowing progress toward degree completion.¹
5. That an implementation committee be appointed by the Provost in consultation with the Faculty Senate to provide support in the form of workshops and departmental consultations to departments. This is necessary in light of the significant differences among the majors in terms of content and pedagogy and the recognition that departments are the ones best suited to determine the strategies most appropriate for infusing perspectives associated with the three University Thematic Student Learning Outcomes into their respective curricula.
6. That the Graduate College engage in a process to determine how best to infuse graduate education with a global learning agenda.

¹ Education Abroad is widely regarded as a significant experience in the enhancement of global learning and an effective path to global competence. Sadly, less than three percent of American college students participate in education abroad and increasingly, students who elect to participate in such programs are spending less and less time overseas. This recommendation is intended to make the structure of NAU degree programs more accommodating to students who wish to spend at least one semester abroad (the minimum time necessary to achieve some measure of cultural immersion) by incorporating this experience into the programs without resulting in a delay of graduation.
Appendix A

Core Assumptions and Commitments

- These recommendations offer a broad framework articulating a new and different approach to infusing global learning in the curricula and co-curricula.
- No one course can capture the perspectives of these University Thematic Student Learning Outcomes.
- The existing infrastructure in terms of courses with significant content around the University Thematic Student Learning Outcomes is impressive and therefore offers departments a useful resource from which to draw.
- No comprehensive or immediate realignment of Liberal Studies courses is being sought.
- On the basis of these recommendations, we anticipate that change will occur in a manageable and phased manner over time.

A Further Explication of the Elements of the University Thematic Student Learning Outcomes for Consideration*

Global Engagement
Students will gain an appreciation of the interconnectedness and interdependence of the human experience on a global scale. This includes, for example, the following issues:

a. the implications of race, racism and ethnocentrism for transnational, human, and societal interaction.

b. the relationship among culture, language, community and environment.

c. the role of ideology, spirituality, and religion in terms of human action and relationships.

d. the interconnectedness between and among political, cultural, personal and economic decisions and the natural world.

e. how economic, social, and technological practices and traditions impact climate and the environment.

f. how historical, political, religious and economic forces have shaped the current world system and and the source of global power inequalities and efforts to address them.

g. the roles, possibilities and implications of diverse technologies on culture and the political economy.

(Draft September 15, 2009)
Diversity
Students will appreciate the ubiquity and necessity of diversity in its many manifestations, including cultural, ethnic, religious, linguistic and biological diversity. This includes, for example, the following issues:
   a. the scope of racial and ethnic diversity both in the US and globally.
   b. in addition to race and ethnicity, gender, class, sexuality, religion, age, language and disability constitute key dimensions of diversity.
   c. how ubiquitous racial and ethnic diversity is and how it intersects with other forms of diversity, such as gender, class, sexuality, religion, age, language and disability.
   d. the relationship between diversity and survival on the planet.
   e. how the position we take on diversity can either strengthen human communities and sustain the natural environment, or lead to conflict and environmental degradation.
   f. the role of ethnocentrism and Eurocentrism in human and societal interaction.

Environmental Sustainability
Students will appreciate what it means to use natural resources in ethical and responsible ways that maintain a sustainable environment. This includes, for example, the following issues:
   a. how culture determines how we construct the appropriate use of environmental resources.
   b. the connection between responsible engagement with the environment and global citizenship.
   c. the scientific basis of environmental sustainability.
   d. the vocabulary and concepts around environmental sustainability (e.g., finite and renewable resources, environmental footprint, global commons, peak oil).
   e. the role of human interactions with the environment and its relation to the root causes of many global problems.

Self and Society
Students will understand the self in terms of identity with community, society and the world. This includes, for example, the following issues:
   a. one’s own ideology, worldview, cultures and histories: pursue ‘the examined life.’
   b. the values, beliefs, ideas, and worldview of others.
   c. oneself and one’s role as a global citizen.
   d. personal responsibility for global issues that have human rights implications: ethical action.
   e. recognize how personal actions at the local level can impact global phenomena.
Transcultural and Translingual Competence
Students will develop transcultural and translingual competence. This includes, for example, the following issues:
   a. the ability to read, speak and write at least one language other than one's own.
   b. the ability to have successful interactions with people from cultures other than one's own.
   c. in depth knowledge of a culture other than one's own.
   d. the ability to communicate through the use of technology.
   e. how to reconcile/negotiate ambiguities that arise in interactions with others and in their engagement with a range of issues.

* Please note that this information is not intended to be prescriptive

APPENDIX B

Membership of the Global Learning Subcommittee
of the Task Force for Global Education

Dr. Blase Scarnati, Chair
   Director of the First Year Seminar, Assoc. Professor of Music
Dr. Sara Aleman
   Professor and Director of Ethnic Studies
Dr. Cynthia Anderson
   Associate Director of Residence Life
Dr. Joe Anderson
   Professor of Business Administration
Dr. Bridget Bero
   Assoc. Professor of Civil & Environmental Engineering
Dr. Harvey Charles
   Vice Provost for International Education
Dr. Chuck Connell
   Professor of History
Dr. Brandon Cruickshank
   Chair of Chemistry & Biochemistry
Dr. Bill Culbertson
   Professor of Health Sciences
Dr. Patrick Deegan
   Associate Dean of Distance Learning
Dr. Eck Doerry
   Chair, Computer Science
Dr. Marcus Ford
   Professor of Humanities, Arts & Religion

(Draft September 15, 2009)
Dr. Peter Fulé  
Assoc. Professor - Ecological Restoration Institute & School of Forestry

Dr. Zsuzsanna Gulacsí  
Director of Asian Studies  
Assoc. Professor of Humanities, Arts & Religion

Dr. John Hagood  
Professor of Mathematics & Statistics

Dr. Michelle Harris  
Assoc. Professor of Sociology & Social Work

Dr. Susan Johnstad  
Assistant Dean of Distance Learning

Dr. George Koch  
Professor of Biological Sciences

Dr. Debra Larson  
Associate Dean of CEFNS

Dr. Rich Lei  
Professor of Communications  
Chair of the Faculty Senate

Dr. Louise Lockard  
Assistant Clinical Professor of Educational Specialties/COE

Dr. Ramona Mellot  
Dean of the Graduate College

Dr. Sheila Nair  
Professor of Politics and International Affairs

Dr. Bob Neustadt  
Coordinator of Latin American Studies Program  
Professor of Modern Languages

Dr. Wilbert Odem  
Professor & Chair of Civil & Environmental Engineering

Dr. Cecilia Ojeda, Cecelia  
Professor & Chair of Modern Languages

Dr. Tom Paradis  
Director of the Office of Academic Assessment

Dr. Karen Plager  
Professor of Nursing

Dr. Allen Reich  
Assoc. Professor of Hotel & Restaurant Management

Dr. Frances Riemer  
Director of Women's & Gender Studies Program

Dr. David Schlossberg  
Professor of Politics & International Affairs

Dr. Tom Sisk  
Professor of Environmental Sciences

Ms. Catherine Talakte  
Director of Native American Student Services

Dr. Aregai Tecle

(Draft September 15, 2009)
Professor of Forestry
Ms. Georgia Totress
   Residence Life-Residence Hall Director
Dr. Tom Uno
   Assistant Director, Institute for Human Development
Dr. Miguel Vasquez
   Professor of Anthropology
Dr. Michael Vincent
   Dean of the College of Arts & Letters
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