I. Minutes from previous meeting – October 20, 2009

II. Consent Items

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   Fall 2010

31. B.S. Public Relations  
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32. Bachelor of Social Work  
   Bachelor of Social Work  
   Fall 2010  
   Major Reqmts-Course(s) Added, Text within Plan

33. Social Work Minor  
   Social Work Minor  
   Fall 2010  
   Minor Reqmts-Course(s) Added

34. Minor in Photography  
   Minor in Photography  
   Fall 2010

35. Minor News Editorial  
   Minor News Editorial  
   Fall 2010

C. College of Health and Human Services  
   Change Course

1. HS 200  
   HS  
   200  3  HEALTH PRINCIPLES  
   Fall 2010  
   Course Title

2. HS 205  
   HS  
   205  Foundations of Community Health  
   Fall 2010  
   Catalog Descr, Course Title

3. HS 303  
   HS  
   303  4  Exercise Science for Health Promotion  
   Fall 2010  
   Prereqs

4. HS 305W  
   HS  
   305W  Theories of Health Behaviors  
   Fall 2010  
   Catalog Descr, Number, Prereqs, Remove LibStud

5. HS 306  
   HS  
   306  3  Methods for Community Health Promotion  
   Fall 2010  
   Prereqs

6. HS 307  
   HS  
   307  3  Health Promotion: Planning and Evaluation  
   Fall 2010  
   Catalog Descr, Course Title, Number, Prereqs
7. HS 333
   HS        333       Principles of Epidemiology  Fall 2010  Number, Prereqs

8. HS 350
   HS        350       SUBSTANCE ABUSE PREVENTION  Fall 2010  Catalog Descr, Number

9. HS 408C
   HS        408C      Fieldwork Experience  Fall 2010  Catalog Descr, Prereqs, Units

10. HS 413
    HS        413       Environmental Health  Fall 2010  Number, Prereqs

11. HS 455
    HS        455       Organization of Coordinated School Health Programs  Fall 2010  Number, Prereqs

12. HS 490
    HS        490       Current Health Problems  Fall 2010  Catalog Descr, Course Title, Number, Prereqs

13. NTS 370
    NTS       370       Nutrition and Hormonal Changes During Exercise  Fall 2010  Catalog Descr, Coreqs, Prereqs

Delete Plan

14. B.A.S. Health Sciences
    B.A.S. Health Sciences  Fall 2010

D. Undergraduate Studies

Liberal Studies Addition

1. BIO 301
   BIO       301       Science, Religion, and Reality  Summer 2010  Add LibStud

2. BIO 302
   BIO       302       Relevance of Science  Summer 2010  Add LibStud

3. DIS 201
   DIS       201       Introduction to Disability  Summer 2010  Add LibStud
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16. SC 151
   SC 151  Introduction to Interpersonal Communication  Fall 2010  Add LibStud

17. SC 370
   SC 370  Rhetorics of Nature and Environmentalism  Fall 2010  Add LibStud

18. WGS 301
   WGS 301  Women, Health and Healing  Summer 2010  Add LibStud

19. HS 390W
   HS 390W  Current Health Problems  Fall 2010  Add LibStud

**E. College of Engineering, Forestry and Natural Sciences**

Change Plan

   8 Term Plan: B.S.Ed. Biology: Secondary Education (Extended) 8 term plan

**III. Action Items**

**A. College of Arts and Letters**

New Course

1. HUM 380
   HUM 380  Humanistic Values in Postwar Cinema  Spring 2010

**Liberal Studies Addition**

2. HUM 380
   HUM 380  Humanistic Values in Postwar Cinema  Spring 2010  Add LibStud

**B. College of Social and Behavioral Sciences**

1. DIS 304
   DIS 304  Accessibility and Usability: Introduction to Universal Design  Spring 2010
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   SC 370 3 Rhetoric's of Nature and Environmentalism  Fall 2010

18. Minor Environmental Communication
    Environmental Communication Minor  Fall 2010

19. B.S. Speech Communication
    B.S. Speech Communication  Fall 2010

20. B.A. Speech Communication
    B.A. Speech Communication  Fall 2010

    Certificate Professional Communication  Fall 2010

22. Minor Organizational Communication
    Minor Organizational Communication  Fall 2010

23. Minor Speech Communication
    Minor Speech Communication  Fall 2010

C. College of Health and Human Services

1. NUR 319
   NUR 319 2 Fundamentals of Nursing Practice  Fall 2010

2. NUR 330
   NUR 330 3 Introduction to Nursing as a Discipline and Profession  Summer 2010

3. NUR 331
   NUR 331 4 Applied Pharmacology and Pathophysiology  Summer 2010

4. NUR 332
   NUR 332 3 Nursing Assessment and Process  Summer 2010

5. NUR 333
   NUR 333 Communication and Mental Health Nursing  Summer 2010

6. NUR 334
   NUR 334 14 Adult Health Nursing Theory and Practicum  Fall 2010

7. NUR 335
   NUR 335 7 Nursing Care of Child-Bearing and Child-Rearing Families  Spring 2011
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I. Minutes from previous meeting – October 1, 2009 – approved as presented.

II. Consent Items – Items A.2 and Items A.3 were pulled by the department, all other items were approved as presented.

A. The W. A. Franke College of Business

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**Change Plan**

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<th>Support Link</th>
<th>Philosophy Support Letter</th>
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| 18. | BSBA in Business Economics  
B.S.B.A. in Business Economics | | Major Reqmts-Course(s) Added |
| 19. | B.S.B.A. Marketing  
B.S.B.A. Marketing | Fall 2010 | Text within Plan  
Support Link  
Philosophy Support Letter |
| 20. | B.S. Accountancy  
BSBA Accountancy | Fall 2010 | Text within Plan |
Certificate in Business Economics | Fall 2010 | Certificate Reqmts-Course(s) Added |
| 22. | Certificate in Hospitality  
Certificate in Hospitality  
Accounting for HRM Majors | Fall 2010 | Text within Plan |
| 23. | General Admission Requirements  
General Admission Requirements | Fall 2010 | Admission Requirements |
| 24. | Minor in Business  
Minor in Business | Fall 2010 | Minor Reqmts-Course(s) Added, Text within Plan |
| 25. | The W.A. Franke College of  
The W.A. Franke College of Business Certificates | Fall 2010 | Text within Plan |
## B. College of Engineering, Forestry and Natural Sciences

### Change Course

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<th>Summary of Changes</th>
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<tr>
<td>1. MAT 401</td>
<td>MAT 401 METHODS OF TEACHING SECONDARY SCHOOL MATHEMATICS I</td>
<td>Fall 2010</td>
<td>Catalog Descr, Prereqs</td>
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<tr>
<td>2. MAT 402</td>
<td>MAT 402 METHODS OF TEACHING SECONDARY SCHOOL MATHEMATICS II</td>
<td>Fall 2010</td>
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### Delete Course

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<th>Summary of Changes</th>
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<tr>
<td>3. MAT 301</td>
<td>MAT 301 Introduction to Teaching Secondary School Mathematics</td>
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### Change Plan

4. Mathematics Secondary Education

Mathematics Secondary Education Minor

Fall 2010

Minor Reqs- Course(s) Added,
Minor Reqs- Course(s) Deleted,
Text within Plan

## C. Provost Office

### Policy Change

1. Cross Listing Policy

Policy

Fall 2009

Adding:
4) The courses to be cross-listed must have the same requirement designation (i.e. both Liberal Studies SPW or both ethnic diversity).
III. Action Items – Item approved as presented.

| Effective Date/ | Summary of Changes |
| Revised Effective Date | |

A. Provost Office

Policy Change

1. Credit by Exam
   - Fall 2009
   - Proposal to Increase number of units of Credit accepted by Exam
   - *This change in policy will be retroactive to all previous NAU undergraduate catalogs.

IV. Other

1. Ron Pitt asked the committee to consider a policy to restrict students from getting a dual degree or 2nd degree in the same discipline. Many of these degrees are less than 4 courses different, but allows students to leave NAU with two degrees. Please discuss within your college and bring feedback to the UCC.
### University Curriculum Committee

Proposal for Course Change

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

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

3. College  
   - College of Arts and Letters

4. Academic Unit/Department  
   - Comparative Cultural Studies

5. Current course subject/catalog number  
   - ARH 360

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

   **ARH 360 TOPICS IN MUSEUM STUDIES**  
   **(3)**

   This course addresses range of issues in museum studies including the New Museology,  
   the rhetoric of museum display, the advent of virtual museums, and legal/ethical issues in museum practice.  
   Letter grade only.  
   Prerequisite: ARH 350 (Museum Studies-)

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

   **ARH 360 TOPICS IN MUSEUM STUDIES**  
   **(3)**

   This course examines selected topics in museum studies.  Letter grade only.  
   Prerequisite: none  
   May be repeated for up to 6 units of credit.

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 ☐

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

If revised, how should it be revised? _____

---

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

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<td>Current Course Fee</td>
<td>If subject or catalog number change</td>
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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 [ ] Diversity [ ]

---

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

*Because this is a topics course, it does not require a prerequisite; students will also be able to repeat it when the topic changes.*

---

10. Approvals

*Jean Browne for Alexandria Carpenter*

Department Chair/ Unit Head (if appropriate)/ Date

*Pam Stephens 10/12/09*

Chair of college curriculum committee/Date

*Dean of college/Date*

---

Revised 8/08
For University Curriculum Committee/Date

Action taken:  √ approved as submitted    approved as modified

Revised 8/08
University Curriculum Committee
Proposal for Course Change

1. Is this course a Diversity or Liberal Studies Course? NO


3. College Arts and Letters

4. Academic Unit/Department Philosophy

5. Current course subject/catalog number PHI 414C: Senior Seminar

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

   PHI 414C SENIOR SEMINAR (3)
   Specific topic to be announced in the Schedule of Classes. May be repeated for up to 6 hours of credit as topic varies.
   Prerequisite: (PHI 103 or PHI 103H or PHI 203 or PHI 203H or PHI 223 or PHI 223H or PHI 301) and (PHI 240 or PHI 240H) and (PHI 241 or PHI 241H) CAP

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

   PHI 414C SENIOR SEMINAR (3)
   Specific topic to be announced in the Schedule of Classes. May be repeated for up to 12 hours of credit; may not repeat topic.
   Prerequisite: (PHI 103 or PHI 103H or PHI 203 or PHI 203H or PHI 223 or PHI 223H or PHI 301) and (PHI 240 or PHI 240H) and (PHI 241 or PHI 241H) CAP

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

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

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

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

   If revised, how should it be revised? _______

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Revised 8/08
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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 ☐ Diversity ☐ |

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. Based on our assessment of student learning derived from interviews with seniors by the department chair show that some students are served by the chance to take more than two senior capstones, because of the extensive prerequisites (making advanced discussion of topics easier) and the chance to develop a writing sample in more than one area of philosophy.

10. Approvals

George Rudebusch
17 Sept 2009

Department Chair/Unit Head (if appropriate) Date

Pam Stephens
10/12/2009

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Action taken:

- approved as submitted
- approved as modified
University Curriculum Committee
Proposal for Course Change

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

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

3. College Social & Behavioral Sciences

4. Academic Unit/Department School of Communication

5. Current course subject/catalog number EMF 223

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog)
   EMF 223 Electronic News and Reporting
   Introduces news writing and reporting, including grammar and style; news gathering; news judgment; story leads, organization, and selection; interviewing, actualities, and production. 3 hrs. lecture, 2 hrs. lab weekly. Letter grade only. Course fee required.

   EMF 223 Radio/TV Newswriting/Reporting
   Introduces news writing and reporting, including grammar and style; news gathering; news judgment; story leads, organization, and selection; interviewing, actualities, and production in electronic news media. 3 hrs. lecture, 2 hrs. lab weekly. Letter grade only. Course fee required.

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

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

   It'll be a change in the Journalism Minor.

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

   Is the course a Common Course as defined by your Articulation Task Force? Yes ☐ No ☒ If yes, has the change been approved by the Articulation Task Force? Yes ☐ No ☒ If this course has been listed in the Course Equivalency Guide, should that listing be left as is ☒ or be revised ☐ If revised, how should it be revised?

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Revised 8/08
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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 ☐ Diversity ☐

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.  This is a course catalog title change to reflect the new Journalism Plan in convergence.

10. Approvals  
Department Chair/ Unit Head (if appropriate)/ Date  
Mark  10-15-09

Chair of college curriculum committee/Date  
10-18-09

Dean of college/Date  

For Committee use only  
Ron  11-17-09

For University Curriculum Committee/Date  

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

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

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

3. College  Social & Behavioral Sciences

4. Academic Unit/Department  School of Communication

5. Current course subject/catalog number  EMF 323W

6. Current catalog title, course description and units.  (Cut and paste from current on-line academic catalog)  
   EMF 323W SPECIALIZED AND LONG-FORM WRITING AND REPORTING IN THE ELECTRONIC NEWS MEDIA (3)  
   Research, reporting and production techniques of various long-form and specialized documentary, news, and public affairs storytelling. Letter grade only. Course fee required. Prerequisite: JLS 131 and EMF 223 and EMF 225 JWRT

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

   EMF 323W SPECIALIZED AND LONG-FORM WRITING AND REPORTING IN THE ELECTRONIC NEWS MEDIA Production (3)  
   Research, reporting and production techniques of various long-form and specialized documentary, news, and public affairs storytelling. Examines the process of electronic media news from story conception to finished news packages; visual storytelling including gathering, writing, reporting, and producing news packages. Letter grade only. Course fee required. Prerequisite: JLS 131, and EMF 223, and EMF 225 JWRT

7. Is this course required or an elective in any other plan (major, minor, certificate)?  Yes □  No □  
   If yes, explain and provide supporting documentation from the affected departments.  
   It'll be a change in the Journalism Minor.

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

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

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

   If revised, how should it be revised?  □

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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 □ Diversity □

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.
This is a course name and catalog description change for the revised Journalism Plan. Course content essentially the same.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date 10-18-09

Dean of college/Date 10-18-09

For Committee use only

For University Curriculum Committee/Date 11-17-09

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

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


3. College Social & Behavioral Sciences

4. Academic Unit/Department School of Communication

5. Current course subject/catalog number EMF 333

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

<table>
<thead>
<tr>
<th>EMF 333 Newscast Producing in Electronic Media</th>
<th>EMF 333 Newscast Producing in News Management in Radio/TV</th>
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<tr>
<td>Principle of producing a newscast; including news story selection, arrangement, editing and timing of newscasts with special attention to news writing, news judgment, and newscast critique. Letter grade only. Course fee required. Prerequisites: EMF 223.</td>
<td>Principles of managing producing news coverage and news management from story assignment through newscast producing--including news story selection, arrangement, editing and timing of newscasts, with special attention to news writing, news judgment, and newscast critique. Letter grade only. Course fee required. Prerequisites: EMF 223.</td>
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7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes □ No □
   If yes, explain and provide supporting documentation from the affected departments.

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

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

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

   If revised, how should it be revised? _____

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

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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 ☐  Diversity ☐

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.  
This is a course catalog name change and description to reflect the new Journalism Plan in convergence.

10. Approvals  
Department Chair/ Unit Head (if appropriate)/ Date  
[Signature] 10-1-09

Chair of college curriculum committee/Date  
[Signature] 10-18-09

Dean of college/Date  
[Signature] 10-18-09

For Committee use only  
[Signature] 11-17-09

For University Curriculum Committee/Date  
[Signature]

Action taken: approved as submitted  
approved as modified

Revised 8/08
University Curriculum Committee  
Proposal for Course Change

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

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

3. College  
   Social & Behavioral Sciences

4. Academic Unit/Department  
   School of Communication

5. Current course subject/catalog number  
   JLS 131

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog)  
   JLS 131 Media Writing and Reporting  
   Focuses on information gathering, story organization, and basic news writing. 1.5 hrs. lecture, 1.5 hrs. lab. Letter grade only. Course fee required. Prerequisite: JLS 130 or 130H  
   Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.  
   JLS 131 Media Writing and Reporting  
   Basic Reporting  
   Focuses on information gathering, story organization, and basic news writing. 1.5 hrs. lecture, 1.5 hrs. lab. An introduction to the elements of reporting: gathering information and interviewing people in order to create a compelling nonfiction story. Covers editing. Letter grade only. Course fee required. Prerequisite: JLS 130 or 130H JLS 104 (or test-out) or COM 131.  
   Recommended Co-requisite: PHO 284

7. Is this course required or an elective in any other plan (major, minor, certificate)?  
   Yes □  No □  
   If yes, explain and provide supporting documentation from the affected departments.  
   It'll be a change in the Journalism Minor.

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

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

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

   If revised, how should it be revised?

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

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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 □ Diversity □

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.
This is a course rename, catalog description, and prerequisite change for the revised Journalism Plan. Course content is essentially the same.

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


3. College Sciences

4. Academic Unit/Department School of Communication

5. Current course subject/catalog number JLS 200 & JLS 200H

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

   JLS 200 MASS MEDIA AND SOCIETY
   Development and functions of mass media in Western civilization and their relationship to social, economic, cultural, political, and regulatory systems. SPW

   JLS 200H MASS MEDIA AND SOCIETY
   Development and functions of mass media in Western civilization and their relationship to social, economic, cultural, political, and regulatory systems. Prerequisite: Honors Student Group SPW

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

   JLS–200–COM 102 MASS MEDIA AND SOCIETY
   Development and functions of mass media in Western civilization and their relationship to social, economic, cultural, political, and regulatory systems. SPW

   JLS–200H–COM 102H MASS MEDIA AND SOCIETY
   Development and functions of mass media in Western civilization and their relationship to social, economic, cultural, political, and regulatory systems. Prerequisite: Honors Student Group SPW

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

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

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

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

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

   If revised, how should it be revised?

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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] approved SPW Diversity [ ]

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.
This is no longer needed for the Journalism Plan. Its content—never really journalism specific—is better suited as a Communication course. Therefore the home base of this course is moving from Journalism to Communication. The attached syllabus has been slightly revised to update the content of the course.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

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

Revised 8/08
It [the influence of the media] makes political life circulated in every corner of that vast land. Its eyes are never shut, and it lays bare the secret shifts of politics, forcing public figures in turn to appear before the tribune of public opinion. The press rallies public opinion around certain doctrines and gives shape to party slogans; through the press the parties, without actually meeting, listen and argue with one another.”

—Alexis de Tocqueville, *Democracy in America*

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCE
SCHOOL OF COMMUNICATION
COURSE SYLLABUS: **COM 102, MASS MEDIA AND SOCIETY**
FALL SEMESTER 2010
WEDNESDAYS, 4:10 - 6:40 P.M.
3 CREDIT HOURS

**PROFESSOR:** Martin D. “Teach” Sommerness
**OFFICE:** Communication 323
**HOURS:** 1 p.m. to 5 p.m. Thursdays
**TELEPHONE:** (928) 523-2510
**E-MAIL:** Martin.Sommerness@NAU.EDU

**COURSE PREREQUISITES:** None.


**NOTE:** Copies of the PowerPoint slides used in lectures for this class may be accessed using the Vista shell for this course this semester.

**COURSE DESCRIPTION:** Mass Media and Society is a course that examines the development and function of mass media in Western civilization and their relationship to social, economic, cultural, political and regulatory systems.

**LIBERAL STUDIES BLOCK:** Social and Political Worlds

**ESSENTIAL SKILL ASSESSED:** Critical Thinking

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**COM 102 & THE LIBERAL STUDIES PROGRAM**

The mission of the NAU Liberal Studies Program is to prepare students to live responsible, productive and creative lives as citizens of a dramatically changing world. **Communication 102 is in the Social and Political Worlds Block** and supports the intent of the Block by engaging students in the study of patterns that characterize the history of human communities, the relationships between and among Revised 8/08
the psychological, cultural and political components of those communities and the dynamics of human behavior in varied contexts — all in relationship to mass communication.

This course is a survey of various channels of mass communication in western civilization with specific focus upon their roles and functions in the United States. It will offer students the opportunity to develop, practice and refine a skill that is essential to academic development and long-term success. That skill is critical thinking and it will be applied to the mass media. The professor, along with the textbook author, “takes the perspective that the media are not isolated institutions that ‘do something’ to us; rather, they are a central part of how we live, work, and play. The media are a part of who we are.” (Hanson, 2005) Through examining, analyzing and learning how those media operate and why they operate the way they do, the student should develop a sophisticated understanding of them and become a better and more critical user of those media.

OBJECTIVES AND STUDENT LEARNING EXPECTATIONS/OUTCOMES:

As a course in the Social and Political Worlds Block, COM 102 should enhance student understanding of:

- How different empirical and theoretical strategies are employed to study human behavior and social, political and cultural systems (for example, we will study how and why ratings sweeps are done for television and examine media planning for advertising where the cheapest appropriate “CPM” is concerned);
- The dynamic relationships between human communities (for example, we will examine the literature of mass communication effects on human behavior and debunk some popularly held myths, such as the supposed effectiveness of so-called “subliminal” advertising);
- The systematic components and dynamics of contemporary human societies, relationships between human societies and the global community (for example, we will study globalization and consolidation in the media industry and compare and contrast media operations and legal restraints in the U.S. with those in other countries and on other continents); and
- The major dimensions of variation in contemporary human experience (for example, we will study how various communication media — blogs, cell phones, electronic books, to name just a few — are being used and who is using them).

This course specifically addresses, through teaching and assessment, an essential skill important to the NAU Liberal Studies Program, critical thinking. At the conclusion of the course, successful students should, in the context of course content, be able to:

- Convey, to an intended audience, the meaning of a statement;
- Assess the validity of a claim, taking into account different conceptual schemes, contextual factors and evidence;
- Evaluate an argument by determining whether the conclusion would be probably if the premises were true.

This course will survey the mass media from a critical perspective. In order to understand where we are, how we got here and (potentially) where we are going, we will also survey media history. We will follow a lecture-discussion format in class. Critical thinking skills will be emphasized through the course procedure:

- First, we will discuss the assigned readings in lecture, examining the statements and assessing their validity;
- Second, students will apply what they have learned, both substantively and analytically, to and through the internet exercises related to the readings, lecture and discussion;
Third, the student's substantive learning and ability to apply critical thinking skills will be assessed via a quiz over the material from the readings, lecture, discussion and internet exercises.

CAVEAT: Failure to attend class and/or failure to complete internet work will jeopardize the student's opportunity to succeed on the quizzes. See "ON ATTENDANCE" below.

CLASS SCHEDULE: The following schedule is subject to amendment in class. All chapter references are to the Hanson textbook. Students are expected to have read the assigned material before discussion in class, with the exception of Chapter 1 (PLEASE NOTE -- Students are expected to have read Chapter 2 along with Chapter 1, Chapter 3, Chapter 15 and Introduction for the Student by the September 8 class meeting. Relevant portions of Chapter 2 will be introduced in the discussion of each chapter):

SEPTEMBER 1 Course introduction, discuss Chapter 1, "Living in a Media World."

SEPTEMBER 8 Discuss Chapters 3 and 15, "Mass Communication Effects: How Societies Interact" and "Global Media: Communication Around the World;" internet assignments over Chapters 1 and 2 due in class; quiz over Chapter 1. Extra credit profile form due.

SEPTEMBER 15 Discuss Chapter 4, "Books: The Birth of the Mass Media;" internet assignments over Chapters 3 and 15 due in class; quizzes over Chapters 3 and 15.

SEPTEMBER 22 Discuss Chapter 5, "Magazines: The Power of Words and Images;" internet assignment over Chapter 4 due in class; quiz over Chapter 4.

SEPTEMBER 29 Discuss Chapter 6, "Newspapers: Reflections of a Democratic Society;" internet assignment over Chapter 5 due in class; quiz over Chapter 5.

OCTOBER 6 Discuss Chapters 7 and 13, "Sound: Music and Talk Across Media" and "Media Law: Free Speech and Fairness;" internet assignment over Chapter 6 due in class; quiz over Chapter 6.

OCTOBER 13 Discuss Chapter 8, "Movies: Mass-Producing Entertainment;" internet assignments over Chapters 7 and 13 due in class; quizzes over Chapters 7 and 13.

OCTOBER 20 Discuss Chapters 9 and 10, "Television: Broadcast, Cable and Beyond," and "The Internet: Mass Communication Gets Personal;" internet assignment over Chapter 8 due in class; quiz over Chapter 8.

OCTOBER 27 Discuss Chapter 11, "Advertising: Selling a Message;" internet assignments over Chapters 9 and 10 due in class; quizzes over Chapters 9 and 10.

NOVEMBER 3 Discuss Chapter 12, "Public Relations: Manufacturing the News;" internet assignment over Chapter 11 due in class; quiz over Chapter 11

NOVEMBER 10 Discuss Chapter 14, "Media Ethics: Truthfulness, Fairness and Decency;" internet assignment over Chapter 12 due in class; quiz over Chapter 12.

NOVEMBER 17 Wrap-up, internet assignment over Chapter 14 due in class, quiz over Chapter 14.

Revised 8/08
NOVEMBER 24  Make-up quizzes for those with institutional excuses.
DECEMBER 1  Catch-up week.
DECEMBER 8  End of Semester Week. Study files due for students not taking the final examination.
DECEMBER 15  FINAL EXAMINATION, 3-5 p.m.

The university policies regarding the final examination will be followed.

GRADING: Course grades will be determined by one of the following options:

I. The best 10 quizzes at 20 points each and the best 10 internet assignments at approximately 25 points each*
   OR
II. The best 5 quizzes at 20 points each, the best 10 internet quizzes at 25 approximately points each* and one final exam at 100 points
   OR
III. The final examination at 200 points and the best 10 internet quizzes at approximately 25 points each*

* Internet homework assignments vary from 24 -30 points. No student may apply more than 250 such points from the best 10 exercises to his/her final grade.

Each student may select his/her option from the above. That selection must be made by the final exam, but need not be made prior to that time.

The grading scale in this course will be:

A = more than 404 points ("excellent")
B = 404 - 360 points ("above average")
C = 359 - 315 points ("average")
D = 314 - 270 points ("below average")
F = less than 270 points ("fail")

REGARDING THE STUDY FILE: Each student is to keep a study file of all returned work. This file is to be submitted at the end of the semester, either at the final exam time or at another time announced by the professor. Timely and complete submission of a file will earn a bonus of 10 points; failure to submit a file will result in a sub-traction of 25 points from the student’s final point total.

ABOUT COURSE WORK: Assignments, quizzes and/or the final exam (as well as any extra credit work) will be used to attain individual point totals. Completion of work does not ensure maximum point value. Thus, students desiring to achieve a high grade should strive to attain the most points possible for all work by doing the best job possible on that work. A minimum of two hours outside of class studying for every hour in class is a good rule of thumb. Three hours studying for every hour in class is better! The summary, key terms and concept review at the end of each textbook chapter can be quite useful in the studying process. Quizzes, internet work, and, if chosen, the final exam will be used for student essential skill assessment. The professor reserves the right to assign extra credit activities, if any, when appropriate.

Revised 8/08
NOTE: About seeking special treatment: PLEASE DON'T. If, however, you have a special need because of a documented learning disability, please see the professor immediately at the start of the course. Quizzes will be done in class when scheduled. Homework is due IN CLASS when assigned. Late work will generally not be accepted. Students arriving after a quiz has been administered will generally not be given the opportunity to take that quiz. Institutional excuses must be submitted IN PERSON to the professor significantly in advance of the absence, in accordance with NAU policies, and generally will not release a student from course responsibilities. The professor has no special obligation to students who miss class.

DISCONNECT AND/OR SILENCE all beepers, pagers, cell phones, camera phones, text messaging devices, calculators, computers and the like while in COM 102, please, out of courtesy for the professor and other students, as well as for helping safeguard academic integrity. Any use of such items during a quiz or examination may be interpreted as a violation of academic integrity.

ON ATTENDANCE: If you miss class, you jeopardize your grade. Although there is no explicit attendance policy, the professor implicitly takes attendance through the quizzes and the internet homework exercises, and will use his records in questions regarding attendance, such as those involving either financial aid or athletic eligibility. Missed work will generally be that which is dropped in grade calculation. Lecture repeats will not be contemplated. Other than that for valid and properly presented institutional excuses (as previously noted in the above class schedule), no make-up work is contemplated.

ON PLANNING: The professor is quite generous and flexible in his grading scheme for this course, especially concerning the dropping of low quizzes and/or low internet exercises. The thoughtful student will treat these opportunities to drop low-scoring work as "get out of jail free" cards and will not squander them. Use them wisely!

CAVEAT: Each student is responsible for proper and timely registration and fee payment. The professor is not inclined to sign any late adds. Also, each student is responsible for timely and proper acquisition of required materials for this course and, in the case of electronic materials, for accessing equipment capable of using those materials.

ACADEMIC INTEGRITY: Academic dishonesty will not be tolerated. University and School policies are hereby adopted by reference. If you have any questions, see the professor. A good suggestion: simply do your own work (and not anybody else’s). The university Safe Working and Learning Environment policy is also hereby adopted by reference.

EVACUATION NOTE: In case of an alarm, you must leave the building immediately by the nearest fire exit (learn where that is) and move
away from the building. Do not use the elevators. Please help those needing assistance exiting.

**ON STUDENT RECORDS:** Quizzes and exercises will generally be returned in class at the class meeting following when they were administered/due. Because the professor can not be a walking filing cabinet for those who neglect to retrieve their graded work, that graded work not retrieved in a timely manner by the student will be available for pickup in the School of Communication office on the third floor of the Communication Building during regular business hours. Students who pick up their work in a timely fashion should always know where they stand grade-wise in this class by doing some simple calculations and by then holding the results up to the grading scale contained in this syllabus.

**FROM THE NAU CLASSROOM MANAGEMENT STATEMENT:**

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

"It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside of the classroom. . . . It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus. . . .

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

"A people who mean to be their own governors must arm themselves with the power knowledge gives. A popular government without popular information, or the means of acquiring it, is but a prologue to a farce or a tragedy or perhaps both.”

--James Madison

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


3. College Behavioral Sciences

4. Academic Unit/Department School of Communication

5. Current course subject/catalog number JLS 332

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

   **JLS 332 ADVANCED EDITING: VOICE, STORY STRUCTURE, AND PUBLICATION MANAGEMENT**
   Applying publication design principles, structure, and styles for the print media. Type, illustrations, color, and new technology; writing publication specifications. Letter grade only. Course fee required. Prerequisite: JLS 232

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

   **JLS 332 Advanced Editing: Voice, Story Structure, and Publication Management Editing Strategies**
   Applying publication design principles, structure, and styles for a variety of journalism the print media. Type, illustrations, color, and new technology; writing publication specifications. Letter grade only. Course fee required. Prerequisite: JLS 231

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

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

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

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

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

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

   If revised, how should it be revised? ______

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Revised 8/08
Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies □ Diversity □

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. 
This is a course rename, with slight modification of course description to reflect convergence technologies for the revised Journalism Plan. Course content is the same.

10. Approvals 
Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

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

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


3. College SBS

4. Academic Unit/Department Speech Communication

5. Current course subject/catalog number SC 351

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

SC 351 INTERPERSONAL COMMUNICATION (3)

Theoretical and practical examination of how individuals manage relationships through human communication, especially in personal and familial situations. Prerequisite: Sophomore Status or higher

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

SC 351 INTERPERSONAL COMMUNICATION THEORY (3)

Short title: *Interpersonal Comm Theory*

Theoretical and practical critical examination of how individuals manage relationships through human communication, especially in personal and familial situations. Prerequisite: Sophomore Status or higher

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 □

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

   If revised, how should it be revised? _____

Revised 8/08
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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 □ Diversity □

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

This is a course that is an elective for students getting a BA and BS in Speech Communication and it is an elective for the BAS degree. This new description and title change helps differentiate it from the other 151 Interpersonal Communication course being proposed.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

For University Curriculum Committee/Date

Action taken: □ approved as submitted □ approved as modified

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


3. College SBS
4. Academic Unit/Department Speech Communication

5. Current course subject/catalog number SC 361

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

**SC 361 PERSUASION (3)**
Theory and practice of public and mediated communication that is designed to influence people to belief and action. Prerequisite: SC 111 and SC 201

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

**SC 361 PERSUASION (3)**
Theory and practice of public and mediated persuasive communication that is designed to influence people to change their beliefs, attitudes and action behaviors. Prerequisite: SC 111 and SC 201 Junior Status or Higher.

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 X or be revised ☐

   If revised, how should it be revised? ______

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Revised 8/08
Current Course Fee yes □ no □ If subject or catalog number change Move □ or Delete □

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Letter Grade □ Pass/Fail □ or Both □ Letter Grade □ Pass/Fail □ or Both □
Current Repeat for additional Units Proposed Repeat for additional Units

Current Max number of units Proposed Max number of units

Current Prerequisite Proposed Prerequisite
SC111 and SC201 SC111 and SC201 Junior Status or Higher
Current Co-requisite Proposed Co-requisite
Current Co-Convene with Proposed Co-Convene with
Current Cross List with Proposed Cross List with

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

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

This is a course that is an elective for students getting a BA and BS in Speech Communication and it is an elective for the BAS degree. This new prerequisite more accurately reflects what is needed in order to succeed in this class.

10. Approvals

Mark Neum 9.21.09
Department Chair/Unit Head (if appropriate)/Date

Chair of college curriculum committee/Date 10-1-09

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

Revised 8/08
University Curriculum Committee
Proposal for Course Change

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


3. College SBS

4. Academic Unit/Department SSW

5. Current course subject/catalog number SW 321

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

   SW 321 Generalist Practice I (3). Ecological systems, strengths perspective, and planned change processes applied to generalist social work practice. Interviewing, problem identification, and data-collection skills emphasized. Prerequisite: SW 220 or International Exchange Student Group.

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

   SW 321 Generalist Practice I (3). Ecological systems, strengths perspective, and planned change processes applied to generalist social work practice. Interviewing, issue identification, and data-collection skills emphasized. Prerequisite: SW 220 or International Exchange Student Group.

   Co-requisite for SW Majors: SW 355.

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 ☐

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

   If revised, how should it be revised? _____

Revised 8/08
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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 □ Diversity □

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.
The NAU Social Work Program is accredited as a professional degree awarding program by the Council on Social Work Education (CSWE) Commission on Accreditation (COA). Currently, we are engaged in the self study process in preparation for a reaccreditation site visit between November 2010 – February 2011 and for review by the Commission at their June 2011 meeting. The proposed course changes align the course with program integrating themes and formalize the vertical integration of our core social work courses to foster achievement of our program competency 1.10 to employ scientific inquiry and research to inform and evaluate the effectiveness of practice (EP 2.1.6).

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date
For Committee use only

For University Curriculum Committee/Date

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

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


3. College  SBS

4. Academic Unit/Department  SSW

5. Current course subject/catalog number  SW 355

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

   SW 355 Social Work Research (3).
   Problem formulation, research design, data collection and analysis, and the social context of social work research, including the systematic evaluation of practice.
   Prerequisite: SW 220 or International Exchange Student Group

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

   SW 355 Social Work Research (3).
   Problem formulation, research design, data collection and analysis, and the social context of social work research, including the systematic evaluation of practice. Prerequisite: SW 220 and admission to Social Work (BSW) or International Exchange Student Group.
   Co-requisite: SW 321.

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  []

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

   If revised, how should it be revised?  

Revised 8/08
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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 ☐ Diversity ☐

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. The NAU Social Work Program is accredited as a professional degree awarding program by the Council on Social Work Education (CSWE) Commission on Accreditation (COA). Currently, we are engaged in the self study process in preparation for a reaccreditation site visit between November 2010 – February 2011 and for review by the Commission at their June 2011 meeting. The proposed course changes align the course with program integrating themes and formalize the vertical integration of our core social work courses to foster achievement of our program competency 1.10 to employ scientific inquiry and research to inform and evaluate the effectiveness of practice (EP 2.1.6).

SW 355 may be taken only by social work majors.
Certifications

[Signature] 
9/8/09

Department Chair/ Unit Head (if appropriate)

[Signature]  
Date

Chair of college curriculum committee

Date

10/18/09

Dean of college

Date

For committee use only

[Signature]  
11/17/09

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.
University Curriculum Committee
Proposal for Course Change

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


   Fall 2010

3. College SBS

4. Academic Unit/Department SSW

5. Current course subject/catalog number SW 422

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

   SW 422 Generalist Practice II (3). Practice principles applied to intervention with micro- and mezzo-level client systems, including individuals, families, and small groups. Prerequisite: SW 321

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

   SW 422 Generalist Practice II (3). Practice principles applied to intervention with micro- and mezzo-level client systems, including individuals, families, and small groups. Prerequisite: SW 321 and admission to Social Work (BSW) or International Exchange Student Group. Co-requisites: SW 423 and SW 427.

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 □

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

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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 ☐ Diversity ☐

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

The NAU Social Work Program is accredited as a professional degree awarding program by the Council on Social Work Education (CSWE) Commission on Accreditation (COA). Currently, we are engaged in the self-study process in preparation for a reaccreditation site visit between November 2010 – February 2011 and for review by the Commission at their June 2011 meeting.

Generalist social work practice is characterized by the preparation with knowledge, values, and skills for engaging in planned change processes (engagement, assessment, intervention, and evaluation) simultaneously with individuals, families, groups, organizations, and communities. The proposed course changes align the course with program integrating themes and formalize the vertical integration of our core social work courses to foster achievement of our program competencies:

1. respond to contexts that shape practice (EP 2.1.9)
2. engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EP 2.1.10 a - d);
3. apply ecosystems and strengths perspectives in practice across client systems;
4. apply knowledge of the biological-psychological-social-cultural-spiritual components of human behavior and the social environment (EP 2.1.7);
5. differentially apply engagement, assessment, intervention, and evaluation skills and strategies in practice with diverse rural, vulnerable, disenfranchised, and underserved populations (EP 2.1.4);

SW 422 may be taken only by social work majors or International Exchange Student Group.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/ Date 10-18-09

Dean of college/ Date

For Committee use only

For University Curriculum Committee/ Date

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

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

3. College  SBS

4. Academic Unit/Department  SSW

5. Current course subject/catalog number  SW 423

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog) 
   www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm). 
   Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.
   
   **SW 423 GENERALIST PRACTICE III (3)**
   Practice principles applied to intervention with macro-level client systems, including community and organizational change primarily in rural localities. Prerequisite: SW 321
   
   **SW 423 GENERALIST PRACTICE III (3)**
   Practice principles applied to intervention with macro-level client systems, including community and organizational change primarily in rural localities. Prerequisite: SW 321 and admission to Social Work (BSW). Co-requisites: SW 422 and SW 427.

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 ☐

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

Revised 06/09
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*When changing from letter grading to pass/fail grading, a change in number of credits may be needed.
9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

The NAU Social Work Program is accredited as a professional degree awarding program by the Council on Social Work Education (CSWE) Commission on Accreditation (COA). Currently, we are engaged in the self study process in preparation for a reaccreditation site visit between November 2010 – February 2011 and for review by the Commission at their June 2011 meeting.

Generalist social work practice is characterized by the preparation with knowledge, values, and skills for engaging in planned change processes (engagement, assessment, intervention, and evaluation) simultaneously with individuals, families, groups, organizations, and communities. The proposed course changes align the course with program integrating themes and formalize the vertical integration of our core social work courses to foster achievement of our program competencies:

1.3. respond to contexts that shape practice (EP 2.1.9)
1.4. engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EP 2.1.10 a - d);
1.5. apply ecosystems and strengths perspectives in practice across client systems;
1.6. apply knowledge of the biological-psychological-social-cultural-spiritual components of human behavior and the social environment (EP 2.1.7);
1.7. differentially apply engagement, assessment, intervention, and evaluation skills and strategies in practic diverse rural, vulnerable, disenfranchised, and underserved populations (EP 2.1.4);

SW 423 may be taken only by social work majors or International Exchange Student Group.

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


3. College SBS

4. Academic Unit/Department SSW

5. Current course subject/catalog number SW 427

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

**SW 427 SOCIAL WORK ASSESSMENT (3)**

Integrative course that links and applies human behavior theory in biological, psychological, social, and cultural, and environmental contexts to assessment in generalist social work practice. Prerequisite: PSY 240 and SW 321

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

**SW 427 SOCIAL WORK ASSESSMENT (3)**

Integrative course that links and applies human behavior theory in biological, psychological, social, and cultural, and environmental contexts to assessment in generalist social work practice. Prerequisite: Human Biology cognate: one of BIO 310, BIO 372, or HS 300 (3 units); PSY 240, SW 321, and admission to Social Work (BSW). Co-requisites: SW 422 and SW 423.

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 [X] No [ ]

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

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

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

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

If revised, how should it be revised? _____

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Current course subject/catalog number</td>
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<td>Current Course Fee yes [ ] no [ ]</td>
<td>If subject or catalog number change Move [ ] or Delete [ ]</td>
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<tr>
<td>Current Grading Option*</td>
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<td>Letter Grade [ ] Pass/Fail [ ] or Both [ ]</td>
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<td>Proposed Max number of units</td>
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<tr>
<td>Current Prerequisite</td>
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<tr>
<td>PSY 240 and SW 321</td>
<td>Prerequisite: Human Biology cognate: one of BIO 310, BIO 372, or HS 300 (3 units); PSY 240, SW 321, and admission to BSW degree program.</td>
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<tr>
<td>Current Co-requisite</td>
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<td>Co-requisites: SW 422 and SW 423.</td>
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<td>Current Co-Convene with</td>
<td>Proposed Co-Convene with</td>
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<td>Current Cross List with</td>
<td>Proposed Cross List with</td>
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</tbody>
</table>
9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

The NAU Social Work Program is accredited as a professional degree awarding program by the Council on Social Work Education (CSWE) Commission on Accreditation (COA). Currently, we are engaged in the self study process in preparation for a reaccreditation site visit between November 2010 – February 2011 and for review by the Commission at their June 2011 meeting.

Generalist social work practice is characterized by the preparation with knowledge, values, and skills for engaging in planned change processes (engagement, assessment, intervention, and evaluation) simultaneously with individuals, families, groups, organizations, and communities. The proposed course changes align the course with program integrating themes and formalize the horizontal and vertical integration of our core social work courses to foster achievement of our program competencies:

1.3. respond to contexts that shape practice (EP 2.1.9)
1.4. engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EP 2.1.10 a-d);
1.5. apply ecosystems and strengths perspectives in practice across client systems;
1.6. apply knowledge of the biological-psychological-social-cultural-spiritual components of human behavior and the social environment (EP 2.1.7);
1.7. differentially apply engagement, assessment, intervention, and evaluation skills and strategies in practice with diverse rural, vulnerable, disenfranchised, and underserved populations (EP 2.1.4);

SW 427 may be taken only by social work majors or International Exchange Student Group.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date: [Signature] 9/8/09

Chair of college curriculum committee/Date: [Signature] 10/18/09

Dean of college/Date: [Signature] 11/17/09

For Committee use only

For University Curriculum Committee/Date: [Signature]

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

   Fall 2010

2. College
   Social & Behavioral Sciences

3. Academic Unit/Department
   Communication

4. Current course subject and catalog number
   COM 100

5. Current catalog title
   Survey of Communication

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

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

8. Is course an elective? □ or required for an academic plan/subplan? □
   If required, for what academic plan/subplan? Not required in a plan.
   If required, also submit Proposal for Plan Change.

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

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

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

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

11. Justification for course deletion.
   COM 100 Survey of Communication is outdated and is no longer needed.

12. Approvals
    [Signatures]
    Department Chair/Unit Head (if appropriate)/ Date
    Chair of college curriculum committee/ Date
    Dean of college/Date
    10-18-09

Revised 9/07
For Committee use only

For University Curriculum Committee/Date

Action taken: ☑ approved as submitted ☐ approved as modified

Note: Submit original to associate provost's office

Revised 9/07
University Curriculum Committee
Proposal for Course Deletion

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

2. College Social & Behavioral Sciences
3. Academic Unit/Department School of Communication Electronic Media & Film

4. Current course subject and catalog number EMF 423C

5. Current catalog title ELECTRONIC MEDIA NEWS PROCESS

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

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

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

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

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

11. Justification for course deletion.
    Deleting EMF subplan, Electronic News Media Emphasis and changing the Journalism plan to reflect a new convergence curriculum.

12. Approvals
    
    Department Chair/Unit Head (if appropriate)/ Date
    Chair of college curriculum committee/ Date
    10.15.09

10.18.09

Revised 9/07
University Curriculum Committee
Proposal for Course Deletion

   Summer  Fall 2010

2. College
   Social & Behavioral Sciences
   3. Academic Unit/Department
      Journalism

4. Current course subject and catalog number
   JLS 130 & JLS 130H

5. Current catalog title
   JLS 130 and 130H WRITING FOR COMMUNICATION CHANNELS

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

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

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

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

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

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

11. Justification for course deletion.
    This course was required in JLS-BS emphasis, Environmental Communication, but that emphasis is being deleted. COM 131 is a duplicate of JLS 130 and JLS 130H and this deletion will also correct catalog. (COM 131 is replacing JLS 130.)

12. Approvals

   [Signature]
   10-15-09
   Department Chair/Unit Head (if appropriate)/ Date

   Chair of college curriculum committee/ Date

   Dean of college/Date

Revised 9/07
For Committee use only

For University Curriculum Committee/Date

Action taken: ☑ approved as submitted      ☐ approved as modified

Note: Submit original to associate provost's office

Revised 9/07
University Curriculum Committee
Proposal for Course Deletion

   Summer Fall 2010

2. College  Social & Behavioral Sciences
3. Academic Unit/Department  School of Communication Journalism

4. Current course subject and catalog number  JLS 232

5. Current catalog title
   Basic Editing

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

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

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

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

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

11. Justification for course deletion.
    Updating the Journalism plan to engage a convergence curriculum. Deleting unnecessary courses in order to tighten the curriculum and provide core basic courses. Content of this course will be covered in JLS 131 and 231.

12. Approvals

   Department Chair/Unit Head (if appropriate)/ Date  10-15-09

   Chair of college curriculum committee/ Date

   Dean of college/Date  10-18-09
University Curriculum Committee
Proposal for Course Deletion

   
   Summer  
   Fall 2010  

2. College  
   Social & Behavioral Sciences  
   3. Academic Unit/Department  
   School of Communication Journalism  

4. Current course subject and catalog number JLS 330  

5. Current catalog title  
   Feature Writing  

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

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

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

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

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

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

11. Justification for course deletion.  
    Updating the Journalism plan to engage a convergence curriculum. Deleting unnecessary 
    courses in order to tighten the curriculum and provide core basic courses.  

12. Approvals  

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

Revised 9/07
For Committee use only

For University Curriculum Committee/Date

Action taken:   ✔   approved as submitted   ___ approved as modified

Note: Submit original to associate provost's office

2. College Social & Behavioral Sciences
3. Academic Unit/Department School of Communication Journalism

4. Current course subject and catalog number JLS 331W

5. Current catalog title
   Public Affairs Reporting

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

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

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

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

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

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

11. Justification for course deletion.
    Updating the Journalism plan to engage a convergence curriculum. Deleting unnessary courses in order to tighten the curriculum and provide core basic courses. The W requirement will be replaced with JLS 228W In Depth Reporting Topics.

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

Revised 9/07
For Committee use only

For University Curriculum Committee/Date

Action taken: ☑ approved as submitted   ☐ approved as modified

Note: Submit original to associate provost's office

Revised 9/07
### University Curriculum Committee

#### Proposal for Course Deletion

1. Course deletion effective at the end of what term and year? Summer, Fall 2010

2. College: 
   - Social & Behavioral Sciences
3. Academic Unit/Department: 
   - School of Communication

4. Current course subject and catalog number: JLS 340W

5. Current catalog title: Science Writing

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

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

   If yes, list course: ______

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

   If required, for what academic plan/subplan? 
   - Journalism

   If required, also submit Proposal for Plan Change.

9. Is this course required or an elective in any other plan? (major, minor, certificate) 
   - Yes [ ]
   - No [x]

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

10. Does this change affect community college articulation? 
    - Yes [ ]
    - No [x]

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

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

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

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

11. Justification for course deletion:
    
    Updating the Journalism plan to engage a convergence curriculum. Deleting unnecessary courses in order to tighten the curriculum and provide core basic courses.

12. Approvals

   [Signature] 10.15.09
   - Department Chair/Unit Head (if appropriate)/ Date

   [Signature] 10-18-09
   - Chair of college curriculum committee/ Date

   [Signature] 10-18-09
   - Dean of college/Date

Revised 9/07
University Curriculum Committee
Proposal for Course Deletion

   Summer
   Fall 2010

2. College
   Social & Behavioral Sciences

3. Academic Unit/Department
   School of Communication Journalism

4. Current course subject and catalog number
   JLS 433

5. Current catalog title
   Media Management

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

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

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

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

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

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

11. Justification for course deletion.
    Updating the Journalism plan to engage a convergence curriculum. Deleting unnecessary courses in order to tighten the curriculum and provide core basic courses.

12. Approvals

   Department Chair/Unit Head (if appropriate) Date
   [Signature] 10-15-09

   Chair of college curriculum committee/ Date
   [Signature] 10-18-09

   Dean of college/Date
   [Signature] 10-18-09

Revised 9/07
   Summer  
   Fall 2010

2. College: Social & Behavioral Sciences  
3. Academic Unit/Department: School of Communication Journalism

4. Current course subject and catalog number: JLS 434

5. Current catalog title: Magazine Editing and Production

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

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

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

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

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

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

11. Justification for course deletion.  
    Updating the Journalism plan to engage a convergence curriculum. Deleting unnessary courses in order to tighten the curriculum and provide core basic courses.

12. Approvals

   [Signature] 10.15.09
   Department Chair/Unit Head (if appropriate)/ Date

   Chair of college curriculum committee/ Date

   Dean of college/ Date

Revised 9/07
For Committee use only

For University Curriculum Committee/Date

Action taken:  ______ approved as submitted  ______ approved as modified

Note: Submit original to associate provost's office
University Curriculum Committee
Proposal for Course Deletion

Fall 2010

2. College Social & Behavioral Sciences
3. Academic Unit/Department School of Communication Journalism

4. Current course subject and catalog number JLS 440C

5. Current catalog title Environmental Research and Reporting

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

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

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

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

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

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

11. Justification for course deletion.
    Updating the Journalism plan to engage a convergence curriculum. Deleting unnecessary courses in order to tighten the curriculum and provide core basic courses. There will be one Capstone course in Journalism, the content of which will be a project-based capstone.

12. Approvals

   Department Chair/Unit Head (if appropriate)/ Date 10.15.09
   Chair of college curriculum committee/ Date
   Dean of college/ Date 10-18-09

Revised 9/07
For Committee use only

For University Curriculum Committee/Date

Action taken:  √  approved as submitted  ___  approved as modified

Note: Submit original to associate provost's office
University Curriculum Committee
Proposal for Course Deletion

   [Summer]
   [Spring 2010]

2. College   SBS ___________________________ 3. Academic Unit/Department   Speech Communication

4. Current course subject and catalog number   SC 101

5. Current catalog title
   SC 101 Perspectives on Communication

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

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

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

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

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

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

11. Justification for course deletion.
    This course has not been offered for an extended period of time and does not fulfill our needs.
12. Approvals

Department Chair/Unit Head (if appropriate)/ Date

Chair of college curriculum committee/ Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Action taken: ✓ approved as submitted □ approved as modified

Note: Submit original to associate provost's office
University Curriculum Committee
Proposal for Course Deletion

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

2. College  SBS  3. Academic Unit/Department  Speech Communication

4. Current course subject and catalog number  SC441

5. Current catalog title
   SC441 Directing Forensics

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

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

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

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

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

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

11. Justification for course deletion.
    This course has not been offered for an extended period of time and does not fulfill our needs.

12. Approvals

   Mark [Name]  9-21-09
   Department Chair/Unit Head (if appropriate)/ Date

   Chair of college curriculum committee/ Date

   Dean of college/Date

Revised 9/07
For Committee use only

For University Curriculum Committee/Date

Action taken: _____ approved as submitted  _____ approved as modified

Note: Submit original to associate provost's office

Revised 9/07
University Curriculum Committee
Proposal for Course Deletion


2. College SBS
3. Academic Unit/Department SSW

4. Current course subject and catalog number SW 320

5. Current catalog title
Social Policy and Legislation

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

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

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

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

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

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

11. Justification for course deletion.
We no longer offer SW 320. The course we offer is SW 320W - our degree program junior writing course.

12. Approvals

[Signatures and dates]
Department Chair/Unit Head (if appropriate)/ Date 9/8/09
Chair of college curriculum committee/ Date 10-18-09
Dean of college/ Date
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College
   Social and Behavioral Sciences

2. Academic Unit/Department
   School of Communication

3. Academic Plan Name
   Advertising BS

4. Subplan (if applicable)?
   FALL

5. Effective Date
   2010

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

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

7. 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.)

Advertising
To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
- at least 35 units of liberal studies requirements
  Be aware that you may not use courses with an ADV prefix to satisfy these liberal studies requirements.
- at least 36 units of major requirements
- at least 18 units of minor requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

Also note that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).
You should also be aware that you may take ADV 408 in your final two years before graduation; however, you must apply to and receive prior approval from our advertising faculty members. We reserve the right to deny approval based on our assessment of your preparation and competence. Also refer to the general requirements for all School of Communication degree plans at the beginning of this section.

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

**MAJOR REQUIREMENTS**

Take the following 36 units:
- COM 101 and 200 with grades of C or better (the 6-unit communication core)
- COM 400 (3 units)
- ADV 207, 307, and 310 (9 units)
- ADV 311W, which meets NAU’s junior writing requirement (3 units)
- JLS 130 and 131 (6 units)
- SC 111 (3 units)
- PHO 181 (3 units)
- ADV 411C, which meets NAU’s senior capstone requirement (3 units)

All majors must earn the grade of "C" or better in COM 101, COM 200, their freshman composition required course and their foundation mathematics course.

Please note that you must earn a grade of C or better and maintain a grade point average of 2.5 or higher in all courses required in this 36-unit major.

**MINOR REQUIREMENTS**

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

**GENERAL ELECTIVES**

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

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

You should also be aware that you may take ADV 408 in your final two years before graduation; however, you must apply to and receive prior approval from our advertising faculty members. We reserve the right to deny approval based on our assessment of your preparation and competence. Also refer to the general requirements for all School of Communication degree plans at the beginning of this section.

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

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Take the following 36 units:
- COM 101 and 200 with grades of C or better (the 6-unit communication core)
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- COM 131 (3 units)
- JLS 130-and-131 (6-3 units)
- SC 111 (3 units)
- PHO 181 (3 units)
- ADV 411C, which meets NAU’s senior capstone requirement (3 units)

All majors must earn the grade of "C" or better in COM 101, COM 200, their freshman composition required course and their foundation mathematics course.

Please note that you must earn a grade of C or better and maintain a grade point average of 2.5 or higher in all courses required in this 36-unit major.

**MINOR REQUIREMENTS**

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

**GENERAL ELECTIVES**

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

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren’t used to meet major, minor, or liberal studies requirements.)
8. For undergraduate plans, will this requirement be a student individualized plan? ☑ no ☐ yes  
* A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor. 
If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

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

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

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

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

Updating the Advertising Plan to reflect changes in Journalism, deleted JLS 130, created COM 131 to adjust course offerings according to the Journalism Plan.

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

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

No.

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

Certifications

[Signatures and dates]

Department Chair/Unit Head (if appropriate) Date: 10.15.09
Chair of college curriculum committee Date: 10.18.09
Dean of college Date: 10.18.09

For committee use only

[Signatures and dates]

For University Curriculum Committee Date: 11-17-09

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. 

Revised 09/07
# Bachelor of Science
## Advertising
### School of Communication
#### 2010-2011 Undergraduate Catalog
## Degree Progression Plan

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>1st term</th>
<th>2nd term</th>
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<tbody>
<tr>
<td>COM 101</td>
<td>Communication Analysis 3</td>
<td>PHO 181 Communication Photography 3</td>
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<tr>
<td>COM 131</td>
<td>Writing for Communication Channels 3</td>
<td>SC 111 Fundamentals of Public Speaking 3</td>
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<td>ENG 105</td>
<td>Critical Reading /Writing (FNRQ) 4</td>
<td>MAT xxx Mathematics requirement (FNRQ) 3</td>
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<td>GE General Elective 3</td>
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<td>ADV 307 Advertising Copy and Layout 3</td>
</tr>
<tr>
<td>COM 200</td>
<td>Basic Communication Theory 3</td>
<td>JLS 131 Writing for Mass Media 3</td>
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<td>Minor Course See Catalog or Advisor 3</td>
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<tr>
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<tr>
<td>GE</td>
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<tr>
<td>ADV 310</td>
<td>Advertising Media Selection 3</td>
<td>ADV 311W Creative Advertising Strategies 3</td>
</tr>
<tr>
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<td>GE General Elective 3</td>
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<td>Total units 15</td>
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<th>Senior Year</th>
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<th>8th term</th>
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<tr>
<td>COM 400</td>
<td>Mass Communication Regulation &amp; Responsibility 3</td>
<td>ADV 411C Advertising Campaigns 3</td>
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<td>Minor Course</td>
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<td>Minor or GE See Catalog or Advisor 3</td>
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<td>LS</td>
<td>Liberal Studies 3</td>
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</tr>
<tr>
<td>Total units</td>
<td>15</td>
<td>Total units 15</td>
</tr>
</tbody>
</table>

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.

<table>
<thead>
<tr>
<th>Liberal Studies Distribution blocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHI (6 units)</td>
</tr>
</tbody>
</table>
PROGRAM INFORMATION
Be aware that some courses in your major may have prerequisites that you must complete before taking those courses. Courses for your major are offered in specific sequence and you must complete the communication core and required prerequisite courses in sequence, when they are offered to avoid being unable to enroll in a required course for which you have not completed the prerequisites. Failure to take courses in sequence may delay completion of your plan. You should also be aware that you may take ADV 408 in your final two years before graduation; however, you must apply to and receive prior approval from our advertising faculty members. We reserve the right to deny approval based on our assessment of your preparation and competence.
You must earn a grade of “C” or better in the School of Communication Core (COM 101 and COM 200), Freshman Composition (ENG 105) and Liberal Studies Mathematics Foundation Course. You must earn a “C” or better in all courses required for the Bachelor of Science in Advertising and maintain a GPA of 2.5 or better in these courses to complete this degree.

BE AWARE THAT THE FINAL RESPONSIBILITY OF SELECTING COURSES RESTS WITH YOU. IT IS YOUR FULL RESPONSIBILITY TO MEET THE REQUIREMENTS OF YOUR INTENDED DEGREE, IN THEIR PROPER SEQUENCE, SO YOU DON’T FIND YOURSELF IN YOUR SENIOR YEAR INELIGIBLE FOR GRADUATION.

GENERAL INFORMATION
- This 8-term plan is to be used in conjunction with the academic catalog and degree progress report.
- Honors students complete different requirements to meet NAU’s Liberal Studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: [http://www4.nau.edu/aio/Articulation/LScourselist.htm](http://www4.nau.edu/aio/Articulation/LScourselist.htm)
  - 6 units of diversity courses: [http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm](http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm)
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- Math placement: [http://www.ccfns.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtm](http://www.ccfns.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtm)

CONTACT INFORMATION
Office of Academic Services and Advising
School of Communication Building #16, Room 370
PHONE: 928-523-8055
EMAIL: sbs.advisor@nau.edu
### University Curriculum Committee

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

<table>
<thead>
<tr>
<th>1. College</th>
<th>Social and Behavioral Sciences</th>
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<tbody>
<tr>
<td>2. Academic</td>
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<tr>
<td>Unit/Department</td>
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<tr>
<th>3. Academic Plan Name</th>
<th>Photography BS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Effective Date</th>
<th>2010</th>
</tr>
</thead>
</table>

| 6. Is this proposal for: | ☑ New Plan | ☐ Plan Change* | ☐ Plan Deletion | ☐ New Subplan | ☐ Subplan Change | ☐ Subplan Deletion |

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

---

**Photography**

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

- at least 35 units of liberal studies requirements
- at least 48 units of major requirements
- at least 18 units of minor requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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.)

---

Photography

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

- at least 35 units of liberal studies requirements
- at least 48 units of major requirements
- at least 18 units of minor requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

You should also be aware that you may take PHO 408 in your final two years before graduation; however, you must

Revised 09/07
apply to and receive prior approval from our photography faculty members. We reserve the right to deny approval based on our assessment of your preparation and competence.

See School of Communication page for information about Admission Requirements, Communication Core, Graduation Requirements, Advising and Student Responsibilities, and Suggested 1st Year Schedule.

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

MAJOR REQUIREMENTS
Take the following 48 units:
- **COM 101** and **200** with grades of C or better (6 units)
- **JLS 130** and **SC 111** (6 units)
- **VC 251** (3 units)
- **PHO 281** or **282**, **285**, **382**, **383**, **384**, **481** or **483**, and **484** (24 units)
- one of **ADV 311W**, **JLS 331W**, **MER 300W**, **PR 372W**, **SC 300W**, or **JLS 340W**, each of which meets NAU's junior writing requirement (3 units)
- 6 units from **PHO 283**, **381**, **385**, **408** (up to 3 units), **481** and **497**; **COM 150**, **382**, **383**, **400**, and **450**; **PHY 101**; **ART 101**, **122**, **135**, and **150**; **VC 251**; **ACC 205** and **255**; **MGT 101**; **CIS 120**; **ECO 284**; **FIN 250**; **MGT 303**; **MKT 303**; and **ENG 302W**
- **PHO 488C**, which meets NAU's senior capstone requirement (3 units)

All majors must earn the grade of "C" or better in **COM 101**, **COM 200**, their freshman composition required course and their foundation mathematics course.

Be aware that you must maintain a grade point average of 2.5 or higher in all courses required for this 48-unit major to earn a degree in photography.

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

We highly recommend taking a minor from The W. A. Franke College of Business.

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

You should also be aware that you may take PHO 408 in your final two years before graduation; however, you must apply to and receive prior approval from our photography faculty members. We reserve the right to deny approval based on our assessment of your preparation and competence.

See School of Communication page for information about Admission Requirements, Communication Core, Graduation Requirements, Advising and Student Responsibilities, and Suggested 1st Year Schedule.

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

MAJOR REQUIREMENTS
Take the following 48 units:
- **9 units from** **COM 101**, **131**, and **200** with grades of C or better (6 units)
- **3 units from** **JLS 130** and **SC 111** (6 units)
- **VC 251** (3 units)
- **24 units from** **PHO 281** or **282**, **285**, **382**, **383**, **481** or **483**, and **484** (24 units)
- **3 units from** **ADV 311W**, **JLS 331W**, **MER 300W**, **PR 372W**, **SC 300W**, or **JLS 340W**, each of which meets NAU's junior writing requirement (3 units)
- 6 units from **PHO 283**, **381**, **385**, **408** (up to 3 units), **481** and **497**; **COM 150**, **382**, **383**, **400**, and **450**; **PHY 101**; **ART 101**, **122**, **135**, and **150**; **VC 251**; **ACC 205** and **255**; **MGT 101**; **CIS 120**; **ECO 284**; **FIN 250**; **MGT 303**; **MKT 303**; and **ENG 302W**
- **3 units from** **PHO 488C**, which meets NAU's senior capstone requirement (3 units)

All majors must earn the grade of "C" or better in **COM 101**, **COM 200**, their freshman composition required course and their foundation mathematics course.

Be aware that you must maintain a grade point average of 2.5 or higher in all courses required for this 48-unit major to earn a degree in photography.

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

We highly recommend taking a minor from The W. A. Franke College of Business.

GENERAL ELECTIVES
Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.
8. For undergraduate plans, will this requirement be a student individualized plan? ☐ no ☐ yes
   *A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor.
   If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student’s individual requirements for the degree audit system.

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

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

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

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

   Updating the Photography Plan to reflect changes in Journalism, one of which is the changing JLS 130 to COM 130. See Journalism Plan.

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

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

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

Certifications

[Signatures]

Date [10.15.09]

[Signatures]

Date [10-18-09]

[Signatures]

Date

For committee use only

[Signatures]

Date [11-17-09]

[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.

Revised 09/07
### Bachelor of Science
PHOTOGRAPHY
School of Communication
2010-2011 Undergraduate Catalog

### Degree Progression Plan

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<tr>
<th>Freshman Year</th>
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<tbody>
<tr>
<td>COM 101</td>
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<td>COM 131</td>
<td>Writing for Communication Channels</td>
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<tr>
<td>ENG 105</td>
<td>Critical Reading and Writing</td>
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<td>PHO 384</td>
<td>Studio Photography</td>
<td>3</td>
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<tr>
<td><em>Minor</em></td>
<td>See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td>LS</td>
<td>Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>LS</td>
<td>Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td>15</td>
<td><strong>Total units</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Year</th>
<th>7th term</th>
<th>8th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHO 484</td>
<td>Corporate and Industrial Photography</td>
<td>3</td>
</tr>
<tr>
<td><em>Minor</em></td>
<td>See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td><em>Minor</em></td>
<td>See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td>GE</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>GE</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td>15</td>
<td><strong>Total units</strong></td>
</tr>
</tbody>
</table>

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.

Liberal Studies Distribution blocks

| AHI (6 units) | SPW (6 units) | CU (6 units) | Science (7 units) | Additional 3 units to reach 33 total |
PROGRAM INFORMATION
Be aware that courses in your major may have prerequisites that you must complete before taking those courses. Courses for your major are offered in specific sequence and you must complete the School of Communication core and required prerequisite courses in sequence and when they are offered to avoid being unable to enroll in a required course for which you have not completed the prerequisites. Failure to take courses in sequence may delay completion of your plan.

You must earn a grade of “C” or better in the School of Communication Core (COM 101 and COM 200), Freshman Composition (ENG 105) and Liberal Studies Mathematics Foundation Course. You must earn a “C” or better in all courses required for the Bachelor of Science in Photography major and maintain a GPA of 2.5 or better in these courses to complete this degree.

BE AWARE THAT THE FINAL RESPONSIBILITY OF SELECTING COURSES RESTS WITH YOU. IT IS YOUR FULL RESPONSIBILITY TO MEET THE REQUIREMENTS OF YOUR COURSE OF STUDY, IN THEIR PROPER ORDER, SO YOU DON’T FIND YOURSELF IN YOUR SENIOR YEAR INELIGIBLE FOR GRADUATION.

GENERAL INFORMATION
- This 8-term plan is to be used in conjunction with the academic catalog and degree progress report.
- Honors students complete different requirements to meet NAU’s Liberal Studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: http://www4.nau.edu/aio/Articulation/LScourcelist.htm
  - 6 units of diversity courses: http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: http://www.nau.edu/comp/placement.html

CONTACT INFORMATION
Academic Services and Advising Center
School of Communication Building #16, Room 370
PHONE: 928-523-8055
EMAIL: sbs.advisor@nau.edu

October 2009
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College  Social and Behavioral Sciences

2. Academic Unit/Department School of Communication

3. Academic Plan Name BS Public Relations

4. Subplan (if applicable)?

5. Effective Date
FALL

6. Is this proposal for a:
☐ New Plan
☒ Plan Change*
☐ Plan Deletion
☐ New Subplan
☐ Subplan Change
☐ Subplan Deletion

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

7. 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.)

Public Relations
To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
- at least 35 units of liberal studies requirements Be aware that you may not use courses with a PR prefix to satisfy these liberal studies requirements.
- at least 45 units of major requirements
- at least 18 units of minor requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

You should also be aware that you may take PR 408 in your final two years before graduation; however, you must

Revised 09/07
apply to and receive prior approval from our public relations faculty members. We reserve the right to deny approval based on our assessment of your preparation and competence.

See School of Communication page for information about Admission Requirements, Communication Core, Graduation Requirements, Advising and Student Responsibilities, and Suggested 1st Year Schedule.

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

**MAJOR REQUIREMENTS**

You must take the following 45 units:

- COM 101 and 200 (the 6-unit communication core)
- JLS 130 (3 units)
- ADV 207 (3 units)
- PHO 181 or 281 (3 units)
- PR 272, 332, and 371 (9 units)
- PR 372W, which meets NAU's junior writing requirement (3 units)
- COM 400 (3 units)
- PR 471C, which meets NAU's senior capstone requirement (3 units)
- 12 units from ADV, COM, EMF, JLS, MER, PHO, PR, SC, or VC courses, chosen with your advisor's approval, including up to 3 units of individualized study courses (PR 389, 408, 485, and 497)

(Please note that you may not use courses from your minor or a dual major within these 12 units.)

All majors must earn the grade of "C" or better in COM 101, COM 200, their freshman composition required course and their foundation mathematics course.

You must earn a grade of C or better in all courses required for this public relations major and maintain a grade point average of 2.5 or greater in these courses.

**MINOR REQUIREMENTS**

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

**GENERAL ELECTIVES**

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

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

You should also be aware that you may take PR 408 in your final two years before graduation; however, you must apply to and receive prior approval from our public relations faculty members. We reserve the right to deny approval based on our assessment of your preparation and competence.

See School of Communication page for information about Admission Requirements, Communication Core, Graduation Requirements, Advising and Student Responsibilities, and Suggested 1st Year Schedule.

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

**MAJOR REQUIREMENTS**

You must take the following 45 units:

- COM 101 and 200 (the 6-unit communication core)
- JLS 130-**COM 131** (3 units)
- ADV 207 (3 units)
- PHO 181 or 281 (3 units)
- PR 272, 332, and 371 (9 units)
- PR 372W, which meets NAU's junior writing requirement (3 units)
- COM 400 (3 units)
- PR 471C, which meets NAU's senior capstone requirement (3 units)
- 12 units from ADV, COM, EMF, JLS, MER, PHO, PR, SC, or VC courses, chosen with your advisor's approval, including up to 3 units of individualized study courses (PR 389, 408, 485, and 497)

(Please note that you may not use courses from your minor or a dual major within these 12 units.)

All majors must earn the grade of "C" or better in COM 101, COM 200, their freshman composition required course and their foundation mathematics course.

You must earn a grade of C or better in all courses required for this public relations major and maintain a grade point average of 2.5 or greater in these courses.

**MINOR REQUIREMENTS**

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

**GENERAL ELECTIVES**

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

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor.
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 600-hour work experience requirement or admission to Business Major status.
If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

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

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

Updating the Public Relations Plan to reflect changes in Journalism, one of which is changing JLS 130 to COM 131.

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

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

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

Certifications

[Signatures]

Department Chair/Unit Head (if appropriate)  Date

Chair of college curriculum committee  Date

Dean of college  Date

For committee use only

[Signature]

For University Curriculum Committee  Date

Action taken:  ☑ approved as submitted  ☑ approved as modified

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

<table>
<thead>
<tr>
<th>1st term</th>
<th>2nd term</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101 Communication Analysis</td>
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</tr>
<tr>
<td>COM 131 Writing for Communication Channels</td>
<td>3</td>
</tr>
<tr>
<td>ENG 105 Critical Reading/Writing (FNRQ)</td>
<td>4</td>
</tr>
<tr>
<td>LS SCI:LAB</td>
<td>4</td>
</tr>
<tr>
<td>NAU 100 Transition to College</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>3rd term</th>
<th>4th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADV 207 Introduction to Advertising</td>
<td>3</td>
</tr>
<tr>
<td>PR elective See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td>LS Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>GE General Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>5th term</th>
<th>6th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR 332 Publication Design</td>
<td>3</td>
</tr>
<tr>
<td>PR 371 Public Relations Case Studies &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>LS Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>LS Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>LS Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>7th term</th>
<th>8th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 400 Mass Communication Regulation &amp; Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>GE General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td>GE General Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.

**Liberal Studies Distribution blocks**

<table>
<thead>
<tr>
<th>AHI (6 units)</th>
<th>SPW (6 units)</th>
<th>CU (6 units)</th>
<th>Science (7 units)</th>
<th>Additional 3 units to reach 35 total</th>
</tr>
</thead>
</table>
PROGRAM INFORMATION

Be aware that courses in your major may have prerequisites that you must complete before taking those courses. Courses for your major are offered in specific sequence and you must complete the School of Communication core and required prerequisite courses in sequence and when they are offered to avoid being unable to enroll in a required course for which you have not completed the prerequisites. Failure to take courses in sequence may delay completion of your plan and graduation.

Internships in Public Relations are highly recommended and 3 units of internship credit (PR 408) may count toward the PR electives. Additional credits of PR 408 may satisfy general electives. You must have completed 89 units of credit to be eligible to enroll in internship coursework. Consult with faculty internship coordinator early in your coursework to discuss the opportunities and requirements for internship credits.

You must earn a grade of “C” or better in the School of Communication Core (COM 101 and COM 200), Freshman Composition (ENG 105) and Liberal Studies Mathematics Foundation Course. You must earn a “C” or better in all courses required for the Bachelor of Science in Public Relations major and maintain a GPA of 2.5 or better in these courses to complete this degree.

BE AWARE THAT THE FINAL RESPONSIBILITY OF SELECTING COURSES RESTS WITH YOU. IT IS YOUR FULL RESPONSIBILITY TO MEET THE REQUIREMENTS OF YOUR INTENDED DEGREE, IN THEIR PROPER SEQUENCE, SO YOU DON’T FIND YOURSELF IN YOUR SENIOR YEAR INELIGIBLE FOR GRADUATION.

GENERAL INFORMATION

- This 8-term plan is to be used in conjunction with the academic catalog and degree progress report.
- Honors students complete different requirements to meet NAU’s Liberal Studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: http://www4.nau.edu/aio/Articulation/LScourselist.htm
  - 6 units of diversity courses: http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: http://www.nau.edu/comp/placement.html
- Math placement
  http://www.cefns.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtm

CONTACT INFORMATION

Office of Academic Services and Advising
School of Communication Building #16, Room 370
PHONE: 928-523-8055
EMAIL: sbs.advisor@nau.edu
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College

Social & Behavioral Sciences

2. Academic Unit/Department

Social Work

3. Academic Plan Name

Bachelor of Social Work (BSW)

4. Subplan (if applicable)?

5. Effective Date

FALL 2010

6. Is this proposal for a: □ New Plan X Plan Change*

□ New Subplan □ Subplan Change □ Plan Deletion

□ Subplan Deletion

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

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)

SOCIAL WORK

College of Social and Behavioral Sciences
Department of Sociology and Social Work

Raul H. Castro Social and Behavioral Sciences, Building 65, room 330
NAU, PO Box 15300, Flagstaff, AZ 86011-5300
928-523-2979

http://home.nau.edu/sociology/SocialWork.asp

Program Coordinator
Rebecca Garrison
Department Chair
Kooros M. Mahmoudi

Undergraduate Information
You may pursue the following undergraduate academic plans in NAU's Social Work Program:

SOCIAL WORK

College of Social and Behavioral Sciences
Department of Sociology and Social Work

Raul H. Castro Social and Behavioral Sciences, Building 65, room 330
NAU, PO Box 15300, Flagstaff, AZ 86011-5300
928-523-2979

http://home.nau.edu/sociology/SocialWork.asp

Program Coordinator
Rebecca Garrison
Department Chair
Kooros M. Mahmoudi

Undergraduate Information
You may pursue the following undergraduate academic plans in NAU's Social Work Program:
Social Work Program:
- bachelor of social work (extended major)
- minor in social work

Our social work program is dedicated to enhancing human life locally, statewide, and globally by promoting quality social work practice that builds on client system strengths and empowerment abilities. The practice for which we educate is geared to rural and indigenous populations of the Southwest and is focused on improving social and economic justice with at-risk populations.

Our mission is to educate generalist social workers; to promote efforts to develop and improve human services in a variety of settings; to enhance practitioners’ ability to work with diverse clients; to promote active efforts to address poverty, structural racism, and oppression; to serve professional and underserved communities by using distance-learning technologies in off-site programming; and to contribute to the development of knowledge and scholarly work reflecting rural knowledge and practice that flows from local to international contexts.

The mission of Northern Arizona University Social Work Program, grounded in the history, purpose, and values of the profession, is to educate competent generalist social workers for practice with diverse populations and multi-level social systems in local, regional and global contexts.
The generalist practice for which we educate is based on social work knowledge, values, and skills; geared to practice with rural and Indigenous populations of the Southwest; and, focused on addressing poverty, structural racism, and oppression; providing leadership in promoting human rights and social and economic justice; and service with vulnerable and underserved populations locally, regionally, and globally.

The mission of our social work program is expressed in the following goals:

- to practice as generalist social workers with knowledge, values, and skills for working with diverse client systems of various sizes in rural settings; to understand and work effectively with diverse populations, especially those indigenous to the Southwest;

- to prepare competent generalist social workers with the knowledge, values, and skills for engaging in individual, family, group, organization, and community planned change processes with diverse rural, vulnerable, and underserved populations locally, regionally, and globally;

- to promote identification with the profession, continued professional development and enhancement of knowledge, values, and skills for generalist social work practice; and

- to provide service to the community and promote social and economic justice.

NAU’s social work program is accredited by the Council on Social Work Education.

**Admission Requirements**

All students admitted to NAU may enroll in SW 220, 320W, 321, 401, 420, and 450, whether or not they have been admitted to the social work program.

If you wish to enter the professional social work degree plan, you must formally apply by completing the required application form and

- to promote identification with the profession, continued professional development and enhancement of knowledge, values, and skills for generalist social work practice; and

- to provide service to the community and promote social and economic justice.

NAU’s social work program is accredited by the Council on Social Work Education.

**Admission Requirements**

All students admitted to NAU may enroll in SW 220, 320W, 321, 370, 401, 420, and 450, whether or not they have been admitted to the social work program.

If you wish to enter the professional social work degree plan, you must formally apply by completing the required application form and
form and submitting it with copies of your transcripts, a personal statement, and two letters of recommendation.

You may request an application for admission to the BSW degree plan from the Social Work Program at the above address. We accept applications each term; please contact us for application deadlines.

To be eligible to apply to the BSW degree plan, you must have:
- at least 24 units, including SW 220, with a grade of B or better and a minimum grade point average of 2.25 or permission of the admission committee

Whether you are an NAU student or a transfer student wishing to apply to the BSW degree plan, we encourage you to contact a social work advisor as early in your college career as possible.

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

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an SW prefix to satisfy these liberal studies requirements. Contact the Social Work program for information about liberal studies courses that are specific to this major.
- at least 75 units of major requirements
- elective courses, if needed, to

submitting it with copies of your transcripts, a personal statement, and two letters of recommendation.

You may request an application for admission to the BSW degree plan from the Social Work Program at the above address. You may request an application for admission to the BSW degree plan from the Social Work Program at the above address or find the application online at http://home.nau.edu/sociology/BSWApp ly.asp. We accept applications each term; please contact us access the online site for application deadlines.

To be eligible to apply to the BSW degree plan, you must have:
- at least 24 units, including SW 220, with a grade of B or better and a minimum grade point average of 2.25 or permission of the admission committee

Whether you are an NAU student or a transfer student wishing to apply to the BSW degree plan, we encourage you to contact a social work advisor as early in your college career as possible.

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

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an SW prefix to satisfy these liberal studies requirements. Contact the Social Work program for information about liberal studies courses that are specific to this major.
- at least 75 units of major requirements
- elective courses, if needed, to
reach an overall total of at least 120 units

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

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

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

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

Major Requirements
You must complete at least the following 75 units for the social work major.

Professional Core
These 60 units include:
- introduction to social work: SW 220 (3 units)
- research sequence: SOC 365 or PSY 230 plus SW 355 (6-7 units)
- policy sequence: SW 320W, which meets the junior writing requirement, and SW 420 (6 units)
- human behavior and the social environment sequence: PSY 240 plus SW 427 (6 units)
- information technology literacy: CIS 120 plus SW 370 (6 units)
- generalist practice sequence: SW 321, 422, and 423 (9 units)
- crisis intervention: SW 401 (3 units)
- contemporary topics in social work: SW 450 (6 units)

an overall total of at least 120 units

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

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

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

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

Major Requirements
You must complete at least the following 75 units for the social work major.

Professional Core
These 60-61 units include:
- introduction to social work: SW 220 (3 units)
- research sequence: SOC 365 or PSY 230 plus SW 355 (6-7 units)
- policy sequence: SW 320W, which meets the junior writing requirement, and SW 420 (6 units)
- human behavior and the social environment sequence: PSY 240, plus SW 427 (6 units)
- information technology literacy: CIS 120 plus SW 370 (6 units)
- generalist practice sequence: SW 321, 422, and 423 (9 units)
- crisis intervention: SW 401 (3 units)
- contemporary topics in social work: SW 450 topics (6 units) (SW 450 must be repeated for
450 topics (6 units) (SW 450 must be repeated for at least 6 units of credit with different content. SW 418 fulfills one of the required SW 450 topics courses.)
field education: SW 408 (12 units)
senior seminar: SW 498C, which meets the senior capstone requirement (3 units)
Please note that we allow only one grade of D in the professional core courses.

Behavioral Science Cognates
For these 15 units, you take one course each in the following areas: (You may choose other cognate courses with a social work advisor approval.)
ethnicity: one of SOC 215, SOC 360, or ES 300 (3 units)
gender: one of HIS 295, POS 355, SOC 204, CCJ 360, PSY 491, or any WGS course (3 units)
human biology: one of BIO 310, BIO 372, or HP 300 (3 units)
Indigenous populations of the Southwest: one of SOC 315, ANT 306, ES 160, or HIS 396 (3 units)
social and economic justice: one of ECO 285 or SOC 353 (3 units)
Please note that your advisor's approval is necessary for any courses not listed above.

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

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

Click here for more information about Social Work undergraduate courses, graduate courses, and faculty.

at least 6 units of credit with different content. SW 418 fulfills one of the required SW 450 topics courses.)
• field education: SW 408 (12 units)
• senior seminar: SW 498C, which meets the senior capstone requirement (3 units)

Only one grade of D in the professional core courses is permitted. Please note that we allow only one grade of D in the professional core courses.

Behavioral Science Cognates
For these 15 units, you take one course each in the following areas: (You may choose other cognate courses with a social work advisor approval.)
• ethnicity: one of SOC 215, SOC 360, or ES 300 (3 units)
• gender: one of HIS 295, POS 355, SOC 204, CCJ 360, PSY 491, or any WGS course (3 units)
• human biology: one of BIO 310, BIO 372, or HP 300 (3 units)
• Indigenous populations of the Southwest: one of SOC 315, ANT 306, ES 160, or HIS 396 (3 units)
• social and economic justice: one of ECO 285 or SOC 353 (3 units)
Please note that your advisor's approval is necessary for any courses not listed above.

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

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

Click here for more information about Social Work undergraduate courses, graduate courses, and faculty.
8. For undergraduate plans, will this requirement be a student individualized plan?  X no □ yes

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

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

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

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

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

10. Please list the Learning Outcomes of the Plan/Subplan

In compliance with the expectations of our accrediting organization (CSWE) to operationalize and measure professional knowledge, value, and skill learning in the form of competencies, the Social Work Program Goals and outcome competencies for each Goal are as follows:

Goal I. To prepare competent generalist social workers with the knowledge, values, and skills for engaging in individual, family, group, organization, and community planned change processes with diverse rural, vulnerable, disenfranchised, and underserved populations locally, regionally, and globally.

Competencies:
1. apply critical thinking to inform and communicate professional judgments (EP 2.1.3);
2. apply social work ethical principles to guide professional practice (EP 2.1.2);
3. respond to contexts that shape practice (EP 2.1.9);
4. engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EP 2.1.10 a - d);
5. apply ecosystems and strengths perspectives in practice across client systems;
6. apply knowledge of the biological-psychological-social-cultural-spiritual components of human behavior and the social environment (EP 2.1.7);
7. differentially apply engagement, assessment, intervention, and evaluation skills and strategies in practice with diverse rural, vulnerable, disenfranchised, and underserved populations (EP 2.1.4);
8. advance human rights and social and economic justice (EP 2.1.5);
9. engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8);
10. employ scientific inquiry and research to inform and evaluate the effectiveness of practice (EP 2.1.6); and
11. utilize the various forms of information technology for effective agency functioning and professional practice.

Goal II. To promote identification with the profession, continued professional development, and development of knowledge and skills for generalist social work practice.

Competencies:
1. identify and articulate the evolution of social welfare as an institution and social work as a profession and their current structures and issues (EP 2.1.1);
2. question and evaluate their own needs, values, strengths, and challenges, and how these affect their professional identity and use of self in practice (EP 2.1.1); and
3. question and evaluate their professional performance and take responsibility for continuing educational and career development (EP 2.1.1).

Goal III: To provide service to the community and promote social and economic justice.
Social work program faculty, students, and graduates will:
1. advocate for social change to advance social and economic justice and access to services of social work for all people, with a focus on populations experiencing and vulnerable to discrimination and oppression (EP 2.1.1 & 2.1.5), and
2. participate in community service activities and processes.

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

The NAU Social Work Program is accredited as a professional degree awarding program by the Council on Social Work Education (CSWE) Commission on Accreditation (COA). Currently, we are engaged in the self-study process in preparation for an accreditation site visit between November 2010 – February 2011 and for review by the Commission at their June 2011 meeting. In June 2008, the CSWE COA made major revisions to the educational standards by which programs are evaluated for reaffirmation of accreditation. The proposed curriculum Program Plan changes reflect realignment to strengthen our program in compliance with our definition of generalist social work, program integrating themes, and the new CSWE EPAS standards.

Our mission and goals revisions address the requirement to link the program to the purpose and values of the social work profession and the program’s context. The goal statements have been condensed from 4 to 3 goals. The revised goal 1 reflects an integration of practice knowledge, values, and skills with competencies for working with diverse populations. This integration more clearly reflects the social work curriculum as content regarding diversity is infused throughout all social work courses.

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

Not required.

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

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

YES

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

10-18-09

For Committee use only

For University Curriculum Committee/Date

Action taken: □ approved as submitted □ approved as modified
# Bachelor of Social Work

## Social Work

2010-2011 Undergraduate Catalog

## Degree Progression Plan

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st term</strong></td>
<td><strong>2nd term</strong></td>
</tr>
<tr>
<td>SW 220</td>
<td>SW Cognate</td>
</tr>
<tr>
<td>Introduction to Social Work</td>
<td>See Catalog or Advisor</td>
</tr>
<tr>
<td><strong>MAT 114 or ENG 105</strong></td>
<td><strong>MAT 114 or ENG 105</strong></td>
</tr>
<tr>
<td>Quantitative Reasoning or (FNRQ)</td>
<td>Quantitative Reasoning or (FNRQ)</td>
</tr>
<tr>
<td>Critical Reading/Writing (FNRQ)</td>
<td>Critical Reading/Writing (FNRQ)</td>
</tr>
<tr>
<td><strong>LS</strong></td>
<td><strong>LS</strong></td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>Liberal Studies (SCI:LAB)</td>
</tr>
<tr>
<td><strong>PSY 101</strong></td>
<td><strong>LS</strong></td>
</tr>
<tr>
<td>Introduction to Psychology (SPW)</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td><strong>NAU 100</strong></td>
<td><strong>GE</strong></td>
</tr>
<tr>
<td>Transition to College</td>
<td>General Elective</td>
</tr>
<tr>
<td><strong>GE</strong></td>
<td><strong>GE</strong></td>
</tr>
<tr>
<td>General Elective</td>
<td>General Elective</td>
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<td>Total units: 15-16</td>
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<th>Sophomore Year</th>
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<tr>
<td><strong>3rd term</strong></td>
<td><strong>4th term</strong></td>
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<tr>
<td>PSY 240</td>
<td>PSY 230</td>
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<tr>
<td>Major Requirement (SPW)</td>
<td>Developmental Psychology</td>
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<td><strong>LS</strong></td>
<td><strong>LS</strong></td>
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<td>See Catalog or Advisor</td>
<td>See Catalog or Advisor</td>
</tr>
<tr>
<td><strong>SW Cognate</strong></td>
<td><strong>LS</strong></td>
</tr>
<tr>
<td>See Catalog or Advisor</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td><strong>LS</strong></td>
<td><strong>CIS 120</strong></td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>Intro to Computer Info Systems (SAS)</td>
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<tr>
<td><strong>GE</strong></td>
<td><strong>GE</strong></td>
</tr>
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<td>General Elective</td>
<td>General Elective</td>
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<td>Total units: 15</td>
<td>Total units: 15</td>
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<th>Junior Year</th>
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<tr>
<td><strong>5th term</strong></td>
<td><strong>6th term</strong></td>
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<tr>
<td>SW 401</td>
<td>SW 408</td>
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<td>Crisis Intervention Methods</td>
<td>Field Placement</td>
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<tr>
<td><strong>SW Cognate</strong></td>
<td>SW 320W</td>
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<tr>
<td>See Catalog or Advisor</td>
<td>Social Policy and Legislation</td>
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<tr>
<td><strong>SOC 365 or PSY 230</strong></td>
<td>SW 321</td>
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<tr>
<td>Social Statistics or Psychology Statistics</td>
<td>Generalist Practice I</td>
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<tr>
<td><strong>SW Cognate</strong></td>
<td>SW 450</td>
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<td>See Catalog or Advisor</td>
<td>Topics in SW (may take twice with different topic, May take SW 418)</td>
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<tr>
<td><strong>GE</strong></td>
<td>SW 355</td>
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<td>General Elective</td>
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<th>Senior Year</th>
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<td><strong>7th term</strong></td>
<td><strong>8th term</strong></td>
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<td>SW 422</td>
<td>SW 420</td>
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<tr>
<td>Generalist Practice II</td>
<td>Welfare Policy Analysis and Planning</td>
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<tr>
<td>SW 423</td>
<td>SW 498C</td>
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<tr>
<td>Generalist Practice III</td>
<td>Senior Seminar</td>
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<td>SW 427</td>
<td>SW 450</td>
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<tr>
<td>Social Work Assessment</td>
<td>Topics in SW (may take twice with different topic, may take SW 418)</td>
</tr>
<tr>
<td>SW 408</td>
<td>SW 408</td>
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<tr>
<td>Field Placement</td>
<td>Field Placement</td>
</tr>
<tr>
<td>Total units: 15</td>
<td>Total units: 15</td>
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</table>

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.

Liberal Studies Distribution blocks

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<thead>
<tr>
<th>Block</th>
<th>Units</th>
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<tbody>
<tr>
<td>AHI (6 units)</td>
<td>SPW (6 units)</td>
</tr>
<tr>
<td>CU (6 units)</td>
<td>Science (7 units)</td>
</tr>
<tr>
<td>Additional 3 units to reach 35 total</td>
<td></td>
</tr>
</tbody>
</table>
PROGRAM INFORMATION
You must apply to the Social Work Program to earn a BSW in Social Work. Please contact the Department of Sociology and Social Work for application materials. The contact information is noted below.

It is strongly suggested that you consult with your Social Work faculty each semester in choosing appropriate courses. Some required courses for this degree may be used to meet additional requirements for your degree. Consult with your faculty advisor to determine which courses are eligible. You are required to complete 12 units of Field Placement (SW 408) to complete this degree. Please consult your Social Work faculty advisor for details and planning.

*Only one grade of “D” is allowed in the professional core courses. See catalog for a complete list of the professional core courses for the Bachelor of Social Work degree.*

GENERAL INFORMATION
- This 8-term plan is to be used in conjunction with the academic catalog and degree progress report.
- Honors students complete different requirements to meet NAU’s Liberal Studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: [http://www4.nau.edu/aio/Articulation/LScourselist.htm](http://www4.nau.edu/aio/Articulation/LScourselist.htm)
  - 6 units of diversity courses [http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm](http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm)
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- Math placement [http://www.cenfs.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml](http://www.cenfs.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml)

CONTACT INFORMATION
Office of Academic Services and Advising
Social and Behavioral Sciences West Building (Bldg. 70) Room 114
PHONE: 928-523-6540 FAX: 928-523-7185
EMAIL: sbs.advisor@nau.edu

Department of Sociology and Social Work
Social and Behavioral Sciences Building (Bldg. 65) Room 330
PHONE: 928-523-2979 FAX: 928-523-6777
Department Chair: Dr. Kooros Mahmoudi
Phone: 523-4521 EMAIL: Kooros.Mahmoudi@nau.edu
Director of Social Work: Dr. Rebecca Garrison EMAIL: Rebecca.Garrison@nau.edu
Phone: 523-9588

October 2009
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College
Social & Behavioral Sciences

2. Academic Unit/Department
Social Work

3. Academic Plan Name
Social Work Minor

4. Subplan (if applicable)?

5. Effective Date
FALL 2010

6. Is this proposal for a:
☐ New Plan
X☐ Plan Change*
☐ New Subplan
☐ Subplan Change
☐ Plan Deletion
☐ Subplan Deletion

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

7. 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

Social Work Minor
To complete a social work minor, you must take the following 18 units:

SW 220 (3 units)
15 units from SW 320W, 321, 401, 420, and 450 (SW 450 can be repeated with different content; SW 418 may be taken as a substitution for one SW 450 topics course.)

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

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.)

Social Work Minor
To complete a social work minor, you must take the following 18 units:

SW 220 (3 units)
15 units from SW 320W, 321, 370, 401, 420, and 450 (SW 450 can be repeated with different content; SW 418 may be taken as a substitution for one SW 450 topics course.)

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

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

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

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

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

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

Revised 09/07
If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

10. Please list the Learning Outcomes of the Plan/Subplan.

Goals and competencies for the social work program are as follows:

Goal I. To prepare competent generalist social workers with the knowledge, values, and skills for engaging in individual, family, group, organization, and community planned change processes with diverse rural, vulnerable, disenfranchised, and underserved populations locally, regionally, and globally.

Competencies:
1. apply critical thinking to inform and communicate professional judgments (EP 2.1.3);
2. apply social work ethical principles to guide professional practice (EP 2.1.2);
3. respond to contexts that shape practice (EP 2.1.9)
4. engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EP 2.1.10 a - d);
5. apply ecosystems and strengths perspectives in practice across client systems;
6. apply knowledge of the biological-psychological-social-cultural-spiritual components of human behavior and the social environment (EP 2.1.7);
7. differentially apply engagement, assessment, intervention, and evaluation skills and strategies in practice with diverse rural, vulnerable, disenfranchised, and underserved populations (EP 2.1.4);
8. advance human rights and social and economic justice (EP 2.1.5);
9. engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8);
10. employ scientific inquiry and research to inform and evaluate the effectiveness of practice (EP 2.1.6); and
11. utilize the various forms of information technology for effective agency functioning and professional practice.

Goal II. To promote identification with the profession, continued professional development, and development of knowledge and skills for generalist social work practice.

Competencies:
1. identify and articulate the evolution of social welfare as an institution and social work as a profession and their current structures and issues (EP 2.1.1);
2. question and evaluate their own needs, values, strengths, and challenges, and how these affect their professional identity and use of self in practice (EP 2.1.1); and
3. question and evaluate their professional performance and take responsibility for continuing educational and career development (EP 2.1.1).

Goal III: To provide service to the community and promote social and economic justice.

Social work program faculty, students, and graduates will:
1. advocate for social change to advance social and economic justice and access to services of social work for all people, with a focus on populations experiencing and vulnerable to discrimination and oppression (EP 2.1.1 & 2.1.5), and
2. participate in community service activities and processes.

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

Adding SW 370 to increase student options in fulfilling minor requirements.

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

None needed

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

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

no

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

yes

Revised 09/07
Certifications

[Signature]

Department Chair/ Unit Head (if appropriate) 9/8/09

Chair of college curriculum committee

[Signature] 10/18/09

Dean of college

For committee use only

[Signature] 11/17/09

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.
<table>
<thead>
<tr>
<th>1. College</th>
<th>Social &amp; Behavioral Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>School of Communication</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>BS Photography Minor</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
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</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
</tr>
<tr>
<td>6. Is this proposal for a:</td>
<td>□ New Plan</td>
</tr>
<tr>
<td></td>
<td>X Plan Change</td>
</tr>
<tr>
<td></td>
<td>□ New Subplan</td>
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<td></td>
<td>Subplan Change</td>
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<td></td>
<td>□ Plan Deletion</td>
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<td></td>
<td>□ Subplan Deletion</td>
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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: [link](http://www4.nav.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 21 units:

- PHO 181, or 281, 282, 283, 285, JLS 130, SC 111 (18 units)
- 3 units from COM 382, EMF 321, 322, PR 332, ARH 257

You must maintain a grade point average of at least 2.5 for all courses required in this minor. Be aware that you may not enroll in 300- or 400-level courses in photography or graduate with a minor in photography if you don’t maintain this standard.

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

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 21 units:

- PHO 181, or 281, 282, 283, 285, JLS 130, **COM 131, EMF 321, SC 111** (18 units)
- 3 units from COM 382, EMF 321, 322, PHO **284, PR 332, ARH 257**

You must maintain a grade point average of at least 2.5 for all courses required in this minor. Be aware that you may not enroll in 300- or 400-level courses in photography or graduate with a minor in photography if you don’t maintain this standard.

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

You must maintain a grade point average of at least 2.5 for all courses required in this minor. Be aware that you may not enroll in 300- or 400-level courses in photography or graduate with a minor in photography if you don’t maintain this standard.

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

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

   The change in course options will better prepare students for changes in photographic technology and entry into the digital photography professional field.

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

   n/a

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

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

   no

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

   yes

Certifications

[Signature]
Department Chair/ Unit Head (if appropriate) 10.1.09

[Signature]
Chair of college curriculum committee Date

[Signature]
Dean of college 10-18-09

For committee use only

[Signature] 11-17-09

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
   Social and Behavioral Sciences

2. Academic Unit/Department
   School of Communication

3. Academic Plan Name
   Minor News Editorial

4. Subplan (if applicable)?

5. Effective Date
   FALL 2010

6. Is this proposal for a:
   [ ] New Plan
   [ ] Plan Change*
   [x] 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/aic/AcademicCatalog/academiccatalogs.htm)
   Be sure you include all catalog text that pertains to this plan change.

Minor News Editorial

To complete this minor, you take the following 24 units:

- JLS 130, 131, 231, 232, 330, 331W, and 431C (21 units)
- PHO 281 (3 units)

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

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.)

Minor News Editorial

To complete this minor, you take the following 24 units:

- JLS 130, 131, 231, 232, 330, 331W, and 431C (21 units)

- PHO 281 (3 units)

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

Revised 09/07
8. For undergraduate plans, will this requirement be a student individualized plan*? ✗ no ☐ yes
   *A Student Individualized Plan is a 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.

Deleting the “News Editorial” minor and replacing with a Journalism minor that reflects changes in the new Journalism Plan.

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

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU? Minor Plan change to reflect course changes in Major Plan.
   If so, attach supporting documentation from the affected departments/units and college dean.
   Yes, paperwork attached.

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

Certifications

[Signatures and dates]

For committee use only

[Signature] 11-17-09

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.

Revised 09/07
1. Is this course a Diversity or Liberal Studies Course? Liberal Studies ☐ Diversity ☐ Both ☐


3. College Health & Human Services

4. Academic Unit/Department Health Sciences

5. Current course subject/catalog number HS 200

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

| HS 200 HEALTH PRINCIPLES  (3) Physical, mental, and social health as it relates to the individual. |

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

| HS 200 HEALTHY LIFESTYLES  (3) Physical, mental, and social health as it relates to the individual. |

7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes ☒ No ☐
   If yes, explain and provide supporting documentation from the affected departments. This is an approved first year experience course - the change in course title will not have any negative impact on students.

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

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

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

   If revised, how should it be revised? Change course title only

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

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<tr>
<td>Current Cross List with</td>
<td>Proposed Cross List with</td>
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</table>

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

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

Course title has been changed to more clearly reflect the course content.

10. **Approvals**

   Department Chair/Unit Head (if appropriate)/ Date
   
   Lyndall Bayle 10/8/09

   Chair of college curriculum committee/Date
   
   10/8/09

   Dean of college/Date
   
   10/8/09

   **For Committee use only**
   
   Ben Bill 11-17-09

   For University Curriculum Committee/Date

   Action taken: □ approved as submitted □ approved as modified

Revised 8/08
University Curriculum Committee
Proposal for Course Change

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


3. College  Health & Human Services
4. Academic Unit/Department  Health Sciences

5. Current course subject/catalog number  HS 205

6. Current catalog title, course description and units.  (Cut and paste from current on-line academic catalog)
   HS 205 FOUNDATIONS OF COMMUNITY HEALTH
   A knowledge-based approach to the various concepts, health topics, principles, and practices in the field of health education.

   Show the proposed changes in this column.  Please BOLD the changes, to differentiate from what is not changing.
   HS 205 FOUNDATIONS OF PUBLIC HEALTH
   A knowledge-based approach to the various concepts, health topics, principles, and practices in the field of public health.

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

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

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

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

   If revised, how should it be revised?  ☐

Revised 8/08
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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 | Diversity |

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. Degree plan changes are designed to meet workplace demand within the broad area of Public Health.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date 10/7/09

Chair of college curriculum committee/Date 10/8/09

Dean of college/Date 10/8/09

For Committee use only 11-12-09

For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

Revised 8/08
1. Is this course a Diversity or Liberal Studies Course?  
Liberal Studies □  Diversity □  Both □

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

3. College  Health & Human Services  
4. Academic Unit/Department  Health Sciences

5. Current course subject/catalog number  HS 303

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

<table>
<thead>
<tr>
<th>HS 303 EXERCISE SCIENCE FOR HEALTH PROMOTION  (4)</th>
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<tbody>
<tr>
<td>Applies topics in anatomical kinesiology and exercise physiology to health-promotion settings, including schools and community. 3 hrs. lecture, 2 hrs. lab. Letter grade only. Course fee required. &quot;Prerequisite: (HP 200 or HS 200 with a grade greater than or equal to B) and (BIO 201 and BIO 202 with grades greater than or equal to C) and 3 units of NTS-Nutrition Science coursework&quot;</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>HS 303 EXERCISE SCIENCE FOR HEALTH PROMOTION  (4)</th>
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<tr>
<td>Applies topics in anatomical kinesiology and exercise physiology to health-promotion settings, including schools and community. 3 hrs. lecture, 2 hrs. lab. Letter grade only. <strong>HS 200 with a grade greater than or equal to B and BIO 201 with grade greater than or equal to C</strong></td>
</tr>
</tbody>
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7. Is this course required or an elective in any other plan (major, minor, certificate)?  
Yes ☑  No □  
If yes, explain and provide supporting documentation from the affected departments.

BSED in Secondary Education: Physical Education - plan and course change forms are included.

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

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

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

If revised, how should it be revised?  

Revised 8/08
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<td>Current Prerequisite HS 200 or HS 200 with a grade greater than or equal to B and B101 with grade greater than or equal to C and 3 units of NTS-Nutrition Science coursework</td>
<td>Proposed Prerequisite HS 200 with a grade greater than or equal to B and B101 with grade greater than or equal to C</td>
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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 [ ]  Diversity [ ]

---

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

Degree plan changes are designed to meet workplace demand within the broad area of Public Health. Reflects a change in prerequisites to meet program requirements in both secondary education: physical education and Health Sciences: Public Health plans. Prerequisite changes are being made to facilitate student progress through the program.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date  10/8/09

Chair of college curriculum committee/ Date  10/8/09

Dean of college/ Date  10/8/09

For Committee use only  11-17-09

For University Curriculum Committee/ Date  8/08
Action taken:  ✓ approved as submitted approved as modified
1. Is this course a Diversity or Liberal Studies Course? Liberal Studies □ Diversity □ Both □


3. College Health & Human Services

4. Academic Unit/Department Health Sciences

5. Current course subject/catalog number HS 305W

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

HS 305W THEORIES OF HEALTH BEHAVIORS

Study of behavioral change theories and their applications to health-education intervention strategies and practices. This course fulfills NAU's junior-level writing requirement. Letter grade only. Prerequisite: (ENG 105 or HON 190 or HON 191 with a grade >= B) and (HS 200 with grade >= B) and (HS 300 with grade >= C) and (Health Sci-Comm Hlth Milestone or Health Science plan) JWRT

7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes □ No □ If yes, explain and provide supporting documentation from the affected departments. Change affects the proposed physical education degree plan. Course and program change forms are included within this proposal packet.

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

Is the course a Common Course as defined by your Articulation Task Force? Yes □ No □ If yes, has the change been approved by the Articulation Task Force? Yes □ No □ If this course has been listed in the Course Equivalency Guide, should that listing be left as is □ or be revised □

If revised, how should it be revised? ___

Revised 8/08
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<td>HS 200 with grade of B or better and HS 300 as prerequisite or co-requisite</td>
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9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

The junior level writing requirement is being removed to allow course activities and student learning outcomes to address health related theories in greater depth. The department junior level writing requirement is being moved to another course (HS 390W).

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Kyrndall Boye 10/7/09

Chair of college curriculum committee/Date

10/8/09

Dean of college/Date

10/8/09

For Committee use only

11-17-09

For University Curriculum Committee/Date

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

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

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

3. College  Health & Human Services  
4. Academic Unit/Department  Health Sciences

5. Current course subject/catalog number  
   **HS 306**

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

   **HS 306 METHODS FOR COMMUNITY HEALTH PROMOTION (3)**  
   A skills-based approach to the various methods and strategies required to conduct comprehensive health promotion programs. Prerequisite: (HP 200 or HS 200 with a grade of B or better) and (HS 205 with a grade of C or better) and (HP 300 or HS 300 with a grade of C or better) and Community Health Milestone completed

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

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

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

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

   If revised, how should it be revised?  

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<td>HS 200 with a grade of B or better and HS 205 with a grade of C or better</td>
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9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.
Degree plan changes are designed to meet workplace demand within the broad area of Public Health. Change in prerequisites will allow flexibility in course scheduling and facilitate student progress through the curriculum.

10. Approvals

[Signatures and dates]
Department Chair/Unit Head (if appropriate)/ Date 10/7/09
Chair of college curriculum committee/Date 10/8/09
Dean of college/Date 10/8/09

For Committee use only

[Signature]
For University Curriculum Committee/Date 11-17-09

Action taken: approved as submitted  approved as modified

Revised 8/08
University Curriculum Committee
Proposal for Course Change

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

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

3. College  Health & Human Services  
4. Academic Unit/Department  Health Sciences

5. Current course subject/catalog number  HS 307

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog)  
   HS 307 HEALTH PROMOTION: PLANNING AND EVALUATION  (3)  
   Concepts of community health-promotion program planning, design, and evaluation.  
   Letter grade only. Prerequisite: (HS 300 with grade >= C) and (HS 305W with a grade >= C) and (HS 306 with a grade > C) and (Health Sci-Comm Hlth Milestone or Health Science plan)

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

   HS 403 PLANNING, IMPLEMENTING AND EVALUATING HEALTH PROMOTION PROGRAMS (PLAN, IMP & EVAL HP PROGRAMS)
   Concepts of health promotion program planning, implementing and evaluating. Letter grade only. HS 305 with a grade of C or better and HS 306 with a grade of C or better AND (Public Health Milestone OR Minor in Health Education OR Health Sciences: Allied Health OR BAS HS plan)

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

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

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

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

   If revised, how should it be revised?  

Revised 8/08
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<td>Current Prerequisite (HS 300 with grade &gt;= C) and (HS 305W with a grade &gt;= C) and (HS 306 with a grade &gt; C) and (Health Sci-Comm Hlth Milestone or Health Science plan)</td>
<td>Proposed Prerequisite HS 305 with a grade of C or better and HS 306 with a grade of C or better AND (Public Health Milestone OR Minor in Health Education OR Health Sciences: Allied Health OR BAS HS plan)</td>
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9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. Degree plan changes are designed to meet workplace demand within the broad area of Public Health. The changes are necessary to refine the Public Health program goals. This change in course number will provide for more efficient advising and allow course content to be appropriate for senior level students.

10. Approvals

Department Chair/Unit Head (if appropriate)/Date 10/7/09

Chair of college curriculum committee/Date 10/8/09

Dean of college/Date 10/8/09

For Committee use only
Action taken: √ approved as submitted approved as modified
University Curriculum Committee
Proposal for Course Change

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


3. College Health & Human Services 4. Academic Unit/Department Health Sciences

5. Current course subject/catalog number HS 350

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

HS 350 SUBSTANCE ABUSE PREVENTION (3)
Examines scientific data on the effects of alcohol, tobacco, and other drugs on the individual and society; focuses on effective prevention strategies. Letter grade only. Prerequisite: (HP 200 or HS 200 with grade greater than or equal to B) or (HP 300 or HS 300 with grade greater than or equal to C) and (Health Sci-Comm Hlth Milestone or Health Science plan)

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

HS 250 PREVENTION CONCEPTS FOR RISKY HEALTH BEHAVIORS (3)
Explores prevention concepts related to alcohol, tobacco, and other drugs; injury; risky sexual behaviors. Letter grade only. Prerequisite: (HP 200 or HS 200 with grade greater than or equal to B) or (HP 300 or HS 300 with grade greater than or equal to C) and (Health Sci-Comm Hlth Milestone or Health Science-plan)

7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes ☒ No ☐
If yes, explain and provide supporting documentation from the affected departments. The minor in community health education requires this course. Supporting documentation is included.

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

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

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

If revised, how should it be revised? _____

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

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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 □ Diversity □

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

Degree plan changes are designed to meet workplace demand within the broad area of Public Health. The changes are necessary to refine the Public Health program goals. The change in course number will provide for more efficient advising and course objectives within program outcomes and allow content at the appropriate level.

10. Approvals

Department Chair/Unit Head (if appropriate)/Date: ____________________________ 10/7/09

Chair of college curriculum committee/Date: ____________________________ 10/8/09

Dean of college/Date: ____________________________ 10/8/09

For Committee use only: ____________________________ 11-17-09

For University Curriculum Committee/Date: ____________________________ approved as submitted

Revised 8/08
1. Is this course a Diversity or Liberal Studies Course?  

Liberal Studies □  Diversity □  Both □

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

Fall 2010

3. College  Health & Human Services  4. Academic Unit/Department  Health Sciences

5. Current course subject/catalog number  HS 408c

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

HS 408C FIELDWORK EXPERIENCE
Supervised fieldwork experience in a professional community health-promotion setting. Requires 45 hours for each credit earned. Application for fieldwork approved by the department at least three months before starting the fieldwork. May be repeated for a maximum of 12 units. Pass-fail only. Course fee required. Prerequisite: Health Sci-Comm Hlth Milestone CAP

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

HS 408C FIELDWORK EXPERIENCE
Supervised fieldwork experience in a professional health setting. May be repeated for a maximum of 9 units. Pass-fail only. Course fee required. Prerequisite: (Public Health Milestone OR Health Sciences: Allied Health OR BAS HS plan) AND instructor consent

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

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

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

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

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

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

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

If revised, how should it be revised? ____

Revised 8/08
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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 [ ] Diversity [ ]

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.
The structure of this capstone experience has been modified to allow for the application of program goals/outcomes in a senior level experience for multiple degree programs.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Lynne Boyle 10/8/09

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

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

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

3. College  Health & Human Services  4. Academic Unit/Department  Health Sciences

5. Current course subject/catalog number  
   HS 413

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog)  
   /www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm.  
   
   HS 413 Environmental Health  
   Studies environmental health issues and interventions to modify the environment to improve human health. Letter grade only.  
   Prerequisite: (HP 200 or HS 200 with grade greater than or equal to B)  
   or (HP 300 or HS 300 with grade greater than or equal to C)

   Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.
   
   HS 313 Environmental Health
   Studies environmental health issues and interventions to modify the environment to improve human health. Letter grade only.  
   Prerequisite: (HP 200 or HS 200 with grade greater than or equal to B)  
   or (HP 300 or HS 300 with grade greater than or equal to C)

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

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

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

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

   If revised, how should it be revised?  

Revised 8/08
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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 ☐ Diversity ☐

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

Degree plan changes are designed to meet workplace demand within the broad area of Public Health. The changes are necessary to refine the Public Health program goals. The change in course number will provide for more efficient advising.

10. Approvals

Department Chair/Unit Head (if appropriate)/Date

[Signature] 10/7/09

Chair of college curriculum committee/Date

[Signature] 10/8/09

Dean of college/Date

[Signature] 10/8/09

For Committee use only

[Signature] 11-12-09

For University Curriculum Committee/Date

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


3. College Health & Human Services 4. Academic Unit/Department Health Sciences

5. Current course subject/catalog number HS 455

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

HS 455 ORGANIZATION OF COORDINATED SCHOOL HEALTH PROGRAMS

Organization and administration of components of a coordinated school health program in K-12 schools. Prerequisite: (IHP 200 or HS 200) and (HP 300 or HS 300) and (HP 350 or HS 350) with grades greater than or equal to C

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

HS 402 ORGANIZATION OF COORDINATED SCHOOL HEALTH PROGRAMS

Organization and administration of components of a coordinated school health program in K-12 schools. Prerequisite: Health Sciences: Public Health Milestone OR Health Sciences: Minor in Health Education OR Health Sciences: Allied Health

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

If yes, explain and provide supporting documentation from the affected departments. Change affects the proposed physical education degree plan. Course and program change forms are included within this proposal packet.
The minor in community health education requires this course. Supporting documentation is included.

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

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

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

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

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

If revised, how should it be revised? _____

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Revised 8/08
1. Is this course a Diversity or Liberal Studies Course?  
   Liberal Studies □  Diversity □  Both □

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

3. College  Health & Human Services  
4. Academic Unit/Department  Health Sciences

5. Current course subject/catalog number  
   HS 490

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog  
   /www4.nau.edu/aic/AcademicCatalog/academiccatalogs.htm).  
   HS 490 Current Health Problems  
   In-depth study of selected contemporary health problems; examines contributing social, psychological, physical, legal, and cultural factors. Letter grade only.  
   Prerequisite: (HP 200 or HS 200 with grade greater than or equal to B) or (HP 300 or HS 300 with grade greater than or equal to C) and (Health Sci-Comm Hlth Milestone or Health Science plan)  
   Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.  
   HS 390W – Current Health Issues  
   In-depth study of selected contemporary health issues; examines contributing social, psychological, physical, legal, and cultural factors. This course fulfills NAU's junior-level writing requirement. Letter grade only. ENG 105 with a grade of B or better AND HS 200 with a grade of B or better AND (Health Sciences: Public Health Milestone OR Health Sciences: BAS plan OR Health Sciences: Allied Health OR Health Sciences: Physical Education plan OR Health Sciences: Minor in Health Education)

7. Is this course required or an elective in any other plan (major, minor, certificate)?  
   Yes □  No □  
   If yes, explain and provide supporting documentation from the affected departments.  
   Change affects the proposed physical education degree plan. Course and program change forms are included within this proposal packet.

8. Does this change affect community college articulation?  
   Yes □  No □  
   If yes, explain how in the justification and provide supporting documentation from the affected institutions.  
   Is the course a Common Course as defined by your Articulation Task Force?  
   Yes □  No □  
   If yes, has the change been approved by the Articulation Task Force?  
   Yes □  No □  
   If this course has been listed in the Course Equivalency Guide, should that listing be left as is □  or be revised □  
   If revised, how should it be revised?

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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 ☐ Diversity ☐

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

Degree plan changes are designed to meet workplace demand within the broad area of Public Health. The changes are necessary to refine the Public Health program goals. The change in course number will provide for more efficient advising. Current Health Issues is a topic area conducive to the junior writing requirement process.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date: 10/7/09

Chair of college curriculum committee/Date: 10/8/09

Dean of college/Date: 10/8/09

For Committee use only: 11-17-09

For University Curriculum Committee/Date: 11-17-09

Action taken: √ approved as submitted approved as modified

Revised 8/08
1. Is this course a Diversity or Liberal Studies Course? Liberal Studies □ Diversity □ Both □


3. College: College of Health and Human Service (CHHS) □ 4. Academic Unit/Department Nutrition Science (NTS)

5. Current course subject/catalog number NTS 370

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

| NTS 370 NUTRITION AND HORMONAL CHANGES DURING EXERCISE (3) | Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing. |
| "Impact of stress on body chemistry including hormones, nutrient metabolism, metabolites, and supplements/diet related to health and physical activity. Instructor's consent required. Letter grade only.  |
| Prerequisite: NTS 256 and (SHP 303 or CHM 360) Recommended: EXS 336" |
| Prerequisite: NTS 256 and (SHP 303 or CHM 360) |

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

The Unit of Nutrition Science supports changing Chem 360 from prerequisite to prerequisite OR corequisite for NTS 370 is to promote the students' learning, understanding, and performance in both courses according to "past assessments" of students who concurrently took Chem 360 and NTS 370; the course contents and concepts of the two courses are intertwined.

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

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

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

If revised, how should it be revised?  

Revised 8/08
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<tr>
<td>Current Prerequisite NTS 256 and (SHP 303 or Chem 360)</td>
<td>Proposed Prerequisite NTS 256 and (HHS 303 OR Pre- or Co-requisite 360)</td>
</tr>
<tr>
<td>Current Co-requisite</td>
<td>Proposed Co-requisite Chem 360</td>
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<td>Current Co-Convene with</td>
<td>Proposed Co-Convene with</td>
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<td>Current Cross List with</td>
<td>Proposed Cross List with</td>
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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 [ ] Diversity [ ]

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

Justification for changing Chem 360 from prerequisite to prerequisite OR corequisite for NTS 370 is to promote the students' learning, understanding, and performance in both courses according to "past assessments" of students who concurrently took Chem 360 and NTS 370; the course contents and concepts of the two courses are intertwined.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Yvonne Boyle 10/22/09

Chair of college curriculum committee/Date

10/22/09

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

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

Revised 8/08
Hi Nicole -- The following courses have been reviewed and approved for inclusion as Liberal Studies courses.

Effective Summer 2010.

HIS 326 China Since 1945 - SPW
HIS 331 Medieval Japan- CU
HIS 350 Modern Spain: Politics, Society, and Culture – SPW
HIS 375 The English Heritage I – SPW
HIS 378 The Asian American Experience – SPW
HIS 385 Navajo History - SPW
BIO 301 Relevance of Science - SAS
BIO 302 Relevance of Science - SAS
DIS 201 Introduction to Disability - CU
PSY 280 Cross-Cultural Psych Dist. block = Social and Political Worlds
REL 392 Health, Healing and Religion Dis. block = Cultural Understanding
WGS 301 Women, Health and Healing
Dist. block = SPW
PRM 350- CU- Cultural Recreation
CCJ 475C
CCJ 480C

Spring 2010 effective date
GLG 265L - Earthquake Lab – Lab
DIS 498C Senior Seminar in Disability Studies – Capstone
HUM 380 Humanistic Values in Postwar Cinema Dist. block = Aesthetic and Humanistic Inquiry

Fall 2010 effective date:
HS390W
JLS 335W -- Environmental Reporting Topics
JLS 328W -- In-depth Reporting Topics
SC 370 Rhetorics of Nature and Environmentalism- SPW
SC 151 Introduction to Interpersonal Communication – SPW

Thanks,
Linda Robyn
Chair, Liberal Studies Committee

Ron Buff
11-17-07
# University Curriculum Committee

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

<table>
<thead>
<tr>
<th>1. College</th>
<th>CEFNS</th>
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<tr>
<td>2. Academic Unit/Department</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>B.S.Ed. Biology: Secondary Education (Extended Major)</td>
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<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
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<td>5. Effective Date</td>
<td>Fall 2010</td>
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<td>6. Is this proposal for a:</td>
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<td></td>
<td>□ New Plan</td>
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<td></td>
<td>□ New Subplan</td>
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*Plan changes must be accompanied by an updated 8 semester plan.*

7.

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

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

For New Plans, leave this column blank.

B.S. Ed. Biology: Secondary Education (Extended Major)

Science Support Courses

Take the following 31 units:
- MAT 125 or 125H and STA 270 (7 units)
- CHM 151, 151L, 152, 152L, 230, and 230L (13 units)
- PHY 111 (4 units)
- GLG 101 or 101H and 103 (4 units)
- PHI 359 or 359H (3 units)

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

B.S. Ed. Biology: Secondary Education (Extended Major)

Science Support Courses

Take the following 28 - 31 units:
- MAT 125 or 125H and STA 270 (7 units) or MAT 136 or 136H (4 units)
- CHM 151, 151L, 152, 152L, 230, and 230L (13 units)
- PHY 111 (4 units)
- GLG 101 or 101H and 103 (4 units)
- PHI 359 or 359H (3 units)

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

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

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

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

**A Milestone is a requirement that records and documents completion of specific 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.

Milestones have already been created for this plan. No changes will be made to the milestones.


Revised 09/07
11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

There are two reasons for the proposed change. First, this change aligns with the other biology plans giving the student a math option. Second, NAUTeach is working with the Maricopa CCCD to create a partnership where students take courses through MCCCD and NAU and earns a BSEd. MCCCD would like their students to earn an Associate in Science degree which requires Calculus 1 (MAT 136). With this change students would satisfy the requirement without having to take an additional course.

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

No new resources required

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

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

No. A letter of support is provided by the Department of Mathematics and Statistics.

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

Yes

15. For Education related plans for NCATE reporting purposes, is this considered an:

- initial plan ☐ or advanced plan ☐

Certifications

[Signatures and dates]

For committee use only

[Signature and date]

Action taken: ☐ approved as submitted  ☐ approved as modified

Revised 09/07
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 CAL
   4. Academic Unit /Department Comparative Cultural Studies

5. Course subject/catalog number HUM 380
   6. Units/Credit Hours 3

7. Long course title Humanistic Values in Postwar Cinema
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Values in Postwar Cinema

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

This course exposes students to a sampling of culturally significant narrative films of the post-WWII era, and explores thematic links to other cultural productions (e.g., paintings, essays, and photographs).

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

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

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

13. May course be repeated for additional units? yes ☐ 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)
    Sophomore Standing

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

16. Is the course needed for a new or existing plan of study (major, minor, certificate)?
    Yes ☐ No X ☐
    Name of plan?

revised 8/08
17. Is a potential equivalent course offered at a community college (lower division only) [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: Gioia Woods, Alison Brown, Jayme Davis

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

   This course exposes students to a broad range of cultural productions from the postwar era. The course is unique because it is a writing-intensive, online cinema course that approaches the subject matter formally (i.e., students will familiarize themselves with filmic language), critically, and thematically.

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For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

Department Chair (if appropriate) [ ]
Date [ ]

Chair of college curriculum committee [ ]
Date [ ]

Dean of college [ ]
Date [ ]

For Committees use only

[ ]
Date [ ]

For University Curriculum Committee

[ ]
Date [ ]

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

revised 8/08
General Information

https://vista.nau.edu: this is an online course.
3 Credit Hours
Instructor: Jayme Davis

Phone: 323.636.2426

E-mail: jayme.davis@nau.edu (Please use Vista Blackboard course email for this class once the semester has begun. Thanks!)

Office Hours: On phone by appointment

Course Prerequisites Sophomore standing or higher.

Course Description
We will start with the general assumption that stories are told to make sense of the world around us. Sometimes these stories can be told directly in hindsight, and sometimes a modern tale reflects an indirect reaction to the past. After World War II, people all over the world were faced with radically altered lives, and sought meaning in what, for many, had become a confusing and chaotic existence. Filmmakers of the era approached this task in a variety of ways, influenced by their personal ideas and their broader societal positions. This course will expose students to a sampling of cinematically and culturally significant narrative films of the post-WWII era, and will explore thematic links among these films and other cultural productions, including, paintings, essays, and photographs.

We will explore the intersection of post-war cultural, economic, intellectual and political climates, and consider films that emerged at the crossroads. The framework for this consideration will come from the following questions:

- What can these films tell us about the climates from which they emerge?
- What will they reveal about contemporary cultural assumptions?
- What are the thematic continuities and discontinuities between these films and contemporary concerns and questions?
- What anxieties and ambiguities do these films reflect, and how can an analysis of such tensions help us understand their reflection in modern film?

It will also be important to consider the spirit of the era, and to think about how themes or questions can be seen as relevant today. Could a filmmaker’s take on a 1940s problem suffice to answer a contemporary question? For example, many of the films we will view this semester expose post-war tensions about shifting gender roles and moral ambiguities – what would an examination of such tensions reveal about modern assumptions?
Liberal Studies Information

1. This course supports the **Mission of the Liberal Studies Program** by helping students:

   - To understand the traditions and legacies that have created the dynamics and tensions that shape the world. We will examine relationships between key postwar films and the cultural, economic, intellectual, aesthetic, and political influences that inform them.

   - To understand the potential for and limitations of technology to enhance human and other life. We will consider the various functions of film (as a voice for human expression, a medium in which moral questions are raised, an approach to understanding ourselves and our world, as propaganda, as a tool for reinforcing existing cultural values, and as a tool for calling these values into question).

   - To practice the habits of an examined or self-reflective life that are necessary in order to facilitate ethical and responsible living. Many of the films we will screen in this course, as well as the critical essays we will read, raise moral and ethical questions that continue to be relevant in our contemporary context.

2. HUM 380 is in the Aesthetic and Humanistic Inquiry Distribution Block and supports the intent of the block by:

   - Examining how context informs the scope and focus of films and texts.

   - Introducing students to some of the major conceptual frameworks utilized to understand film and make sense of human expression.

   - Fostering understanding of human experience and values as they are expressed in film, painting, sculpture, philosophy, and other creative endeavors.

   - Cultivating critical thinking and ethical reasoning skills and applying these skills to understand some of the ways in which cultural technologies like cinema reflect existing values as well as shape emerging values.

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

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

   **Effective Writing**: We will analyze and interpret literary, philosophical and artistic works in our weekly class discussion posts, screening reports, and critical essays. All of our assignments will foster and assess effective writing skills. Course lectures and written assignments are designed to elicit critical reflection on course materials. The weekly class discussions are conducted in epistolary format and consist of an open exchange of ideas and thoughtful written responses to one another’s positions. The weekly discussion posts are designed for students to hone their analytical and interpretive writing skills in response to the assigned reading. Essay themes are designed to elicit students’ abilities to develop critical responses to the material and to justify their positions with a clear and logical chain of reasoning supported with reference to the texts. Like the
critical essays, the weekly screening reports require students to write about the thematic and formal elements of the films on the screening list and demonstrate the principles outlined in “A Short Guide to Writing About Film.”

**Student Learning Expectations/Outcomes for this Course**

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

- Develop the skills necessary to analyze films critically.
- Identify and discuss the aesthetic, narrative and ideological components of the assigned films.
- Emerge with a broad understanding of post-war culture and history as those elements apply to cinema.
- Identify and discuss many of the narrative influences and styles that emerged from or gained prominence during the post-war period
- Become familiar with technical film terms and approaches to writing about film.

**Assessment of Student Learning Outcomes**

Student learning outcomes will be assessed via performance on weekly class discussions and screening reports, the two critical essays, and the final essay exam.

**Discussions:** Weekly Class Discussion Assignments (14 discussion assignments, 5 points each, 70 Points Total). Each week I will post a discussion assignment in the discussion area that will require you to explore thematic or formal elements of the weekly film. Each discussion assignment will consist of at least two posts, an initial post in response to the discussion assignment, and a second post in response to a classmate’s post. Although you must post at least two in order to complete each discussion assignment, you are welcome to post as often as you like—I will always grade the best two posts out of all of your posts (so posting more than is required will never hurt your grade and may in fact help it). Each post is weighted equally, and each discussion post should be one-half to one page in length (or about 250 words). Excellent discussion posts will offer support for the positions they present—that is, the focus will not be on describing one’s opinions on a particular topic or subjective responses to a film, but instead, I want you to offer a clear, and well-developed position that is directly responsive to the discussion assignment and the assigned reading material. An opinion merely describes what one thinks, but the focus of the discussions will be on formulating positions that are supported with a clear chain of reasoning and justified with specific examples from the film. The class discussions will evaluate your ability to critically examine texts and films as well as your ability to write with a critical eye.

**Screening Reports:** (5 points each, 70 points total): For each film we view, you should submit a screening report. Screening reports should be approximately one-half to one page (i.e., about 3-4 paragraphs or 250 words) in length. These reports are not “film reviews or summaries.” Instead, they should avoid opinions and subjective responses to the film, and they should be written as objectively as possible. Your screening reports should address thematic, narrative and/or formal elements of the film. An excellent screening report will focus on two or three primary points and will link the film to the module topic under which it falls. For example, screening reports #2-4 should link the analysis to the theme of anxiety. Screening reports #5-7 should link the analysis to themes of moral ambiguity, passivity, collaboration or resistance. Screening reports #8-10 should link the analysis to themes of anxiety and absurdity. Screening reports #11-14 should be linked to themes of memory, identity crisis, or family.
2 Critical Essays: 100 Points Total: Paper 1 (40 Points): Paper 1 is a 3-5 page, double-spaced essay analyzing and interpreting 2-3 films from Modules 2 and 3 relative to course themes. Students may write on one of five topics that I have identified. You are also welcome to discuss alternative paper topics with me. Please utilize the techniques and terminology provided in A Short Guide to Writing About Film in your papers.

Paper 2: (60 Points): Paper 2 is a 5-7 page, double-spaced critical analysis of 2-3 films from Modules 4 and 5. The paper should focus on any of the course themes addressed this semester, and your analysis of the film should include a consideration of what the film may reveal of the theme’s contemporary significance. Please utilize the techniques and terminology provided in A Short Guide to Writing About Film in your papers.

1 Final, Comprehensive Essay Exam: 60 Points
Final Exam (60 Points): The comprehensive final exam will consist of essay and short answer questions that require you to explore thematic links among the required films, poems, and essays. Additionally, the final exam will provide you with the opportunity to showcase your understanding of the formal elements and technical vocabulary of film.

Methods of Assessment

This course is based on 300 total points:
270 and higher earns an A; 240-269 earns a B; 210-239 earns a C, 180-209 earns a D. Less than 180 is an F.

14 Class Discussions: (5 points each) 70 Points Total
14 Screening Reports: (5 points each) 70 Points Total
2 Critical Essays: (50 points each) 100 Points Total
1 Final Exam: 60 Points Total

Timeline for Assessment
Module 1: Introduction
Week 1

Introductions:
Reading: There are three required reading assignments this week:
1) Please take some time to read through the syllabus this week and familiarize yourself with the links on the course homepage (e.g., discussions, assignments, etc.). Those of you who are new to Blackboard may find it useful to read the help text on any of the tools with which you are not already familiar.
2) In addition to the syllabus, please read Chapters 1-2 of A Short Guide to Writing About Film
2) And finally, please read Topic 1 of the course lecture material

Screening:
1) Please watch the two scenes from Yankee Doodle Dandy in the first lecture.
Writing: There is no written assignment for this week. Thank you!

Discussing: As soon as you are ready, but before August 29, please introduce yourself in the class discussion area. I will introduce myself as well. Your introduction may be as short or as long as you like. Please address the following questions:
What is your name, and what is your major? What are your three favorite films (or if that question is too painful to answer then what is your favorite types of films)? Do you have a favorite memory that you would like to share about a film that had a tremendous impact on you, or a funny story about an experience you had while watching a film? Thanks!

- Note: Next week is our first full-length screening. If you are acquiring the films via the revised 8/08
mail (e.g., Netflix), make sure that you order the next two films as soon as possible so that
you can watch them in time. Thanks!

Module 2: Ambiguity

Week 2

Reading: There are two required reading assignments this week: 1) Topics 2-3 of Course
lectures, and 2) Read Paul Schrader’s essay, Notes on Film Noir. Schrader’s essay is available in
the Course Reserves folder (click on the "Course Content" link and scroll down to find this
folder).

Screening: Watch The Killers (1946), and the following clip [click here to view] from The
Cabinet of Dr. Caligari (1920), on or before September 3.

Discussing: (5 Points) Watch the following clip from, The Cabinet of Dr. Caligari (1920), a
famous example of early German Expressionist film, and compare the formal elements of this
filmic style to a sequence from The Killers.
Please submit your initial post on or before September 4, and please respond to a classmate’s
post on or before September 7. Please utilize the terminology that you have been reading about
in A Short Guide To Writing About Film. Thank you!

Writing: Submit your screening for The Killers on or before September 8.

Week 3

Reading: Please read the following three articles available in the course reserves (please don’t be
intimidated, two of articles are rather short): 1) Eric Lott’s article, The Whiteness of Noir and 2)
the White and Black Mix in Film Noir (You may also wish to revisit this article for Module 4
when we watch Kiss Me Deadly as it contains an interesting interpretation of the film’s
representation of race).

Screening: Watch Sudden Fear (1952) on or before September 9.

Discussing: Please submit an initial post in response to the thread topic on or before September
11, and please respond to at least one classmate’s post on or before September 14.
You have a choice for this week’s topic for discussion. Please select from one of the following
three topics (you are welcome to submit as many posts as you like, but you must submit at least
two posts (an initial post and a response post) in at least one of the following topics:

1) In what senses could Sudden Fear be considered a traditional noir, and in what senses is it an
atypical noir? Your discussion posts should reflect that you have conducted a close and careful
reading of the lecture material as well as the Wagner essay. Use specific examples from the film.

OR

2) Discuss ambiguity as a theme in Sudden Fear and The Killers. You may address this theme in
whatever manner interests you the most, but please link your interpretation directly to both films.
You should use specific examples from both films to support your interpretation. This could
include citing dialogue, comparing shots, providing a brief scene analysis, exploring character
development or comparing relationships among characters, etc. Your posts should reflect that
you have conducted a close and careful reading of the lecture material and that you are utilizing
the material from Chapters 1-4 of A Short Guide to Writing About Film.

Writing: Submit your screening report for Sudden Fear on or before September 12. (5 Points)
Week 4

**Reading:** 1) Please read chapters 3 and 4 of *A Short Guide to Writing About Film*, and 2) read Sinowitz’ essay on *The Third Man* (but please don’t read it until you have had a chance to screen the film as it is a plot spoiler! Thanks).

Screening: Watch *The Third Man* (1949) on or before September 16.

**Discussing:** (5 Points) How do the characters in *The Killers*, *Sudden Fear*, and *The Third Man* attempt to establish order in an unpredictable world? Which characters if any, are successful and in what sense? Or, explain how these characters fail. Please submit your initial discussion post on or before September 18, and please respond to a classmate’s post on or before September 21. Thank you!

**Writing:** Submit your screening report for *The Third Man* on or before September 19. Once again, remember to utilize the techniques and approaches we have been reading about in *A Short Guide to Writing About Film*. Thank you.

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**Module 3: Ambivalence**

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**Week 5**

**Reading:** There are three required reading assignments this week:

1) Please read course lectures, topics 6-7.

2) Please take a few minutes to read Sartre’s essay, *Paris Under the Occupation*.

3) After you have watched *Rome, Open City* (1945), and *The Bicycle Thieves* (1948) please read Leslie Caldwell’s essay, *What About Women? Italian Films and Their Concerns*.

Screening: Watch *Rome, Open City* (1945) and *The Bicycle Thieves* (1948) on or before September 23. You will be expected to watch BOTH films this week, but you will only have to submit one screening report.

**Discussing:** There are two options for this week’s discussion. Please select one of the following: (but of course you are welcome to contribute to both topics if you like, and you are free to submit a new topic as well. I will always issue the grade based on the best posts you have submitted) 1) Discuss the significance of children in *Rome, Open City* and *The Bicycle Thieves*, 2) Discuss the theme of ambivalence in *Rome, Open City* and *The Bicycle Thieves*. Please submit your initial discussion post on or before September 25, and please respond to a classmate’s post on or before September 28.

**Writing:** Please submit your screening report for *Rome, Open City* and *The Bicycle Thieves* on or before September 26. Your screening report should address these films as examples of Italian neo-realism.

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**Week 6**

**Reading:** 1) Please read topic 8 in the course lectures, 2) read chapter 5 of *A Short Guide to Writing About Film*, and 3) Please read Ellen Schrecker’s article, *McCarthyism: Political Repression and the Fear of Communism*. This is a lengthy yet fascinating essay. Please read at least pages 1-7 (the section titled “Introduction and Overview of McCarthyism”) and pages 32-24 (the section titled “McCarthyism, Fear, and American Politics”), and if you have a chance, read the entire article.

**Screening:** Watch *High Noon* (1952) on or before September 30.

**Discussing:** With references to specific scenes, compare and contrast the moral stances adopted by Mr. and Mrs. Kane. Evaluate Mrs. Kane’s moral dilemma in the film’s climax. Please submit your initial post on or before October 2, and please respond to a classmate’s post on or before October 5. Thanks.

revised 8/08
Writing: Please submit your screening report for *High Noon* on or before October 3.

Week 7

Reading: Please read the essay, *Ambivalence as a Theme in “On the Waterfront”* (1954): An Interdisciplinary Approach to Film Study by Kenneth Hey.

Screening: Watch *On the Waterfront* (1954) on or before October 7.

Discussing: There are options for this week’s discussion. Please select from one of the following three topics (you are welcome to submit as many posts as you like, but you must submit at least two posts (an initial post and a response post) in at least one of the following topics:

Option 1: Compare and contrast the following scenes:
- a) The scene in *High Noon* where Kane visits the church in an attempt to enlist help from citizens of Hadleyville and an impromptu town meeting ensues,
- b) The scene in *On the Waterfront* where Father Barry stages a meeting for the longshoremen in the church basement,
- c) The Bread Riot scene in *Rome, Open City*

Option 2: Compare and contrast the following characters from *Rome, Open City, On the Waterfront* and *High Noon*:
- a) Father Barry, Dr. Mahin, minister of Hadleyville, and Don Pietro from Rome, Open City, or
- b) Terry Malloy, Manfredi, and Sheriff Kane, or
- c) Helen Ramirez, Edie Doyle, and Pina.

Please submit your initial post on or before October 9, and please respond to a classmate’s post on or before October 12.

Writing: Please submit your screening report for *On the Waterfront* on or before October 10.

Paper #1 is due on or before October 13 (40 Points). The paper should be 4-5 pages, double-spaced. You may use either APA or MLA format, and it is essential to cite sources. Although the focus of the first paper will be thematic, please demonstrate your familiarity with *A Short Guide to Writing About Film* by employing the language of film. It’s ok if you are not quite fluent in film language at this point, and we can work on this together over the course of the semester, but I would like you to practice and refine this skill by utilizing the relevant film language from the assigned chapters (e.g., point-of-view, shot, scene, composition, long shot, close up, high angle, low angle, etc.)

Please select one of the following topics (if none of the topics appeal to you, email me, and we can discuss an alternative topic based on your interests):

**Topic 1:** Select 2-3 characters from 3 or more of any of the films we have screened thus far, and compare/contrast these characters relative to their responses to death or the threat of death. For example, your analysis could compare and contrast “The Swede” (Burt Lancaster) and Myra Hudson (Joan Crawford) in regard to their different responses to the threat of death, or perhaps you could compare Myra Hudson’s reaction to the threat of her own death to Holly Martins’ response to the news that Harry Lime has been killed. Or, you could compare and contrast Sheriff Kane’s response to the implicit threat of death that ensues as a result of the Miller Gang’s return to Hadleyville to Father Barry and/or Terry Malloy’s responses to the death of Edie’s brother.

**Topic 2:** Select 2 or 3 of the films that have been screened so far and examine them in relation to the themes of ambivalence or ambiguity. You may interpret these themes broadly and creatively. For example, you could analyze ambivalent representations of gender in 2 or more films, or perhaps you would like to analyze moral ambiguity by comparing the role of conflicting emotions or obligations across key characters in any of the films we have watched to date. If you need help devising a paper topic, please email me, and we can chat about it.

revised 8/08
Topic 3: Discuss the representation of race in at least 2 of the noir films we have screened to date. Your analysis should include a consideration of what is omitted (i.e., what we don’t see) as well as what is included (i.e., how race is depicted in these films).

Topic 4: Myra Hudson is a playwright of melodramas, and Holly Martins is an author of pulp westerns. Both characters are forced to confront painful truths (they do not know the people they love or care about as well as they had believed, and the world is not as it seemed). Analyze how both characters attempt (and perhaps fail) to rely upon their art or craft in attempt to create meaning and order in response to threats to their understandings of the world.

Module 4: Anxiety

Week 8

**Reading:** There are three reading assignments this week: 1) Please read course lecture topics 8 and 9; 2) Please read Erica Carter’s essay, *Sweeping Up the Past: Gender and History in the Post-war German ‘Rubble Film,’* and 3) Read Mark Baker’s short essay, “Trummenfilme.” *Postwar German Cinema, 1946-1948*

**Screening:** Please watch *Murderers Are Among Us* (1946) on or before October 14.

**Discussing:** Select a scene from *Murderers Are Among Us* and discuss the anxieties it reveals relative to the social and political context of its production. Your discussion posts should reflect that you have conducted a close and careful reading of the two essays assigned for this week. You are welcome to take up the questions I raise in the lecture as a starting point, or you could pinpoint a different set of anxieties. Please submit your original discussion post on or before October 16, and respond to a classmate on or before October 19.

**Writing:** Please submit your screening report for *Murderers Are Among Us* on or before October 17.

Week 9

**Reading:** Please read course lecture topic 10, and the excerpt from Camus’ essay, *The Myth of Sisyphus* (1941).

**Screening:** Please watch *Wages of Fear* (1953) on or before October 21.

**Discussing:** Discuss the theme of absurdity in *Wages of Fear.* Please submit your original discussion post on or before October 23, and respond to a classmate on or before October 26.

**Writing:** Please submit your screening report on *Wages of Fear* (1953) on or before October 24.

Week 10

**Reading:** Take a break from reading this week. The running time of this week’s film is 143 minutes, and it’s important to watch the entire film, so there will be no reading assignments this week.

**Screening:** Please watch *Ikiru* (1952) on or before October 28. This is one of the most amazing films I have ever seen, but even I needed to take a break halfway through. Please make sure that you allow yourself enough time to watch the entire film. I promise, it will be worth it! Thanks!

**Discussing:** Please submit your original discussion post on or before October 30, and respond to a classmate on or before November 2.

Discussion Option #1: Analyze the scene identified as Chapter 16, “Last Date with Tayo.”

Discussion Option #2: Using specific examples from the film, compare Watanabe to Camus’ Sisyphus. Why does Camus say, “One must imagine Sisyphus happy”? Do you imagine Watanabe happy? Why or why not?

**Writing:** Please submit your screening report on *Ikiru* on or before October 31.

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Week 11

Reading: Please read course lecture topic 11 and Chapter 6, “Apocalyptic Femmes,” from
Dames in the Driver’s Seat.
Screening: Please watch Kiss Me Deadly (1955) on or before November 5.
Discussing: Option #1: Discuss representations of gender or race in Kiss Me Deadly, or
Option #2: Discuss anxiety as a theme in Kiss Me Deadly. Use specific examples from the film.
Please submit your initial discussion post on or before November 6, and please respond to a
classmate’s post on or before November 10.
Writing: Please submit your screening report on Kiss Me Deadly (1955) on or before November 7.

Module 5: Memory and Meaning

Week 12
No class on Veteran’s Day

Reading: Read the topic 12 in the course lectures.
Screening: Please watch Hiroshima Mon Amour (1959) on or before November 12.
Discussing: Discuss the use of flashbacks in Hiroshima Mon Amour. Please submit your initial
discussion post on or before November 13 and respond to another classmate on or before
November 16. Thank you.
Writing: Please submit your screening report on or before November 14.

Week 13

Reading: Please read course lecture topic 13
Screening: Please watch Ashes and Diamonds (1958) on or before November 19.
Discussing: Compare and contrast the couples in Ashes and Diamonds with the couple in
Hiroshima Mon Amour. Please submit your initial discussion post on or before November 20,
and please respond to a classmate on or before November 23. Thanks.
Writing: Please submit your screening report on or before November 21.
Paper #2 Due on Monday, November 24. Paper #2 is a critical essay, 5-7 pages in length,
double-spaced. The essay should relate 2 or 3 of the films from Modules 4 and 5, and at least 1
of the assigned critical essays, photographs, or paintings from these modules to any of the course
themes (i.e., ambiguity, ambivalence, anxiety, and memory). The paper should include a
consideration of the film’s significance relative to a contemporary manifestation of any of the
course themes. This paper is worth 60 points.

Week 14
No classes on Thanksgiving and the Friday after Thanksgiving

Reading: There is no reading assignment this week.
Screening: Please watch Notorious (1946) on or before November 25.
Discussing: Compare and contrast Alicia’s relationship to her father, Devlin and Alex. Please
submit your initial discussion post on or before November 26, and please respond to a classmate
on or before December 1.
Writing: Please submit your final screening report on or before December 1.
Week 15

No screenings, discussions or assigned reading this week. Use this week to review the final exam study guide and prepare for the final exam. The final exam will include essay questions and several short answer questions. It will be administered on December 8 and 9.

Finals Week

Final essay exam: The final is a timed, comprehensive exam consisting of essay questions and short answer questions. It will be available on December 8 and 9. I will send each of you a final study guide on December 1,

Course Structure/Approach

This is an online course, and the weekly lectures and discussions will occur via Blackboard. In addition, students are expected to view the required films for each module, and read the weekly lectures and reading assignments. A portion of the reading assignments consists of critical essays, and I will make these available to you in the course reserves.

The course is divided into five modules:
Module 1: Introduction
Module 2: Ambiguity
Module 3: Ambivalence
Module 4: Anxiety
Module 5: Memory

Each week you will have a reading assignment, a screening assignment (a film or two to watch), a discussion assignment, and written assignment (a screening report or a critical essay).

Textbook and Required Materials

Students are required to purchase subscriptions to Netflix or any other DVD home delivery rental service that offers the required films. Please purchase your subscription as soon as possible. I recommend subscribing to the plan that allows you to rent two DVDs at the same time so that you have plenty of time to watch the required films by their deadlines.

The required texts are available from the NAU bookstore, but you may also purchase them at any online or brick and mortar bookstore. I am not concerned about which edition you purchase, so please feel free to buy them wherever it is most convenient for you:

A Short Guide to Writing About Film, Timothy Corrigan
Dames in the Driver’s Seat, Jans B. Wagner

Required Reading List: In addition to selections from the required texts, you will be expected to read critical and philosophical essays on course themes. The due dates for these reading assignments are in the course schedule. Please don’t be discouraged by the length of this list. Many of these critical essays and journal articles are short, and some weeks there is no assigned reading. I have made these required reading assignments available in the Course Reserves Folder (this folder is available via the course content link on the homepage). Click on "Course Content" and then scroll to the bottom of the page and click on "Course Reserves." This folder contains the following required reading materials as PDF files. Just click on the file to download. Thanks!

- Paul Schrader, Notes on Film Noir
- Eric Lott, The Whiteness of Noir

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Jans B. Wagner, *Jazz and Cocktails: Reassessing the White and Black Mix in Film Noir* (from Chapter 3 of *Dames in the Driver’s Seat*)

Michael Sinowitz, *Graham Greene's and Carol Reed's The Third Man: When a Cowboy Comes to Vienna*

Jean Paul Sartre, *Paris Under the Occupation*

Leslie Caldwell, *What About Women? Italian Films and Their Concerns*


Kenneth Hey, *Ambivalence as a Theme in “On the Waterfront”*

Erica Carter’s essay, *Sweeping Up the Past: Gender and History in the Post-war German 'Rubble Film,’*

Read Mark Baker’s short essay, *“Trummenfilme:” Postwar German Cinema, 1946-1948*

Excerpt from Albert Camus’ essay, *The Myth of Sisyphus* (1941),

The films listed in the screening schedule below are required viewing. All of these films are available from Netflix, and many may even be available at your local video store. It is your responsibility to procure and watch these films on time. Many of you may prefer to watch the films in advance, on the weekend prior to the date by which they must be screened. Netflix has various subscriptions plans, and I suggest the plan that lets you rent 2 films at one time, unlimited. I believe the cost is under $15.00 per month, and you can cancel at any time.

Here is the weekly screening schedule, including due dates for the screening reports for each film. Please use this to plan your ordering schedule from Netflix. Thanks!

**Week 1:** There is no film required this week. Watch any clips for which there are links in topic 1.

**Week 2:** Watch on or before September 3: *The Killers* (1946) and the clip from *The Cabinet of Dr. Caligari*. The screening report is due on or before September 8.

**Week 3:** Watch on or before September 9: *Sudden Fear* (1952). The screening report is due on or before September 12.

**Week 4:** Watch on or before September 16: *The Third Man* (1949). The screening report is due on or before September 19.

**Week 5:** Watch on or before September 23: *Rome, Open City* (1945), and *Bicycle Thieves* (1948). The screening report is due on or before September 26.

**Week 6:** Watch on or before September 30: *High Noon* (1952). The screening report is due on or before October 3.

**Week 7:** Watch on or before October 7: *On The Waterfront* (1954). The screening report is due on or before October 10.

**Week 8:** Watch on or before October 14: *Murderers Are Among Us* (1946). The screening report is due on or before October 17.

**Week 9:** Watch on or before October 21: *Wages of Fear* (1953). The screening report is due on or before October 24.

**Week 10:** Watch on or before October 28: *Ikiru* (1946). The screening report is due on or before October 31.

**Week 11:** Watch on or before November 5: *Kiss Me Deadly* (1955). The screening report is due on or before November 7.

**Week 12:** Watch on or before November 12: *Hiroshima Mon Amour* (1959). The screening report is due on or before November 14.

**Week 13:** Watch on or before November 19: *Ashes and Diamonds* (1958). The screening report is due on or before November 21.

**Week 14:** Watch on or before November 25: *Notorious* (1946). The screening report is due on or before December 1.

**Week 15:** No screening.

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Course Policy

I do not accept late assignments unless there are extenuating circumstances and you make arrangements with me in advance via phone or email.

This course is online. You will be expected to log on regularly throughout the week to access the course lectures, participate in the discussions, and submit assignments. For every hour spent in class (in this case 3 hours per week are expected for the 3 credit hour course) at least two hours are expected for work outside of class. That is, please manage your time with the expectation that you will spend a total of 9 hours working on this course (at least 3 hours online, and 6 hours offline). This may include conducting close and careful readings of the required texts and course lectures, working on written assignments, discussing the material with your classmates and the instructor, viewing the required films, or engagement in other course related work.

Plagiarism and cheating in any form and to any extent will not be tolerated: no distinction will be made between paraphrasing a few sentences or copying and pasting an entire essay. Each will be considered a violation of the policy, and the two will have equal consequences. Please familiarize yourself with the NAU Academic Integrity policy in Appendix G of the NAU Student Handbook. If you submit work that violates this policy, I will give the assignment zero points in the first instance. If it happens a second time you will fail the course.

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

Academic Integrity

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

The university takes an extremely serious view of violations of academic integrity. It is the responsibility of individual faculty members to identify instances of academic dishonesty and recommend penalties to the department chair or college dean in keeping with the severity of the violation. Any violation of the academic integrity policy will result in a failing grade in the course. The complete policy on academic integrity as well as the following definition of academic dishonesty can be found in Appendix G of the NAU Student Handbook. Appendix G of the NAU Student Handbook

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

1. Plagiarism: any attempt to knowingly or deliberately pass off other's work as your own.

2. Cheating: any attempt to gain an unfair advantage over one's fellow students.

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3. Fabrication: any attempt to present information that is not true when the author knows the information presented is false.

4. Fraud: any attempt to deceive an instructor or administrative officer of the university.

5. Facilitating Academic Dishonesty: any attempt to assist an act of academic dishonesty by another individual.

Please read the policies via the following links:

Classroom Management Statement

Institutional Review Board

Safe Working and Learning Environment Policy

Student Code of Conduct

Disciplinary Procedures

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

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

   See effective dates schedule.

3. College: Social & Behavioral Sciences
   4. Academic Unit/Department: Institute for Human Development

5. Course subject/catalog number: DIS 304
   6. Units/Credit Hours: 3

7. Long course title: Accessibility and Usability: Introduction to Universal Design
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces): Introduction Universal Design

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

   Introduction to issues faced by individuals with disabilities and others based on the planning and design of spaces, products, facilities, curriculum, and information and how universal design addresses these issues.

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: NA
    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: NA
    (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): DIS 201 or DIS 303

15. Corequisites (must be completed with proposed course): NA

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

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

17. Is a potential equivalent course offered at a community college (lower division only) yes □ 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: Christopher Lanterman

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

This course serves as one of the four core (required) courses in the Minor in Disability Studies. Accessibility and usability are components of both learning and living environments that impact the level of participation people with disabilities experience. The course will help to inform and guide students to understand how living and learning environments can present challenges to people with disabilities.

Design decisions can impact equitable participation for diverse users in social, educational, and vocational contexts. Additionally, design decisions have critical connections to sustainability and the impact of these decisions is far-reaching. The proposed learning outcomes from the Taskforce on Global Education suggest that "...students will acquire the skills, knowledge, and dispositions to negotiate the increasingly interconnected and interdependent context of the human condition." This course highlights different dimensions of this interconnectedness through its focus on design, as it relates to environmental sustainability and human well-being.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

Richard W. [Signature]
Department Chair (if appropriate) 3/27/2009
Date

Chair of college curriculum committee Date

Dean of college Date 3-30-09

For Committees use only

[Signature] 11-17-09
For University Curriculum Committee Date

Action taken: □ Approved as submitted
revised 8/08 □ Approved as modified
The Institute for Human Development at Northern Arizona University conducts research, training, and service in support of disability policy and practice.

DIS 304
Accessibility and Usability: Introduction to Universal Design

General Information
Instructor: 
Credit Hours: 3 
Prerequisites: DIS 201 or DIS 303 or instructor approval 
Phone: 
E-Mail: 
Office: 
Office Hours:
General Information:
- Course Website on Vista: www.Vista.NAU.EDU
- Course Evaluations: http://www.nau.edu/course_evals

Your Instructional Needs
Please contact me to discuss options if the design of this course produces barriers to full and meaningful participation.

Course Description:
This course presents an introduction to the principles and scope of design and usability for the 21st century. It will present class participants with information, scenarios, activities, and assignments that will deepen awareness of design as it relates to sustainability, disability, culture and social justice, as well as aesthetics and usability. Leslie kanes Weisman (1999) tells us that "...at any point in our lives, personal self-esteem, identity, and well being are deeply affected by our ability to function in our physical surroundings with a sense of comfort, independence, and control." The connection between design and well-being guides class participants in an exploration of various contexts and applications where these two dimensions intersect, and what implications these intersections have for individuals, institutions, policies, and practices.

A substantial foundation for this class is rooted in the concept of universal design, which is "...an orientation to any design process that starts with a responsibility to the experience of the user." (Institute for Human Centered Design, 2008). Universal design has applications in product, building, recreational, instructional, and other domains.

Student Learning Expectations/Outcomes For This Course

The following are learning expectations for this course:
By the end of the course, it is expected that you will:

| Identify key elements of effective design |
| Identify key characteristics of sustainable and universal design |
| Identify key characteristics of sustainable and universal design |
| Identify the similarities and differences between accessibility and usability, including legal and pragmatic definitions and criteria |
| Analyze how design is used to create products, and how the design of products enables or constrains equitable access and usability |
| Analyze the characteristics of design, as they apply to physical, recreational, or instructional spaces, and evaluate how use of accessible and universal design benefit a variety of individuals |
| Explore the intersections between sustainable and universal design and evaluate how these intersections create value in human, environmental, and economic contexts |
| Identify the social implications of design |
| Identify your personal role in shaping a more accessible and usable future through the design of products, environments, or policies |

The learning outcomes identified above relate specifically to course assignments and discussion topics. The thoughtful and informed completion of these learning outcomes should help you to develop the following deep understandings around the course content:

The design of products, environments, and policies can create barriers to equitable participation for a range of users.
Design decisions can impact equitable participation for diverse users in social, educational, and vocational contexts.
Design is a process, as well as a product.
Effective design considers purpose, function, cost, aesthetics, and the experience of all users.
Sustainable design considers the human element, as well as the environment.
Accessibility is the letter of the law; usability is the spirit of the law.
Equitable participation is a right, not a privilege.
Effective design is a matter of social justice.

**Course Structure:**
This course will be delivered in the online environment through the Blackboard Vista learning management system (LMS). The course will be comprised of learning modules, online readings, and asynchronous discussions through the course discussion board. Assignments will be submitted through the course shell.

**Required Textbook:**
There is no required text for this course. However, a variety of readings are required, which will be available through the course shell as electronic reserves or web links.

**Other Requirements**
No other specific course requirements exist, other than those enumerated throughout this syllabus.

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Course Outline:

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Assessment of Student Learning
The following describes assignments that will be due in this course. You will need to check the Vista course shell for specific assignment directions and grading criteria.

Discussions (400 points)
Each module in this course will include one or more discussion topics. For all discussion questions, you will be required to post a substantive and meaningful comment or observation for each question. Clear and explicit references to specific examples, quotes, or other information from course content and course readings are required. In addition to referencing course readings and content, personal experiences, current events, and any other relevant supports are helpful. You will also be required to post at least two responses to postings from other class members. Each posting will be evaluated on the following:

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1. depth and insight of the posting, based on its clear and explicit connection to course material, outside information, and personal experience;
2. demonstration of logic, relevance, and organization of thought;
3. Clarity of writing, including effective use of standard English, avoidance of abusims, and effective use of person-first language,
4. opportunity for colleagues to benefit from, or add to, your post or response; and
5. Resolution to the discussion thread, including responses to questions or prompts from other class members or the instructor.

Each discussion topic, including all posts and responses, will be worth a total of 20 points. Your initial post and at least one response to the discussion must be made prior to the scheduled “end date” of the module (see Course Outline above). Due to the nature of online discussions, it is critical that all class members post at least one response to the discussion topics prior to the scheduled end of the module, as well. Additional postings are encouraged, to continue the dialogue, after the module has concluded.

It is also critical to remember that each of our opinions is valuable and contributory to expanding our understandings in this course. Therefore, please be mindful of others’ values and beliefs when posting and responding to posts in this course.

The final discussion topic is worth up to 10 extra credit points.

Projects and Assignments
Quizzes (90 points)
There will be three quizzes over the course of the semester, each will be worth 30 points. Quizzes may be a combination of multiple choice, short answer, or other question formats. Quizzes will focus on course content from course readings and module content. Quizzes will be timed, and criteria will be provided for how open-ended responses will be evaluated.

Assignments
Product Design Evaluation (100 points)
The essence of access and usability can be found in product design. Function, aesthetics, cost, and usability are among the criteria that distinguish effective designs from those that are less effective. The principles of accessibility, universal design, and usability will be applied to your evaluation of a specific product.

The product you will choose will be based on your own interest, professional career path, and observed problems. For example, in the class, we will discuss the challenges and potential for cell phones. What characteristics make them popular, what characteristics are frequently used, and what features tend to be troubling for a variety of users? In responding to these and other questions, your evaluation will explore design as a mirror of the design domains of function, form, and usability. You will analyze these features, then make specific and detailed recommendations to change the design to fully address each of these domains.

Your evaluation will be graded on the following general criteria. Please note that a more specific grading rubric will be provided.
1. Your choice of products to evaluate is thoughtful, and reflects an alignment with your interests, professional career path, and evident problems.
2. Your analysis of the product’s inherent design is thorough and fully addresses the domains of design, as explained in the course and assignment guidelines.

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3. The evaluation and recommendation for enhancements clearly and explicitly incorporates elements of effective design, as described within the course and assignment guidelines.
4. The recommendations are fully and clearly justified and explained in the context of these effective design elements.
5. The evaluation and recommendations are targeted to the manufacturer of the product, and are presented in a polished and professional manner.
6. The evaluation is written in a clear and effective manner, demonstrating strong organization, active voice, appropriate word choice, thoughtful and varied sentence construction, and meticulous mechanics.

**Environmental Design Evaluation (100 points)**

The principles of universal design originated in the built, or architectural, environments. Such environments may include private and public facilities, parks, sporting and entertainment venues, and similar spatial environments. The design of these environments has multiple implications, from basic access to social integration or exclusion. Additionally, other environments present similar design implications. For example, the instructional environment, whether in person or online, has the potential to engage or disenfranchise learners. In this assignment, you will analyze an environment for its inherent design, then evaluate it for the degree to which it provides access, usability, and equity for all users.

This assignment asks you to identify a public space that you can physically visit on one or more occasions that will be the subject of your analysis and evaluation. This space might be a building, a park, a classroom, an online course, or any other appropriate venue (please check with the instructor to be certain your choice will work). You will develop a list of criteria that will guide your analysis. These criteria will be grounded in the domains of effective design, and will further serve as the basis for your recommendations. The recommendations that you make will suggest alterations and enhancements that could serve as a checklist for enhancing equity of participation for all potential users of that environment. Your recommendations will be supported with solid justifications and explanations for how they reflect design principles, as discussed in the course and assignment guidelines.

In general, this assignment will be graded on the following criteria. Please note that a more detailed and explicit grading rubric will be provided.
1. Your observations and analysis of the environment’s inherent design elements is thorough and fully addresses the domains of design, as explained in the course and assignment guidelines.
2. The evaluation and recommendation for improvements and enhancements clearly and explicitly incorporates elements of effective design, as described within the course and assignment guidelines.
3. The recommendations are fully and clearly justified and explained in the context of these effective design elements.
4. The evaluation and recommendations are written to target the appropriate individual, agency, or entity responsible for the space being evaluated.
5. The evaluation is written in a clear and effective manner, demonstrating strong organization, active voice, appropriate word choice, thoughtful and varied sentence construction, and meticulous mechanics.
Sustainability and Universal Design Project (100 points)
The principles of sustainable and universal design have many elements in common.
From the impact on human well-being to individual productivity, there are intersections
that invite exploration. In this assignment, you will identify these intersections and reflect
on their relative value in human, environmental, and economic terms. Course material
and outside research will serve as the foundation for this assignment. The information
you gather must be credible and solid. The reflection will explain the fundamental
principles of both sustainable and universal design, enumerate where these principles
overlap, and outline their tangible and intangible costs and benefits.

This assignment is intended to inform an audience of your choice. Who do you believe
would benefit from reading this information? What might be the public policy
implications of such a document as the one you create?

The assignment will be graded on the following general criteria. A more detailed and
explicit grading rubric will be provided.
1. Your audience should be carefully chosen. Target an audience whom you
   believe will both benefit from this information and potentially use it in decision making.
2. Your assignment must clearly articulate the intersection between sustainable and
   universal design. The depth and breadth of these connections must be represented in
   your writing.
3. Your assignment must fully explain how these intersections extend value for
   human well-being, environmental sustainability, and economic benefit.
4. The reflection will include cited evidence to support your assertions. This
   evidence will include both course material and outside research.
5. The evaluation is written in a clear and effective manner, demonstrating strong
   organization, active voice, appropriate word choice, thoughtful and varied sentence
   construction, and meticulous mechanics.

Design, Society, and the Future (100 points)
Leslie Kanes Weisman suggests that “...universal design [is] a vehicle for promoting
human well-being, environmental wholeness, and the principles of participatory
democracy.” This very lofty claim places design at the heart of the world’s future.
Whether one ascribes to her philosophy or not, design has significant implications for
creating or impeding opportunity and equity for large segments of the population.

In this assignment, you will explore design as it relates to equity of participation and
opportunity, as well as its relationship to social justice. Using course information as a
guide, you will uncover, expose, and reflect on the social construction of difference, as it
is manifested in the design of products, environments, and policies. Your assignment
may be delivered in a format of your choosing. It may be a written essay, a digital story,
a video, a podcast, a photo essay, etc. Whichever format you choose, your final product
will be an examination of the design factors that promote or constrain social
participation for people with disabilities and other diverse groups. This examination will
bring course content and your own research together in a thoughtful critique of where
we are and where we are heading as a society, how design plays an important role in
bringing us together or segregating us from one another, and how this affects us as
human beings.

In general, the final product for this assignment must meet the following criteria. A more
detailed and explicit grading rubric will be provided.
1. The assignment will provide a clear explanation, based on course materials, of the design elements that affect social participation and equity of opportunity for individuals with disabilities and other diverse groups.
2. In addition to course materials, the assignment will explore resources outside of the course that support the position you are taking.
3. Your assignment will include a personal reflection on how design impacts individuals with disabilities or other diverse groups, and what your commitment will be to improving or advocating for the changes necessary to make products, environments, and policies more inclusive.

**Grading System:**
**Overall Grading:**
You will receive a grade based on accumulated points accrued on assignments as a percentage of the total points possible for the course. The grading scale is as follows:

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

**Course Policies:**
Many of the policies identified below follow university required statements about Safe Working and Learning Environments, Academic Integrity, Institutional Review board, and Students with disabilities. These are “boilerplate” statements, and should be regarded as meeting the “letter of the law.”

**Assignments**
- All assignments should be proof read for spelling and grammatical errors prior to being submitted.
- All assignments should reflect appropriate use of language throughout; avoidance of “handicapisms” or “ableisms” should be clearly evident.
- Assignments submitted as a requirement for another course should not be submitted for this class.
- All assignments should reflect independent effort. Although students are encouraged to use all resources possible to complete their assignments, plagiarism will not be tolerated (see Academic Dishonesty in Course Policies). Any evidence of plagiarism will result in a grade of ‘0’ on the assignment in question. For more information on plagiarism, see the “What is Plagiarism?” page from Georgetown University (http://ervaseprograms.georgetown.edu/hc/plagiarism.html).

**Participation**
Participation in this course is reflected in the discussion postings. All postings must be submitted by the date assigned for full credit. Participation must also meet requirements of the Classroom Management Policy. It is expected that you will be respectful within the postings of all class members.

**Academic Dishonesty**
All work submitted must be original work. If a student is guilty of academic dishonesty, NAU policy (in the Student Handbook) will be applied, resulting in automatic failure of this course.

**E-Mail**

revised 8/08
I will use the Vista email system to communicate with you. Please read your email on a regular basis, so that all communication is timely.

**Classroom Management Statement**
Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus. At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.

**University Policies:**
For further information please visit:
[http://jan.ucc.nau.edu/academicadmin/policy1.html](http://jan.ucc.nau.edu/academicadmin/policy1.html)

**Safe Environment Policy**
NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.
You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), the academic ombuds person (928-523-9368), or NAU’s Office of Affirmative Action (928-523-3312).

**Students with Disabilities**
If you have a documented disability, you can arrange for accommodations by contacting the Office of Disability Resources (DR) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DR with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DR each semester you are enrolled at NAU and wish to use accommodations. Faculty are not authorized to provide a student with disability related accommodations without prior approval from DR. Students who have registered with DR are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

**Concerns or questions regarding disability related accommodations can be brought to the attention of DR or the Affirmative Action Office.**

in institutional Review Board
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the

revised 8/08
Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities. The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 928-523-4889.

Academic Integrity

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner. Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU's Student Handbook.

Academic Contact Hour Policy

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.
University Curriculum Committee
Proposal for New Course

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


3. College  Social and Behavioral Sciences  4. Academic Unit/Department  Institute for Human Development

5. Course subject/catalog number  DIS 498C  6. Units/Credit Hours  3

7. Long course title  Senior Seminar in Disability Studies (max 100 characters including spaces)

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

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

   The seminar, reserved for students who are in the Minor in Disability Studies, provides a forum for discussion of topical issues pertaining to individuals with disabilities across the life span.

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  NA  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  NA
   (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)  DIS 201, DIS 303, DIS 304, DIS 418

15. Corequisites (must be completed with proposed course)  NA

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

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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
   Yes □ no □

18. Names of current faculty qualified to teach this course: Katherine Mahosky, M.S., Karen
    Applequist, Ph.D

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

    DIS 498C serves as the capstone course in the Minor in Disability Studies. (Although, a
    minor does not require a capstone course, DIS is planning to develop a bachelor degree plan
    and this course will be included in that proposal.) It allows the students to integrate the
    information learned from the minor courses into a cohesive conceptual framework. From this
    framework, students will be able to discuss contemporary issues which are part of the
    everyday lives of people with disabilities. The course will allow them to critically examine
    these issues and discuss implications for individuals with disabilities in society.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signatures and dates]

For Committees use only

[Signature and date]

For University Curriculum Committee

Action taken:

Approved as submitted

Approved as modified

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The Institute for Human Development at Northern Arizona University conducts research, training, and service in support of disability policy and practice.

DIS 498C—Senior Seminar

General Information
College & Department: SBS: Institute for Human Development
Course: DIS 498C Senior Seminar in Disability Studies
Semester: Spring 2010
Credit Hours: 3
Instructor:
E-Mail:
Office:
Office Hours:

Course Prerequisites: DIS 201, DIS 303, DIS 304, DIS 418

Course Description
This seminar is reserved for only those students who are currently participating in the interdisciplinary undergraduate Disability Studies minor. The overall purpose of this course is to provide a forum for discussion of topical issues pertaining to individuals with disabilities across the life span. Information obtained through selected readings, presentations by guest lecturers and other appropriate mediums will serve as the basis for group discussions.

Student Learning Outcomes
At the conclusion of this course the student will demonstrate an understanding of the current issues impacting the lives of individuals with disabilities; including federal and state legislation, technology and access, transitions across the lifespan, and systems of support and care. Students will also examine issues and practices that enable and/or inhibit independence and self determination.

The following are learning expectations/outcomes for this course:

Students will:

1. Demonstrate knowledge of disability models which currently shape perspectives of persons with disabilities in society and of the individual with the disability.
2. Identify and examine community resources which support persons with disabilities and analyze the factors which contribute and/or prohibit independence and self-determination.

3. Articulate how state and federal policies affect persons with disabilities through lifespan transitions.
4. Analyze how technology and universal access affect levels of independence, integration and inclusion across a number of environments.
5. Explore and articulate through a presentation a contemporary issue for persons with disabilities.

Course Structure/Approach:

These objectives will be accomplished through
- Discussions focused on assigned readings
- Small-group activities
- Role-playing and simulations
- Guest lecturers

Textbook and required materials
There is no required textbook for the course. All readings are accessed through the Vista course shell.


### Course Outline

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<td>#1, #4</td>
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<tr>
<td>Week 2</td>
<td>State of Disability</td>
<td>#9, #10</td>
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<td>Week 3</td>
<td>Disability Identity</td>
<td>#12, #15</td>
</tr>
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<td>Week 4</td>
<td>Disability Policies</td>
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<td>Week 5</td>
<td>Disability Policies</td>
<td>#8, #11</td>
</tr>
<tr>
<td>Week 6</td>
<td>Systems of Support</td>
<td>#3, #6</td>
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<tr>
<td>Week 7</td>
<td>Systems of Support</td>
<td>#7</td>
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<tr>
<td>Week 8</td>
<td>Universal Access/Technology</td>
<td></td>
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</tbody>
</table>

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Week 9  Universal Access/Technology

Week 10  Systems of Support Activity Groups  No Readings
          Spring Break (No Class)

Week 11  Contemporary Issues  #13, #14

Week 12  Contemporary Issues  To be determined

Week 13  Contemporary Issues  To be determined

Week 14  Class presentation times  No Readings

Week 15  Reading Week/Review

Week 16  Final Exam Due

* This list is tentative and is subject to change

Assessment of Student Learning

Class attendance and participation are required. Participation is defined as relevant and consistent contributions in a manner appropriate for upperclassmen. You may have one unexcused absence. Each additional absence will result in a deduction of 5% of the total course points. Consistent tardiness will count as one absence. This decision is at the discretion of the instructor.

Reading assignments: Read the assignments prior to the class session on each topic. You are responsible for all reading assignments.

Assignments/Activities:

1. Discussion Questions - 40 points

Following each major topic discussed in this course a question will be posted in the course shell. You will be expected to respond to two of the questions during the semester. Your responses will be rated for thoroughness, linkage with material presented in class or through the readings, and organization/presentation.

20 points X 2 = 40 points

2. Participation in class discussions - 75 points

The seminar format requires participants to actively engage in discussions surrounding pertinent issues. You are expected to thoughtfully contribute to these discussions.

3. Facilitation of a discussion - 25 points
You will be paired with two other students and will be assigned to facilitate a seminar discussion for approximately one hour. It is your responsibility to generate discussion questions pertaining to the readings and jointly facilitate the discussion. Should you determine that additional readings or information is pertinent to the discussion, please let your instructor know so that these can be made available as appropriate.

4. Systems of Support Activity – 50 points

You and 2 other students will be asked to sign up and observe/interview staff at two different organizations which provide primary support services to persons with disabilities who have agreed to participate in this activity. Schedule a time to visit the organization when key staff have time to be interviewed and can allow you to observe. Your interview should address most of the topics listed below. You will submit a paper responding to at least four of the topics at the end of the spring semester:

- Name of the agency
- Population served by the agency (developmental and/or acquired disabilities, age ranges, financial qualifiers, etc.)
- Type of support system for persons with disabilities (i.e. provides direct services, provides financial support for other services, provides oversight and case management)
- How is this organization funded and how does this funding source provide and/or hinder opportunities to serve persons with disabilities
- What is the overall mission and philosophy of the organization?
- Legislation that directly governs the activities of the agency
- Collaboration between this organization and persons with disabilities and their families and other potential service providers.
- Ways in which the organization promotes self-determination and independence among the people they serve

Some possibilities: agencies providing transportation, recreation, social support, employment support, habilitation services, day treatment and training and housing (see attached agency list).

Your paper should be 4-6 pages long (double spaced)

5. Synthesis of an issue or topic – 50 points

For this assignment you will be working with a partner (see assignments below). Each pair will develop a 20-minute presentation for students in your own major on a topic pertaining to an issue you have learned about in the undergraduate minor program that you believe would be useful or informative to other students in your major. You must get approval from your instructor on your topic, proposed date and general outline before date. Your presentation should be made before Finals week.

6. Final Exam- 30 points

The final exam will be a take home exam. You will choose 2 questions from a total of 6 questions and thoroughly answer them in a written response; one page per questions (single spaced). Topics for the questions will come from the discussions held during the seminar.
Evaluation Methods:
Total Points: 270

A...92%-100% of all possible points
B...84%-91% of all possible points
C...76%-83% of all possible points
D...69%-75% of all possible points
F...less than 69% of all possible points

Course Policies

1. Regular attendance is expected; you are allowed one unexcused absence. Five percent of the total points in the course will be deducted for each additional absence. Consistent tardiness will be counted as one absence. This is at the discretion of the instructor.
2. If you must be absent, arrange for another student to pick up handouts for you. You are responsible for getting class notes, announcements, etc. from another student.
3. All assignments must be typed or completed on a word processor. Writing errors, such as spelling, punctuation, grammatical errors, etc., will be taken into consideration and may lower the grade. All assignments should be professional in appearance.
4. Students are permitted and encouraged to proofread each other’s assignments.
5. Make a copy of every assignment before you submit it to the instructor.
6. Assignments should be submitted on the due date to receive full credit. Any assignment may be turned in earlier than the due date.
7. Assignments cannot be redone for additional credit, nor may additional assignments be done for extra credit.
8. In the event of an unusual final point distribution, the final point requirements may be lowered. This will be solely at the instructor’s discretion.
9. Assignments submitted as a requirement for another class should not be submitted for this class. All assignments should be the original work of the student completed for this class.
10. I consider plagiarism a willful act when a person knowingly uses the work of others and attempts to present it as his/her own. This obviously cannot be permitted. Academic dishonesty includes cheating on tests or lying about the work involved in class. If an individual engages in these activities I reserve the right to use all appropriate measures at my disposal to correct the situation. The policy in the NAU Student Handbook will apply to issues of plagiarism in this class.

University Policies

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

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You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website http://home.nau.edu/diversity/. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

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

INSTITUTIONAL REVIEW BOARD
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www.research.nau.edu/vpr/IRB/index.htm. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

ACADEMIC INTEGRITY
The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.
ACADEMIC CONTACT HOUR POLICY
The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

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

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

revised 8/08
LIBERAL STUDIES PROPOSAL/DELETION FORM

CHECK THE APPROPRIATE BOX(ES)

Course: DIS 498C

Senior Capstone
X This is a new course that I want to offer as a Senior Capstone.
A UCC New Course Proposal Form must also be submitted to the UCC.

☐ This is an existing course that is not currently approved as a Senior Capstone course, but
I would like for it to be considered for the next catalog year.

☐ This course is already approved as a Senior Capstone course, but I would like to make
substantial changes to the syllabus, so I am submitting it for re-approval.
Provide details about the change(s) here or on the attached syllabus.
A UCC Course Change Proposal Form may also need to be submitted to the UCC.

☐ This course is already approved as a Senior Capstone course, but I would like to delete it
from the list of approved courses.
If the course is to be deleted from the catalog a UCC Course Deletion Form also must be
submitted to the UCC

PROVIDE THE FOLLOWING INFORMATION

Course subject/catalog number: DIS 498C

Course title: Senior Seminar in Disability Studies

Department contact name, phone, email: Karen Louise Applequist 3-9276

College contact name, phone, email: Annette.Lawrence@nau.edu 3-6332

SELECT ONE DISTRIBUTION BLOCK

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

SELECT ONE ESSENTIAL SKILL TO BE ASSESSED

☐ Critical Thinking ☐ Effective Writing ☐ Effective Oral Communication
☐ Scientific Reasoning ☐ Quantitative Reasoning

Is this a topics course? ☐ yes ☐ no
The syllabus below represents a master syllabus, which means that it reflects elements common among all sections of this course.

For topics courses, the syllabus below identifies the student learning outcomes that will be found in all topic syllabi, and also explains by what methods student learning outcomes will be assessed in all topic syllabi offered under this course number.

Click here for a syllabus template.

PASTE SYLLABUS HERE

Social and Behavioral Sciences
Institute for Human Development
Arizona University Center on Disabilities

The Institute for Human Development at Northern Arizona University conducts research, training, and service in support of disability policy and practice.

DIS 498C—Senior Seminar

General Information

College & Department: SBS: Institute for Human Development
Course: DIS 498C Senior Seminar in Disability Studies
Semester: Spring 2011
Credit Hours: 3
Instructor:
E-Mail:
Office:
Office Hours:

Course Prerequisites:  DIS 201, DIS 303, DIS 304, DIS 418

Course Description
This seminar is reserved for only those students who are currently participating in the interdisciplinary undergraduate Disability Studies minor. The overall purpose of this course is to provide a forum for discussion of topical issues pertaining to individuals with disabilities across the life span. Information obtained through selected readings, presentations by guest lecturers and other appropriate mediums will serve as the basis for group discussions.

Student Learning Outcomes
At the conclusion of this course the student will demonstrate an understanding of the current issues impacting the lives of individuals with disabilities; including federal and state legislation, technology and access, transitions across the lifespan, and systems of support and care. Students will also examine issues and practices that enable and/or inhibit independence and self determination.

The following are learning expectations/outcomes for this course:

Students will:

1. Demonstrate knowledge of disability models which currently shape perspectives of persons with disabilities in society and of the individual with the disability.
2. Identify and examine community resources which support persons with disabilities and analyze the factors which contribute and/or prohibit independence and self-determination.
3. Articulate how state and federal policies affect persons with disabilities through lifespan transitions.
4. Analyze how technology and universal access affect levels of independence, integration and inclusion across a number of environments.
5. Explore and articulate through a presentation a contemporary issue for persons with disabilities.

Course Structure/Approach:

These objectives will be accomplished through
- Discussions focused on assigned readings
- Small-group activities
- Role-playing and simulations
- Guest lecturers
Textbook and required materials

There is no required textbook for the course. All readings are accessed through the Vista course shell.


**Course Outline**

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</tr>
<tr>
<td>Week</td>
<td>Activity/Issue</td>
<td>Readings</td>
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<tr>
<td>Week 10</td>
<td>Systems of Support Activity Groups</td>
<td>No Readings</td>
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<td></td>
<td>Spring Break (No Class)</td>
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<td>Week 11</td>
<td>Contemporary Issues</td>
<td>#13, #14</td>
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<td>Week 13</td>
<td>Contemporary Issues</td>
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<td>Week 14</td>
<td>Class presentation times</td>
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<tr>
<td>Week 15</td>
<td>Reading Week/Review</td>
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<tr>
<td>Week 16</td>
<td>Final Exam Due</td>
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</tr>
</tbody>
</table>

* This list is tentative and is subject to change

**Assessment of Student Learning**

Class attendance and participation are required. Participation is defined as relevant and consistent contributions in a manner appropriate for upperclassmen. You may have one unexcused absence. Each additional absence will result in a deduction of 5% of the total course points. Consistent tardiness will count as one absence. This decision is at the discretion of the instructor.

Reading assignments: Read the assignments prior to the class session on each topic. You are responsible for all reading assignments.

Assignments/Activities:

1. *Discussion Questions* - 40 points

   Following each major topic discussed in this course a question will be posted in the course shell. You will be expected to respond to **two** of the questions during the semester. Your responses will be rated for thoroughness, linkage with material presented in class or through the readings, and organization/presentation.

   20 points X 2 = 40 points
2. Participation in class discussions – 75 points

The seminar format requires participants to actively engage in discussions surrounding pertinent issues. You are expected to thoughtfully contribute to these discussions.

3. Facilitation of a discussion – 25 points

You will be paired with two other students and will be assigned to facilitate a seminar discussion for approximately one hour. It is your responsibility to generate discussion questions pertaining to the readings and jointly facilitate the discussion. Should you determine that additional readings or information is pertinent to the discussion, please let your instructor know so that these can be made available as appropriate.

4. Systems of Support Activity – 50 points

You and 2 other students will be asked to sign up and observe/interview staff at two different organizations which provide primary support services to persons with disabilities who have agreed to participate in this activity. Schedule a time to visit the organization when key staff have time to be interviewed and can allow you to observe. Your interview should address most of the topics listed below. You will submit a paper responding to at least four of the topics at the end of the spring semester:

- Name of the agency
- Population served by the agency (developmental and/or acquired disabilities, age ranges, financial qualifiers, etc.)
- Type of support system for persons with disabilities (i.e. provides direct services, provides financial support for other services, provides oversight and case management)
- How is this organization funded and how does this funding source provide and/or hinder opportunities to serve persons with disabilities
- What is the overall mission and philosophy of the organization?
- Legislation that directly governs the activities of the agency
- Collaboration between this organization and persons with disabilities and their families and other potential service providers.
- Ways in which the organization promotes self-determination and independence among the people they serve

Some possibilities: agencies providing transportation, recreation, social support, employment support, habilitation services, day treatment and training and housing (see attached agency list).

Your paper should be 4-6 pages long (double spaced)

5. Synthesis of an issue or topic – 50 points

For this assignment you will be working with a partner (see assignments below). Each pair will develop a 20-minute presentation for students in your own major on a topic pertaining to an issue you have learned about in the undergraduate minor program that you believe would be useful or informative to other students
in your major. You must get approval from your instructor on your topic, proposed date and general outline before date. Your presentation should be made before Finals week.

6. *Final Exam* - 30 points

The final exam will be a take home exam. You will choose 2 questions from a total of 6 questions and thoroughly answer them in a written response; one page per questions (single spaced). Topics for the questions will come from the discussions held during the seminar.
Evaluation Methods:
Total Points: 270

A...92%-100% of all possible points
B...84%-91% of all possible points
C...76%-83% of all possible points
D...69%-75% of all possible points
F...less than 69% of all possible points

Course Policies

1. Regular attendance is expected; you are allowed one unexcused absence. Five percent of the total points in the course will be deducted for each additional absence. Consistent tardiness will be counted as one absence. This is at the discretion of the instructor.
2. If you must be absent, arrange for another student to pick up handouts for you. You are responsible for getting class notes, announcements, etc. from another student.
3. All assignments must be typed or completed on a word processor. Writing errors, such as spelling, punctuation, grammatical errors, etc., will be taken into consideration and may lower the grade. All assignments should be professional in appearance.
4. Students are permitted and encouraged to proofread each other's assignments.
5. Make a copy of every assignment before you submit it to the instructor.
6. Assignments should be submitted on the due date to receive full credit. Any assignment may be turned in earlier than the due date.
7. Assignments cannot be redone for additional credit, nor may additional assignments be done for extra credit.
8. In the event of an unusual final point distribution, the final point requirements may be lowered. This will be solely at the instructor's discretion.
9. Assignments submitted as a requirement for another class should not be submitted for this class. All assignments should be the original work of the student completed for this class.
10. I consider plagiarism a willful act when a person knowingly uses the work of others and attempts to present it as his/her own. This obviously cannot be permitted. Academic dishonesty includes cheating on tests or lying about the work involved in class. If an individual engages in these activities I reserve the right to use all appropriate measures at my disposal to correct the situation. The policy in the NAU Student Handbook may be applied.

University Policies

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
SAFE ENVIRONMENT POLICY

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://home.nau.edu/diversity/. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

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

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website:
http://www.research.nau.edu/vpr/IRB/index.htm. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

**ACADEMIC INTEGRITY**

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.

**ACADEMIC CONTACT HOUR POLICY**

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time... at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

**SENSITIVE COURSE MATERIALS**

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

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

<table>
<thead>
<tr>
<th>1. College</th>
<th>Social and Behavioral Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>Institute for Human Development</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>Minor in Disability Studies</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td>NA</td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>Spring 2010</td>
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</table>

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

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

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

New Plan

**Minor in Disability Studies**

**What is a Minor in Disability Studies?**

The Minor in Disability Studies provides students with foundational knowledge of the rapidly emerging field of disability studies. Students will explore and critically examine the historical and legal treatment of people with disabilities and acquire an awareness and understanding of the role of disability in today's society. Students will examine their own personal attitudes towards disability while reflecting on the construct of "normality" and the ways in which this concept has shaped the understanding of disability. Students will realize that disability is part of human diversity. Through studying the emergence of disability culture and the disability rights movement, students will come to appreciate the concepts of acceptance, inclusion, integration, independence and productivity as these apply to individuals with disabilities and society at large.

The interdisciplinary minor draws students from a wide variety of backgrounds and disciplines. The Minor in Disability Studies with its strong academic curriculum and dedicated faculty will provide students with a solid foundation in the issues surrounding disability. It will enable students to think critically not only about disability, but also about broader social and cultural rationalizations for inequality and oppression that have affected various, historically marginalized groups.

**Minor in Disability Studies**

To complete this minor, you take the following 18 units

15 units of core courses selected from the following: DIS 201, DIS 303, DIS 304, DIS 418, DIS 498C

3 units selected from the following:
DIS 407, DIS 485, DIS 497, HS 355, PRM 326, SST 191.

Revised 09/07
8. For undergraduate plans, will this requirement be a student individualized plan? X no yes
*A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAIL.S focus, for which coursework requirements are established by the student in consultation with the advisor.
If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student’s individual requirements for the degree audit system.

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


The minor in Disability Studies is aligned with the guidelines set forth by the Society for Disability Studies. Key elements of these guidelines have been used in designing this minor program of studies.

   As a result of completing the undergraduate minor in Disability Studies students will:
   - Demonstrate foundational knowledge of disabilities which affect persons across the lifespan and the social systems which support persons with disabilities at critical junctures in their lives.
   - Articulate that disability is part of human diversity and demonstrate understanding of this diversity and its impact on personal and societal attitudes
   - Define disability from a number of different paradigms and compare and contrast different models of disability.
   - Articulate the concepts of person/family centeredness, functionality and participation and contrast it with diagnosis, handicap and limitations.
   - Articulate how public policy and disability rights play a role in society’s changing view of disabilities.
   - Articulate how disability is represented across disciplines and in society through the arts, literature, media and other public domain areas.

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

Currently at NAU there is no organized curriculum devoted to the exclusive study of disabilities. Programs in Disability Studies have increased across the country over the last decade to include undergraduate and graduate certificates, minors or concentrations and full degree programs at the undergraduate and graduate levels. This increase in Disability Studies programs underscores the importance of examining disability in the larger social, political and economic contexts of our society. There are approximately 26 universities that offer some form of study devoted to disability. At the present time, NAU would be the only university in AZ to have a Minor in Disability Studies.

The Minor in Disability Studies is in keeping with the values of the University; particularly in offering an excellent, high quality education to undergraduates while helping students achieve understanding about diversity in education and civic life. Additionally, the minor fulfills the university’s vision for global education. Diversity is one of three proposed University Thematic Student Learning Outcomes of which disability is an integral part. The Minor in Disability Studies is interdisciplinary inviting students from a wide variety of backgrounds and disciplines to apply. By bringing students together from a variety of backgrounds and disciplines the minor will allow students to see and appreciate how disability is an important component in human diversity.

The Minor in Disability Studies encourages students to broaden their understanding of disability while promoting a greater awareness and acceptance of the experiences of people with disabilities across the lifespan. The minor introduces students to the models and theories that examine social, political, cultural and economic factors that define disability and help determine personal and collective responses to difference. This

Revised 09/07
minor will encourage students to examine the ways in which historical roots of disability have led to inequity issues and how the disability rights movement has played a role in society's changing view of disability.

The Institute discussed this proposal with a number of departments across campus which would most likely encourage their students to consider this minor in their academic plan.

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

At the present time there is no need for additional space or equipment for the undergraduate plan. IHD has a conference/classroom in the building. Also, IHD has the necessary equipment for conducting a class.

Three of the 5 core requirements of the minor are already being taught with resources from IHD. The two additional courses within the core requirements will also be covered by IHD and/or affiliated faculty or staff. For the additional 3 credit elective, students will have an option of using a course from another department which is therefore covered by that departments' resources (see minor plan on p. 2).

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.

The interdisciplinary Minor in Disability Studies will positively affect a number of majors at NAU by providing an additional option within their offerings. In researching majors which require a minor, several degree programs would be a good fit for a Minor in Disability Studies. These include: Health Sciences-Community Health, Speech Sciences and Technology, Sociology and Social Work (particularly their extended major in interdisciplinary studies); Humanities, Art and Religion; Philosophy; Pre-Law program, Hotel & Restaurant Management; Athletic Training, Psychology, Women and Gender Studies and Parks and Recreation Management to name a few.

The Minor in Disability Studies does not duplicate any other programs currently on campus. Special Education focuses on the education of children and young adults from preschool through age 22 and focuses on training teachers to be effective in educating students with a wide variety of disabilities. The minor in Disability Studies has an emphasis on the intersection of persons with disabilities and society.

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

The current library holdings are adequate to support this academic plan.

YES

Certifications

[Signature]

Department Chair/ Unit Head (if appropriate) Date

[Signature]

Chair of college curriculum committee Date 3-30-09

Dean of college Date

For committee use only

[Signature]

For University Curriculum Committee Date 11-17-09

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.

Revised 09/07
Date: February 5, 2009

To: University Curriculum Committee

From: Commission on Disability Access and Design

Chris Lanterman, Chair

Re: Proposed Minor in Disability Studies

The Institute for Human Development, in the College of Social and Behavioral Sciences, is proposing to establish a minor program in disability studies. The Commission on Disability Access and Design supports this program as an important addition to the university curriculum and program offerings.

The Americans with Disabilities Act of 1990 observes that “disability is a natural part of the human experience.” Additionally, in ratifying this Act, Congress found that “discrimination against persons with disabilities is a serious and pervasive social problem, and that persons with disabilities are severely disadvantaged in social, vocational, economic, and educational contexts (42 U.S.C. Sec. 12101(2-6)). Additionally, Congress noted “individuals with disabilities are a discrete and insular minority who have been faced with restrictions and limitations, subjected to a history of purposeful unequal treatment, and relegated to a position of political powerlessness in our society, based on characteristics that are beyond the control of such individuals and resulting from stereotypic assumptions not truly indicative of the individual ability of such individuals to participate in, and contribute to, society” (42 U.S.C. Sec. 12101(7)). This pattern continues today, with discrimination against individuals with disabilities occurring regularly, whether explicit or implicit.

Northern Arizona University has a strong commitment to diversity, as evidenced by the university’s values and existing curriculum. This proposed minor adds a rich dimension to our programs, as it will provide our students with the opportunity to bring a deeper understanding of disability into the context of their respective major program of study. Further, the University Curriculum Committee’s support of this minor reinforces the university’s position that disability is an important facet of diversity.

Revised 09/07
To clarify, disability studies should not be confused with special education or related medically-based curricula. In contrast, the proposed minor in disability studies establishes a well-rounded view of disability in its social, political, legal, educational, and ethical contexts. This curriculum studies the experiences of people with disabilities and implications for their equitable participation in society.

The Commission on Disability Access and Design strongly encourages your support of this proposal.
Katherine Ann Mahosky

From: Dennis C Tanner
Sent: Tuesday, January 06, 2009 10:58 AM
To: Katherine Ann Mahosky
Cc: Stephen E Palmer; William R Culbertson
Subject: Re: including your SST 191 course as an elective
Attachments: sst191liberalSTUDIESnew.rtf

It is nice to hear from you Kathy. 2009 is going well knock on wood.

I would be delighted to have SST 191 Communication Disorders in Literature and Media listed as a possible course for your students. I offer it face to face and online each semester and also online during the summer. This course also serves as an science/applied science liberal studies course.

I am attaching a current syllabus FYI.

All the best,

Dennis

Katherine Ann Mahosky wrote:

Hi Dennis,

Happy New Year! I hope your 2009 is getting off to a good start. As you know I have been working at IHD for the past three years. One of my jobs here has been to work on an undergraduate minor in Disability Studies which we plan to submit to the Undergraduate Curriculum Committee this spring. IHD has many courses already on the books under the DIS prefix, the majority at the graduate level; however, we have been developing more undergraduate courses over the past two years. In looking at the courses we are proposing to offer for the minor, we would offer 15 of the 18 necessary for the minor and give students a choice for the last 3 credits. I am writing to you to ask if we might discuss listing your SST 191 course as a possible elective for this minor? If so, could I get a letter of support from you indicating you would agree to have your course listed as a possible elective within our minor?

I would be happy to answer any questions you might have or meet with you to discuss this further. Thanks for your time and I look forward to hearing from you.

Kathy

Dennis C. Tanner, Ph.D., Professor
Department of Health Sciences
P.O. Box 15035
Northern Arizona University
Flagstaff, Arizona 86011
(928) 523-7435

1/6/2009
This memorandum indicates my support for the development of an undergraduate minor in Disability Studies. The development of this interdisciplinary minor will provide students with another option that complements our Psychology major. The curriculum that structures this minor fits with NAU's mission to respect and understand the role of diversity.
Katherine Ann Mahosky

From: Stephen E Palmer
Sent: Friday, February 06, 2009 11:23 AM
To: Katherine Ann Mahosky
Cc: Gary Lee Dunagan
Subject: RE: Disability related courses

Hello Katherine,
I believe this will work - I've cc'd Gary Dunagan for a final "OK". One change is that it's HS 365: Physical activity for special populations.

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

From: Katherine Ann Mahosky
Sent: Thursday, February 05, 2009 9:51 AM
To: Stephen E Palmer; Pamela Elizabeth Foti
Subject: FW: Disability related courses

Sorry,
Here's the attachment!

From: Katherine Ann Mahosky
Sent: Thursday, February 05, 2009 9:46 AM
To: Stephen E Palmer; Pamela Elizabeth Foti
Subject: Disability related courses

Dear Drs. Palmer and Foti,
The Institute for Human Development is currently in the process of developing an undergraduate minor in Disability Studies. We have a number of courses already developed which are being taught at the undergraduate level and will add two more courses next year. This will allow us to offer 15 of the 18 credits necessary for the minor. In our plan development for the minor (which we are planning to take to the UCC for approval this spring) we would like to recommend courses you both offer in your departments as a possible "elective" 3 credit course which would then complete the 18 credits necessary for the minor. The courses are HS 355: Physical Activity Special Populations and PRM 328: Inclusive Recreation. I would like to know if you would approve us to include them in our proposal. I have attached our proposed catalog narrative description with the potential course sequence listed. Please let me know your thoughts and if you have any questions contact me through email or phone (3-3814).
Thank-you for your time.

Respectfully,
Katherine Mahosky

2/11/2009
HI Katherine:
Thank you for the information. I definitely believe that we have Parks and Recreation majors who would be very interested in a minor in Disability Studies. The Department of Geography, Planning, and Recreation are pleased to participate in the minor in Disability Studies and are very willing to support and welcome Disability Studies’ students into PRM 326: Inclusive Recreation, which is listed in the elective portion of the minor.
Best Regards,
Pam

Katherine Ann Mahosky wrote:

> Dear Drs. Palmer and Foti,
> 
> The Institute for Human Development is currently in the process of developing an undergraduate minor in Disability Studies. We have a number of courses already developed which are being taught at the undergraduate level and will add two more courses next year. This will allow us to offer 15 of the 18 credits necessary for the minor. In our plan development for the minor (which we are planning to take to the UCC for approval this spring) we would like to recommend courses you both offer in your departments as a possible “elective” 3 credit course which would then complete the 18 credits necessary for the minor. The courses are HS 355: Physical Activity Special Populations and PRM 326: Inclusive Recreation. I would like to know if you would approve us to include them in our proposal. I have attached our proposed catalog narrative description with the potential course sequence listed. Please let me know your thoughts and if you have any questions contact me through email or phone (3-3714).
> 
> Thank-you for your time.
> 
> Respectfully,
> 
> Katherine Mahosky
>
--

Pam Foti, Ph.D.
Professor and Chair
Department of Geography, Planning and Recreation Box 15016 Northern Arizona University
Flagstaff, AZ 86011
928-523-6196 (voice)
928-523-2275 (fax)

"The birds have vanished down the sky,
Now the last cloud drains away.
We sit together, the mountain and me,
until only the mountain remains."
Li Po
Administrative/Departmental Support for Proposal

1. David Camacho, Ph.D
   Associate VP for Diversity/Special Assistant to the President

2. Blaise S. Scarnati, Ph.D
   Director, First Year Program
   Chair, Task Force on Global Learning

3. Christopher Lanterman, M.Ed.
   Chair, Commission on Disability Access and Design

4. Steve Palmer, Ph.D
   Chair, Health Sciences

5. Kooros Mahmoudi, Ph.D
   Chair, Sociology and Social Work

6. K. Laurie Dickson, Ph.D
   Chair, Psychology

7. Lawrence Gallagher, Ed.D
   Chair, Educational Specialties

8. Pam E. Foti, Ph.D
   Chair, Parks and Recreation Program

9. Gioia Woods, Ph.D
   Program Coordinator, Humanities

10. Frances Remer, Ph.D
    Director, Women and Gender Studies

Revised 09/07
March 23, 2009

To Whomever It May Concern,

Attached are two curricular proposals from the Institute for Human Development. We are proposing changes to an existing graduate certificate in Positive Behavior Support and the creation of a new Minor in Disabilities Studies.

The proposed changes in the Certificate in Positive Behavior Support allow students to focus on either home-based or school-based services. A new course - DIS 559 Verbal and Social Behavior of Children with Autism and other Developmental Disabilities was developed for inclusion in the certificate program.

The Minor in Disabilities Studies is a new program that will be an important addition to the curriculum that will allow students from a wide range of disciplines to add to their program of study. This proposal has the support of many academic units and fulfills the university's vision for global education. Diversity is one of three proposed University Thematic Student Learning Outcomes of which disability is an integral part.

Thank you for consideration of these proposals.

Sincerely,

Richard W. Carroll, Ph.D., Director
Institute for Human Development
Administrative/Departmental Support for Proposal

1. David Camacho, Ph.D
   Associate VP for Diversity/Special Assistant to the President

2. Blase S. Scarnati, Ph.D
   Director, First Year Program
   Chair, Task Force on Global Learning

3. Christopher Lanterman, M.Ed.
   Chair, Commission on Disability Access and Design

4. Steve Palmer, Ph.D
   Chair, Health Sciences

5. Kooros Mahmoudi, Ph.D
   Chair, Sociology and Social Work

6. K. Laurie Dickson, Ph.D
   Chair, Psychology

7. Lawrence Gallager, Ed.D
   Chair, Educational Specialties

8. Pam E. Foti, Ph.D
   Chair, Parks and Recreation Program

9. Gioia Woods, Ph.D
   Program Coordinator, Humanities

10. Frances Riemer, Ph.D
    Director, Women and Gender Studies
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.


3. College Social & Behavioral Sciences 4. Academic Unit/Department School of Communication

5. Course subject/catalog number EMF 405 6. Units/Credit Hours 3

7. Long course title Field Production Topics (max 100 characters including spaces)

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

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

This topics course allows students to receive training and experience in a specific area of video and audio production. May be taken up to 9 credits if topic is different.

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

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

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

13. May course be repeated for additional units? ☒ yes ☐ no
    a. If yes, maximum units allowed? 9
    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) EMF 225

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 ☐

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Journalism BS

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

Do we want to make this part of the EMF and Journalism major?

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: Kurt Lancaster, Norm Medoff, Brandon Neumann, Charlie Hicks

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

The course will be offered in the Journalism plan, allowing students to focus on a specific aspect of production and new forms of storytelling. Course is successfully delivered last year and this year as COM 399 Special Topics.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signature]
Department Chair (if appropriate) 10.15.09

[Signature]
Chair of college curriculum committee 18.18.09

[Signature]
Dean of college

For Committees use only

[Signature]
For University Curriculum Committee 11.17.09

Action taken: ✓ Approved as submitted

Approved as modified
SAMPLE SYLLABUS
EMF 405 Field Production Topics: Documentary
NAU, School of Communication
T 4-6:30, Communication 109
Dr. Kurt Lancaster, Communication 367, Kurt.Lancaster@nau.edu
Office hours: T 1-3; W 10-12 and by appointment
Course website: http://documentary.wetpaint.com/

Course description
What is a documentary? What are the techniques and styles of documentaries? How is it different than the style found in broadcast news? How is a documentary produced? These are some of the questions we will engage over the course of the semester. In teams, students will create a series of blog-video documentaries revolving around a single subject or theme engaging the highest standards of journalistic integrity and quality of work.

The first half of the course will include a brief history, screening of films, research, and exercises on documentary. The second half will be focused on the production of a documentary, including the presentation of a rough cut, critique, and reshoots during an extensive postproduction phase. Short documentaries will be screened in class. Feature-length documentaries will be on reserve at the library and/or streamed on the VISTA course website.

Memorable art comes from exceptional ideas about life, not from exceptional equipment. ... You connect viscerally with an audience only when you,
• Develop a story that you care deeply about.
• Understand the elements it must handle.
• Work out specifically what you want your spectator to experience.

—Michael Rabiger Developing Story Ideas (teaching notes) (Focal Press, 2006)

Learning outcomes
• An overview of the history and traditions of documentary film, including understanding the difference between broadcast news and documentary journalism. This will be assessed through class discussions and the style of work you create in your documentary.
• Film a subject with respect. This will be assessed through your interview exercise and documentary.
• Create compelling blogs and use it to produce and publish multimedia stories. This will be accessed through a formal presentation of blogs to the class.
• Gain a certain comfort level in using such technology as video cameras and editing software for video and audio editing and mixing; and using blog sites. This will be accessed through the creation of your projects, as well as a written self-evaluation.
• Engage a personal artistic voice unique to your core themes and concerns. This will be assessed by your artistic self-analysis and the topics you choose to engage.
• Present artistic and critical evaluations that leads to the revision of your work in order to better learn what constitutes good documentary storytelling practices. This will be assessed through class critiques of the interview exercise, documentary, and blogs, as well as critiques of your and other’s creative works.

Attendance and Homework Expectations
I tend not to give tests or quizzes, but that doesn’t mean this class lacks academic rigor nor lack high expectations in the quality of your work. This is a demanding 399-level course, and as mandated by The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit), six hours of outside class time ("preparation, homework, and studying") will be required for a 3 credit course. It is expected that you will attend every class session and complete readings, film screenings, exercises, and assignments on time.

You may miss one class, but any beyond that will result in a loss of a letter grade for each absence beyond that, unless you have made arrangements with the professor ahead of time (including planning extra make-up assignments, such as writing an analysis of a documentary film assigned by the professor). Despite this policy, you should stay home if you're sick.

Required texts

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Optional text [if you’ve taken EMF 225 or have equivalent shooting experience.]

Required production equipment
You have access to video cameras and microphones for your projects, but on a limited basis. If you want unlimited access, purchase your own HD video camera—which must have manual control over focus, aperture, and white balance.

In addition, you will need to purchase the following equipment:
1. **External FireWire or USB drive**—All projects will need to be put on your personal hard drive. This will allow you to edit with Final Cut Express in labs 107, 109, and 110. Files stored on lab computers have been lost in the past, so a hard drive is mandatory for your peace of mind.
2. **Over ear headphones**—you will need these for editing. You will have a headphones available when shooting. You can purchase headphone at this site, based on budget:
   http://www.headphone.com/guide/by-budget/
3. **www Celtx.com** (freeware script formatting software).

Lab Hours and important video note
The video editing software, Final Cut Express, is available in COM rooms 107, 109, and 110. Check class schedules on door for availability for editing. You must back up your files to an external hard drive in order to have more flexibility in editing on other computers and in other labs.

Follow the steps in setting your primary drive, otherwise your video footage will default to the Final Cut Document folder in your account folder of the computer you logged on when dumping footage. If this is the case, you will need to move the video files to your external drive, otherwise you will not be able to edit on another computer.

Assignments
**Documentary Screening Analysis—10%** (2 pts each)
**Choose 5 of the following films** and post your film screening analysis of **one scene**—select one of each form of analysis (fifth film, choose one of your choice):
   Composition (Rabiger, p. 566-567)
   Lighting (Rabiger, p. 560-565)
   Editing (Rabiger, p. 572-573)
   Structure and Style (Rabiger, p. 574)

Engage a thorough analysis of your scene. It should expresses university-level analysis not emotional opinions—an academic understanding of a film, not fan praise or a critic’s rage (emotional argumentation will earn you a failing grade).

1. Nanook of the North (1922) produced by Robert Flaherty
2. The Man With a Movie Camera (1929) by Vertov
3. Salesman (1968) by Albert Maysles and David Maysles
4. The War Room directed by Chris Hegedus and DA Pennabaker (1993)
5. Sherman’s March directed by Ross McElwee (1986)
7. Brother’s Keeper directed by Joe Berlinger and Bruce Sinofsky (1992)
8. The Civil War ep. 1 directed by Ken Burns (1990)
9. Harlan County USA directed by Barbara Kopple (1976)

**Writing Exercises—10%** (2.5 points each) from *Directing the Documentary* by Michael Rabiger (Focal Press, 2009)—All exercises are described on the respective course web page and you must post your assignment on the appropriate page.
Due Week 2

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2-2 The Self-Inventory (Aug. 25, in class)
2-4 Alter Egos (Sept. 1)
2-5 What is the Family Drama (Sept. 1)
2-6 Summarizing Your Goals (Sept. 1)

Assessment
A 2 points = A spot on assignment contributing a key understanding of its scope with perception and depth; engages creative expression with detail; engages an understanding of the readings; clean copy.
B 1.5 points = Same as A, but not as perceptive or containing quite as much depth; engages creative expression, but lacks some detail; a few typos, but no grammatical errors.
C 1 points = Same as B, but lacking the perception and depth required of honor level work; lacks detail in the creative expression; little evidence in engagement of the readings; a lot of typos or grammatical errors.
D 0.5 points = A subpar assignment that is intellectually and creatively shallow; lacks evidence of reading; too many typos and grammatical errors.

Shooting Exercises—30% (5 pts each)
A series of eight shooting exercises will help you master the camera as well as the documentary style. If the class is large, exercises may be shot in pairs (alternating shooting and editing in exercises SP-6-10, while everyone—even when working in pairs—shoots SP-1-3).

Due Week 3—no edits (all three for 5 points)
Project 4-SP-1 Skills Practice: Handheld Camera Steadiness (Rabiger, p. 599)
Project 4-SP-2 Skills Practice: Handheld Tracking on Moving Subject (Rabiger, p. 600)
Project 4-SP-3 Skills Practice: Handheld Tracking Backward with Moving Subject (Rabiger, p. 601)

Due Week 4—shoot and edit
Project 4-SP-6 Document a Process (Rabiger, p. 607-608)

Due Week 5—shoot and edit
Project 4-SP-7 Document an Event (Rabiger, p. 609-610)

Due Week 6—shoot and edit
Project 4-SP-8 Dramatize a Location (Rabiger, p. 611-612)

Due Week 7—shoot and edit
Project 4-SP-9 Make an Essay Film (Rabiger, p. 613-614)

Due Week 8—shoot and edit
Project 4-SP-10 Basic Interview, Camera on Tripod (Rabiger, p 615-616). Modify to a two minute interview that reveals something personal about the subject. It must include shots of their personal space and/or action footage. This exercise will help you gain respect for shooting a subject and getting them to share sincere moments, as well as getting you comfortable in using a camera.

A = A spot-on shooting exercise that’s at the same time personal, technical controlled, and aesthetically beautiful; proper control of camera—composition, focus, aperture, and white balance, as well as proper use of microphones and recording clean audio (when required).
B = Same as A, but not quite as personal, technically, and aesthetically beautiful; not as much control of the camera.
C = Same as B, but the work doesn’t feel personal, lacks technical control, and the aesthetics are off; not much control of the camera.
D =Same as C, but too many technical flaws to show mastery of the camera or an understanding of the subject.

Documentary Blog—50%
Weeks 9-14
Written Blog
Present a series of two written blog stories per team member (a team of three will have six stories). Each blog will run 300-900 words and must be tied to the series. Each blog should contain at least a photo element and/or audio

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elements. Some of them will contain your video documentaries or audio slideshows. Use WordPress (http://wordpress.com/signup/), Blogspot (http://blogspot.com), http://wetpaint.com, or another blog site that allows you to embed videos. Choose a compelling topic that lends itself to a series of six to nine themed stories. Also, engage in social networking as you try to build a following for your work (see “screencasts” and “podcasts” on http://beatblogging.org/). You cannot do the project until you turn in a proposal. If you exhaust a beat, you may create a new beat. The blog needs to contain text as well as visual and/or audio material such as photos, slideshows, or videos, audio or video podcasts, charts/graphs, and so forth. You must present your project to the class at the end of the semester, as well as have it critiqued by an outside professional.


Assessment if blog posts:
A = Spot on posts contributing and providing context to the series, including the proper number of video documentaries, the theme of the site, and presented in a logical sequence; clean copy; contains video, images, and/or audio, as needed; hyperlinks are active; page contains substantial evidence of audience engagement with the posts, as well as producers’ engagement with the audience; worked as a fully committed team member, communicating above and beyond the entire way.
B = A substantial post contributing to the core theme of the series, presented mostly in a logical manner; a few typos, but no grammatical errors; lacks supported images and/or audio (but still has the requisite video); hyperlinks are active; worked well with your team and communicated most of the time.
C = A post that contributes something towards the theme of the site, but fails to engage good storytelling practices, lacks depth; a lot of typos or some grammatical errors; lacks images and/or audio; some of the hyperlinks are not active; some teamwork evidenced, communication somewhat there.
D = A subpar post that is intellectually lacking the depth of what the story needs; too many grammatical errors and/or typos; hyperlinks are not active; lacking evidence of teamwork and/or poor communication skills.

Video doc
In addition to the blog, each team member must create a 3-5 minute documentary in an observational or participatory style (Rabiger, p. 619-622) that includes interviews, action footage, and natural ambient sound, and contributes to the overall series project. Tell the story aurally and visually—any narration must only be used to provide context. Characters voices must be prominent in order to receive an honor grade. Each video must accompany a specific blog entry. You must write a script/transcript—this is mandatory—for your paper edit. Write a self-evaluation of the project. Any missing items will result in 25% grade reduction.

You will be assessed on the quality of your video (proper exposure, focus, white balance, lighting, and clean audio recording), good audio mix, compelling story-structure, and proper pacing of the story.

You will need to plan and schedule the use of equipment around other class team members.

Assessment of docs:
A = A spot-on video that engages good documentary storytelling practices—a compelling character-centered story with a clear hook, conflict, rising action, climax, and some form of resolution. If the story is issue-oriented, it’s manifested through a central character; the story is told visually through a variety of shot sizes and by the actions of the character—not relying on talking heads to tell the story; clear audio recording with natural sound throughout; clean audio mix (no dead spaces); proper sense of rhythm and pacing; properly sized text and credits (18-22 pt font size); proper control of camera—composition, focus, aperture, and white balance.
B = Same as A, but the character and/or story isn’t quite as compelling; the pacing or rhythm may be a little off, or you may be missing one or two important story elements (such as certain action shots that help move the story forward); not quite as technically strong with some minor audio or video issues in the recording and/or edit.
C = Same as B, but the story isn’t that compelling; relying on too many talking heads to tell the story, missing several key visual and/or audio elements that brings the story home; some minor technical flaws in the audio mix and/or video edit.

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D = Same as C, but there is no clear story-structure and you're missing key audio and/or video elements (too many talking heads, not enough action footage that tells the story visually; major technical flaws in the video recording and/or edit and/or audio recording and/or mix.

Deadlines
Weeks 8 Draft Proposal
Week 9 Final Proposal
Weeks 9-10 Shoot during these two weeks
Week 11 Paper Edit
Week 12 Rough Cut
Weeks 13 Reshoot, reedit
Week 14 Reshoot, reedit
Week 15 Final Cut due during final exam

Week 1
Objective Go over the purpose and function of documentaries as forms of representation and reality. Discuss and explore the concepts of documentaries as pioneered by Flaherty, Grierson, and Vertov. What is cinema verite and what makes it different than the omniscient voice? Examine classic story structure as it relates to short docs—screen examples. Explore the difference between documentary journalism and broadcast news. Discuss the relationship of blogs to online short documentaries.

Key Questions
1. How do documentaries represent reality and truth?
2. What is the place of documentaries within ideology and the public sphere?
3. How are documentaries different than mainstream corporate media—or is there not a difference?
4. What are the formal conventions of the documentary?
5. What are the contributions of Robert Flaherty, John Grierson, and Dziga Vertov to the documentary?
6. What is cinema vérité and how did it challenge “top-down media authority”, as Aufderheide put it?

“Mexico at War: Journey Along the Border with Travis Fox and William Bell” The Washington Post, June 2009: http://voices.washingtonpost.com/mexico/

"Driftless"
http://mediastorm.org/0025.htm

Writing exercises (in class)
2-2 The Self-Inventory

Readings
• Interviews with Brian Storm of mediastorm.org:
  http://www.apple.com/finalcutstudio/in-action/mediastorm/ and
  http://mediastorm.org/blog/?p=512

Week 2
Objective Go over writing exercises. Discuss documentary in relationship to film language. Examine the subgenres of the documentary: public affairs, government propaganda, and advocacy. Share your discover your artistic voice exercise. Discuss the ethics and function of the documentarian.

Key Questions
1) What are the key components of the public affairs, government propaganda, and advocacy documentaries? What makes them different from each other?
2) What comprises documentary language?
3) What is film grammar?
4) What was Albert Maysles contribution to the documentary?
5) What is the significance of *Salesman* (1967) and what is its structural components?

Readings (due today)
- Rabiger, Michael. *Directing the Documentary*. Focal Press, 2009: 65-118; 141-160 (Ch. 5 Documentary Language, Ch. 6 Elements and Grammar, Ch. 9 Camera Equipment)

Writing exercises due (on course website)
2-4 Alter Egos
2-5 What is the Family Drama
2-6 Summarizing Your Goals

Lab Learn how to use a video camera and microphone. Learn about basic camera composition. Learn how to use celtx (scriptwriting freeware from celtx.com)

Week 3
**Objective** Go over writing exercises an shooting exercises. Examine the subgenres of the documentary: *historical*, *ethnographic*, and *nature*. Discuss interview assignment (due in two weeks)—present pre-interview ideas next week.

Readings (due today)

Writing exercises due
8-1 Character and Destiny
8-2 Volition and Point of View
8-3 Acting on Volition

Shooting exercises due
Project 4-SP-1 Skills Practice: Handheld Camera Steadiness (Rabiger, p. 599)
Project 4-SP-2 Skills Practice: Handheld Tracking on Moving Subject (Rabiger, p. 600)
Project 4-SP-3 Skills Practice: Handheld Tracking Backward with Moving Subject (Rabiger, p. 601)

Week 4
**Objective** Present pre-interviews of possible subjects for shooting (writing exercise 17-1). Discuss camera operation and audio recording.

Readings (due today)

Writing Exercise due
17-1 A Documentary Subject (pre-interview)

Shooting Exercise
Project 4-SP-6 Document a Process (Rabiger, p. 607-608)

Lab Go over the basics of Final Cut Express (setting up your project and importing files).

Week 5
**Objective** Share paper edits and receive critiques of Interview Exercise. Learn the basics of Final Cut Express and upload your footage and start editing it.

Readings (due today)

**Shooting Exercise**
Project 4-SP-7 Document an Event (Rabiger, p. 609-610)

**Week 6**

**Objective** Discuss edited interviews. Present Interview exercise edit. Discuss postproduction in more detail. Go over the creation of blogs. Discuss documentary research. Form teams and discuss a documentary blog series. Go over formal proposals.

**Readings** (due today)
Rabiger, Michael. *Directing the Documentary*. Focal Press, 2009:

**Shooting exercise due**
Project 4-SP-8 Dramatize a Location (Rabiger, p. 611-612)

**Assignment** Due Monday morning Sept. 28, 8am.
Complete your edit and output your video as a web file. Put it onto youtube and import it into the course wetpaint.com site by Sunday. Observe each other's video and comment and critique at least three of them before class time. Comments should revolve around shooting technique as well as story structure and what personal elements are revealed.

**Week 7**

**Objective** Present a draft of your blog series proposal. Field questions on research and present a status update. A failure to show progress with a detailed proposal, today, will result in a letter grade deduction from final project.

**Key Questions**
1) What is Ken Burns' contribution to the documentary?
2) What is the significance of *The Civil War* (1990)? What are its structural components? How does it represent reality?
3) What are some of the key ideas in advanced preproduction for the documentary?

**Readings** (due today)

**Shooting exercise**
Project 4-SP-9 Make an Essay Film (Rabiger, p. 613-614)

**Readings** Rabiger: 121-130; 195-204; 339-350; (Ch. 7 Research; Ch. 12 Directing, Ch. 21 Advanced Research).

**Week 8**

**Objective** Discuss readings. Finalize any questions on final proposals. Complete blog page, including an about page with brief bios of filmmakers.

**Readings** (due today)
• Rabiger, Michael. *Directing the Documentary*. Focal Press, 2009: 36-64 (Ch. 3 Developing Your Story Ideas; Ch. 4 Proposing and Pitching a Short Documentary).

**Shooting exercise**
Project 4-SP-10 Basic Interview, Camera on Tripod (Rabiger, p 615-616). Modify to a two minute interview that reveals something personal about the subject. It must include shots of their personal space and/or action footage.

**Assignment**
Post a final draft of your doc proposal on the course website. Examine each other's proposals and provide feedback. Complete blog page and include an about page and a bio of the filmmakers.

Week 9—Shoot docs
Objective Discuss production techniques
Readings (due today)

Week 10—Shoot docs
Objective Discuss documentary aesthetics.

Readings (due today)
Rabiger, Michael. *Directing the Documentary*. Focal Press, 2009: 257-326 (Ch. 17 Point of View and the Storyteller; Ch. 18 Dramatic Development, Time, and Story Structure; Ch. 19 Form, Control, and Style).

Week 11—Paper Edit
Objective All shoots completed. Failure to complete shoots will result in a drop in a letter grade. Present paper edits. Failure to present a paper edit, today, will result in a letter grade drop.

Readings

Assignment Due
Paper edit. Mandatory: Post paper edit online. Team members give feedback to each other’s paper edits online.

Week 12—Rough Cut
Objective Present rough cuts of your documentary. Receive critiques and take notes.

Assignment Due
Rough cut completed.

Week 13—Reshoot and reedit
Objective Work on refining your documentaries.

Assignment Schedule additional shoots and gather any missing material for your documentaries. Post blog entries.

Week 14—Reshoot and reedit
Objective Refine documentary projects.

Assignment Schedule additional shoots and gather any missing material for your documentaries. Post blog entries.

Week 15—Reshoot and reedit
Objective Last day of class. Finalize documentary projects. Final draft of blog sites due. Course evaluations.

Assignment Complete final cut and post it on your blog.

Week 16—Present final cuts
Final Exam Wednesday, Dec. 9, 3-5pm: present blog site with all videos operational and final drafts of blog texts.
Interview Exercise assignment (Due Today)
Shoot someone’s personal living space (not your own). Capture some essence of who they are through your shots of the space. Also, interview the person and get something personal from them in a story form. Transcribe the interview and action shots onto paper and put it together in a paper edit using cells.com software. Place this paper edit on the course website. (You will use this paper edit to shape a one minute scene starting this week from the footage you shot.)

Policies
Safe Environment Policy
NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://www4.nau.edu/diversity/swale.asp. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

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

Academic Integrity
The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. This means that students “will not allow either to take credit for work not their own, or to be deceitful in any way, or to take unfair advantage of other students or of each other, or to be other than totally truthful and straightforward in all that they do.”

- Plagiarism: any attempt to knowingly or deliberately pass off other’s work as your own.
- Cheating: any attempt to gain an unfair advantage over one’s fellow students.
- Fabrication: any attempt to present information that is not true when the author knows the information presented is false.
- Fraud any attempt to deceive an instructor or administrative officer of the university.
- Facilitating Academic Dishonesty: any attempt to assist an act of academic dishonesty by another individual. Students are therefore responsible for conducting themselves in an academically honest manner. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.

Copyright You must receive copyright permission for all non-public domain music and images used in your film projects. Public domain material can be found at www.publicdomain.org and www.creativecommons.org.

Academic Contact Hour Policy
The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time ... at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.” The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week: e.g., preparation, homework, studying.

Classroom Management

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“It is the responsibility of each student to behave in a manner that does not interrupt nor disrupt the delivery of education by faculty members or receipt of education by students, within and/or outside the classroom. The determination of whether such interruption and/or disruption has occurred must be made by the faculty member at the time the behavior occurs.” From the Student Handbook. No texting or IMing in class.
http://www4.nau.edu/stulife/handbookmanagement.htm

Security Propping open the doors of any computer lab will result in the immediate suspension of your omni-lock privileges. Theft is a real problem, so this is a one-strike policy.
Late Assignments Plan ahead for this intensive class. There will be no late assignments accepted, unless I have given you permission ahead of the due date.
To meet the demands of the course, this syllabus may be altered as needed.
<table>
<thead>
<tr>
<th>1. College</th>
<th>Social and Behavioral Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Academic Plan Name</td>
<td>BS Electronic Media and Film</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td>Electronic Media News Emphasis</td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
</tr>
<tr>
<td>6. Is this proposal for a:</td>
<td>☑ Plan Change*</td>
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<td>☐ Subplan Change</td>
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<td></td>
<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.nau.edu/aio/AcademicCatalog/academiccatalogs.htm](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)

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

**B.S. Electronic Media and Film**

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

- at least 35 units of liberal studies requirements
  - Be aware that you may not use courses with an EMF prefix to satisfy these liberal studies requirements.
- at least 45 units of major requirements
- at least 18 units of minor requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

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

**B.S. Electronic Media and Film**

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

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

Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in U.S. ethnic diversity and one in global diversity awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a list of the available diversity courses.
Also note that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

You should also be aware that you may take EMF 408 Fieldwork Experience after you have completed 89 units toward your degree. You must apply to and receive prior approval from our electronic media, entertainment, news and film faculty members. We reserve the right to deny approval based on our assessment of your preparation and competence.

See School of Communication page for information about Communication Core, Graduation Requirements, and Advising and Student Responsibilities.

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

**MAJOR REQUIREMENTS**

All majors must earn the grade of "C" or better in COM 101, COM 200, their freshman composition required course and their foundation mathematics course.

Complete at least the following 45 units:

- COM 101 and 200 with grades of C or better (6 units)
- EMF 121, 123 and 225 (9 units)
- EMF 327 or 328W (3 units)
- COM 382 (3 units)
- 27 units from one of two emphases that we describe in the sections that follow

**Entertainment Emphasis**

Take the following 15 units of Entertainment Emphasis requirements:

- EMF 129, 222, 321 or 322 (9 units)
- SC 111 or EMF 124 (3 units)
- COM 382 (3 units)

Take 12 units in one of the following tracks:

**Screenwriting Track**

Screenwriting Students take the following 12 units

- EMF 229, 321 or 322 (whichever one was not used to satisfy Entertainment Emphasis requirement), 329W, 426C

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

You should also be aware that you may take EMF 408 Fieldwork Experience after you have completed 89 units toward your degree. You must apply to and receive prior approval from our electronic media, entertainment, news and film faculty members. We reserve the right to deny approval based on our assessment of your preparation and competence.

See School of Communication page for information about Communication Core, Graduation Requirements, and Advising and Student Responsibilities.

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

**MAJOR REQUIREMENTS**

All majors must earn the grade of "C" or better in COM 101, COM 200, their freshman composition required course and their foundation mathematics course. All majors must also complete a junior level writing (W) course and a capstone (C) course.

Complete at least the following 45 units:

**Core courses (33 units):**

- COM 101 and 200 with grades of C or better (6 units)
- EMF 121, 123, 129, 222, and 225 (9 15 units)
- EMF 321 or 322 (3 units)
- EMF 327 or 328W (3 units)
- COM 382 (3 units)
- SC 111 or EMF 124 (3 units)
- 27 units from one of two emphases that we describe in the sections that follow

**Entertainment Emphasis**

Take the following 15 units of Entertainment Emphasis requirements:

- EMF 129, 222, 321 or 322 (9 units)
- SC 111 or EMF 124 (3 units)
- COM 382 (3 units)

Take 12 units in In addition, choose one of the following tracks:

**Screenwriting Track**

Screenwriting Students take the following 12 units

- EMF 229
- EMF 321 or 322 (whichever one was not used to satisfy Major Core Entertainment Emphasis requirement)
- EMF 329W, and 426C
Production Track
Entertainment Production students take the following 12 units:
- EMF 226, 325, 326, 426C

(Production students must take EMF 328W or EMF 329W and its prerequisite to satisfy the junior level writing requirement.)

Development and Management Track
Entertainment Development and Management students take the following 12 units:
- EMF 327 or 328W (whichever one was not used to satisfy the Major Core requirement), EMF 428C, COM 400
- Choose one class from: ADV 207, COM 305, COM 425, COM 450, PR 272.

Electronic Media News Emphasis
Electronic Media News Students take the following 27 units:
- EMF 124, 223, 226, 326, and 423C (15 units)
- one of EMF 323W, 324, or 333 (3 units)
  (News students must take either EMF 323W or 328W to satisfy the junior level writing requirement)
- COM 400 (3 units)
- JLS 130 (3 units)
- JLS 131 (3 units) (If you are a transfer student, you may take SC 111 if you have completed JLS 131.)

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

To promote Global Engagement, EMF faculty advisors encourage students to consider studying abroad and to consider the Minor in International Communication.

For the entertainment development and management track, you may choose, instead to complete any 15-unit certificate plan offered by The W. A. Franke College of Business plus 3 units of ACC, BA, CIS, ECO, FIN, MGT, or MKT coursework, for a total of 18 units. Be aware that some classes in this certificate may require prerequisites.

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

You may take these remaining courses from any academic areas, using these courses to pursue your

Revised 09/07
specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

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

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

    N/A deleting emphasis, and adjusting the catalog to reflect these changes.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
    Currently there are two majors in journalism at NAU: Journalism and EMF Electronic Media News Emphasis. We are modifying the Journalism plan to reflect current trends in journalism convergence, while deleting the EMF Electronic Media News emphasis in order to tighten the new degree and consolidate resources in the School of Communication. Please see Journalism Plan Change.

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

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

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

Certifications

[Signatures and dates]

Department Chair/Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

Date

For committee use only

Date

For University Curriculum Committee

Date

Action taken: ☑ approved as submitted ☐ approved as modified

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

Revised 09/07
<table>
<thead>
<tr>
<th></th>
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<th>2nd term</th>
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<tbody>
<tr>
<td>COM 101</td>
<td>Communication Analysis</td>
<td>3</td>
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<tr>
<td>EMF 121 or EMF 123</td>
<td>Intro to Electronic and New Media</td>
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<tr>
<td></td>
<td>Electronic Media and Film Production</td>
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</tr>
<tr>
<td>ENG 105</td>
<td>Critical Reading and Writing</td>
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<td>GE</td>
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<td>NAU 100</td>
<td>Transition to College</td>
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Total units 15

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<tr>
<td>EMF 124 or SC 111 (SPW)</td>
<td>Announcing for Electronic Media or Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EMF 225</td>
<td>Production Techniques</td>
<td>3</td>
</tr>
<tr>
<td>EMF 129</td>
<td>Intro to Audio/Visual Storytelling I</td>
<td>3</td>
</tr>
<tr>
<td>LS</td>
<td>Liberal Studies</td>
<td>3</td>
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<td>GE</td>
<td>General Elective</td>
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Total units 15

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<tr>
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<tr>
<td>EMF Track</td>
<td>See Catalog or Advisor Junior Level Writing Req (JLW) depends on Track</td>
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<tr>
<td>JLW</td>
<td></td>
<td></td>
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<tr>
<td>COM 382</td>
<td>The Art of Communication</td>
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<tr>
<td>EMF Track</td>
<td>See Catalog or Advisor</td>
<td>3</td>
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<tr>
<td>LS</td>
<td>Liberal Studies (SCI:SAS)</td>
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<tr>
<td>GE</td>
<td>General Elective</td>
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Total units 15

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<th>8th term</th>
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<tr>
<td>EMF 321 OR EMF 322</td>
<td>History of Ent. I-1920s to 1960</td>
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<tr>
<td>EMF Track</td>
<td>See Catalog or Advisor</td>
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<td>Minor</td>
<td>See Catalog or Advisor</td>
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Total units 15

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Students must submit graduation application during the 7th term.

Liberal Studies Distribution blocks

| AHI (6 units) | SPW (6 units) | CU (6 units) | Science (7 units) | Additional 3 units to reach 35 total |

**PROGRAM INFORMATION**

October 2009
Students who pursue a degree in Electronic Media and Film will study the development, preparation, production, transmission, regulation and management of messages and content to large audiences as well as to smaller groups and individuals. This study includes opportunities for hands-on experience in a variety of in-house media operations as well as broadcast and non-broadcast functions. Students will learn a firm foundation in the responsibilities entertainment and news producers have toward their content, their product and their society, as well as the creative, aesthetic, business and technical aspects of film and the electronic media, and its history and influence upon our culture.

Faculty members strive to acquaint you with radio, television, Internet, film and other electronic media, including their organization, structure, and function as well as historical development and social aspects to provide you with the necessary background and conceptual tools to function and create programming in the general digital and converged media, fields of entertainment, news, multimedia, radio, television, corporate and industrial video, and satellite and cable communication. Some courses in your major may have prerequisites that you must complete before taking those courses. Courses for your major are offered in specific sequence and you must complete the communication core and required prerequisite courses in sequence to avoid a delay in graduation. You must earn a grade of C or better in all courses required for this Electronic Media and Film major.

You must complete a minor of at least 18 hours from those listed in the catalog. To promote Global Engagement EMF faculty advisors encourage students to consider studying abroad and to consider the minor in International Communication. In consultation with your advisor, you should select a minor that’s appropriate for your career aspirations and educational needs. You must earn a grade of “C” or better in the School of Communication Core (COM 101 and COM 200), Freshman Composition (ENG 105 or equivalent transfer ENG coursework) and Liberal Studies Mathematics Foundation Course.

THE FINAL RESPONSIBILITY OF SELECTING COURSES RESTS WITH YOU. IT IS YOUR FULL RESPONSIBILITY TO MEET THE REQUIREMENTS OF YOUR COURSE OF STUDY, IN THEIR PROPER ORDER, SO YOU DON’T DELAY YOUR GRADUATION.

GENERAL INFORMATION
- This 8-term plan is to be used in conjunction with the academic catalog and degree progress report.
- Honors students complete different requirements to meet NAU’s Liberal Studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: http://www4.nau.edu/aio/Articulation/L_Scourselist.htm
  - 6 units of diversity courses: http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: http://www.nau.edu/comp/placement.html
- Math placement
  http://www.cefn.caes.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml

CONTACT INFORMATION
Office of Academic Services and Advising
School of Communication Building #16, Room 370
PHONE: 928-523-8055 or 928-523-6540 FAX 928-523-8056
EMAIL: sbs.advisor@nau.edu

October 2009
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.

   Summer ☒ Fall 2010 ☐

3. College Social & Behavioral Sciences
   4. Academic Unit /Department School of Communication

5. Course subject/catalog number JLS 104
   6. Units/Credit Hours 1

7. Long course title Grammar & Style
   (max 100 characters including spaces)

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

9. Catalog course description (max. 30 words, excluding requisites).
   A review of basic English grammar as well as an overview of the AP writing style.

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)

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

revised 8/08
17. Is a potential equivalent course offered at a community college (lower division only)?
   If yes, does it require listing in the Course Equivalency Guide?
   Please list, if known, the institution and subject/catalog number of the course
   
   yes [ ] no [X]

18. Names of current faculty qualified to teach this course: Mary Tolan, Martin Sommerness.

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

   Provides journalism students with a basic review of grammar and style for their field, because many students were lacking these skills in advanced classes. The test out option ensures students have the skills needed.

   See additional justification

35. Approvals

   [Signature] 10.15.09
   Department Chair (if appropriate) Date

   [Signature] 10.18.09
   Chair of college curriculum committee Date

   [Signature]
   Dean of college

   For Committees use only

   [Signature] 11.17.09
   For University Curriculum Committee Date

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

revised 8/08
"All I know about grammar is its infinite power. To shift the structure of a sentence alters the meaning of that sentence, as definitely and inflexibly as the position of a camera alters the meaning of the object photographed. Many people know about cameras today, but not so many know about sentences."

--Joan Didion

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCE
SCHOOL OF COMMUNICATION
SYLLABUS: JLS 104, GRAMMAR AND STYLE
FALL SEMESTER 2010
THURSDAYS, 4 - 5 P.M.
1 CREDIT HOUR

PROFESSOR: Martin D. "Teach" Sommerness
OFFICE: Communication 323
HOURS: 11:30 a.m. - 3:30 p.m. Thursdays
TELEPHONE: 523-2510
E-MAIL: Martin.Sommerness@NAU.EDU

REQUIRED TEXTS:


COURSE DESCRIPTION: A review of basic English grammar as well as an overview of the AP writing style.

DISCONNECT AND/OR SILENCE all pagers, cell phones, camera phones, text messaging devices, calculators, computers and the like while in JLS 104, please, out of courtesy for the professor and other students, as well as for academic integrity. Use of such items during a quiz, exercise or examination may be interpreted as a violation of academic integrity

This syllabus copyright © 2010 by Martin D. Sommerness. Any use of it, other than in association with a course taught by Professor Sommerness, is prohibited without his express written consent.
ACADEMIC INTEGRITY: Academic dishonesty will not be tolerated. University and School policies are hereby adopted by reference. If you have any questions, see the professor. A good suggestion: simply do your own work yourself (and not anybody else’s). The university Safe Working and Learning Environment policy is also hereby adopted by reference.

FROM THE NAU CLASSROOM MANAGEMENT STATEMENT:

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

“It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside of the classroom. . . . It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus. . . .

“Serious disruption, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions . . . to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action, up to and including suspension or expulsion.”

ON GRADING: Each student will have 500 points available to them according to the following:

The best 15 assignments at 25 points each = 375 points
The final examination at 100 points = 100 points
One study file at 25 points = 25 points

Grades will be determined according to the following grading scale:

A = more than 449 points ("excellent")
B = 449 - 400 points ("above average")
C = 399 - 350 points ("average")
D = 349 - 300 points ("below average")
F = less than 300 points ("fail")

ON ATTENDANCE: The attendance policy is quite simple: If you miss class, you jeopardize your grade. Although there is no explicit attendance policy, the professor implicitly takes attendance through the work in class and the homework

revised 8/08
assignments, and will use his records in questions regarding attendance, such as those involving either financial aid or athletic eligibility. Missed work will generally be that which is dropped in grade calculation. Lecture repeats will not be contemplated. No make-up work is contemplated.

MORE ON ATTENDANCE: Failure to attend class the first week of the semester may subject one to being administratively dropped by the professor. Additionally, failure to attend class during the first week of the semester may mean the student is not given a StrengthsFinder code for the first assignment due the second week of the semester.

ABOUT STAPLING: When multiple pages are assigned (e.g., "Exercises A&B), please submit them stapled to one another. Failure to do so will result in loss of points. Dog-earing, paper-clipping or any other form of connecting the papers is not acceptable.

PLEASE NOTE: Competency in the subject matter of JLS 100 is required of all journalism majors. That competency can be achieved either by passing this course or by successfully completing the test challenge option. For more information about the latter, please see the professor at the beginning of the semester.

ABOUT STRENGTHSFINDER: The first assignment, the report from the StrengthsFinder exercise, is due in class at the second class meeting. Each student's individual, one-time-only code is attached to the first page of this syllabus. https://strengths.gallup.com/Registration/Step2.aspx is the address of the web site for using the code. The telephone number for technical support is (888) 211-4049. Remember your password! If you lose your code, you’ll have to purchase another.

ABOUT THE STUDY FILE: The study file is to contain all of the graded work done by and returned to the student (except for the StrengthsFinder report). This file is to be submitted to the professor at the final examination.

ABOUT PAPERWORK: The professor will endeavor to grade, record and return work the class period following when it is submitted, with the exception of the student profile and the initial memorandum. Please note the professor is not a walking filing cabinet. Work that is not picked up when returned may be retrieved from the School of Communication office during regular business hours.

A FINAL CAVEAT: Assignments are due in class when assigned. Do not give them to the professor in the hallway. Do not slide them under his office door. Do not put them in the bin by his office door. Do not give them to office staff to put in his
work mail box. Do not fax them to him. Do not e-mail them to him. Do not give them to friend, roommate or others to put on the classroom lectern before class. Simply submit them in class when due.

EVACUATION NOTE: In case of an alarm, you must leave the building immediately by the nearest fire exit (learn where that is) and move away from the building. Do not use the elevators. Please help those needing assistance exiting.

LEARNING OUTCOMES: At the conclusion of this course, the successful student should be able to demonstrate

- more than a mere rudimentary understanding of contemporary English grammar;
- a mastery of English word usage in a media writing context;
- a knowledge through application of the basics of Associated Press style;
- the fundamentals of English grammar in a rhetorical perspective; and
- a familiarity with some of the contemporary trends in English language research.

COURSE SCHEDULE: The following is subject to change.

AUGUST 26
Course introduction, discuss StrengthsFinder assignment.

SEPTEMBER 2
StrengthsFinder assignment due in class. Read and discuss “Why You Are Not a 'Communications’ Major.”

SEPTEMBER 9
Read and discuss “This English Grammar Stuff” and “Revenge of the Writing Teachers.” Memo and profile due in class.

SEPTEMBER 16
Exercises A&B from “This English Grammar Stuff” and “Revenge of the Writing Teachers” due in class; discuss “College Writing” and “The Magic of Grammar.”

SEPTEMBER 23
Exercises A&B from “College Writing” and “The Magic of Grammar” due in class. Discuss ACES Vista assignments.

SEPTEMBER 30
ACES Vista quizzes. Read and discuss “Your Grammar Wears Combat Boots.”

OCTOBER 7
Exercises A&B from “Your Grammar Wears Combat Boots” due in class. Discuss plagiarism assignment and glossary quiz.

OCTOBER 14
Plagiarism assignment due in class. Glossary quiz. Read and discuss “De-Bugging Your Writing.”

OCTOBER 21
Guest lecture -- read and discuss “Introduction to Broadcast News Writing.” Exercises A&B from “Debugging Your Writing” due in class.

OCTOBER 28
“Introduction to Broadcast News Writing” exercise due in class. Discuss AP assignment.

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NOVEMBER 4  Read and discuss "On the Importance of Reading" and "Cultural Illiteracy." AP exercises due in class

NOVEMBER 11  NO CLASS: VETERAN'S DAY HOLIDAY

NOVEMBER 18  Exercises A&B from "On the Importance of Reading" and "Cultural Illiteracy" due in class.

NOVEMBER 25  NO CLASS: THANKSGIVING HOLIDAY

DECEMBER 2   AP assignment due in class. Course catch-up and review for final examination.

DECEMBER 9   FINAL EXAM 3-5 p.m.- STUDY FILES DUE

PLEASE: bring your texts to class - we may use them!
1. Is this course being proposed for Liberal Studies designation? Yes □ No ☒
   If yes, route completed form to Liberal Studies.


3. College Social & Behavioral Sciences
4. Academic Unit /Department School of Communication

5. Course subject/catalog number JLS 105
6. Units/Credit Hours 3

7. Long course title Introduction to Journalism
   (max 100 characters including spaces)

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

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

What journalists do, why society needs them, history and ethics of the journalist, differences between corporate news and independent media, technological changes, reporter as witness and documenter of history.

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 ☒

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)?
    Name of plan? Journalism
    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: Mary Tolan, Peter Friederici, Annette McGivney, Lea Jane Parker

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

   This course provides the intellectual foundation for the new Journalism Plan.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signatures and dates]

For Committees use only

[Signature]

For University Curriculum Committee

[Signature]

Action taken: □ Approved as submitted □ Approved as modified

revised 8/08
JLS 105 Introduction to Journalism syllabus

Course description
This course explores what journalists do, why a democratic society needs them, and the history and ethics of the journalist. It also explores the differences between corporate news and independent media, as well as the technological changes occurring in the journalism industry. Finally, it examines the reporter as bearing witness and documentary history.

Course outcomes
- Gain an appreciation for the history and evolving role of journalism in a democracy
- Explore the ethics of journalism
- Know the difference between corporate and independent media
- Realize the importance of Web 2.0 and how it has changed the face of journalism
- Discover the reemergence of citizen journalism and what the means
- Explore the role of the reporter as a witness to social and political actions
- Examine the role of photo and video journalists, as well as documentary filmmakers

Texts
2. We're All Journalists Now: The Transformation of the Press and Reshaping of the Law in the Internet Age by Scott Gant (Free Press, 2007).

Assignments
Writing—25%
File three reports by deadline (500-600 words) for a collective online site in which students report on a topic they’re curious about and what they want to tell somebody about. This could be about an event or an interview with someone. (25 people will be assigned each week, rotating over the course of the semester—assuming 100 students.)

Quizzes—25% (5% each) based on the reading.
Midterm exam—25%
Final exam—25%

Grades
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = less than 60%

Weeks 1-3
What is journalism?
    Journalism as a Public Forum
    Watchdog, 4th Estate
    Investigative
    Lifeblood of Democracy

Weeks 4-6
Where did it come from?
    Historical material: Thomas Paine, Pamphlets, Penny Press, Yellow Journalism, Reform—Muckrakers
    New Journalism/literary journalism—reaction to conventional objective journalism

Week 7
Media Ethics
    Truth Principle

revised 8/08
Week 8
Midterm exam

Weeks 9-10
Corporate News vs. Independent Media

Weeks 11-12
Technological Transformation and the end of newspapers?
   Citizen Journalism
   Blogging and Twitter

Weeks 13-15
Reporter as Witness
   Photojournalism
   Documentary vs. Documentation
   Portable media (cell phone)

Week 16
Final Exam

Policies
Safe Environment Policy
NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website http://www4.nau.edu/diversity/swale.asp. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

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

Academic Integrity
The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. This means that students “will not allow either to take credit for work not their own, or to be deceitful in any way, or to take unfair advantage of other students or of each other, or to be other than totally truthful and straightforward in all that they do.”
   • Plagiarism: any attempt to knowingly or deliberately pass off other's work as your own.
   • Cheating: any attempt to gain an unfair advantage over one's fellow students.
   • Fabrication: any attempt to present information that is not true when the author knows the information presented is false.
   • Fraud any attempt to deceive an instructor or administrative officer of the university.
   • Facilitating Academic Dishonesty: any attempt to assist an act of academic dishonesty by another individual.
Students are therefore responsible for conducting themselves in an academically honest manner. The complete policy on academic integrity is in Appendix G of NAU's Student Handbook http://www4.nau.edu/stulfie/handbookdishonesty.htm.

Academic Contact Hour Policy
The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time ... at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit." The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, revised 8/08
homework, studying.

**Classroom management**

"It is the responsibility of each student to behave in a manner that does not interrupt nor disrupt the delivery of education by faculty members or receipt of education by students, within and/or outside the classroom. The determination of whether such interruption and/or disruption has occurred must be made by the faculty member at the time the behavior occurs." From the *Student Handbook*.

http://www4.nau.edu/stulife/handbookmanagement.htm
1. Is this course being proposed for Liberal Studies designation? Yes ☑ No ☐

If yes, route completed form to Liberal Studies.


3. College Social & Behavioral Sciences

4. Academic Unit /Department School of Communication

5. Course subject/catalog number JLS 328W

6. Units/Credit Hours 3

7. Long course title In Depth Reporting Topics

(max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) In Depth Reporting Topics

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

Students learn the techniques, research, and function of investigative and feature storytelling as they work on larger reporting projects. May be taken more than once if offered as a different topic. Letter grade only. Course fee required. Prerequisite: JLS 231 and EMF 225 and Jr. or Sr. status. Recommended co-requisite EMF 405 Field Production Topics or EMF 323W Electronic News Media Production.

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 ☑

14. Prerequisites (must be completed before proposed course)

JLS 231, EMF 225, and Jr. or Sr. status.

15. Corequisites (must be completed with proposed course)

EMF 405 ☑ or EMF 323W

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? Name of plan?

Journalism yes ☑ no ☐
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: Mary Tolan, Peter Friederici, Annette McGivney, Lea Jane Parker

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

   This course allows students to gain the reporting skills needed to do more in depth stories. In principle, this course has existed as JLS 330 Feature Writing (which is being deleted), but the new modifications in the journalism curriculum will allow greater flexibility and learning with this course.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signatures and dates]

Department Chair (if appropriate) 10.15.09
Chair of college curriculum committee 10.12.09
Dean of college

For Committees use only

[Signature and date]

For University Curriculum Committee 11.17.09

Action taken:

Approved as submitted ☑

revised 8/08
Journalism 328W: In-Depth Reporting Topics: Science
Sample Syllabus for Fall 2010

Course Instructor
Peter Friederici or Annette McGivney, School of Communication

Course Purpose/Overview
Students will learn research and reporting techniques that will allow them to craft marketable stories about current issues in science for publication in various media formats for the general public. Students will practice research techniques such as interviewing, first-hand reporting, and use of scientific and popular literature; by consistently refining and reworking draft stories, they will also receive extensive practice in techniques of writing and revision. By studying a range of media outlets, students will gain familiarity with how journalists reach a variety of audiences.

NOTE: Science is a sample topic around which this syllabus is organized. Potential issues that may be covered in other semesters include cultural reporting, sports, public affairs, and community issues.

Prerequisites
JLS 231 Field Reporting Topics, EMF 225 Production Techniques, and junior or senior level status.

Readings
The following books are required:
- *Ideas into Words: Mastering the Craft of Science Writing*, by Elise Hancock (Johns Hopkins University Press, 2003)

You will also be required to read a number of handouts that will be made available to you either in hard copy form or electronically.

In addition, you are expected to keep a reading journal that will reflect your reading or viewing of at least two additional mass-media science pieces each week (beginning the week of September 1). They can be stories you like or dislike; in either event, please come to class prepared to present and discuss them. Good places to look for such stories include the following:
- *The New York Times* "Science Times" (published each Tuesday, and available either in printed form or at [www.nytimes.com](http://www.nytimes.com))
- *Discover* magazine ([www.discover.com](http://www.discover.com))
- *Seed* magazine ([www.seedmagazine.com](http://www.seedmagazine.com))
- Occasional stories in numerous other magazines, including the Atlantic, The New Yorker, Scientific American, Wired, National Geographic, and Smithsonian.
Assessment: Learning Outcomes and Expectations

What can you expect to learn from this class, and how will your work be assessed?

1. To gain an understanding of current science issues impacting humans today. Student knowledge of these issues will be assessed by their ability to engage in enlightened discussion (especially of reading journal entries and chapters from the Best American anthology) in class meetings.

2. To select topics of interest to research and write about for this class. Students will be assessed by grades and comments on proposal letters.

3. To conduct in-depth research on the selected topics. Students will be assessed through detailed source listings that will be appended to each assignment turned in.

4. To become familiar with the market requirements and procedures for determining the best media outlet in the new converged format for preparing and publishing stories. Students will share this information in class.

5. To develop the skills necessary for the preparation, writing and revision of in-depth stories for the popular media. Most of the course grade will be determined by the student’s performance in drafting and revising professionally written articles aimed at popular media outlets.

6. To complete all assignments by a predetermined deadline. This is an expectation of the journalistic profession; failure to meet deadlines will result in failure of an assignment.

Writing Assignments

You will be required to hand in the following writing assignments:

- News item (3 pages, double-spaced; about 750 words)
- Explanatory writing piece (4 to 5 pages, double-spaced; 1,000 to 1,200 words)
- Profile (5 to 6 pages, double-spaced; 1,250 to 1,500 words)
- Feature story (8 to 10 pages, double-spaced; 2,000 to 2,500 words)

For each of these assignments, you will first write a short proposal (aka pitch or query letter), which the instructor will grade and comment upon. With the instructor’s feedback in mind, you will write a draft article. After receiving comments from the course instructor and possibly from other students, you will create a final polished version, which is the version that will be graded. The grade will also be based in part on your submission of a source list showing that you’ve done adequate research.

Grading

This will be a writing-intensive class that requires you to participate by sharing your writings, commenting on fellow students’ work, and contributing to in-class discussions. Your grade will be based on:

- Your writing assignments (up to 700 points)
- Other writing exercises (up to 100 points)
- Class participation, including critique of others’ writings (up to 100 points)
- Your reading journal entries (up to 100 points). I expect your reading journal to include the following elements for each science story you read, including the Best American chapters and the two stories you’ll choose each week:
  - Date of publication
  - Title
  - Author
  - Publication
  - Analysis (a few sentences) that indicates what you do and don’t like about the piece.

Reading journal entries may be typed or handwritten. Turn each entry in on the day a reading is assigned. I’ll return them, and you can compile all the entries in a folder or binder.

revised 8/08
Grading Scale:
900-1,000 points: A
700-799 points: C
Below 600 points: F
800-899 points: B
600-699 points: D

Attendance
Students are expected to attend each class and participate in class activities and discussion. Much material for this course is taken from a collection of outside sources with current information. Therefore, students need to make sure they keep up to date with course information. Students may be working in groups with other students, so it is important to cooperate. Excused absences are given for the following reasons only: a) illness; b) institutional excuse; c) medical/family emergency.

Deadlines
These are absolute! No work will be accepted after scheduled deadlines!

Originality of Work
All work for this course must be original and must have been completed during the semester in which the class is taken. Students turning in duplicate work will be subject to sanctions for cheating. Any act of cheating or plagiarism will result in a grade of ZERO for the assignment or test in question, possible lowering of the final grade by one or more letter grades per instructor discretion, a report to the dean of student services, and possible failure of the course.

Common Courtesies and Professionalism
A professional atmosphere will be maintained in this classroom. Cell phones, pagers, beepers, etc. should be turned off while in class or in the media center. The instructor considers your class attendance, preparation and participation to be your job; as in any job, lack of the above could get you “fired” (i.e. failed).

Class Meetings and Assignments
Subject to change

Monday, August 23
Topics
Class introduction
Science in the media
Class Handouts
“Super Sex Me,” by Olivia Judson, from SEED
Initial survey

Wednesday, August 25
Topics
Science as inquiry; media writing as inquiry; very brief history of science writing
Readings
Ideas into Words: Chapter 1
Best American: Introduction
Class Handout
News item assignment

Monday, August 30
Topics
Types of science writing: basic story structures

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Recognizing and finding stories

Assignment due
News item proposal
4 reading journal entries

Readings
Ideas into Words: Chapter 2
Field Guide: Chapters 1 and 2
Best American: Chapters 1 and 2
Two chapters of your choosing from the Field Guide, ch. 23-35

Wednesday, September 1
Topics
Writing proposals/summarizing
Reporting
Precision
Assignment due
4 reading journal entries
Readings
Ideas into Words: Chapter 3
Field Guide: Chapters 4, 5, 17, and 18
Best American: Chapters 3 and 4
Class Handout
Explanatory writing assignment

Monday, September 6
No class: Labor Day

Wednesday, September 8
Research resources workshop
Meet at Cline Library, room 298

Monday, September 13
Topics
Simplifying and explaining; ledes and nut graphs; organizing a story
Assignment due
News item draft
4 reading journal entries
Readings
Ideas into Words: Chapter 4
Field Guide: Chapters 19 and 20
Best American: Chapters 5 and 6

Wednesday, September 15
Topics
Going over news items; uneasy meetings: scientists and journalists
Assignment due
Explanatory writing proposal

Monday, September 20
Topic
More on scientists and journalists
Video from Society of Environmental Journalists conference

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Assignment due
   News item revision
   4 reading journal entries

Readings
   Best American: Fields and Rosenwald

Wednesday, September 22
Guest speaker: George Koch, NAU Department of Biological Sciences

Monday, September 27
Topics
   Interviewing
Assignment due
   Exercise 1
   Explanatory writing draft
   4 reading journal entries
Readings
   Best American: Chapters 7 and 8
Class Handout
   Scientist profile assignment

Wednesday, September 29
Lab visit 1

Monday, October 4
Topics
   More on interviewing; dealing with the press; embargoes and other rules
Assignment due
   Exercise 2: Lab visit notes
   4 reading journal entries
Readings
   Ideas into Words: Chapter 5
   Field Guide: Chapter 6, pp. 258-266
   Best American: Chapters 9 and 10

Wednesday, October 6
Topics
   Wrap-up on interviewing; other ways of getting information
Assignment due
   Scientist profile proposal

Monday, October 11
Topics
   Story organization; the rough draft
Assignment due
   Explanatory writing revision
   Exercise 3: Interview notes
   4 reading journal entries
Readings
   Ideas into Words: Chapter 6
Best American: Chapters 11 and 12
Vista: "Dealing with the Yuck Factor," by Peter Friederici, from High Country News

Wednesday, October 13
Lab session: work on assignments

Monday, October 18

Topics
Style

Assignment due
4 reading journal entries

Readings
- Ideas into Words: Chapter 7
- Field Guide: Chapters 21 and 22
- Best American: Chapters 13 and 14
- Vista: "Everglades," by Michael Grunwald, from Smithsonian

Class Handout
Final story assignment

Wednesday, October 20

Topics
Science, the media, proof, and numbers

Assignment due
Scientist profile draft

Reading
- Field Guide: Chapter 3

Monday, October 25

Topics
Extrapolation; cause and effect

Assignment due
Final story proposal
4 reading journal entries

Readings
- Field Guide: Chapter 36
- Best American: Chapters 15 and 16
- Vista: "Do We Really Know What Makes Us Unhealthy?" by Gary Taubes, from The New York Times Magazine

Wednesday, October 27
Lab session: work on assignments

Monday, November 1

Topics
Markets and careers

Assignment due
4 reading journal entries

Readings
- Field Guide: Chapters 7 through 16
- Best American: Chapters 17 and 18
Two radio, TV, or multimedia science stories of your choice
Wednesday, November 3
Lab visit 2
*Assignment due*
Scientist profile revision

### Monday, November 8
**Topics**
Controversial stories and balance

*Assignment due*
Exercise 4: Lab visit notes
4 reading journal entries

*Readings*
*Field Guide*: Epilogue
*Best American*: Chapters 19 and 20

### Wednesday, November 10
**Topics**
More on the politics and logistics of science writing

### Friday, November 12
*Assignment due*
Final story draft (via e-mail, by 5 PM)

### Monday, November 15
Final story workshop 1

*Assignment due*
4 reading journal entries
Peer review comments

*Readings*
*Best American*: Chapters 21 and 22

### Wednesday, November 17
Final story workshop 2

*Assignment due*
Peer review comments

### Monday, November 22
**Topics**
Wrapping up: Why science matters, and why science writing matters
Final story workshop 3

*Assignment due*
4 reading journal entries
Peer review comments

*Readings*
*Best American*: Chapters 23 and 24
Vista: “Weird Science: Why editors must dare to be dumb,” by K. C. Cole, from *Columbia Journalism Review*

### Wednesday, November 24
No class

### Reading Week, November 29-December 3

revised 8/08

9
Individual meetings on feature story as needed

Monday, December 6
Final story revision due at 6 PM in my office

Policies and Standards: JLS and PR Courses

Professional communicators who have developed discipline and good work habits are successful in their work. We regard these standards as an effective way for students to gain such discipline.

A. The following are grounds for failure:

1. **Missed deadline.** Assignments not submitted by the established deadline date/time will not be accepted and a “0” score recorded for that assignment.

2. **Error in information.** A fact error or missing information that alters the understanding of the event being reported will result in a “0” score for that assignment.

3. **Plagiarism, collaboration, fabricated sources/information or other cheating.** The faculty will not condone academic dishonesty. Any student found guilty of academic dishonesty will receive a “0” score for the assignment, and/or a reduction of one letter grade for the course. 

   Plagiarism is to present another’s work as your own. Cheating is to violate rules of academic behavior or to act dishonestly. Fabrication of facts and unauthorized collaboration are considered cheating.

   The faculty will discipline anyone who engages in deception or any breach of academic integrity.

4. **Misspelled names.** Misspelled names in a story will result in a “0” score for that story.

B. Grades will be lowered for the following:

1. **Spelling.** Misspelled words (including typographical errors): one full letter per error.

2. **Attribution.** Facts and statements in a news story must be attributed to a specific source. Lack of attribution will lower the letter grade one level for each error.

C. Any combination of three errors in the following will lower the grade one level:

1. **Style.** Submit copy in accordance with the style of the particular sequence for which the copy is prepared. Errors in AP and other style requirement will be counted individually as errors.

2. **English usage.** Proper English use is essential; avoid run-on sentences, subject-verb disagreement, sentence fragments, etc.

D. The faculty adhere to official NAU policy regarding attendance and finals.

1. **Make up work.** Make up work may be allowed at the discretion of the faculty only in case of documented evidence of illness, personal tragedy, or institutional excuse.

2. **Final exam schedule.** There will be no deviation from the final examination schedule as printed in the official Schedule of Classes.
SAFE ENVIRONMENT POLICY

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), the academic ombudsperson (928-523-9368), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office.

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office.

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU’s Student Handbook.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

revised 8/08
University Curriculum Committee
Proposal for New Course

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

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

3. College Social & Behavioral Sciences
   4. Academic Unit/Department School of Communication

5. Course subject/catalog number JLS 335W
   6. Units/Credit Hours 3

7. Long course title Environmental Reporting Topics
   (max 100 characters including spaces)

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

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

Students learn the techniques, research, and function of investigative and feature storytelling as they
work on environmental reporting projects. May be taken more than once if offered as a different topic.
Letter grade only. Course fee required. Prerequisite: JLS 231 and EMF 225 and Jr. or Sr. status.
Recommended co-requisite EMF 405 Field Production Topics or EMF 323W Electronic News Media
Production.

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
    (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? 9
    b. If yes, may course be repeated for additional units in the same term? yes ☒ no ☐

14. Prerequisites (must be completed before proposed course) JLS 231, EMF 225, and Jr. or Sr. Status

15. Corequisites (must be completed with proposed course)
    Preor Co-requisite: EMF 405 or EMF 323W

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

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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: Mary Tolan, Peter Friederici, Annette McGivney, Lea Jane Parker

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

   This course provides an environmental component for the new Journalism Plan in order to help offset the removal of the former Journalism’s Environmental Communication emphasis.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signatures and dates]

Department Chair (if appropriate) 10.15.09
Date

Chair of college curriculum committee 10-18-09
Date

Dean of college

For Committees use only

For University Curriculum Committee 11-17-09
Date

Action taken:

Approved as submitted

Approved as modified

revised 8/08

2
Sample Syllabus

Journalism 335W: Environmental Reporting Topics: Water in the West

Course Instructor: Annette McGivney or Peter Friederici, School of Communication

Course Purpose/Overview:

Students will learn research and reporting techniques that will allow them to craft marketable stories about current environmental issues for publication in various media formats for the general public. Students will learn research techniques and writing techniques for popular stories as well as for in-depth interpretative articles. Students will also learn the appropriate forms of media to reach various audiences with environmental and other science information that is of greatest relevance to their lives. NOTE: “Water in the West” is a sample topic around which this syllabus is organized. Potential issues that may be covered in other semesters include climate change, food, and outdoor recreation.

Prerequisites:

Students must be at the junior or senior level or else have permission of the course instructors.

Readings:

The following books are required:

- Water in the 21st-Century West, edited by Char Miller, Oregon State University Press, 2009. (Other readings will be chosen when the course focuses on a different topic.)

Some chapters from the following books may be used:

- Ideas into Words: Mastering the Craft of Science Writing, by Elise Hancock, John Hopkins University Press, 2003.

In addition, readings may be assigned from the following:

- Society of Environmental Journalists (SEJ) in-depth article award winners, located on the SEJ website.
- Journal articles such as those in Nature and Science.
- The New York Times “Science Times” (published each Tuesday, and available either imprinted form or at www.nytimes.com)

revised 8/08
• Occasional current stories in magazines such as Discover, Scientific American, National Geographic, Smithsonian, etc.
• Other current readings at the discretion of the instructor.

Course Objectives and Assessment Methods: Students will achieve the following objectives and be assessed accordingly:

1. To gain an understanding of current environmental issues impacting humans today. Student knowledge of these issues will be assessed by their ability to engage in enlightened discussion in class meetings.
2. To select topics of interest to research and write about for this class, or to participate in researching and writing the selected current theme for this class. Students will be assessed by written reports justifying their selection of topic.
3. To conduct in-depth research on the selected topics. Students will be assessed by written research reports.
4. To become familiar with the market requirements and procedures for determining the best media outlet in the new converged format for preparing and publishing stories. Students will share this information in class.
5. To develop the skills necessary for story/article writing, preparation and submission. This will involve excellent writing skills as judged by the course instructors.
6. To understand author’s rights, copyright laws, and fair use of source materials, assessed by an exam.
7. To complete all assignments by a predetermined deadline. This is an expectation of the journalistic profession and failure to meet deadlines results in failure of an assignment.

Writing Assignments:

You will be required to hand in the following writing assignments:
• News item (3 pages, double-spaced; about 750 words)
• Explanatory writing piece (4 pages, double-spaced; 1,000 to 1,200 words)
• Profile (5 pages, double-spaced; 1,250 to 1,500 words)
• Feature story (8 to 10 pages, double-spaced; 2,000 to 2,500 words)

For each of these assignments, you will first hand in a draft version. After receiving comments from the course instructor and possibly from other students, you will create a final polished version, which is the version that will be graded.

Your final grade will also be based on your performance on other assignments, which may include some of the following:
• Issue report
• Research assignment and status report
• Reading, interpretation and discussion assignments
• Interviewing assignments
• Visual media/convergence assignments
• Quizzes and tests

Attendance:

Students are expected to attend each class and participate in class activities and discussion. Much material for this course is taken from a collection of outside sources with current information. Therefore, students need to make sure they keep up to date with course information. Students may be working in groups with other students, so it is important to cooperate. Excused absences are given for the following reasons only: a) illness; b) institutional excuse; c) family emergency.
Deadlines:

These are absolute! No work will be accepted after scheduled deadlines!

Originality of Work:

All work for this course must be original and must have been completed during the semester in which the class is taken. Students turning in duplicate work will be subject to sanctions for cheating. Any act of cheating or plagiarism will result in a grade of ZERO for the assignment or test in question, possible lowering of the final grade by one or more letter grades per instructor discretion, a report to the dean of student services, and possible failure of the course.

Grading:

Completion of graded assignments and test will be used to attain cumulative points. It should be noted that completion of the assignment does not insure maximum point value for the assignment. All work for the class will be graded according to the Journalism Standards (see attached copy). Students should keep copies of all graded returned work and will be asked to exhibit these in case of grade dispute.

The Grading Scale is as follows:

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

Common Courtesies and Professionalism:

A professional atmosphere will be maintained in this classroom. Cell phones, pagers, beepers, etc. should be turned off while in class or in the media center. The instructor considers your class attendance, preparation and participation to be your job; as in any job, lack of the above could get you “fired” (i.e. failed).
Class Meetings and Assignments
Subject to change

Monday, August 23
Topics
Class introduction
Covering the environment

Wednesday, August 25
Topics
Overview of regional water issues
Readings
Covering the Environment: Chapters 1, 9
Water in the 21st-Century West: Part 1
Class Handout
News item assignment

Monday, August 30
Topics
Types of environmental journalism: history, basic story structures
Recognizing and finding stories
Assignment due
News item proposal
Readings
Covering the Environment: Chapter 2
Water in the 21st-Century West: pp. 200-220

Wednesday, September 1
Topics
Writing proposals/summarizing
Reporting
Precision
Assignment due
4 reading journal entries
Readings
Covering the Environment: Chapters 3-4

Monday, September 6
No class: Labor Day

Wednesday, September 8
Research resources workshop
Meet at Cline Library, room 298

Monday, September 13
Topics
Simplifying and explaining; ledes and nut graphs; organizing a story
Assignment due
News item draft
Readings
Covering the Environment: Chapters 8, 10
Water in the 21st-Century West: pp. 221-243
Wednesday, September 15
Topics
  Going over news items; journalists vs. scientists
Assignment due
  Explanatory writing proposal
Readings
  Covering the Environment: Chapters 5-7

Monday, September 20
Topic
  Interviewing
Assignment due
  News item revision
Readings
  Covering the Environment: Chapters 11, 12
  Water in the 21st-Century West: pp. 10-41

Wednesday, September 22
Guest speaker/interviewee: Abe Springer, NAU Department of Biological Sciences

Monday, September 27
Topics
  More on interviewing
Assignment due
  Exercise 1
  Explanatory writing draft
Readings
  Covering the Environment: Chapters 13, 14
  Water in the 21st-Century West: pp. 244-262
Class Handout
  Scientist profile assignment

Wednesday, September 29
Lab visit 1: Gibbs lab, NAU

Monday, October 4
Topics
  Fairness vs. advocacy
Assignment due
  Exercise 2: Lab visit notes
Readings
  Covering the Environment: Chapter 15
  Water in the 21st-Century West: pp. 263-278

Wednesday, October 6
Topics
  Wrap-up on interviewing; other ways of getting information
Assignment due
  Scientist profile proposal

Monday, October 11

revised 8/08
Topics
Story organization; the rough draft

Assignment due
Explanatory writing revision
Exercise 3: Interview notes

Readings
Water in the 21st-Century West: pp. 279-304

Wednesday, October 13
Lab session: work on assignments

Monday, October 18

Topics
Style

Readings
Water in the 21st-Century West: pp. 42-83

Class Handout
Final story assignment

Wednesday, October 20

Topics
Databases and numbers

Assignment due
Scientist profile draft

Monday, October 25

Topics
Extrapolation; cause and effect

Assignment due
Final story proposal
Exercise 4: Database crunching

Readings
Water in the 21st-Century West: pp. 84-133

Wednesday, October 27
Lab visit 2: Marks lab, NAU

Monday, November 1

Topics
Markets and careers

Readings

Wednesday, November 3
Guest speaker: Michele James, NAU Department of Biological Sciences

Assignment due
Scientist profile revision
Exercise 4: Lab visit notes

Monday, November 8

Topics
Controversial stories and balance

revised 8/08
Readings
   Water in the 21st-Century West: pp. 174-199

Wednesday, November 10
Topics
   The politics of environmental writing

Friday, November 12
Assignment due
   Final story draft (via e-mail, by 5 PM)

Monday, November 15
Final story workshop 1
Assignment due
   Peer review comments

Wednesday, November 17
Final story workshop 2
Assignment due
   Peer review comments

Monday, November 22
Topics
   Course wrap-up
   Final story workshop 3
Assignment due
   Peer review comments

Wednesday, November 24
No class

Reading Week, November 29-December 3
Individual meetings on feature story as needed

Monday, December 6
Final story revision due at 6 PM in my office

revised 8/08
1. Is this course a Diversity or Liberal Studies Course?  
   Liberal Studies ☐  Diversity ☐  Both ☐

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

3. College  Social & Behavioral Sciences

4. Academic Unit/Department  School of Communication

5. Current course subject/catalog number  JLS 231

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

   JLS 231 Advanced Reporting
   Development of news beats and news judgment; techniques of
   information gathering, including an introduction to computer-assisted
   reporting. 1.5 hrs. lecture, 1.5 hrs. lab. Letter grade only. Course fee
   required. Prerequisite: (JLS 130 or 130H) and JLS 131

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

   JLS 231 Advanced Reporting Field Reporting Topics
   Development of news beats and news judgment, techniques of
   information gathering, including an introduction to computer-
   assisted reporting. 1.5 hrs. lecture, 1.5 hrs. lab. This content
   development course focuses on increased reporting
   skills in writing and critical thinking as students
   create a blog and engage in real-world reporting
   around a specific topic. Letter grade only. Course fee
   required. Prerequisite: (JLS-130 or 130H) and JLS 131 and
   PHO 284. Recommended co-requisite: EMF 225. May be
   taken more than once up to 9 credits if topic of course is
   different.

7. Is this course required or an elective in any other plan (major, minor, certificate)?  Yes ☒  No ☐
   If yes, explain and provide supporting documentation from the affected departments.
   It’ll be a change in the Journalism Minor.

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

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

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

   If revised, how should it be revised?  

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

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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 ☐ Diversity ☐

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

This is a course rename, catalog description, and prerequisite change for the revised Journalism Plan. Course content is essentially the same.

10. Approvals

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<th>Department Chair/ Unit Head (if appropriate)</th>
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<td>Dean of college/Date</td>
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For Committee use only

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Action taken: approved as submitted ☑ approved as modified
JLS 231 Field Reporting Topics

Syllabus for Fall Semester 2010

Instructor: Annette McGivney
Office: School of Communication, Room 331
Office hours: Tues. and Thurs. 10:50 a.m. – 12:45 p.m., Wed. 3:45-4:05 pm, or by appointment.
Phone: 928-523-2646; (home) 928-774-2377
E-Mail: annette.mcgivney@nau.edu

Class time/location: Tues/Thurs. 12:45 a.m. – 2 p.m.; COM, Room 109

PREREQUISITES: Successful completion of JLS 130 and JLS 131.

REQUIRED TEXTS:
Telling the Story: The Convergence of Print, Broadcast and Online Media by The Missouri Group (Third Edition) (note: 4th edition is OK but this syllabus is based on the 3rd; I will alert students with the 4th edition to any differences before there is a quiz on the book, etc.)

The Associated Press Stylebook and Briefing on Media Law (bring to class)


COURSE DESCRIPTION AND GOALS:
In JLS 131, you learned the journalism basics of news writing. Now it’s time to put those skills to use as you become a reporter in a real world news room. Essentially, it’s about putting together a specific topic. The objective of this course is to give you practical knowledge and hands-on experience as a journalist in the area of beat reporting and writing for the Web.

Primary course activities and requirements are as follows:

Stories
You'll choose your subject of interest (i.e. your beat), generate news tips, pitch story ideas to me for approval, log these ideas onto a class story database and write five stories based on reporting conducted outside of class (this includes four beat stories worth 100 points each and one in-depth final story assignment worth 200 points).

On deadline days, you will have much of the class period to write your story. I suggest that by the time you come to class, your notes are organized and you have the story roughly mapped out. I will be available during class to help you with questions and writing problems. You will be required to provide a source list with every story giving contact information for all research and persons interviewed. Meeting deadlines and being able to write under pressure is critical if you're aiming for a career in journalism. If you do not turn in a story by the deadline you will receive a zero for the assignment.

Once these stories have been edited/graded by me and handed back in electronic format, you will make the corrections and then post your story on the Northern Arizona Today website (www.naztoday.com). In addition to the written story, you are expected to submit at least two digital photos with captions for posting on the website. Points will be taken away from the story grade if you do not turn in photos and/or post the story on the website.

Newsroom Duty
In addition to writing stories, you'll be required to spend a total of 10 hours outside of class working in the School of Communication’s Student Media Center contributing as needed to the Northern Arizona Today news desk. A sign up sheet will be distributed the second week of class with one-hour slots Monday through Thurs.

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from 10 am – 5 pm. You can choose the time that best fits your schedule but you must sign up for 10 one-hour slots over a 10-week period. Within 24 hours after you have completed your one hour slot in the SMC, you must e-mail me a one paragraph summary of your activities and observations during that time in the newsroom in order to get class credit. Each hour spent is worth 10 points for 100 points total toward your final grade. You will be supervised by EMF professor Charlie Hicks during your time in the SMC.

Quizzes
There will be a total of 10 quizzes on the days identified in the syllabus covering regional news, AP style and textbook readings. Two news questions will be based on that week’s Mon, Tues. and Wed. major headline stories on the homepages of the following three websites: www.azdailysun.com (Arizona Daily Sun), www.azcentral.com (Arizona Republic) and www.naztuesday.com (School of COM student media news website). There will also be two questions taken from the assigned Telling the Story text, listed in “homework” on your syllabus. And there will be one AP style question from the pages referenced for that week. Each question is worth 2 points for 10 points total. All quizzes are closed book for the textbook and news but open for AP Style questions.

News Website Report
At the beginning of the semester you will be asked to team up in pairs and make a presentation to the class on news websites. Expectations for this assignment will be explained in class.

Mid-term Exam
This exam will be a news writing assignment to be completed in class using provided reporting.

Class Participation
You will earn points for participating in class discussions, contributing to story meetings held during class, posting your story ideas on the class story database and regular attendance.

GRADING:

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>News website report</td>
<td>50</td>
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<tr>
<td>Mid-term exam</td>
<td>100</td>
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<tr>
<td>Beat stories (four stories, 100 pts. each)</td>
<td>400</td>
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<tr>
<td>SMC newsroom duty (10 hours; 10 points per hour)</td>
<td>100</td>
</tr>
<tr>
<td>Final exam (1,000 word feature or news story)</td>
<td>200</td>
</tr>
<tr>
<td>Quizzes (10 total at 10 pts. each)</td>
<td>100</td>
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<tr>
<td>In class participation and exercises</td>
<td>50</td>
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</table>

Total possible points 1,000

Final grades will be based on the following percentages of 1,000 total possible points in the course:
90-100 percent = A
80-89 percent = B
70-79 percent = C
60-69 percent = D
below 60 percent = F

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News writing assignments will be graded in according to School of Communication Journalism Standards (see attached) which include point deductions for errors in the following: spelling, style, format, mechanics, punctuation, content, news judgment, lead, grammar, accuracy, balance of content, completeness and other items the instructor deems necessary for excellent writing.

SCHEDULE OF COURSE TOPICS AND ACTIVITIES (tentative):

Tues., Aug. 25: Course overview

Thurs., Aug. 27:
Discussion: Where the news comes from; news website presentations discussed. In this project you and a partner will evaluate how news is covered on various news websites; the role of reporting on the site, and traditional journalism standards of objectivity, reliability, and public need-to-know.

Tues., Sept. 1:
Discussion: Learning your way around NAZ Today; website training with EMF instructor Charlie Hicks

Thurs., Sept. 3:
Discussion: Beats; developing sources; where to find story ideas. Sign up for SMC newsroom duty.

Tues., Sept. 8:
Discussion: Being a reporter in the 21st Century; citizen journalism; news on the Web
Homework: Read Telling the Story, Chapter 1 and 2

Thurs., Sept. 10:
QUIZ 1: Mon-Wed news; Textbook Ch. 1 and 2; AP Style A and B
Discussion: Beats; developing sources; where to find story ideas.
Exercise: Work with partner on news website project

Tues., Sept. 15:
Student presentations
Discussion: Choose your beat for this class; turn in 5 story ideas
Homework: Read Telling the Story, Chapter 11 and 13

Thurs., Sept. 17
QUIZ 2: Mon-Wed news; Textbook Ch. 11 and 13; AP Style C and D
Student presentations
Story idea #1 due

Tues., Sept. 22:
Discussion: Thinking like a detective -- How to get the information you need to cover your beat
Homework: Read Telling the Story, Chapter 10

Thurs., Sept. 24:
QUIZ 3: Mon-Wed news; Textbook Ch. 10; AP Style E and F
DEADLINE: Write beat story #1; due by the end of class

Tues., Sept. 29:
Discussion/exercise: Interviewing on your beat; using the computer to help you report
Homework: Read Telling the Story, Chapters 3 and 4

Thurs., Oct. 1:
QUIZ 4: Mon-Wed news; Textbook Ch. 3 and 4; AP Style G, H and I
Mid-term review

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Tues., Oct. 6:
MID-TERM EXAM
Homework: Read *Telling the Story*, Chapter 6.

Thurs., Oct. 8:
QUIZ 5: Mon-Wed news; Textbook Ch. 6; AP Style J and K
Discussion: Sources on your beat: how to get the most out of them
Story idea #2 due

Tues., Oct. 13:
Discussion: Using numbers in your reporting; writing beyond the inverted pyramid
Homework: Read *Telling the Story*, Chapters 5 and 7.

Thurs., Oct. 15:
QUIZ 6: Mon-Wed news; Textbook Ch. 5 and 7; AP Style L and M
DEADLINE: Write beat story #2; due by the end of class

Tues., Oct. 20:
Discussion: Cleaning up your copy
Homework: Read *Telling the Story*, Appendix 3: Common Errors of Grammar and Punctuation

Thurs., Oct. 22:
QUIZ 7: Mon-Wed news; Textbook Appendix 3; AP Style N and O
Discussion: Cleaning up your copy
Homework: Read *Telling the Story*, Chapters 8 and 9.

Tues., Oct. 27:
QUIZ 8: Mon-Tues news; Textbook Ch. 8 and 9; AP Style P, Q and R
Discussion: Your beats: share with class how your coverage is going.
Story idea #3 due

Thurs., Oct. 29:
NO CLASS—Instructor speaking at Texas Book Festival in Austin, TX
Work on your story due next Tues.; e-mail me with any questions or problems

Tues., Nov. 3:
DEADLINE: Write beat story #3; due by the end of class
Homework: Read *Telling the Story*, Chapter 12.

Thurs., Nov. 5:
QUIZ 9: Mon-Wed news; Textbook Ch. 12; AP Style S and T
Discussion/exercise: What is news and what is PR

Tues., Nov. 10:
Discussion: Final story assignment; brainstorming on feature ideas and longer stories
Story idea #4 due
Homework: Read *Telling the Story*, Chapter 14 and 15.

Thurs., Nov. 12:
QUIZ 10: Mon-Wed news; Textbook Ch. 14 and 15; AP Style U through Z
Final story idea due

Tues., Nov. 17:
DEADLINE: Write beat story #4; due by the end of class

Revised 8/08
Thurs., Nov. 19:
Discussion: Journalism law and ethics

Tues., Nov. 24:
Discussion: Final story assignment
Due: Final story rough outline and source list

Thurs., Nov. 26:
NO CLASS; Happy Thanksgiving

Tues., Dec. 1:
Reading week

Thurs., Dec. 3:
Reading week
DEADLINE: Final story due by the end of class.

Attendance
You are required to attend class regularly and participate in class discussions. HOWEVER, due to concerns over the potential spread of the swine flu virus, if you have a fever or upper respiratory symptoms causing coughing and sneezing DO NOT COME TO CLASS. Send me an e-mail and I will arrange with you to turn in your work electronically and make up quizzes and/or exercises at a later date. But you MUST send me an e-mail before class to let me know you are ill. If you are involved in student activities that will take you away from campus during the semester, alert me to your absence beforehand so that arrangements can be made to make up work no later than the following week.

Originality of Work
All work for JLS 231 must be original and must be completed, by you, specifically for this class during this semester. No duplicate work (work previously done for other classes) will be accepted. Students turning in duplicate work will receive a zero for that assignment and will be subject to sanctions for cheating. Any case of cheating or plagiarism will result in a grade of zero for the assignment or test, or a lowering of the final grade by one letter grade, or both. It can result in failure of the class at the instructor's discretion.

Validation
Once you are given back a graded assignment, it is your responsibility to keep that paper. If there is any question regarding your final grade, you will be asked to produce your papers for proof of submission and grade. Please keep a notebook or folder with all returned assignments.

Common Courtesies
We will maintain a professional atmosphere in the classroom. Please turn off all cell phones, pagers, beepers, etc. while in class; they may not be used in the classroom. For the sake of the computers, no snacks or drinks of any sort are allowed in the classroom. Computer monitors must be turned off unless we are using them for an in-class assignment.

Disabilities
Please let me know the first week if you have a disability so we can be sure that you get the most out of this class.

Evacuation Note
In the event of an alarm, you must leave the building immediately by the nearest exit, and move away from the building. Do not use the elevators. Please help those who may need assistance in exiting.
University Curriculum Committee
Proposal for Course Change

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


3. College Social & Behavioral Sciences

4. Academic Unit/Department Sch of Communication

5. Current course subject/catalog number JLS 431C

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

JLS 431C CRITICAL AND ANALYTICAL REPORTING
Researching, reporting, and writing interpretative articles, editorials, columns, and reviews. Letter grade only. Course fee required. Prerequisite: (COM 130 or JLS 130) and JLS 131 and JLS 231

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

JLS 431C CRITICAL AND ANALYTICAL REPORTING Journalism Capstone Project
Researching, reporting, and writing interpretative articles, editorials, columns, and reviews. Students create a publishable-quality journalism project in a medium of student's choice. Letter grade only. Course fee required. Prerequisite: (COM-130 or JLS-130) and JLS-131 and JLS 231 JLS 328W or 335W and EMF 323 or 405

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

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

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

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

If revised, how should it be revised? ________

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

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</table>

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

  Using one capstone course in the new JLS major; rewording description to update terminology and methods used in today’s journalism profession.

10. Approvals

    [Signature] 10.15.09

    Department Chair/ Unit Head (if appropriate)/ Date

    Chair of college curriculum committee/Date

    Dean of college/Date

For Committee use only

    [Signature] 11-17-09

    For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

Revised 8/08
# University Curriculum Committee

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

<table>
<thead>
<tr>
<th>1. College</th>
<th>Social and Behavioral Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Academic Plan Name</td>
<td>Journalism Minor</td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
</tr>
<tr>
<td>6. Is this proposal for a</td>
<td>☑ New Plan</td>
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<td></td>
<td>☐ New Subplan</td>
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<td>☐ Plan Change*</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.nau.edu/aio/AcademicCatalog/AcademicCatalogs.htm](http://www4.nau.edu/aio/AcademicCatalog/AcademicCatalogs.htm)

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

---

**Minor Journalism**

To complete this minor, take the following 24 units:

- JLS 105, 131, 231, 230W (or 335W), and 431C (15 units)
- PHO 284 (3 units)
- EMF 225 (3 units)
- EMF 323W or 405 (as nonfiction topic) (3 units)

Be aware that some of the courses required for your minor may have prerequisites that you must also take. Check the courses in the appropriate subject.
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 non course requirements, such as the HRM 600-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.


To provide students with a grounding in sound journalism principles, with practice across a variety of media to reflect changes in the industry.

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

This is simply a replacement minor. We're deleting the “News Editorial Minor” and creating a Minor in Journalism, which provides a focus on convergence curriculum.

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

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU? Minor Plan change to reflect course changes in Major Plan.

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

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

Certifications

[Signatures]

Department Chair/Unit Head (if appropriate)  Date  10/15/09

Chair of college curriculum committee  Date  10-12-09

Dean of college  Date

For committee use only

[Signature]

For University Curriculum Committee  Date  11/17/06

Action taken:  ☑ approved as submitted  ☑ approved as modified

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

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

1. College
   Social and Behavioral Sciences

2. Academic Unit/Department
   School of Communication

3. Academic Plan Name
   Journalism BS

4. Subplan (if applicable)?

5. Effective Date
   FALL

6. Is this proposal for a:
   ■ New Plan
   ■ Plan Change*
   ■ New Subplan

   ■ Subplan Change
   ■ Plan Deletion
   ■ Subplan Deletion

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

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

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

   B.S. Journalism
   To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
   - at least 35 units of liberal studies requirements Be aware that you may not use courses with a JLS prefix to satisfy these liberal studies requirements.
   - at least 39 units of major requirements
   - at least 18 units of minor requirements
   - elective courses, if needed, to reach an overall total of at least 120 units

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

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

   Also note that NAU requires that at least 30 units of the

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

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

   B.S. Journalism
   To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
   - at least 35 units of liberal studies requirements Be aware that you may not use courses with a JLS prefix to satisfy these liberal studies requirements.
   - at least 39 units of major requirements
   - at least 18 units of minor requirements
   - elective courses, if needed, to reach an overall total of at least 120 units

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

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

   Also note that NAU requires that at least 30 units of the

Revised 09/07
courses you take for your degree must be upper-division courses (those numbered 300 and above).

See School of Communication page for information about Communication Core, Graduation Requirements, and Advising and Student Responsibilities.

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

MAJOR REQUIREMENTS
For this major, take at least 39 units, from one of the three emphases described in this section.

All majors must earn the grade of "C" or better in COM 101, COM 200, their freshman composition required course and their foundation mathematics course.

Please be aware that you must earn a grade of C or better in all courses required for the journalism major to satisfy prerequisites and to graduate.

Environmental Communication Emphasis
Take the following 39 units:
- COM 101, 150, 200, 250, and 400 (15 units)
- JLS 130, 131, 231, 232 and 340W (15 units)
- JLS 331W, which meets NAU's junior writing requirement (3 units)
- PHO 181 (3 units)
- JLS 440C, which meets NAU's senior capstone requirement (3 units)

News Editorial Emphasis
Take the following 39 units:
- COM 101, 200, and 400 (9 units)
- JLS 130, 131, 231, 232 (12 units)
- JLS 330 or 332 (3 units)
- JLS 331W, which meets NAU's junior writing requirement (3 units)
- PHO 181 (3 units)
- JLS 431C, which meets NAU's senior capstone requirement (3 units)
- 6 additional units from School of Communication courses chosen in consultation with your advisor

Pre-Major Requirements Students must test out or pass the following pre-major courses with a C or greater before declaring a major in journalism:
JLS 104 (1 unit)
PHO 181 (3 units)

MAJOR REQUIREMENTS
For this major, take at least 51 units, from one of the three emphases described in this section.

All majors must earn the grade of "C" or better in COM 101, COM 200, COM 400, their freshman composition required course and their foundation mathematics course.

Please be aware that you must earn a grade of C or better in all courses required for the journalism major to satisfy prerequisites and to graduate.

Environmental Communication Emphasis—Take the following 39 units:
- COM 101, 150, 200, 250, and 400 (15 units)
- JLS 130, 131, 231, 232 and 340W (15 units)
- JLS 331W, which meets NAU's junior writing requirement (3 units)
- PHO 181 (3 units)
- JLS 440C, which meets NAU's senior capstone requirement (3 units)

News Editorial Emphasis—Take the following 39 units:
- COM 101, 200, and 400 (9 units)
- JLS 130, 131, 231, 232 (12 units)
- JLS 330 or 332 (3 units)
- JLS 331W, which meets NAU's junior writing requirement (3 units)
- PHO 181 (3 units)
- JLS 431C, which meets NAU's senior capstone requirement (3 units)
- 6 additional units from School of Communication courses chosen in consultation with your advisor

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Photojournalism Emphasis
Take the following 48 units:
- COM 101, 200, and 400 (9 units)
- JLS 130, 131, 231, and 232 (12 units)
- JLS 331W or JLS 340W, which meets NAU’s junior writing requirement (3 units)
- PHO 181, 282, 284, 381, 382, 481, and 3 units from PHO 408, PHO 383, EMF 121 or EMF 225 (21 units)
- PHO 488C, which meets NAU’s senior capstone requirement (3 units)

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

Communication Core Requirements (9 units)
COM 101, 200, and 400 (with grade C or better)

Foundations (9 units)
JLS 105, 131, and PHO 284

Going Deeper (9 units)
JLS 231 (6 units; two courses with different topics) and EMF 225 (3 units)
OR
JLS 231, EMF 223, and EMF 225 (9 units)

Specialization (6 units)
JLS 328W or JLS 335W and EMF 323W or 405 (only as a nonfiction topic)

Immersion Experience (15 units)
EMF 251/252 Converged Media Workshop (must take at least 3 units)
AND
Choose four classes—not used elsewhere in the major—from the list of courses below (12 units); course work will provide content for Student Media Center (newspaper, radio, television, and websites) as part of the immersion experience:

- EMF 124, 323W, 325, 326, 333, 405; JLS 231, 330W, 335W, 332, 399; PHO 381, 481 (12 units)

Capstone (3 units)
JLS 431C

Photojournalism Emphasis—
Take the following 48 units:
- COM 101, 200, and 400 (9 units)
- JLS 130, 131, 231, and 232 (12 units)
- JLS 331W or JLS 340W, which meets NAU’s junior writing requirement (3 units)
- PHO 181, 282, 284, 381, 382, 481, and 3 units from PHO 408, PHO 383, EMF 121 or EMF 225 (21 units)
- PHO 488C, which meets NAU’s senior capstone requirement (3 units)

MINOR REQUIREMENTS
Complete a minor of at least 18 units from those described in this catalog, outside the School of Communication (with the exception of the Environmental Communication and International Communication minors). In consultation with your advisor, you should select a minor that’s appropriate for your career aspirations and educational needs. Your minor advisor will advise you about this part of your academic plan. For example, if you wish to report on the environment, the arts, the sciences, or business you must minor in the appropriate area.

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<th>Please note that if you take the environmental communication emphasis, you must take a minor in environmental sciences or another natural science as approved by your advisor.</th>
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<td><strong>GENERAL ELECTIVES</strong> Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit. You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the course that is most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they were not used to meet major, minor, or liberal studies requirements.)</td>
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8. For undergraduate plans, will this requirement be a student individualized plan?  
   - **A Student Individualized Plan** is an academic requirement that varies by student, such as the 15-unit BALS focus, for which coursework requirements are established by the student in consultation with the advisor.  
   - If **yes**, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone be used to:  
   - **a. verify satisfactory completion of a non course requirement.**  
   - **b. indicate admission to a major.**  
   - **c. will not be used.**  
   - **A Milestone** is used to record noncourse requirements, such as the HRM 100-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.

   - Same as the previous major, with the addition of students receiving a broader education in a variety of media for journalism convergence to reflect changes in the industry.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.  
   - Due to the need to keep abreast of contemporary and future journalism; the need to give our students the best possible critical thinking, writing, and production skills; and the desire to help consolidate resources within the State of Arizona’s budget cuts to the university, we propose the removal of the subplan, Electronic Media and Film—Electronic Media News Emphasis, and the modification of Journalism in order to recognize the evolving nature of journalism media convergence in the early 21st century. By consolidating resources (deleting more courses and adding new ones), we have created a cutting-edge journalism program.

   The credit hours have increased from 39 to 51 to reflect the consolidation of EMF Electronic Media News Emphasis into the journalism curriculum. Students will still be able to graduate in four years.

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

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

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

Revised 09/07
Certifications

Department Chair/ Unit Head (if appropriate)  

Chair of college curriculum committee  

Dean of college  

For committee use only  

For University Curriculum Committee  

Action taken:  

Approved as submitted  

Approved as modified  

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.
# Bachelor of Science
## JOURNALISM
### School of Communication
#### 2010-2011 Undergraduate Catalog

## Degree Progression Plan

| Freshman Year |  
|---------------|-------------------------------------------------|
| 1<sup>st</sup> term | 2<sup>nd</sup> term |
| COM 101 Communication Analysis | JLS 131 Writing for Mass Media |
| PHO 181 Communication Photography | COM 200 Basic Communication Theory |
| ENG 105 Critical Reading and Writing | MAT 114 Quantitative Reasoning |
| LS Liberal Studies | LS Liberal Studies |
| JLS 104 Grammar and Style | GE General Elective |
| **Total units** 14 | **Total units** 16 |

| Sophomore Year |  
|---------------|-------------------------------------------------|
| 3<sup>rd</sup> term | 4<sup>th</sup> term |
| JLS Depth See Catalog or Advisor | JLS Depth See Catalog or Advisor |
| JLS 105 Introduction to Journalism | Minor Course |
| Minor Course See Catalog or Advisor | PHO 284 Basic Photojournalism |
| LS SCI:LAB | LS Liberal Studies |
| GE General Elective | EMF 251/252 See Catalog or Advisor |
| **Total units** 15 | **Total units** 15 |

| Junior Year |  
|---------------|-------------------------------------------------|
| 5<sup>th</sup> term | 6<sup>th</sup> term |
| JLS Depth See Catalog or Advisor | JLS 328W or JLS 335W In Depth Reporting Topics |
| Immersion See Catalog or Advisor | Environmental Reporting Topics |
| Minor Course See Catalog or Advisor | Minor Course |
| LS Liberal Studies | LS Liberal Studies |
| LS Liberal Studies | Immersion See Catalog or Advisor |
| **Total units** 15 | **Total units** 15 |

| Senior Year |  
|---------------|-------------------------------------------------|
| 7<sup>th</sup> term | 8<sup>th</sup> term |
| EMF 323W or EMF 405 Electronic News Media Production Topics | JLS 431C Journalism Capstone Project |
| Minor Course See Catalog or Advisor | COM 400 Mass Communication Regulation and Responsibility |
| Immersion See Catalog or Advisor | Minor Course |
| LS Liberal Studies | LS Liberal Studies |
| GE General Elective | GE General Elective |
| **Total units** 15 | **Total units** 15 |

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7<sup>th</sup> term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7<sup>th</sup> term.

**Liberal Studies Distribution blocks**

- AHI (6 units)
- SPW (6 units)
- CU (6 units)
- Science (7 units)
- Additional 3 units to reach 35 total

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PAGE 1 OF 2
PROGRAM INFORMATION
A Journalism major benefits from an integrated approach to communication that develops professional skills and focuses on ethics and freedom of expression. Our academic plan reflects the latest developments in the profession, and students have the opportunity to attain valuable hands-on experience with university media and through professional internships.
Be aware that courses in the major may have prerequisites that must be completed before taking those courses. Courses for this major are offered in specific sequence and the communication core and required prerequisite courses must be completed in sequence when they are offered to avoid being unable to enroll in a required course for which the prerequisites have not been completed. Failure to take courses in sequence may delay completion of your plan.
This Journalism plan is affiliated with the Southwest Education Council for Journalism and Mass Communication. Your professors are associated with such organizations as the Society of Professional Journalists, the Society of News Design, the Arizona Newspaper Association, the National Newspaper Association, the First Amendment Congress, and the International Association of Weekly Newspaper Editors.
All majors must earn the grade of "C" or better in COM 101, COM 200, COM 400 and the freshman composition required course and foundation mathematics course.
You must earn a grade of "C" or better in all courses required for the Bachelor of Science in Journalism major to complete this degree.

BE AWARE THAT THE FINAL RESPONSIBILITY OF SELECTING COURSES RESTS WITH YOU. IT IS YOUR FULL RESPONSIBILITY TO MEET THE REQUIREMENTS OF YOUR COURSE OF STUDY, IN THEIR PROPER ORDER, SO YOU DON'T FIND YOURSELF IN YOUR SENIOR YEAR INELIGIBLE FOR GRADUATION.

GENERAL INFORMATION
- This 8-term plan is to be used in conjunction with the academic catalog and degree progress report.
- Honors students complete different requirements to meet NAU's Liberal Studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: [http://www4.nau.edu/aio/Ariculation/LScourselist.htm](http://www4.nau.edu/aio/Ariculation/LScourselist.htm)
  - 6 units of diversity courses: [http://www4.nau.edu/aio/Ariculation/DiversityCourseList.htm](http://www4.nau.edu/aio/Ariculation/DiversityCourseList.htm)
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- Math placement [http://www.cefn.s.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml](http://www.cefn.s.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml)

CONTACT INFORMATION
Office of Academic Services and Advising
School of Communication Building #16, Room 370
PHONE: 928-523-8055
EMAIL: sbs.advisor@nau.edu
### University Curriculum Committee

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

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

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**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/pao/AcademicCatalog/academiccatalogs.htm](http://www4.nau.edu/pao/AcademicCatalog/academiccatalogs.htm)

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

---

**B.S. Journalism and Political Science (merged major)**

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

- *at least 35 units of liberal studies requirements* Be aware that you may not use courses with either a JLS or POS prefix to satisfy these liberal studies requirements.
- *at least 60 units of major requirements* elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

---

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

---

**B.S. Journalism and Political Science (merged major)**

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

- *at least 35 units of liberal studies requirements* Be aware that you may not use courses with either a JLS or POS prefix to satisfy these liberal studies requirements.
- *at least 60 units of major requirements* elective courses, if needed, to reach an overall total of at least 120 units

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

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

Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).
See School of Communication page for information about Communication Core, Graduation Requirements, and Advising and Student Responsibilities.

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

Major Requirements

For this 60-unit major, take courses in both communication and political science.

All majors must earn the grade of "C" or better in COM 101, COM 200, their freshman composition required course and their foundation mathematics course.

Please be aware that you must earn a grade of C or better in all courses required for the journalism major to satisfy prerequisites and to graduate.

For the 30 units of communication coursework, you take:

* COM 101, 200, and 400 (9 units)

* JLS 130, 131, 231, 232, and 330 (15 units)

* JLS 331W, which meets NAU's junior writing requirement (3 units)

* JLS 431C, which meets NAU's senior capstone requirement (3 units)

For the 30 units of political science coursework, you take:

* POS 110 and 120 (6 units)
* POS 224 or 250 (3 units)
* POS 351 or 352 (3 units)
* one of POS 303, STA 270, or PSY 230 (3-4 units)
* 14-15 units of additional POS courses, excluding POS 220 (Consult with your advisor in selecting courses appropriate for your career aspirations and academic interests. If you take a repeatable area studies or topics course more than once with different content, you may count it more than once toward your major requirements.)

General Electives

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

You may take these remaining courses from any academic

See School of Communication page for information about Communication Core, Graduation Requirements, and Advising and Student Responsibilities.

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

Major Requirements

For this 60 unit major, take courses in both communication and political science.

All majors must earn the grade of "C" or better in COM 101, COM 200, their freshman composition required course and their foundation mathematics course.

Please be aware that you must earn a grade of C or better in all courses required for the journalism major to satisfy prerequisites and to graduate.

For the 30 units of communication coursework, you take:

9 units from COM 101, 200, and 400 (9 units)

3 units from EMF 323W or 405 (3 units)

3 units from PHO 284 (3 units)

15 units from JLS 140, 105, 131, 231, 232, and 330 328W, and 431C (15 units)

* JLS 331W, which meets NAU's junior writing requirement (3 units)

* JLS 431C, which meets NAU's senior capstone requirement (3 units)

For the 30 units of political science coursework, you take:

9 units from POS 110, and 120, and 201 (6-9 units)

* POS 224 or 250 (3 units)
* POS 351 or 352 (3 units)
* one of POS 303, STA 270, or PSY 230 (3-4 units)
* 14-15 units of additional POS courses excluding POS 220. (Consult with your advisor in selecting courses appropriate for your career aspirations and academic interests. If you take a repeatable area studies or topics course more than once with different content, you may count it more than once toward your major requirements.)

General Electives

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

You may take these remaining courses from any academic

Revised 09/07
and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren’t used to meet major, minor, or liberal studies requirements.)

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

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

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

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

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

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


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

Plan change reflects changes in the Journalism Plan. Credits have increased due to additional convergence courses (EMF and PHO). Document also updated to reflect plan changes occurring in Political Science plan as discussed with the chair.

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

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. Political Science, Statistics, and Psychology have been notified about the deletion of their course options.

This form is the documentation for the effect on this major by the Journalism Plan change.

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

Department Chair/Unit Head (if appropriate)  
Date  

Chair of college curriculum committee  
Date  

Dean of college  
Date  

For committee use only

For University Curriculum Committee  
Date  

Action taken:  

Approved as submitted  

Approved as modified  

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

<table>
<thead>
<tr>
<th>1st term</th>
<th>2nd term</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101</td>
<td>Communication Analysis</td>
</tr>
<tr>
<td>JLS 105</td>
<td>Basic Reporting</td>
</tr>
<tr>
<td>ENG 105</td>
<td>MAT 114</td>
</tr>
<tr>
<td>LS</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td>NAU 100</td>
<td>GE</td>
</tr>
<tr>
<td>GE</td>
<td>General Elective</td>
</tr>
<tr>
<td></td>
<td><strong>Total units: 16</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total units: 14</strong></td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>3rd term</th>
<th>4th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>JLS 231</td>
<td>Field Reporting Topics</td>
</tr>
<tr>
<td>POS 201</td>
<td>PHO 284</td>
</tr>
<tr>
<td>POS elective</td>
<td>POS 120</td>
</tr>
<tr>
<td>LS</td>
<td>POS Elective</td>
</tr>
<tr>
<td>GE</td>
<td>General Elective</td>
</tr>
<tr>
<td></td>
<td><strong>Total units: 15</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total units: 15</strong></td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>5th term</th>
<th>6th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 110</td>
<td>American Politics</td>
</tr>
<tr>
<td>EMF 323W or EMF 405</td>
<td>Field Production Topics</td>
</tr>
<tr>
<td>LS</td>
<td>General Elective</td>
</tr>
<tr>
<td>LS</td>
<td>General Elective</td>
</tr>
<tr>
<td></td>
<td><strong>Total units: 15</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total units: 15</strong></td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>7th term</th>
<th>8th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 400</td>
<td>JLS 431C</td>
</tr>
<tr>
<td>POS Elective</td>
<td>POS Elective</td>
</tr>
<tr>
<td>GE</td>
<td>GE</td>
</tr>
<tr>
<td>GE</td>
<td>General Elective</td>
</tr>
<tr>
<td></td>
<td><strong>Total units: 15</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total units: 15</strong></td>
</tr>
</tbody>
</table>

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.

Liberal Studies Distribution blocks

| AHI (6 units) | SPW (6 units) | CU (6 units) | Science (7 units) | Additional 3 units to reach 35 total |
PROGRAM INFORMATION
A Journalism major benefits from an integrated approach to communication that develops professional skills while focusing on ethics and freedom of expression. Our academic plan reflects the latest developments in the profession, and the student has the opportunity to attain valuable hands-on experience with university media and through professional internships. Students are required to select 21 units of Political Science courses (excluding POS 220, which does not satisfy the requirement). Please consult your faculty advisor in the selection of your Political Science electives.

Some courses in your major may have prerequisites that you must complete before taking those courses. Courses for your major are offered in specific sequence and you must complete the communication core (COM 101 and COM 200) and required prerequisite courses in sequence when they are offered to avoid being unable to enroll in a required course for which you have not completed the prerequisites. Failure to take courses in sequence may delay completion of your plan.

Our Journalism Degree is affiliated with the Southwest Education Council for Journalism and Mass Communication. Your professors are associated with such organizations as the Society of Professional Journalists, the Society of News Design, the Arizona Newspaper Association, the National Newspaper Association, the First Amendment Congress, and the International Association of Weekly Newspaper Editors.

All majors must earn the grade of "C" or better in COM 101, COM 200, their freshman composition required course and their foundation mathematics course.

You must earn a grade of "C" or better in all courses required for the Bachelor of Science in Journalism major to complete this degree.

BE AWARE THAT THE FINAL RESPONSIBILITY OF SELECTING COURSES RESTS WITH YOU. IT IS YOUR FULL RESPONSIBILITY TO MEET THE REQUIREMENTS OF YOUR COURSE OF STUDY, IN THEIR PROPER ORDER, SO YOU DON'T FIND YOURSELF IN YOUR SENIOR YEAR INELIGIBLE FOR GRADUATION.

GENERAL INFORMATION
- This 8-term plan is to be used in conjunction with the academic catalog and degree progress report.
- Honors students complete different requirements to meet NAU's Liberal Studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: [http://www4.nau.edu/aio/Articulation/LScourselist.htm](http://www4.nau.edu/aio/Articulation/LScourselist.htm)
  - 6 units of diversity courses: [http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm](http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm)
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- Math placement [http://www.cefns.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml](http://www.cefns.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml)

CONTACT INFORMATION
Academic Services and Advising Center
School of Communication Building #16, Room 370
PHONE: 928-523-8055
EMAIL: sbs.advisor@nau.edu

October 2009
University Curriculum Committee
Proposal for New Course

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

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

3. College SBS 4. Academic Unit/Department Speech Communication

5. Course subject/catalog number SC 151 6. Units/Credit Hours 3.0

7. Long course title Introduction to Interpersonal Communication (max 100 characters including spaces)

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

9. Catalog course description (max. 30 words, excluding requisites).
   Analysis of communication concepts, processes, and practices in interpersonal contexts. Includes situational management and behavioral repertoire development, verbal/nonverbal code in structuring conversation and relationships, functional relational systems, and intercultural/inter-ethnic factors.

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

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

14. Prerequisites (must be completed before proposed course) None

15. Corequisites (must be completed with proposed course) NA
16. Is the course needed for a new or existing plan of study (major, minor, certificate)?
   yes  ☒  no  ☐  
   Name of plan?  BA and BS in Speech Communication
   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:
   UA COM114, ASU COM110, Yavapai College COM134, Maricopa
   Community Colleges COM110, Mohave COM124, Cochise COM270

18. Names of current faculty qualified to teach this course:
   Dayle Hardy-Short, Richard Rogers, Julie Schutten, Laura Umphrey

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

   Introduction to interpersonal communication is a course that will be required of all students majoring in speech communication. This course will provide a foundational understanding of interpersonal communication in a variety of contexts and relationships. The NAU SC351 course is a more theory-driven advanced course that students may take. This course meets the need for an additional articulated course across the three Arizona universities and community colleges to facilitate transfer students completing their degrees.

35. Approvals

   Department Chair (if appropriate)  
   [Signature]  9.21.09
   Date

   Chair of college curriculum committee  
   [Signature]  10.1.09
   Date

   Dean of college  
   [Signature]  11.17.09
   Date

   For Committees use only

   For University Curriculum Committee  
   [Signature]  11.17.09
   Date

   Action taken:
   ☑ Approved as submitted  
   [Signature]  Approved as modified
PROPOSED SYLLABUS (LIBERAL STUDIES FORMAT)

College of Social & Behavioral Sciences
School of Communication
Speech Communication

SC 151 Introduction to Interpersonal Communication
3 credits, 45 contact hours
Fall 2010

DAY, TIME: TBA
ROOM NUMBER: TBA

Instructor: Dayle Hardy-Short, Ph.D.
Office: COM 351 (Bldg. 16)
Phone: 523-2311 (office)
email: dayle.hardy-short@nau.edu
Office Hours: TBA

Course prerequisites: None

Course description
This course provides an analysis of the study of communication concepts, processes, and
practices in interpersonal contexts with application of principles and concepts to actual
interpersonal communication situations. Includes situational management and behavioral
repertoire development, verbal/nonverbal code features structuring conversation and
relationships, characteristics of functional relational systems, intercultural/inter-ethnic factors.

This is a Liberal Studies course (social and political worlds block) that also meets requirements
for Speech Communication majors and minors. As a Liberal Studies course in the social and
political worlds block, the course provides analytic and theoretical frameworks that facilitate
understandings of effective interpersonal relationship in a variety of contexts. Specifically, the
course examines how human relationships are shaped by communication at the interpersonal
level. This emphasis on interpersonal communication in relationships necessitates inclusion of
cultural, social, and political components related to these human relationships, such as various
cultures’ understandings of relationships and the political implications of different forms of
communication between human beings.

In addition to discipline specific skills, this course will emphasize effective writing, an essential
skill defined in the University’s Liberal Studies Program. As defined by the Office of Academic
Assessment, effective writing “conveys information or argues a point of view using
organizational structures, supporting materials, and language appropriate for the topic, purpose,
and audience.” Through the analysis of interpersonal contexts, students will be able to gain a
better understanding of how to negotiate their own personal relationships. Through the written
analysis of interpersonal scenarios, engagement of the course readings, production of a semester-
long journal, production of a series of short papers, students will develop their abilities to
articulate the meaning of different interpersonal scenarios, engage in greater perspective taking
in interactions and practice the skills that they have learned.

The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world’s peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.

**Student Learning Expectations/Outcomes for this Course**

After completing this course, students should be able to:

- understand the significance of communication in the initiation, maintenance, and evolution of everyday relationships.

- develop skills to identify and evaluate basic elements of communication competence at the interpersonal level.

- analyze the role of basic communication processes in interpersonal communication, including listening, small group behavior, and nonverbal behavior.

**In terms of Assessment related to “Effective Writing” students should be able to:**

- tailor their writing to a specific audience.
- focus writing on a specific purpose
- produce logical, coherent, and well-structured writing
- apply appropriate writing standards (e.g., proper organization, APA formatting).

**Methods of Assessment of Student Learning Outcomes (including timeline)**

Students’ grades will be determined by combining the following:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester-long journal of responses to journal prompts</td>
<td>25%</td>
</tr>
<tr>
<td>Written Essay Exams (two: mid-term and final)</td>
<td>30%</td>
</tr>
<tr>
<td>Short papers (two at 15% each)</td>
<td>30%</td>
</tr>
<tr>
<td>Participation and attendance (various short activities and exercises in and out of class)</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Semester-long journal on interpersonal communication observations**

You will keep an online journal (using the Vista course shell) in which you write about your observations concerning concepts studied in this class. You will be expected to provide an entry each week of approximately 300-350 words (about 4-6 well-developed paragraphs) in which you respond to specific prompts provided by the instructor. Some of these journal prompts will be taken directly from end-of-chapter material in your textbook and others will ask you to apply course concepts to experiences you may have had during the week. This journal is not meant to be an opportunity for the instructor to pry into your private life, but rather is an opportunity for you to discuss how you are interpreting, understanding, applying, and utilizing course concepts. Journal entries are due no later than Thursday each week.
Essay on language (short paper 1)
You should prepare a 4-5 page thinkpiece/essay (excluding references) which applies the theory and principles concerning relationship cycles to a specific, common dyadic relationship. Potential relationships for analysis might include parent-child, marital, close friends, life partner, work colleagues, teacher-student, and so on. The goal is to illuminate how language typically marks stages within the relationship, particularly in initiation, development, and termination of the dyad.

Self-disclosure study (short paper 2)
The general research question to be answered in this study is: How do differing styles and methods of self-disclosure affect our interpersonal relationships? In order to answer this general question, you will view a commercially-released film and analyze the role that self-disclosure plays in character development and relationships. If you wish, you are welcome to propose an alternative key concept other than self-disclosure for this essay. You will be expected to link textbook materials as well as material in two scholarly articles to your analysis. The paper should be 4-6 pages long, excluding references.

Examinations
You are responsible for all assigned readings and lecture materials. Exam review sheets will include sample questions, topic areas, and review suggestions.

Course structure/approach
This course integrates instructor lectures, class discussion, textbook and other readings, experiential activities, directed writing assignments, and individual research to help the student understand and be able to articulate basic concepts related to interpersonal communication.

Textbooks

Course outline
August
30 Introduction to course, instructor, and students (and oh, yes, Blackboard Vista).

September
1 Getting to know you (or boxes, little boxes)

6 Interpersonal relationships (why and how)
READ text ch. 1

8 Cont.
DUE journal prompt (consider the “cartoons” on pp. 13 and 14: using the discussion of transactional communication as a base point, explain what’s going on in the cartoons from the parent’s point of view— in other words, put yourself in your parent’s role and explain what you’re doing).

13 Communication and self-identity
READ text ch. 2

15 Cont.
DUE journal prompt (consider the four scenarios described at the end of p. 85: select one and suggest an approach to the problem based on concepts discussed in this chapter).
20 Perception, judging, and consequences
READ text ch. 3

22 Cont.
DUE journal prompt (have you ever found out that you mis-judged someone’s behavior or personality? Using chapter concepts, explain why you think you did that and how you figured out you had mis-judged the situation. Did you do anything to “correct” your error? Please protect identities by using pseudonyms.)

27 The role of emotion in interpersonal communication (for good, bad, or ugly)
READ text ch. 4

29 Cont.
DUE journal prompt (read the ethical challenge on p. 149: respond to the two questions at the end of the page).

October
4 Language and interpersonal communication (a key factor)
READ text ch. 5; H.J. Perkinson, “How Speech Made Things Better,” Etc. 41 (Fall 1984), 219-238 (available in Vista).

6 Cont.
DUE journal prompt (do you agree or not with the central claim in Owen and Perkinson that language gives us significant insight into individual relationships? Why or why not? Link your response to the readings)

11 Cont.
REVIEW for exam.

13 Mid-term examination.
NO journal prompt this week.

18 General semantics and interpersonal communication

20 Cont.
DUE journal prompt (consider the Whorf hypothesis: how does understanding this idea affect your judgments of other people’s actions?)

25 Nonverbal communication in interpersonal communication (no, it’s not all about words)
READ text ch. 6

27 Cont.
DUE short paper 1 (essay on language)
NO journal prompt this week.

**November**

1. Listening in interpersonal communication (why is it so difficult?)
   READ text ch. 7

3. Cont.
   DUE journal prompt (utilizing exercises from class, describe a way to improve your own listening)

8. Relationship intricacies (how does self-disclosure fit in?)
   READ text ch. 8

10. Cont.
    DUE journal prompt (comment on your perception of the text’s claim that lying, equivocating, hinting, are all “alternatives” to self-disclosure).

15. Improving interpersonal communication (as opposed to using dysfunctional communication)
   READ text ch. 9

17. Relationship cycles (spirals, double binds, and termination)
    VIEW film.
    NO journal prompt this week.

22. View film.
   Discussion of relationship cycles (in class)

24. Thanksgiving holiday. No class.

29. Conflict in interpersonal relationships.
   READ text ch. 10

**December**

1. Cont.
   DUE journal prompt (think of an interpersonal conflict you’ve had recently: would any of the suggestions in ch. 10 have helped you manage that conflict more appropriately? If so, in what way(s)?)

6. Open.

8. Final exam review.
   DUE short paper 2 (self-disclosure in interpersonal relationships).

*The final exam will be given in accordance with university policy and at the time specified in the university calendar. Please make your travel arrangements accordingly. The final exam is required, and the exam will not be given early.*
Grading Scale
90-100%  A
80-89%  B
70-79%  C
60-69%  D
0-59%  F

Grading rationale
A Exceptionally well-prepared completion of assignments indicating effort, individualized style, and impact expected of effective writing and communication.
B Well-prepared completion of assignments indicating original application of course materials and individual imagination distinctly superior to ‘C’ effort.
C Satisfactory completion of assignments indicating effort normally expected of the majority of students (i.e., basic preparation, correct procedure, and disciplined technique), including writing free from spelling and grammatical errors.
D Unsatisfactory completion of assignments indicating technical irregularity, misperceived objectives/methods, and undisciplined effort.
F Failure to complete assignments during the scheduled time.

Attendance Policy
You are expected to attend class on a regular and timely basis. Roll will be taken each class period and attendance records will be kept. After two (2) unexcused absences, your semester grade will be reduced by 5% for each unexcused absence. Illness does not constitute an excused absence, although I will look more kindly upon you if you let me know what’s going on with you. Please contact me in advance if you must miss class. Institutional excuses will be accepted only prior to the absence, however they do not excuse you from work nor do they provide you extra time for assignments—you should submit work due during your absence before you leave (unless the assignment has been made in your absence, in which case you will be given a reasonable amount of time to submit the work after your return).

Policies and Requirements on Assignments
1. All assignments must be typed, double-spaced, in a 12 point font on 8.5x11” paper with one-inch margins on all sides. For Response Papers, your name, the course number, and the assignment name should be single-spaced in the upper right-hand corner. Papers must be stapled and each page after the first paginated in the upper-right hand corner. Whatever printer you use must produce an easily legible copy. Please do not use folders. Failure to staple and paginate any assignment of more than one page will result in the assignment being returned ungraded (including response papers). The Final Paper should follow APA style.
2. College-level writing is a minimum expectation at both the micro- (e.g., grammar) and macro-level (e.g., organization). You will only be allowed a total of one obvious error per page in the following categories: spelling, punctuation, grammar and syntax. For each error over the allowed limit, up to 5% of the value of the assignment will be deducted from your grade. Refer to the comments on writing posted on Vista, follow the APA style guide, and be consistent.
3. Plagiarism and other forms of academic dishonesty are often easily identifiable and will result in a failing grade. If you wish to use an assignment from another course to complete the requirements for this course, you must discuss this with the instructor and substantial new work must be completed.
4. Gender-neutral language should be utilized in all assignments (see guidelines posted on Vista). This reflects the concern for the inclusion of all peoples within this class and our

revised 8/08
communication. In addition, any derogatory comments based on racial, ethnic, religious, sexual or other categories should be avoided, an exception being their use in the context of analysis and criticism (e.g., as an example).

5. Full credit will not be available for late work unless prior arrangements have been made with me as the result of a serious and compelling reason. Late work will only be accepted within one week of the original due date with a minimum 10%/weekday penalty. “Late” is defined as any time after the beginning of class on the day the paper is due. Late Response Papers will be accepted only under extreme circumstances.

University Policies
If you are not already familiar with NAU policies regarding safe working and learning environments, academic dishonesty, disabilities and other topics, please review them by downloading the following document:
http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html.
1. Is this course being proposed for Liberal Studies designation?  Yes ☒  No ☐
   *If yes, route completed form to Liberal Studies.*

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

3. College  **SBS**  4. Academic Unit/Department  **Speech Communication**

5. Course subject/catalog number  **SC 386-370**  6. Units/Credit Hours  **3.0**

7. Long course title  **Rhetorics of Nature and Environmentalism**  
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)  **Rhetoric, Nature & Environment**

9. Catalog course description (max. 30 words, excluding requisites).
   This course explores the intersection of rhetoric and nature: symbolic constructions of nature via verbal and nonverbal media, environmental debates, and environmental social movements. Includes theoretical perspectives, research, and applications.

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  **NA**  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  **NA**  
   *(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)  **Sophomore status**

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

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)?
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: Dayle Hardy-Short, Richard Rogers, Julie Schutter, Brant Short

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

Environmental communication generally and environmental rhetoric specifically are growing areas within the communication discipline nationwide (e.g., a bi-annual conference is held on the subject, both our national and regional associations have environmental communication interest groups, and a new journal of Environmental Communication was launched in 2007). In addition, we have several faculty with expertise in this area, and students consistently indicate an interest in environmental topics. In order to offset resource issues, we will be reducing the frequency of offering of one of our other courses to compensate for teaching this course approximately once every other year.

Note: This course is substantially different in focus and content than the existing courses COM 150 Environmental Communication and COM 250 Environmental Perspectives on Communication Arts.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

Mark Nanner
Department Chair (if appropriate)
Date
9.21.09

Chair of college curriculum committee
Date
10.1.09

Dean of college
Date

For Committees use only

Bon Bitt
For University Curriculum Committee
Date
11.17.09

Action taken:
☑ Approved as submitted

revised 8/08

2
SC 360 Rhetorics of Nature and Environmentalism
3 credits, 45 contact hours
Fall 2010

DAY, TIME (once per week)
ROOM NUMBER

Instructor: Richard Rogers
Office: Room 371, Communication
Office Hours: t.b.a.
Email: Richard.Rogers@nau.edu
Phone: 523-2530

Course prerequisites: sophomore status (completion of 30+ credit hours recognized by NAU).

Course description
This course explores topics at the intersection of rhetoric and nature: symbolic constructions of nature via verbal and nonverbal discourses and media (speech, writing, film, television, photography, music); debates over environmental issues; and social movements with environmental foci. Includes theoretical perspectives, research, and practical applications.

This is a Liberal Studies course (social and political worlds block) that also meets requirements for Speech Communication majors and minors. As a Liberal Studies course in the social and political worlds block, the course provides analytic and theoretical frameworks that facilitate understandings of the dynamic relationships between human communities and their ecological contexts. Specifically, the course examines how human communication generally and rhetoric specifically shapes human understandings and evaluations of the natural world and the relationship between humans and the other-than-human (“natural”) world, as well as human action vis-à-vis the natural world. This emphasis on human communication necessitates inclusion of cultural, social, and political components related to the human-environmental relationship, such as various cultures’ understandings of the human/nature relationship and the political implications of diverse forms of environmental rhetoric.

In addition to discipline specific skills, this course will emphasize effective writing, an essential skill defined in the University’s Liberal Studies Program. As defined by the Office of Academic Assessment, effective writing “conveys information or argues a point of view using organizational structures, supporting materials, and language appropriate for the topic, purpose, and audience.” Through the analysis of environmental messages, critical engagement of the course readings, and production of a substantial research paper, students will develop their abilities to articulate the meaning of verbal and nonverbal messages, evaluate the validity and environmental implications of environmental messages (including claims, reasoning, and evidence), as well as to develop their own environmental arguments. This will require that students tailor their writing to an academic audience; focus their essays on a specific purpose; produce logical, coherent, and well-structured essays; and apply appropriate writing standards (e.g., proper organization, APA formatting).
The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world’s peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.

**Student Learning Expectations/Outcomes for this Course**

*After completion of this course, students should be able to:

- identify various perspectives on the rhetorical construction of nature,
- analyze messages for the ways they construct the natural world and human relationships to it,
- identify and evaluate various rhetorical strategies used by environmental movements and advocates, and
- understand the centrality of rhetoric to environmental movements, debates, and our understanding of the relationships between humans and the other-than-human world.

In terms of assessment related to effective writing, students should be able to:

- tailor their writing to a specific audience;
- focus their writing on a specific purpose;
- produce logical, coherent, and well-structured writing; and
- apply appropriate writing standards (e.g., proper organization, APA formatting).

**Methods of Assessment of Student Learning Outcomes (including timeline)**

1. **Each week there are assigned readings, students are to complete a 3-4 page response paper covering those readings.** The primary purpose of the response papers is to evidence engagement of the material prior to coming to class, and they will be assessed on that basis. Specifically, the response papers will be evaluated in terms of (a) comprehension of assigned readings; (b) critical engagement of course readings in terms of evidence, reasoning, claims, and assumptions; (c) identification of the perspective(s) advanced in the readings vis-à-vis the nature of nature, the rhetorical construction of nature, and/or the relationship between humans and their natural environments; and standards of effective writing (weekly, weeks 2-14).

2. **Students will prepare a research-based term paper for the course, including three stages: preparation of a proposal, a draft, and a final version of the paper.** The final paper will be assessed in terms of its conformity to standards for academic writing, including APA style, use of evidence and reasoning, appropriate grounding in research, and advancement of a clear thesis. The paper will be evaluated in terms of critical thinking (evidence, claims, reasoning); awareness of multiple perspectives on nature, the rhetorical construction of nature, and/or the human/nature relationship; the application of one or more perspectives regarding the nature of nature, the nature of environmental rhetoric, and/or the human-nature relationship; and standards of effective writing (weeks 10, 14 and 15).

3. **The class will conclude with a comprehensive, in-class essay exam (final exam week).** The exam will strive to measure student comprehension of various perspectives on the rhetorical construction of nature, various rhetorical strategies used by environmental movements and advocates, and the centrality of rhetoric to environmental movements, debates, and our understanding of the relationships between humans and the natural world (finals week).

**Course structure/approach**

revised 8/08
The course will proceed through a combination of lecture, discussion, group activities, and in-class analysis of environmental messages.

**Textbook and required materials**

Additional readings are available in electronic form on Vista:

**Course outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic &amp; Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the course (no readings).</td>
<td>--</td>
</tr>
<tr>
<td>2</td>
<td><em>Introduction to the study of environmental rhetoric</em>. Corbett Introduction to chapter 3 and Cox Introduction to chapter 2.</td>
<td>RP1</td>
</tr>
<tr>
<td>4</td>
<td>Public participation and conflict resolution. Cox chapters 3-4. Guest lecture (t.b.a.).</td>
<td>RP3</td>
</tr>
<tr>
<td>6</td>
<td>Environmental movements. Cox chapter 7 and DeLuca chapters 1-2. View The Cracking of Glen Canyon Dam.</td>
<td>RP5</td>
</tr>
<tr>
<td>7</td>
<td>Environmental movements. Corbett chapter 10 and DeLuca chapters 2-4. View Redwood Summer.</td>
<td>RP6</td>
</tr>
<tr>
<td>8</td>
<td>Environmental movements. DeLuca chapters 5-7. View Death on a Factory Farm.</td>
<td>RP7</td>
</tr>
<tr>
<td>10</td>
<td>Consumption and commodification. Corbett chapters 4-5 and Pezullo, pp. 1-76.</td>
<td>RP9 &amp; Proposal</td>
</tr>
<tr>
<td>11</td>
<td>Environmental tourism. Pezullo, pp. 77-137. View In the Light of Reverence.</td>
<td>RP10</td>
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revised 8/08
<table>
<thead>
<tr>
<th>Grade Composition/Weighting</th>
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<tr>
<td><strong>Response Papers (12):</strong></td>
<td>120 points</td>
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<tr>
<td>Proposal:</td>
<td>10 points</td>
</tr>
<tr>
<td>Draft:</td>
<td>30 points</td>
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<tr>
<td>Final Paper:</td>
<td>100 points</td>
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<td>Final Exam:</td>
<td>100 points</td>
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<td>Participation:</td>
<td>40 points</td>
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<tr>
<td><strong>Total:</strong></td>
<td>400 points</td>
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**Grading Scale**

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Attendance Policy**

Attendance is mandatory. You receive credit for this course based on the completion of all assignments at a minimum level of competence and your attendance. This is a three credit course, meaning we meet for approximately 40 hours. Much of the learning in this course takes place in classroom discussion and cannot be measured by grades on specific assignments. **Therefore, if you do not attend the vast majority of the classes, you do not deserve the credit.**

Hence, my attendance policy is as follows:

- **0-1 unexcused absences:** no effect on your grade as determined by assignments and participation.
- **Each additional unexcused absence:** 40 point (10%) deduction to your overall score in the class (i.e., 2 unexcused absences will likely result in a full letter grade reduction to your course grade).
- **Excused Absences:** An absence will be excused if all of the following conditions are met:
  1. You have an institutional excuse or a serious and compelling reason for the absence (e.g., illness). Leaving town for a long weekend or an early start for an official break does not come close to “serious and compelling.”
  2. You must contact me ahead of time to have an absence excused with the exception of severe emergencies. In addition to email, my voice mail is accessible from any phone so there are few excuses here.
  3. When feasible, excused absences must be made up (e.g., watching a video viewed during class). It is the student's responsibility to initiate and follow through with such make-up activities. Failure to do so will result in the absence being unexcused.
  4. In most cases (e.g., institutional excuses), assignments must be completed in advance of the absence.
- Work from unexcused absences cannot be made up.

**Policies and Requirements on Assignments**

1. All assignments must be typed, double-spaced, in a 12 point font on 8.5x11" paper with one-inch margins on all sides. For Response Papers, your name, the course number, and the
assignment name should be single-spaced in the upper right-hand corner. Papers must be stapled and each page after the first paginated in the upper-right hand corner. Whatever printer you use must produce an easily legible copy. Please do not use folders. Failure to staple and paginate any assignment of more than one page will result in the assignment being returned ungraded (including response papers). The Final Paper should follow all aspects of APA style.

2. College-level writing is a minimum expectation at both the micro- (e.g., grammar) and macro-level (e.g., organization). You will only be allowed a total of one obvious error per page in the following categories: spelling, punctuation, grammar and syntax. For each error over the allowed limit, up to 5% of the value of the assignment will be deducted from your grade. Refer to the comments on writing posted on Vista, follow the APA style guide, and be consistent.

3. Plagiarism and other forms of academic dishonesty are often easily identifiable and will result in a failing grade. If you wish to use an assignment from another course to complete the requirements for this course, you must discuss this with the instructor and substantial new work must be completed.

4. Gender-neutral language should be utilized in all assignments (see guidelines posted on Vista). This reflects the concern for the inclusion of all peoples within this class and our communication. In addition, any derogatory comments based on racial, ethnic, religious, sexual or other categories should be avoided, an exception being their use in the context of analysis and criticism (e.g., as an example).

5. Full credit will not be available for late work unless prior arrangements have been made with me as the result of a serious and compelling reason. Late work will only be accepted within one week of the original due date with a minimum 10%/weekday penalty. “Late” is defined as any time after the beginning of class on the day the paper is due. Late Response Papers will be accepted only under extreme circumstances.

University Policies
If you are not already familiar with NAU policies regarding safe working and learning environments, academic dishonesty, disabilities and other topics, please review them by downloading the following document:
http://www2.nau.edu/academicadmin/UCCPolicy/pleystmt.html.
# University Curriculum Committee
## Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>Social and Behavioral Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>School of Communication</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>Environmental Communication Minor</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
</tbody>
</table>

**FALL**

**5. Effective Date**

2010

**6. Is this proposal for a:**

- ☒ New Plan
- ☐ Plan Change*
- ☐ Plan Deletion
- ☐ New Subplan
- ☐ Subplan Change
- ☐ Subplan Deletion

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

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

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

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

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

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

The minor in environmental communication is designed to provide students with knowledge and skills related to environmental journalism; environmental advocacy; environmental decision-making, collaboration, and conflict resolution; rhetorics of environmentalism; and representations of nature.

To complete this minor, you take 21 units.

48 units: ☒

COM 150 and 250 (6 units)
SC 366 (3 units) ☐ **SC 370**
JLS 335W (3 units)

9 units from:
SC 217, 300W, 311, 361, 365, 460, 472, 475, 477, PR 272

**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.
   X c. will not be used.

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

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


   --To gain a broad understanding of western environmental history, policy and ethics, and, specifically, how this information is articulated in various popular communication mediums.
   --To think critically about environmental messages pertaining to human relationships with the natural world that are communicated through literature, music, film and other journalistic venues both electronic and print.
   --To develop research and writing skills in the area of environmental communication.
   --To have working knowledge of community and grassroots activism and how organizations function in relation to environmental campaigns and causes.

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

   We have removed the Environmental Communication emphasis from the new converged Journalism Plan. The minor in Environmental Communication is its replacement.

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

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

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

Certifications

[Signature]
Department Chair/Unit Head (if appropriate)
Date 10-1-09

[Signature]
Chair of college curriculum committee
Date 10-1-09

[Signature]
Dean of college
Date

For committee use only

[Signature]
For University Curriculum Committee
Date 11-11-09

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.

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

| 1. College | Social and Behavioral Sciences |
| 2. Academic Unit/Department | Speech Communication |
| 3. Academic Plan Name | BS Speech Communication |
| 4. Subplan (if applicable)? | |
| 5. Effective Date | FALL |
| 6. Is this proposal for a: | □ New Plan | □ Plan Change* |
| | □ New Subplan | Subplan Change |
| | □ Plan Deletion | □ Subplan Deletion |

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

7.
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.

**MAJOR REQUIREMENTS**

You must complete 42 units for this major, including the following 12 units that are common to all emphases:

- 6-unit communication core: COM 101 and 200
- SC 300W, which meets NAU's junior writing requirement (3 units)
- SC 498C, which meets NAU's senior capstone requirement (3 units)

In addition, you choose one of three emphases—communication studies, organizational communication, or pre-law—in consultation with a speech communication advisor. The remaining 30 units are specific to your emphasis, as we explain in the following sections.

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

**MAJOR REQUIREMENTS**

The Bachelor of Science in Speech Communication offers students the opportunity to explore studies in: Health, Pre-Law, Environmental, Organizational, Cultural Studies, and Politics & Public Service. Students are expected to work closely with a faculty advisor in designing a course schedule that meets their particular interest.

You must complete 42 units for this major, including the following 24 units that are common to all emphases:

- communication core: COM 101 and 200 (6 units)
- SC 300W, which meets NAU's junior writing requirement (3 units)
- SC 498C, which meets NAU's senior capstone requirement (3 units)
- core courses: SC111, SC151, SC201, and SC271 (12 units)

In consultation with your faculty advisor, students must take a minimum of 12 hours from the following courses: SC 217, 311, 312, 318, 321, 322, 351, 361, 365, 366, 399, COM 301, 305, SC408 (up to 3 units), PR272.

In addition, students must take a minimum of 6 hours from the following courses: SC424, 460, 465, 472, 475, 477, 499, COM400.

In addition, you choose one of three emphases—communication studies, organizational communication, or pre-law—in consultation with a speech communication advisor. The remaining 30 units are specific to your emphasis, as we explain in the following sections.
All majors must earn the grade of "C" or better in COM 101, COM 200, their freshman composition required course and their foundation mathematics course.

Communication Studies Emphasis
This emphasis provides you with a general foundation in speech communication. For this emphasis, you complete the following 30 units:

- the 12-unit speech communication core: SC 111, 201, 271, and 311
- 3 units in relational and professional communication from SC 312, 351, 472, 475, and 477
- 3 units in public communication from SC 361, 365, 460, and 465
- 3 units in diversity from SC 321, 323, and 424 and COM 301
- 9 units from the previous three categories or from SC 217 or 314, 408 (up to 3 units), and 414 and COM 305

Organizational Communication Emphasis
This emphasis concentrates on communication processes and problem-solving relevant to group and organizational contexts. For this emphasis, you complete the following 30 units:

- the 12-unit speech communication core: SC 111, 201, 271, and 311
- SC 312, 472, and 477 (9 units)
- 9 units from SC 217 or 314, 321, 323, 351, 361, 365, 408 (up to 3 units), 414, 424, 460 or 465, and 475, and COM 305

Pre-Law Emphasis
This emphasis prepares you for the postgraduate study of law. For this emphasis, you complete the following 30 units:

- the 12-unit speech communication core: SC 111, 201, 271, and 271
- SC 318, 321, and 361 (9 units)
- 9 units from SC 323, 351, 365, 408 (up to 3 units), 424, 460, 465, 475, and 477 and COM 400
In addition, for this emphasis, you replace the required minor with the following 18 units of pre-law area coursework:

- CIS 120 (3 units)
- COM 301 (3 units)
- ENG 302W (pre-law section) (3 units)
- PHI 223 (3 units)
- POS 110 (3 units)
- POS 445 or 446 (3 units)

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

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

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

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

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

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


1. **Relational literacy and communication:** Students will develop an understanding of how human relationships are constructed, negotiated and maintained through communication.

2. **Professional identity:** Students will develop an understanding of the ways communication defines and strengthens their ability to navigate organizational and occupational relationships.

3. **Culture and communication:** Students will develop an understanding of the function of communication in the construction of diverse social, cultural and political identities.

4. **Inquiry and scholarship:** Students will develop an understanding of and ability to apply research methods (quantitative, qualitative and critical) in multiple contexts of communication.

5. **Disciplinary identity:** Students will develop an understanding of the evolution, status, and function of the communication field.

6. **Communication competencies:** Students will demonstrate competence in oral and written communication.

7. **Theoretical and critical thinking:** Students will develop the ability to critically analyze messages, identify and evaluate underlying assumptions, forms of reasoning, use of evidence and conceptual frameworks.

Revised 09/07
11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

   The communication faculty realizes that our degree needs flexibility. We have made significant changes to move towards flexibility in our degree offerings. Students will be given greater flexibility in developing their program of study.

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

   No, this plan change does not require additional faculty, space, or equipment.

**SC Curriculum**

John Gerald Thull  
You replied on 9/11/2009 9:57 AM.  
Sent: Friday, September 11, 2009 9:53 AM  
To: Laura Umphrey

Dr. Umphrey, I read the proposed changes to the SC curriculum. The PR faculty support including the PR271 course as one of your electives in the SC major. Thank you for giving us a chance to review these changes.

Jerry Thull, Instructor, NAU School of Communication, 928-523-2234

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

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

   No, this change to the major will not affect other majors, liberal studies course offerings, plans/subplans curricula nor enrollment at NAU.

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

   Yes, current library holdings support this academic plan.

**Certifications**

Mark Allen  
Department Chair/Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

9.21.09  
Date

10.1.09  
Date

**For committee use only**

For University Curriculum Committee  
Date

Action taken:  
___ approved as submitted  
___ approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.
New SC Bachelor of Science 8 Semester Degree Progression Plan

<table>
<thead>
<tr>
<th>Freshman Year</th>
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<tbody>
<tr>
<td><strong>1st term</strong></td>
</tr>
<tr>
<td>COM 101</td>
</tr>
<tr>
<td>Communication Analysis</td>
</tr>
<tr>
<td>SC 151</td>
</tr>
<tr>
<td>Introduction to Interpersonal Comm</td>
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<tr>
<td>ENG 105</td>
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<tr>
<td>Critical Reading and Writing</td>
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<td>LS</td>
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<td>Liberal Studies</td>
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<td>FYE 101</td>
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<tr>
<td>Freshman Year Experience</td>
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<table>
<thead>
<tr>
<th>Sophomore Year</th>
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</thead>
<tbody>
<tr>
<td><strong>3rd term</strong></td>
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<tr>
<td>SC 201</td>
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<tr>
<td>Research in Speech Communication</td>
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<tr>
<td>SC 2-300 level Elective</td>
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<tr>
<td>See Catalog or Advisor</td>
</tr>
<tr>
<td>Minor</td>
</tr>
<tr>
<td>See Catalog or Advisor</td>
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<tr>
<td>LS</td>
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<tr>
<td>Liberal Studies</td>
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<tr>
<th>Junior Year</th>
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<tbody>
<tr>
<td><strong>5th term</strong></td>
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<tr>
<td>SC 300W</td>
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<tr>
<td>Rhetorical Criticism</td>
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<td>SC 2-300 level Elective</td>
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<td>SC 2-300 level Elective</td>
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<td>Minor</td>
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<tr>
<td>See Catalog or Advisor</td>
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<td>LS</td>
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<td>Liberal Studies</td>
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<table>
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<tr>
<th>Senior Year</th>
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<tr>
<td><strong>7th term</strong></td>
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<td>SC 400-level Elective</td>
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<td>See Catalog or Advisor</td>
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<td>Minor</td>
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<tr>
<td>See Catalog or Advisor</td>
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<tr>
<td>Minor</td>
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<tr>
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<tr>
<td>GE</td>
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<tr>
<td>General Elective</td>
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<td><strong>Total units</strong> 15</td>
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- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
### University Curriculum Committee

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

<table>
<thead>
<tr>
<th>1. College</th>
<th>Social and Behavioral Sciences</th>
</tr>
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<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>Speech Communication</td>
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<table>
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<tr>
<th>3. Academic Plan Name</th>
<th>BA Speech Communication</th>
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| 4. Subplan (if applicable)? |  |

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<tr>
<th>5. Effective Date</th>
<th>FALL</th>
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<table>
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<tr>
<th>6. Is this proposal for a:</th>
<th>☐ New Plan</th>
<th>☑ Plan Change*</th>
<th>☐ Plan Deletion</th>
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<tr>
<td></td>
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<td>Subplan Change</td>
<td>☐ Subplan Deletion</td>
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*Plan changes must be accompanied by an updated 8 semester plan.*

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

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

MAJOR REQUIREMENTS

The Bachelor of Arts in Speech Communication offers students the opportunity to explore studies in: Health, Pre-Law, Environmental, Organizational, Cultural Studies, and Politics & Public Service. Students are expected to work closely with a faculty advisor in designing a course schedule that meets their particular interest.

You must complete 42 units for this major, including the following 24 units that are common to all emphases:

- 6-unit communication core: COM 101 and 200
- SC 300W, which meets NAU's junior writing requirement (3 units)
- SC 498C, which meets NAU's senior capstone requirement (3 units)

In addition, you choose one of three emphases—communication studies, organizational communication, or pre-law—in consultation with a speech communication advisor. The remaining 30 units are specific to your emphasis, as we explain in the following sections.

In consultation with your faculty advisor, students must take a minimum of 12 hours from the following courses: SC 217, 311, 312, 318, 321, 323, 351, 361, 365, 399, COM 301, 305, SC 408 (up to 3 units), PR 272.

In addition, students must take a minimum of 6 hours from the following courses: SC 424, 460, 465, 472, 475, 477, 499, COM 400.

In addition, you choose one of three emphases—communication studies, organizational communication, or pre-law—in consultation with a speech communication advisor. The remaining 30 units are specific to your emphasis, as we explain in the following sections.

Revised 09/07
All majors must earn the grade of "C" or better in COM 101, COM 200, their freshman composition required course and their foundation mathematics course.

Communication Studies Emphasis
This emphasis provides you with a general foundation in speech communication. For this emphasis, you complete the following 30 units:

- the 12-unit speech communication core: SC 111, 201, 271, and 311
- 3 units in relational and professional communication from SC 312, 351, 472, 475, and 477
- 3 units in public communication from SC 361, 365, 460, and 465
- 3 units in diversity from SC 321, 323, and 424 and COM 301
- 9 units from the previous three categories or from SC 217 or 314, 408 (up to 3 units), and 414 and COM 305

Organizational Communication Emphasis
This emphasis concentrates on communication processes and problem-solving relevant to group and organizational contexts. For this emphasis, you complete the following 30 units:

- the 12-unit speech communication core: SC 111, 201, 271, and 311
- SC 312, 472, and 477 (9 units)
- 9 units from SC 217 or 314, 321, 323, 351, 361, 365, 408 (up to 3 units), 414, 424, 460 or 465, and 475, and COM 305

Pre-Law Emphasis
This emphasis prepares you for the postgraduate study of law. For this emphasis, you complete the following 30 units:

- the 12-unit speech communication core: SC 111, 201, 217, and 271
- SC 318, 321, and 361 (9 units)
- 9 units from SC 323, 351, 365, 408 (up to 3 units), 424, 460, 465, 475, and 477 and COM 400

Revised 09/07
In addition, for this emphasis, you replace the required minor with the following 18 units of pre-law area coursework:

- CIS 120 (3 units)
- COM 301 (3 units)
- ENG 302W (pre-law section) (3 units)
- PHI 223 (3 units)
- POS 110 (3 units)
- POS 445 or 446 (3 units)

---

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

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

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

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

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

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


   1. **Relational literacy and communication:** Students will develop an understanding of how human relationships are constructed, negotiated and maintained through communication.

   2. **Professional identity:** Students will develop an understanding of the ways communication defines and strengthens their ability to navigate organizational and occupational relationships.

   3. **Culture and communication:** Students will develop an understanding of the function of communication in the construction of diverse social, cultural and political identities.

   4. **Inquiry and scholarship:** Students will develop an understanding of and ability to apply research methods (quantitative, qualitative and critical) in multiple contexts of communication.

   5. **Disciplinary identity:** Students will develop an understanding of the evolution, status, and function of the communication field.

   6. **Communication competencies:** Students will demonstrate competence in oral and written communication.

   7. **Theoretical and critical thinking:** Students will develop the ability to critically analyze messages, identify and evaluate underlying assumptions, forms of reasoning, use of evidence and conceptual frameworks.

Revised 09/07
11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

The communication faculty realizes that our degree needs flexibility. We have made significant changes to move towards flexibility in our degree offerings. Students will be given greater flexibility in developing their program of study.

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

No, this plan change does not require additional faculty, space, or equipment.

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

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

No, this change to the major will not affect other majors, liberal studies course offerings, plans/subplans curricula nor enrollment at NAU.

SC Curriculum
John Gerald Thull
You replied on 9/11/2009 9:57 AM.
Sent: Friday, September 11, 2009 9:53 AM
To: Laura Umphrey
Dr. Umphrey,
I read the proposed changes to the SC curriculum. The PR faculty support including the PR271 course as one of your electives in the SC major. Thank you for giving us a chance to review these changes.
Jerry Thull, Instructor, NAU School of Communication, 928-523-2234

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

Yes, current library holdings support this academic plan.

Certifications

Department Chair/Unit Head (if appropriate) [Signature] Date 9.21.09

Chair of college curriculum committee [Signature] Date

Dean of college [Signature] Date 10-1-09

For committee use only

For University Curriculum Committee [Signature] Date 11-17-09

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.

Revised 09/07
# I. New SC Bachelor of Arts 8 Semester Degree Progression Plan

<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; term</th>
<th>Freshman Year</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; term</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101</td>
<td>Communication Analysis</td>
<td>3</td>
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<tr>
<td>SC151</td>
<td>Introduction to Interpersonal Comm</td>
<td>3</td>
</tr>
<tr>
<td>ENG 105</td>
<td>Critical Reading and Writing</td>
<td>4</td>
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<tr>
<td>LS</td>
<td>Liberal Studies</td>
<td>3</td>
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<tr>
<td>FYE 101</td>
<td>Freshman Year Experience</td>
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Total units 14

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<tr>
<th>3&lt;sup&gt;rd&lt;/sup&gt; term</th>
<th>Sophomore Year</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; term</th>
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</thead>
<tbody>
<tr>
<td>SC 201</td>
<td>Research in Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td>SC 2-300 level Elective</td>
<td>See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td>Minor</td>
<td>See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td>LS</td>
<td>Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>Language</td>
<td>See Catalog or Advisor</td>
<td>3</td>
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Total units 15

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<tr>
<th>5&lt;sup&gt;th&lt;/sup&gt; term</th>
<th>Junior Year</th>
<th>6&lt;sup&gt;th&lt;/sup&gt; term</th>
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<tbody>
<tr>
<td>SC 300W</td>
<td>Rhetorical Criticism</td>
<td>3</td>
</tr>
<tr>
<td>SC 2-300 level Elective</td>
<td>See Catalog or Advisor</td>
<td>3</td>
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<tr>
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Total units 15

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<tr>
<th>7&lt;sup&gt;th&lt;/sup&gt; term</th>
<th>Senior Year</th>
<th>8&lt;sup&gt;th&lt;/sup&gt; term</th>
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</thead>
<tbody>
<tr>
<td>SC 400-level Elective</td>
<td>See Catalog or Advisor</td>
<td>3</td>
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<tr>
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<td>See Catalog or Advisor</td>
<td>3</td>
</tr>
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<tr>
<td>GE</td>
<td>General Elective</td>
<td>3</td>
</tr>
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Total units 15

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<tr>
<td>3. Academic Plan Name</td>
<td>Certificate in Professional Communication</td>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Is this proposal for a</td>
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*Plan changes must be accompanied by an updated 8 semester plan.*

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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.

We designed this nondegree certificate plan for students seeking professional development in effective communication—to increase your skills in oral and written communication and to aid you in recognizing the relationship of communication to organizations, technology, and society.

To complete this plan, take the following 16-18 units with a cumulative grade point average of at least 2.00:

- SC 311, 315, and 365 (9 units)
- ENG 302W (3 units)
- 4-6 units from COM 400 (ethics section only) and SC 112, 312, 321, 323, 351, 472, and 477

Be aware that some of these courses may have prerequisites you must also take. Check the courses in the appropriate subject.

Click here for more information about Speech Communication undergraduate courses, graduate courses, and faculty.

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

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

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To complete this plan, take the following 16-18 units with a cumulative grade point average of at least 2.00:

- SC 311, 315, and 365 (9 units)
- ENG 302W (3 units)
- 4-6 units from COM 400 (ethics section only) and SC 112, 312, 321, 323, 351, 472, and 477
- SC201 or COM200, and SC271 and SC472 (9 units)
- SC311 or SC314 or SC315 (3 units)
- In consultation with your faculty advisor, students must take a minimum of 6 units from the following courses (a minimum of 3 units must be at the 400-level): SC312, 318, 321, 323, 351, 361, 365, 370, 424, 460, 465, 475, 477, 499, COM301, 400 (6 units)

Be aware that some of these courses may have prerequisites you must also take. Check the courses in the appropriate subject.

Click here for more information about Speech Communication undergraduate courses, graduate courses, and faculty.

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

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.


   1. Relational literacy and communication: Students will develop an understanding of how human relationships are constructed, negotiated and maintained through communication.

   2. Professional identity: Students will develop an understanding of the ways communication defines and strengthens their ability to navigate organizational and occupational relationships.

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   6. Communication competencies: Students will demonstrate competence in oral and written communication.

   7. Theoretical and critical thinking: Students will develop the ability to critically analyze messages, identify and evaluate underlying assumptions, forms of reasoning, use of evidence and conceptual frameworks.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes. The communication faculty realizes that our certificate had not been looked at in over a decade. The changes to the certificate will better prepare students to be effective communicators in their places of employment.

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

   Does not require additional faculty, space, or equipment.

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

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

   No, this change to the certificate will not affect other majors, liberal studies course offerings, plans/subplans curricula nor enrollment at NAU.

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

   Yes.
Certifications

Department Chair/ Unit Head (if appropriate) 

Chair of college curriculum committee 

Dean of college 

For committee use only

For University Curriculum Committee 

Action taken: □ approved as submitted □ approved as modified

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

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

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6. Is this proposal for a:
- [ ] New Plan
- [x] Plan Change*
- [ ] Plan Deletion
- [ ] New Subplan
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*Plan changes must be accompanied by an updated 8 semester plan.

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

To complete this minor, take the following 21 units:

- SC 111 plus (3 units)
- COM 200 or SC 201 (3 units)
- 3 units in diversity from SC 321, 323, and 424 and COM 301
- 3 units in public communication from SC 300W, 361, 365, 460, and 465
- 3 units in organizational and professional communication from SC 271, 312, 472, 475, and 477
- 6 units selected in consultation with a speech communication advisor from the previous three categories or from SC 101, 217, 311 or 314, 351, and 498C and COM 305

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

Click here for more information about Speech Communication undergraduate courses, graduate courses, and faculty.

To complete this organizational communication minor, take the following 21 units:

- SC 111 plus (3 units)
- COM 200 or SC 201 (3 units)
- 3 units in diversity from SC 321, 323, and 424 and COM 301
- 3 units in public communication from SC 300W, 361, 365, 460, and 465
- 3 units in organizational and professional communication from SC 271, 312, 472, 475, and 477
- SC 111, SC 201 or COM 200, SC 271 and SC 472 (12 units)
- 96 units selected in consultation with a speech communication advisor from the previous three categories or from SC 101, 217, 311, 312, 321, 323, 314, 351, 361, 365, 366, 424, 460, 465, 475, 477, and 498C, COM 301 and COM 305

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

Click here for more information about Speech Communication undergraduate courses, graduate courses, and faculty.

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

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

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.
   X c. will not be used.

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

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

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage -

   1. Relational literacy and communication: Students will develop an understanding of how human relationships are constructed, negotiated and maintained through communication.

   2. Professional identity: Students will develop an understanding of the ways communication defines and strengthens their ability to navigate organizational and occupational relationships.

   3. Culture and communication: Students will develop an understanding of the function of communication in the construction of diverse social, cultural and political identities.

   4. Inquiry and scholarship: Students will develop an understanding of and ability to apply research methods (quantitative, qualitative and critical) in multiple contexts of communication.

   5. Disciplinary identity: Students will develop an understanding of the evolution, status, and function of the communication field.

   6. Communication competencies: Students will demonstrate competence in oral and written communication.

   7. Theoretical and critical thinking: Students will develop the ability to critically analyze messages, identify and evaluate underlying assumptions, forms of reasoning, use of evidence and conceptual frameworks.

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

   The communication faculty realizes that our degree needs flexibility. We have made significant changes to move towards flexibility in our degree offerings. Students will be given greater flexibility in developing their program of study.

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

   This plan change does not require additional faculty, space, or equipment.

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

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

   No, this change to the minor will not affect other majors, liberal studies course offerings, plans/subplans curricula nor enrollment at NAU.

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

   Yes, present library holdings support this academic subplan.
Certifications

Department Chair/ Unit Head (if appropriate)  
Date  

Chair of college curriculum committee  
Date  

Dean of college  
Date  

For committee use only  

For University Curriculum Committee  
Date  

Action taken:  
- approved as submitted 
- approved as modified 

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

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Revised 09/07
To complete this minor, take the following 21 units:

- SC 111 plus (3 units)
- COM 200 or SC 201 (3 units)
- 3 units in diversity from SC 321, 323, and 424 and COM 301
- 3 units in public communication from SC 300W, 361, 365, 460, and 465
- 3 units in organizational and professional communication from SC 271, 312, 472, 475, and 477
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Be aware that some of the courses required for your minor may have prerequisites that you must also take. Check the courses in the appropriate subject.

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

---

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

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

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

   Yes.
Certifications

Department Chair/ Unit Head (if appropriate) ___________________________ Date 9-21-09

Chair of college curriculum committee ___________________________ Date

Dean of college ___________________________ Date 10-1-09

For committee use only

For University Curriculum Committee ___________________________ Date 11-17-09

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


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

5. Course subject/catalog number NUR 319
   6. Units/Credit Hours 2

7. Long course title Fundamentals of Nursing Practice
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Fundamentals of Nursing Practice

9. Catalog course description (max. 30 words, excluding requisites).
   Fundamental concepts of nursing that provide the building blocks of nursing care. Emphasis is placed on developing skills needed to assess, implement and monitor selected nursing interventions and technologies.

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)
    Admission to the nursing program

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?
    UGRD-Post Bacc - Nursing-AcclrtedOpt (BSN) PB
    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: Barbara Tomlinson

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

    This content was taught in NUR 205 in the old plan. The majority of the content
    from NUR 205 has been redistributed to the new adult health course (NUR 334).
    This course will provide the foundation for adult health nursing

---

For Official AIO Use Only:
Component Type
Consent
Topics Course

---

35. Approvals

[Signature]
Department Chair (if appropriate)
Date 10/13/09

[Signature]
Chair of college curriculum committee
Date 10/18/09

[Signature]
Dean of college
Date

For Committees use only

[Signature]
Ron Gott
Date 11-17-09

For University Curriculum Committee

Action taken: [ ]
Approved as submitted
Approved as modified

revised 8/08
General Information

College: College of the Health and Human Services
        School of Nursing

Course Number: NUR 319

Course Title: Fundamentals of Nursing Practice

Semester: Fall 2010

Credit Hours: 1 credit theory (15 clock hours) 1 laboratory (45 clock hours)

Clock Hours: 60 Hours Total

Day: TBA

Time: TBA

Location: Northern Arizona University, Flagstaff
        TBA

Faculty: Barbara U. Tomlinson, MSN, RN, BBA
        Assistant Clinical Professor

Office Address: Barbara U. Tomlinson
               Northern Arizona University
               School of Nursing
               Office # 215
               Box 15035
               Flagstaff, AZ 86011

Office Phone: Barbara U. Tomlinson
              (928) 523-3536

Primary E-mail: Please use mail function within Vista Shell
Alternate E-mail: Barbara.Tomlinson@nau.edu

Office Hours: Posted on bulletin board next to B. Tomlinson's office (# 215),
              and by appointment

Course Prerequisite: Admission to the accelerated nursing program

Catalog Description: Fundamental concepts of nursing that provide the
building blocks of nursing care. Emphasis is placed on developing skills
needed to assess, implement and monitor selected nursing interventions
and technologies.
Student Learning Outcomes:

Upon completion of the course the student will be able to:

Accountability
Demonstrate principles of basic nursing care within the legal, ethical and regulatory framework of nursing practice.

Caring
Plan and deliver nursing care with sensitivity to individual patient needs

Demonstrate awareness and respect for the uniqueness of patients and their situation

Clinical Competence
Develop practice skills based on current knowledge, theory, and research.

Demonstrate in a lab environment safe skills including, but not limited to:
  a. asepsis/hygiene
  b. patient safety
  c. skin integrity
  d. movement and positions
  e. nutrition
  f. elimination
  h. medication administration

Communication
Demonstrate appropriate and accurate written and verbal communication.

Critical Thinking
Incorporate knowledge from the behavioral, biological and natural sciences to patient assessment and the planning and evaluation of nursing care.

Apply the principles underlying all nursing intervention procedures related to providing care to client in different care settings.

Apply the principles of infection prevention in any clinical setting.

Culture
Demonstrate flexibility and openness to continued learning about culture and diversity.

Learning/Teaching:
Identify own learning needs and styles.

Management/Leadership:
Seek relevant direction from faculty in the implementation of basic nursing skills.

Demonstrate beginning skills in management of time, materials, and self.

Organize and coordinate self to demonstrate beginning clinical competencies and successful transition into the role of student nurse.

revised 8/08
Course Structure/Approach:
This course will utilize a variety of approaches to support and enhance student learning and to achieve the student learning outcomes. These instructional methods include, but are not limited to:
- Class Discussion
- Case Studies
- Handouts
- Audio-Visual Materials
- Demonstrations

Textbook and Required Materials:


Assessment of Student Learning Outcomes:

| Coming to Skills Lab/Clinical Facility on-time, in uniform, prepared with equipment, paper work, and with required textbooks | 5% of the course grade |
| Weekly Journals and Case Studies | 10% of the course grade |
| Final Skills Check-Off (75% or higher) | 75% of the course grade |
| Final Self-Evaluation required | 5% of the course grade |
| End-of-Semester Evaluation Meeting with Clinical Instructor required | 5% of the course grade |

Total Points 100

Grading Scale
A = 93 + points
B = 84 - 92 points
C = 75 - 83 points (A grade of "C" or above is a passing grade in this course).
F = <75

revised 8/08
Class Schedule

Date
Week One- 6 hours per day for 5 days for a total of 30 hours

Topic
Infection Control
Patient Safety
Body Mechanics

Hygiene
Bed Bath
Bed Making

Skin Integrity
Preventing Pressure Ulcers
Wounds

Activity and Exercise
Mobility and Immobility

Week One- 6 hours per day for 5 days for a total of 30 hours

Nutrition-NG and Accucheck
Fluid Balance

Elimination Urinary & Bowel
Medication Administration
Patient Care Scenarios
Final Check-Off
Final Evaluation

COURSE POLICIES:

Important Notice: There is strict adherence to every part of the NAU Student Handbook and the NAU Nursing Student Handbook.

Attendance Policy: Under NAU Policy, students are expected to attend every session of class in which they are enrolled. Attendance at all clinical sessions is mandatory. If you are to miss a clinical session, you must inform your instructor and facility before the start of the clinical session. Make-up sessions will be determined by your instructor.

Makeup tests and retests: Make up tests may be arranged for valid reasons such as illness or personal/family emergencies. Arrangements to take a make up exam must be made with the faculty within one week of the exam. If arrangements for the make up exam have not been made within one week of the exam, the student will receive ZERO points for that exam. Make up tests may be in any form (oral, written, essay) over the same objectives as the multiple choice exam.
Plagiarism: All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism are prohibited and subject to disciplinary action. Cheating means intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication means intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Plagiarism means intentionally or knowingly representing the words or ideas of another, as one’s own in any academic exercise. For further explanation of academic dishonesty refer to the Department of Nursing Undergraduate Student Handbook and Northern Arizona University Student Handbook.

"Whether paraphrasing or quoting an author directly, you must credit the source . . . For a direct quotation in the text, give the author, year, and page number in parentheses (paragraph numbers may be used in place of page numbers for electronic text.) Include a complete reference in the reference list. Depending on where the quotation falls within a sentence or the text, punctuation differs. When paraphrasing or referring to an idea contained in another work, authors are not required to provide a page number. Nevertheless, authors are encouraged to do so, especially when it would help an interested reader locate the relevant passage in a long or complex text” (APA Publication Manual, 1994, p 97,98).

"Plagiarism. Quotation marks should be used to indicate direct quotes (the exact words of another). Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.....The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words. If an author models a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else’s article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of psychology, an author may not know where an idea for a study originated. If the author does know, however, the author should acknowledge the source; this includes personal communications” (APA Publication Manual, 2001, p 349-350).

The Impaired Student policy will be strictly adhered to; there will be no tolerance in for any evidence of substance abuse.

Northern Arizona University Policy Statements can be found at the following address: http://www2.nau.edu/academicadmin/UCCPolicy/policystmt.html

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

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

revised 8/08
member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussion the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion. 8/06
University Curriculum Committee
Proposal for New Course

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


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

4. Course subject/catalog number NUR 330
   Units/Credit Hours 3

7. Long course title Introduction to Nursing as a Discipline and Profession
   Short course title (max. 30 characters including spaces) Intro Nursing Discipline Prof

8. Catalog course description (max. 30 words, excluding requisites).
   An introduction to nursing as a distinct discipline of knowledge and a unique professional service.

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)
    Admission to the nursing program

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?
    UGRD-Post Bacc - Nursing-AcclrdtOpt (BSN) PB
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: Barbara Tomlinson

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

   Assessment of program outcomes and student performance on summative measures indicate that the benchmark for accountability, ethical and legal analysis and caring practice were not consistently met. This course will address the need for more content in personal and professional values clarification and analysis of ethical/legal situations and caring practice

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signatures and dates]

For Committees use only

[Signature and date]

For University Curriculum Committee

Action taken: ✓ Approved as submitted

Approved as modified
General Information

College: College of the Health and Human Services
        School of Nursing

Course Number: NUR 330

Course Title: Introduction to Nursing as a Discipline and Profession

Semester: Summer 2010

Credit Hours: 3

Clock Hours: 45 Hours Total

Day: TBA

Time: TBA

Location: Northern Arizona University, Flagstaff
          TBA

Faculty: Barbara U. Tomlinson, MSN, RN, BBA
        Assistant Clinical Professor

Office Address: Barbara U. Tomlinson
               Northern Arizona University
               School of Nursing
               Office # 215
               Box 15035
               Flagstaff, AZ 86011

Office Phone: Barbara U. Tomlinson
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Primary E-mail: Please use mail function within Vista Shell
Alternate E-mail: Barbara.Tomlinson@nau.edu

Office Hours: Posted on bulletin board next to B. Tomlinson’s office (# 215),
              and by appointment

Course Prerequisite: Admission to the accelerated nursing program

Catalog Description: An introduction to nursing as a distinct discipline of
                    knowledge and a unique professional service.
Student Learning Outcomes:

Upon completion of the course the student will be able to:

Accountability
   1. Evaluate legal aspects of nursing practice.

Caring
   2. Envision nursing as nurturing the well being and wholeness of persons through caring.
   3. Evaluate personal beliefs, philosophy, and caring behaviors in relation to professional nursing.
   4. Develop an appreciation of images of nurse and nursing over time.
   5. Summarize major events and developments in nursing history.
   6. Demonstrate an understanding of nursing as a discipline of knowledge.
   7. Demonstrate an understanding of nursing as a profession.

Communication
   8. Communicate values and issues as defined by the nursing profession.

Critical Thinking
   9. Examine nursing theories and conceptual frameworks emphasizing application to nursing practice.
   10. Apply critical thinking to analyze ethical dilemmas.

Culture
   11. Demonstrate respect for the meaning of wholeness of persons connected with others in the environment as central to understanding person and persons.
Course Structure/Approach:
This course will utilize a variety of approaches to support and enhance student learning and to achieve the student learning outcomes. These instructional methods include, but are not limited to:
- Class Discussion
- Handouts
- Audio-Visual Materials
- Written assignments

Textbook and Required Materials:


Recommended Optional Materials:


Video Presentations for the Classroom
Circle of Knowledge VT 0873 (33 minutes)
Theories at Work VT 1591 (45 minutes)
Code Gray VT 4143 (26 minutes)
Nursing, Ethics and the Law VT 4727 (34 minutes)
Nurse to Nurse VT 4599 (20 minutes)

Assessment of Student Learning Outcomes:
Personal philosophy of nursing paper 15
Reflective Journal (3 topics for 5 points each) 15
Reflective Analysis 20
Final 50
Total Points 100

Grading Scale
A = 93 + points
B = 84 - 92 points
C = 75 - 83 points (A grade of "C" or above is a passing grade in this course).
F = <75
Assignment #1  PERSONAL NURSING PHILOSOPHY PAPER

ASSIGNMENT:

1. Describe your personal philosophy of nursing.

2. Use the following questions to guide development of your philosophy

   What is your central belief about the individual person?
   What constitutes the environment?
   How do the individual and the environment interact?
   What is your view of health?
   How does illness relate to health?
   What is the central reason for the existence of nursing?

FORMAT

1. Must be written in APA format and limited to 4 pages excluding references.

GRADING CRITERIA

Content:  

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>1. Incorporated personal belief regarding the profession of nursing 5</td>
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<tr>
<td>2. Integrated explication of the metaparadigm concepts 5</td>
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<td>2. APA format, composition, grammar, spelling 5</td>
</tr>
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<td>Total 15</td>
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</tbody>
</table>
Assignment #2  REFLECTIVE JOURNAL ASSIGNMENTS

PURPOSE: The purpose of this journal is two-fold: 1) to stimulate the exploration of the personal meaning of being a student of professional nursing, and 2) to develop and communicate an integrated understanding of the objectives of the course.

ASSIGNMENT: In your journal, identify and describe an experience you have had related to one of the assigned topics each week and record your reflections as a student of professional nursing. Show how it had an impact on your growth in nursing. The pattern(s) of knowing used in the experience should be included in each entry along with a description of how the pattern was used. Journals must be typed and double-spaced. Use a cover page with your name, the journal number, the course, and the date. (Do not submit your journal in a folder. Staple your journal and be certain it includes a cover page.) There should be enough depth to the journal to show quality of the reflection so the length will likely be 2 pages.

FORMAT:

Journals are intended to be thoughtful expressions that reflect how you feel about nursing and assuming the role of a professional nurse. Your reflections should be described in the first person, subjective, as “I” (I feel as though...). You may choose to reflect by using prose, poetry or sketches to illuminate a particular thought. This aesthetic way of knowing is encouraged. Journaling is a reflexive process that promotes expanding your worldview and should reflect depth of thought about new concepts. A professional journal is not a personal diary, although you should comment on your personal and professional growth. Do not use citations or quotes from the assigned readings. If you refer to the readings, state it informally, “I am able to understand what Mayeroff means by humility as I was able to.....

1. Use a word processor, font of 12, double spaced with appropriate margins.
2. Your language should reflect that of a student of professional nursing.
3. The journal should include a description of an experience related to the topic, your personal reflection on the meaning of the experience, and the way it has contributed to your own personal growth in nursing. The pattern of knowing that you used in the experience and reflection should be explained.

GRADING CRITERIA:
The grading guidelines are as follows:

1. Description of experience related to the topic (1 points)
2. Depth of personal reflection and discussion on the experience and its contribution to personal growth in nursing (2 points)
3. Identify and explain the pattern/s of knowing (1 point)
4. Grammar, spelling, adherence to process guidelines, writing style (1 point)
Assignment # 3  GUIDELINES FOR REFLECTIVE ANALYSIS

PURPOSE: The purpose of this assignment is two-fold: 1) to illuminate the relevance of the scholarly nursing literature to the lived world of nursing practice. 2) to synthesize an understanding of the scholarly nursing literature as an enhancement to the course objectives.

ASSIGNMENT: A Reflective Analysis is a formal, essay-style composition formatted in APA (5th ed.) The reflective analysis summarizes, analyzes and offers your objective and subjective understandings of the contents of a nursing journal article. This is a scholarly paper and will require a title page and reference page. Topics will be assigned. If you need help with your writing utilize the Writing Center on campus. We will discuss the approach to the paper in class and several handouts will be distributed for guidance.

Articles for each topic are listed in the syllabus and are available in the Vista Course

FORMAT:

1) The paper should be at least 4 pages in length.
2) Use APA format and include a title page, and reference page of the one article.
3) The first paragraph introduces the article, title and author. Include a brief opening statement as your introduction to the paper.
4) The next paragraph/s should be a summary of the article in your own words. Re-read the article and focus on the purpose of the paper. Why did the author write this article?
5) Long direct quotations are discouraged in this assignment. You will be expected to use citations and you may use short quotes of a few words to highlight your writing.
6) The following paragraphs include your reflection on the following points:
   - How did the article enhance your understanding of professional nursing?
   - How are you able to use knowledge from the article to guide your practice of nursing?
   - How did the article contribute to your understanding of one of the course topics?
   - Would you recommend this article? Why/Why not? To Whom?

GRADING CRITERIA:

1. Clear concise article summary in your own words. (5 points)
2. Personal reflection as discussed in # 6. (10 points)
3. APA format, composition, grammar, spelling (5 points)
Assignment #4  FINAL EXAM

Take home final. Choose 5 of the following ten topics. Each topic should include a response of one page, single-spaced, typewritten. Handwritten papers will not be accepted.

Each question is worth 5 points for a total of 25 points

1. Describe your understanding of the concept of caring. Give an example of how you would manifest this concept in the clinical setting.

2. Nursing is the diagnosis and treatment of human responses to actual or potential health problems. Explain the significance of this statement for you. You may use one example to illustrate your answer.

3. Briefly describe an ethical dilemma you have encountered in your practice. Identify the ethical concepts and decision-making process you used to deal with the dilemma.

4. Describe clearly what is meant by accountability in nursing practice.

5. From your reading in this course or from your own nursing experience, identify an issue about which more understanding and clarification is needed. Explain how you would go about obtaining that knowledge.

6. Define the concept of health from a nursing perspective.

7. Discuss the internal and external regulation of nursing practice.

8. Discuss what the concept of holistic care means to you.

9. Critique the ANA social policy statement. Include both its strengths and weaknesses.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week # 1</td>
<td>Orientation to the Course</td>
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<td>Course Expectations</td>
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<td>Library Orientation</td>
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<td>Images of Nursing and Nursing</td>
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<td>NAU's Conceptual Framework</td>
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<td>Nursing as a Discipline</td>
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<td>Caring</td>
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<td>Patterns of Knowing</td>
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<td>Nursing Theory and Practice</td>
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<td><strong>Video:</strong> Circle of Knowledge</td>
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<td><strong>Video:</strong> Theories at Work</td>
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<td>Week # 2</td>
<td>Nursing as a Profession</td>
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<td>Professionalism in Nursing</td>
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<td>Ethical Perspectives</td>
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<td><strong>Video:</strong> Code Gray</td>
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<td>Legal Perspectives</td>
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<td><strong>Video:</strong> Ethics and the Law</td>
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<td>Regulation of Nursing Practice</td>
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<td>Chemically Dependent Nurses</td>
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<td><strong>Video:</strong> A Nurses Story</td>
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<td>The Political Process</td>
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<td>Week # 3</td>
<td>The Practice of Nursing</td>
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<td>Health process</td>
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<td>Nursing process</td>
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<td></td>
<td>Wholeness and Well-being through Caring</td>
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<td>Final</td>
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COURSE POLICIES:

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Plagiarism: All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism are prohibited and subject to disciplinary action. Cheating means intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication means intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Plagiarism means intentionally or knowingly representing the words or ideas of another, as one's own in any academic exercise. For further explanation of academic dishonesty refer to the Department of Nursing Undergraduate Student Handbook and Northern Arizona University Student Handbook.

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"Plagiarism. Quotation marks should be used to indicate direct quotes (the exact words of another). Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text......The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words. If an author models a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else’s article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of psychology, an author may not know where an idea for a study originated. If the author does know, however, the author should acknowledge the source; this includes personal communications” (APA Publication Manual, 2001, p 349-350).
The Impaired Student policy will be strictly adhered to; there will be no tolerance in
for any evidence of substance abuse.

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following address:
http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html

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

It is the responsibility of each student to behave in a manner which does not
interrupt or disrupt the delivery of education by faculty members or receipt of
education by students, within or outside the classroom. The determination of
whether such interruption or disruption has occurred has to be made by the faculty
member at the time the behavior occurs. It becomes the responsibility of the
individual faculty member to maintain and enforce the standards of behavior
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At a minimum, students will be warned if their behavior is evaluated by the faculty
member as disruptive. Serious disruptions, as determined by the faculty member,
may result in immediate removal of the student from the instructional environment.
Significant and/or continued violations may result in an administrative withdrawal
from the class. Additional responses by the faculty member to disruptive behavior
may include a range of actions from discussion the disruptive behavior with the
student to referral to the appropriate academic unit and/or the Office of Student
Life for administrative review, with a view to implement corrective action up to and
including suspension or expulsion. 8/06
1. Is this course being proposed for Liberal Studies designation?  Yes ☐  No ☒
   If yes, route completed form to Liberal Studies.

   Summer, 2010

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

5. Course subject/catalog number  NUR 331  6. Units/Credit Hours  4

7. Long course title  Applied Pharmacology and Pathophysiology
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)  Applied Pharm and Patho

9. Catalog course description (max. 30 words, excluding requisites).
   Introduces students to classifications, actions, and uses of pharmacotherapeutic agents. Includes overview of administration skills, safety, and legal considerations. Emphasis is on the patient and nursing implications and related pathophysiology.

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)  Admission to the nursing program or permission of the instructor

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? UGRD-Post Bacc - Nursing-AcclrtdOpt (BSN) PB

   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

18. Names of current faculty qualified to teach this course: Angela Golden

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

   Assessment of student learning outcomes and program evaluation data indicate that students have difficulty applying pathophysiological concepts in the context of nursing care and collaborative treatments such as medication administration. This course will integrate pathophysiology with pharmacology in a nursing context.

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
General Information

College: College of Health and Human Services
        School of Nursing

Course Number: NUR 331

Course Title: Applied Pharmacology and Pathophysiology

Semester: Summer 2010

Credit Hours: 4 credit hours/60 clock hours

Day: TBA

Time: TBA

Location: TBA

Faculty: Angela Golden, RN, DNP, FNP-C
        School of Nursing Room 214
        Office Number: 928-523-6770

Email: Web Vista email

Office Hours: TBA

Course prerequisite: Admission to the accelerated nursing program or permission of faculty

Catalog Description: Introduces students to classifications, actions, and uses of pharmacotherapeutic agents. Includes overview of administration skills, safety, and legal considerations. Emphasis is on the patient and nursing implications and related pathophysiology.

Course Description: This course will cover nursing responsibilities, laws, pharmacokinetics, pharmacodynamics, pharmacotherapeutics, and selected drugs in the major drug classes. The course will utilize applied pathophysiology to each major drug class to integrate the clinical disease with the medications utilized as part of a treatment plan. The course includes drug calculation principles. For this course, the student is expected to have a working knowledge of anatomy and physiology, as well as a basic knowledge of chemistry.
Student Learning Outcomes
Upon completion of this course, the student will be prepared to:

Culture
1. Incorporate cultural practices into pharmacotherapeutic interventions.

Competency
1. Calculate, using Dimensional Analysis method, the correct dosage for oral, injectable, intravenous, and pediatric drug orders.
2. Apply the concepts of pharmacokinetics and pharmacodynamics.
3. Identify patient-related factors, including age, that affect drug activity and client response.
4. Differentiate drug families and drug categories, including actions, common side effects & nursing implications, and use in treating specific disorders.

Critical Thinking
1. Analyze the physiological and pathophysiological processes and interactions between the major drug classification and patient disease processes.
2. Use the nursing process as a framework to summarize nursing implications in drug therapy.
3. Apply basic pharmacological concepts to selected nursing case situations.

Accountability
1. Examine the nurse's role and responsibilities in administering pharmaceutical agents safely.
2. Examine the legal and ethical implications for nurses administering pharmaceutical agents.

Course structure/approach: hybrid: web-based modular, directed learning and in class seminar sessions

Textbooks

Required


Any anatomy and physiology textbook (copyright 2005 or later)
Any human pathophysiology textbook (copyright 2005 or later)

Recommended

Optional

revised 8/08
Assessment of Student Learning Outcomes
- Quizzes, case studies, participation in seminars
- Assessment occurs at regular intervals during the 10 weeks of Summer Semester

Grading system

<table>
<thead>
<tr>
<th>Item</th>
<th>Item</th>
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</thead>
<tbody>
<tr>
<td>Orientation Quiz</td>
<td>5</td>
</tr>
<tr>
<td>11 Module quizzes (20 points each, with lowest grade dropped)</td>
<td>200</td>
</tr>
<tr>
<td>Calculation quizzes (each quiz is 20 points)</td>
<td>80</td>
</tr>
<tr>
<td>Case scenarios</td>
<td>75</td>
</tr>
<tr>
<td>Seminars (3 points each)</td>
<td>27</td>
</tr>
</tbody>
</table>

Grade
A 93 % or better
B 84-92.9%
C 75-83.9%
F 74.9% or lower

Must receive grade of C or better to pass. Must complete all math tests and must have 84% or better on the last math test. All quizzes (except math quizzes) must average 75% to pass the course. Final grades will not be rounded.

Course Outline:

Nursing Perspectives
This module will introduce you to the issues related to pharmacology and the nurse's role. You will also learn population based issues and general information regarding how drugs work in the body.

As you work through this module, keep the following in mind:
- What is the objective of drug therapy?
- What are a nurse's responsibility with regard to medications?
- What are the regulations around medications?
- How are drugs named?
- What are pharmacokinetics and pharmodynamics?
- Are all drug-drug and drug-food interactions detrimental?
- What are adverse drug reactions?
- Can you identify differences in drug therapy for pregnant patients, pediatric patients and geriatric patients?
- Does culture influence medication therapy?

Lectures
- Nursing process
- Principles of drug administration
- Medications and special populations
- Herbal supplements

Antineoplastics
This module will introduce you to the issues related to antineoplastics (anticancer drugs) and the nursing role related to caring for patients receiving anticancer medications.
As you work through this module, keep the following in mind:
The phases of cell division and replication are important in understanding how antineoplastic drugs work. Physiology review cell division and replication as well as individual cell growth and disturbances will be reviewed.

- What is the difference between cell cycle specific and nonspecific anticancer drugs?
- What does the term dose cycling mean?
- What are the major side effects of antineoplastic agents? As you answer this question think about the potential adverse effects on the heart, liver, kidneys and NORMAL (rapidly reproducing) tissue?
- How are hormones and hormone antagonists used for treating cancer?
- There are a number of safety and nursing care implications related to the administration of antineoplastics. Describe safety issues and care implications from the viewpoints of the healthcare providers, the patient, and the patient’s caregiver, family and friends.

Lectures

**Review of Chemotherapy Basics**
- Basics of chemotherapy
- Nurse’s role and types of chemotherapy

**Medication Classification Review**
- Alkylating Agents
- Miotic Inhibitors
- Antimetabolites
- Antitumor Antibiotics
- Hormones, Hormone Antagonists, and Enzymes
- Miscellaneous Cytotoxic Drugs
- Biologic Response Modifiers

**Review of Specifics Related to Chemotherapy**
- Administration of Chemotherapy
- Side Effects of Chemotherapy
- Safety Precautions for Healthcare Providers
- Research
- Specialty Population Issues

**Seminar:** review of physiologic basis of chemotherapy medication and the pathophysiology of cancer. Multiple choice questions using patient cases will be used to stimulate critical thinking during the seminar. Drug calculations using drugs from this module will be done by students and reviewed during the seminar.
Pain Medications and Anti-inflammatory Medications
This module will introduce you to the issues of pain management and the nurse’s responsibility for treatment of pain. You will also learn population based issues and general information regarding how drugs work in the body. A brief overview of immunosuppressants and anti-inflammatory medications will be presented.

As you work through this module, keep the following in mind:
- What is the difference between acute and chronic pain and medication management?
- What is the nursing role in assessing pain and the treatment of pain?
- Are immunosuppressants needed for the life of a transplant recipient?
- Are anti-inflammatory doses of NSAIDs the same as those doses used for pain?
- What conditions might aspirin be used for with its antiplatelet action

Lectures
Review of Anatomy and Physiology
- Basic Principles of Pain

Review of Diseases
- Cancer
- Chronic NonMalignant Pain

Medication Classification Review
- Opioid
- Nonopioid
- Glucocorticoids
- Immunosuppressants

Seminar: review the pathophysiology of pain and where pain medications intervene for an individual. Multiple choice questions using patient cases will be used to stimulate critical thinking during the seminar. Drug calculations using drugs from this module will be done by students and reviewed during the seminar.

Respiratory Agents
This module will introduce you to the issues related to pharmacology and the nurse’s role. You will also learn population based issues and general information regarding how drugs work in the body.

As you work through this module, keep the following in mind:
- What is the objective of drug therapy for chronic inflammatory diseases of the lung, how does chronic inflammation affect the lungs and respiration?
- Why are medications administered primarily through inhalation for chronic inflammatory diseases?
- What are the levels of treatment for asthma?
- What drugs are used for upper respiratory problems?
- What nursing implications exist around medications used to treat upper respiratory problems?

Lectures
- Classification, Administration, Herbal Issues

Review of Diseases
- Review of Disease Processes

Medication Classification Review
- Decongestants
- Antihistamines
- Intranasal glucocorticoids
- Mast Cell Inhibitors
- Cough and Cold Medicines
- Bronchodilators
- Antiinflammatory

**Seminar:** review of physiologic basis of the respiratory system and the pathophysiology of chronic inflammation and bronchoconstriction. Multiple choice questions using patient cases will be used to stimulate critical thinking during the seminar. Drug calculations using drugs from this module will be done by students and reviewed during the seminar.

**Cardiovascular Medications: Part 1**

This module will introduce you to the issues related to cardiovascular pharmacology and the nurse's role. You will also learn population based issues and general information regarding how drugs work in the body.

**As you work through this module, keep the following in mind:**

- How do the various drugs used to control cardiac problems affect the hemodynamics of the circulatory system?
- What are the pharmacokinetics for renin-angiotension-aldosterone medications and calcium channel blocking medications?
- How would you describe the major differences between the ACE and ACE II (ARB) inhibitors?
- What are some important nursing considerations to keep in mind when administering the anti-hypertensive medications (examples: key assessments to complete, diet teaching related to meds, cultural considerations)?
- Which drug-drug and drug-food interactions might impact the treatment of hypertension with these medications?
- What modifications in drug therapy might need to be made if the patient were pregnant? If the patient were a child? A geriatric patient?
- Is there any cultural influence to be considered?
- How would the management of acute CHF differ from the management of chronic CHF?
- Why is digoxin a "mixed blessing" for management of chronic heart failure? Consider problems related to the frequency and severity of toxicity in formulating your answer.

**Lectures**

- Review of Anatomy and Physiology
  - Hemodynamics
- Medication Classification Review
  - Drugs acting on the renin-angiotension-aldosterone system
  - Calcium channel blockers
  - Sympatholytics and direct acting vasodilators
  - Cardiac glycosides

**Review of Diseases**

- Heart Failure
- Hypertension

**Seminar:** review of physiologic basis of the hemodynamics as well as the RAA system. Review and the pathophysicsology of vasoconstriction and medication affect on vasodilation. Multiple choice questions using patient cases will be used to stimulate critical thinking during the seminar. Drug calculations using drugs from this module will be done by students and reviewed during the seminar.

**Cardiovascular Medications: Part 2**
This module continues issues related to cardiovascular pharmacology and the nurse’s role in caring for patients with cardiovascular problems. You will also learn about population based issues and general information regarding how drugs work in the body.

**As you work through this module, keep the following in mind:**
- Describe factors that affect myocardial oxygen demand and oxygen supply, and how pharmacological intervention can alter/improve the balance between oxygen supply and demand.
- What are some of the factors that would influence the choice of cholesterol lowering medications to be used in a client with coronary artery disease (CAD)?
- What are the pros and cons of using organic nitrates (e.g. nitroglycerin), calcium channel blockers (verapamil, diltiazem, nifedipine), and beta-adrenergic blockers in the management of the different manifestations of CAD such as angina, myocardial infarction (MI), rhythm disturbances and congestive heart failure (CHF)?
- How do the types of dysrhythmias affect the selection of drugs used to manage them?
- Describe the types of medications that can be used in the management of acute MI (include anti-Thrombolytic medications).
- What are some important nursing considerations to keep in mind when administering the cardiovascular medications (examples: key assessments to complete, diet teaching related to meds, cultural considerations)?

**Lectures**

**Medication Classification Review**
- Nitrates
- Lipid lowering agents
- Anticoagulant, antiplatelet and thrombolytic drugs
- Antidyssrhythmics

**Review of Diseases**
- CAD and angina
- Myocardial infarction

**Seminar:** review the pathophysiology of athlerosclerosis and the physiology of the clotting system. Multiple choice questions using patient cases will be used to stimulate critical thinking during the seminar. Drug calculations using drugs from this module will be done by students and reviewed during the seminar.

**CNS Medications**

**As you work through this information think about the following:**
- What are the categories of antipsychotic agents and their uses in various psychiatric illnesses?
- Compare and contrast “conventional” and atypical antipsychotic medications.
- Describe the differences in the categories of major antidepressant medications.
- What are the most common side effects with SSRI’s?
- Discuss patient/family teaching needs for patients taking mood stabilizer medications.
- Insomnia management may include medication, but what teaching must be done for patients with insomnia?
- Anxiety disorders are treated using which medications?

**Lectures**

**Review of Anatomy and Physiology**
- Basic Principles of Neuropharmacology

revised 8/08
Review of Diseases
- CNS Diseases

Medication Classification Review
- Antipsychotics
- Anxiolytics
- Hypnotics
- Tricyclic Antidepressants
- Selective Serotonin Reuptake Inhibitors
- Serotonin Norepinephrine Reuptake Inhibitors
- Monoamine Oxidase Inhibitors
- Atypical Antidepressant
- Lithium
- Mood Stabilizing Anticonvulsants
- Alternatives

Seminar: review of physiologic basis of the central nervous system and the pathophysiology of neurotransmitters in relation to CNS disease. Multiple choice questions using patient cases will be used to stimulate critical thinking during the seminar. Drug calculations using drugs from this module will be done by students and reviewed during the seminar.

Neurologic and Neuromuscular Medications
This module will introduce you to the issues related to neurologic pharmacology and the drugs which affect the peripheral nervous system and the central nervous system. You will also learn population based issues and general information regarding how drugs work in the body.

As you work through this module, keep the following in mind:
- Describe the neurotransmitters important in autonomic nervous system function and synaptic transmission.
- Compare and contrast the types of responses that occur when a drug activates alpha1, alpha2, beta1, or beta2-adrenergic receptors.
- Describe the neurochemical basis for Parkinson’s disease, focusing on the roles of dopamine and acetylcholine in the brain.
- What is the nurse’s role in the pharmacological management of Parkinson’s disease and Alzheimer’s disease?
- Discuss pharmacological therapies and treatment goals for patients with muscle spasms and spasticity.
- Discuss nursing implications associated with the administration of drugs in the following categories: parasympathomimetics, anticholinergics, sympathomimetics, and adrenergic-blockers.
- What are key concepts related to nursing care of the patient who has received a neuromuscular blocking medication?

Lectures
Review of Anatomy and Physiology
- Basic Principles of Neuroparmacology

Medication Classification Review
- Antiepilepsy Drugs
- Neuromuscular Blocking Agents
- Adrenergic Agonists
- Adrenergic Antagonists
- Indirect Acting Antidrenergic Agents
- Drugs for Muscle Spasms and Spasticity

Review of Diseases

revised 8/08
- Neurological Diseases

**Seminar:** review of physiologic basis of the peripheral nervous system and the pathophysiology of diseases related to the peripheral nervous system. Multiple choice questions using patient cases will be used to stimulate critical thinking during the seminar. Drug calculations using drugs from this module will be done by students and reviewed during the seminar.

**Fluid Balance, Electrolyte and Gastrointestinal Medications**

This module will introduce you to the issues related to common gastrointestinal pharmacology and the nurse's role. You will also learn population based issues and general information regarding how drugs work in the body.

As you work through this module, keep the following in mind:

- What are the four major categories of diuretic drugs?
- How do each of the diuretic drug categories work?
- What are major adverse effects and nursing interventions for drugs in each of the major diuretic categories?
- What is the definition of isotonic, hypotonic and hypertonic contraction and how are each treated?
- What is hypo/hyperkalemia and hypo/hypermagnesemia and how are they treated?
- What are the short-term and long-term goals of therapy for peptic ulcer disease, and what are the drugs or drug groups that can meet those goals quicker or better than others?
- Which trial of over-the-counter (OTC) drug therapy might be indicated, either for peptic ulcer disease (PUD) or gastroesophageal reflux disease (GERD)?
- Why are OTC antacids a risk for potential interactions with certain other oral drugs, and what are the mechanisms by which they might do that?
- What is the comparison and contrast for the H2 blockers in terms of efficacy, side effects, and drug-drug interactions? What is the general sequence of events that leads to chronic, repetitive misuse of laxatives or cathartics?
- Which drugs are used as antiemetics, and what is their mechanism of action?

**Lectures**

Medication Classification Review

- Fluid and Electrolytes
- PUD Classes of Drugs Used
- Laxatives
- Antidiarrheals
- Antiemetics

Review of Diseases

- Gastrointestinal Disorders

**Seminar:** review of physiology of fluid and electrolytes and the pathophysiology of altered GI mucosa and fluid and electrolyte imbalance. Multiple choice questions using patient cases will be used to stimulate critical thinking during the seminar. Drug calculations using drugs from this module will be done by students and reviewed during the seminar.

**Anti-infectives**

This module will introduce you to the issues related to the many classes of anti-infective medications and the nurse’s role. You will also learn population-based issues and general infection control issues.

As you work through this module, keep the following in mind:

- What items in our environment are promoting emergence of antibiotic resistance?
What is a nurse's responsibility in delaying the emergence of antibiotic resistance? 
What are the mechanisms of action associated with the different antibiotic classes? (For example, what antibiotics weaken the bacterial cell wall, how do beta-lactamase inhibitors work, etc?) 
Compare and contrast the different generations of cephalosporins. 
What are the causes of Multiple Drug Resistance tuberculosis? 
Describe methods in which Antifungal medications can be administered. 
Describe key medications and the nursing implications associated with administering drugs used to treat hepatitis, HIV, and CMV.
Using chapter 92-95 as a guideline, describe ways in which 'other' types of 'bugs' that can be treated with anti-infective medications.

Lecture 
- Antiinfective Overview 
- Antiinfective

Lectures

Review of Anatomy and Physiology 
- General principles of anti-infectives 
- Antibiotic resistance

Review of Diseases 
- TB

Medication Classification Review 
- Penicillin, Cephalosporins, and Macrolides 
- More Antibacterials including Vancomycin 
- Antivirals 
- Antibacterial specific to TB 
- Antifungals and others 
- Antiseptics and Disinfectants

Seminar: Review of physiologic basis of the cell wall and the pathophysiology of how antiinfectives attack pathogens. Multiple choice questions using patient cases will be used to stimulate critical thinking during the seminar. Drug calculations using drugs from this module will be done by students and reviewed during the seminar.

Endocrine Medications 
This module will introduce you to the issues related to endocrine pharmacology and the nurse's role. You will also learn population based issues and general information regarding how drugs work in the body. To aid with understanding of the medications and their effects on endocrine system, you are highly encouraged to review, and some web sites have been provided.

As you work through this module, keep the following in mind:
- What are the main goals of therapy for all patients with diabetes? 
- How are types of insulins different in terms of their mechanisms of action and pharmacokinetics (onset, duration)? 
- What is insulin resistance? 
- Looking at the types of oral antidiabetic drugs, how are the mechanisms of action the same and different? Are their any differences in the adverse reactions? 
- What are the uses for levothyroxine? 
- Which drug treatments are used in preparation for thyroidectomy? 
- How is radioactive iodine used in terms of diagnosing or treating disorders of the thyroid?
What are the main systemic effects of antidiuretic hormone (ADH)?
Why is the labeling of a corticosteroid drug as either a glucocorticoid or as a mineralocorticoid is, to a degree, an "oversimplification?"
How does glucocorticoid administration at pharmacologic doses affect the hypothalamic-pituitary-adrenal (HPA) cortical axis?
What are the signs and symptoms and relative duration of withdrawal; and some strategies to minimize suppression of the HPA?

Lecture
Medication Classification Review
- Oral Hypoglycemics and Insulin
- Drugs Used for Thyroid Disorders
- Drugs for Adrenal Disorders

Review of Diseases
- Pituitary and the Hypothalamus
- Review of Pancreas, Thyroid and Adrenal Disorders

Lectures
Medication Classification Review
- Oral Hypoglycemics and Insulin
- Drugs Used for Thyroid Disorders
- Drugs for Adrenal Disorders

Review of Diseases
- Pituitary and the Hypothalamus
- Review of Pancreas, Thyroid and Adrenal Disorders

Seminar: Review of the endocrine system and the pathophysiology of endocrine diseases and the interaction with the medications. Multiple choice questions using patient cases will be used to stimulate critical thinking during the seminar. Drug calculations using drugs from this module will be done by students and reviewed during the seminar.

Course policy specific to NUR 215

Important Notice: There is strict adherence to every part of the NAU Student Handbook and the NAU Nursing Student Handbook.

Attendance Policy: Under NAU Policy, students are expected to attend every session of class in which they are enrolled. Attendance is considered to be essential to the learning process, as the faculty believes that active participation and engagement facilitate learning. An online class continues this expectation. You are expected to complete all assignments and activities in the web course. As you will be responsible for the content in the course activities it is to your advantage to complete them. Should you have difficulty in the course, when you meet with a faculty member you will be tracked within Web Vista to determine your 'attendance' and your participation in the online course.

Assignment due dates
COMPLETE assignments may be turned in early. Assignments OR INCOMPLETE assignments turned in after the due date will receive no credit. Be sure to note when assignments are due - consider allowing yourself time to complete your assignments, so that in case of a computer problem you will have time to go to another computer.

Calculation Quizzes
These are NOT open book tests and like all quizzes are to be done by you.
You MAY use a regular calculator while taking the quizzes, but NOT a drug or scientific calculator (answers can be checked using drug calculators).

**Score requirements:** Must complete all math tests and must have 84% or better on the last math test. All quizzes (except math quizzes) must average 75% to pass the course. Final grades will not be rounded.

**Makeup tests and retests**
**QUIZZES MAY NOT BE MADE UP. NO retests will be offered.** The lowest quiz grade will be dropped, so if a quiz is missed that is the grade that can be dropped. Under no circumstances are any of the questions to be copied, duplicated, printed from the website.

**Academic Integrity**
Please note, in NUR 215 the module quizzes are designed to allow you to use your textbook or the links in the Web Vista course as resources while a student takes the quiz - however the work is to be done by the student only - not in a group or using other people to assist with taking the quiz. The math quizzes ARE **NOT** open book.

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.
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. Summer 2010

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

5. Course subject/catalog number NUR 332
   6. Units/Credit Hours 3

7. Long course title Nursing Assessment and Process
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Nursing Assess and Process

9. Catalog course description (max. 30 words, excluding requisites).
   Study of fundamental nursing process knowledge while learning cognitive and
   psychomotor skills in health history, assessments, and physical exams across the life
   span.

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

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

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

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

14. Prerequisites (must be completed before proposed course) NUR 330

15. Corequisites (must be completed with proposed course) NUR 331

revised 8/08
16. Is the course needed for a new or existing plan of study (major, minor, certificate)?
   Name of plan? 
   UGRD-Post Bacc - Nursing-AcclrdOpt (BSN) PB
   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? 
   Yes  ☐  No  ☐

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

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General Information

College/Department: College of Health and Human Services
School of Nursing

Course Number: NUR 332

Course Title: Nursing Assessment and Process

Semester: Summer 2009

Credit Hours: 3 credits: 2 credit hour theory / lab 1 credit hour 30 clock hours for theory and 45 clock hours lab.

Day: TBA

Time: TBA

Location: TBA

Faculty
Dr. Angela Golden, RN, DNP, FNP
School Of Nursing, Office 214
Office phone 928/523-6770

E-mail
All email is to be done through the course (this will be the easiest and fastest way to reach the instructor)

Office hours: To be announced

Course pre-requisites: NUR 330, co-requisite NUR 331

Catalog Description: Study of fundamental nursing process knowledge while learning cognitive and psychomotor skills in health history, assessments, and physical exams across the life span.
Student Learning Outcomes
By the end of this course, the student will:

Clinical Competence
Differentiate between normal vs. abnormal findings.
Develop wellness and actual nursing diagnoses and outcome criteria based health
assessments with individuals across the life span.

Teaching/Learning
Analyze the health behaviors and the effects of unhealthy behaviors on systems
using the complete health assessment.

Critical Thinking
Examine the bio-psycho-social, developmental, cultural and spiritual dimensions of
the individual as a basis for nursing diagnoses.
Systematically construct appropriate steps and rationale needed for selection of
nursing interventions and outcomes.

Caring
Demonstrate caring interactions in the health assessment process, including
protecting patient privacy and confidentiality.

Culture
Incorporate the bio-psycho-social, developmental, cultural and spiritual dimensions
of the individual when using a variety of assessment tools appropriate for age and
setting.

Communication
Demonstrate documentation of the assessment findings using correct terminology.
Demonstrate communication of findings to the individual and other appropriate
referral sources.

Management/Leadership
Examine the importance of environmental factors and constraints in the assessment
of health.

Accountability
Examine the role of the professional nurse in performing health assessments.
Demonstrate professional behavior as defined by the nursing profession in
performing health assessments.

Course Approach: This course has two components. The first component is directed
by the faculty to assist your learning using WebCT Vista. In this online course, you will
find reading assignments, online activities and videos (available on the CD with your
book as well as linked in the online course). In order to prepare for the laboratory
section, or the hands-on section, all of these items have been designed to allow you to
obtain the didactic information to best learn skills. Through experience, the team of
faculty who have created NUR 332 have found that students who complete the
assigned activities learn the skills easier.
The lab section of the course is a different type of active learning. Each lab you will
practice the skills you have watched and read about in the text. The lab section is

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designed to allow you to have ample time to practice all the skills you are required, as well as many skills that may be of interest to you. You are expected to come to class prepared to practice the skills you have read and learned about on the web. Dress comfortably as you will be practicing the skills on each other and be sure to bring your stethoscope every day and wear a watch. In addition, you will be completing three papers, which are the documentation of the history taking and examination done in the lab. The final assessment is a head to toe physical examination – a score of 84% or better on the final assessment must be achieved to pass the course.

Students who watch the videos have been more successful in the lab section as well – it is expected that you will have watched all the assigned videos prior to attending the lab section. You will be taking histories and examining your classmates during the lab time so you will be asked to dress accordingly. You will need your stethoscope and a watch at every clinical lab day.

Textbooks

Required:


Assessment of Student Learning Outcomes

| Orientation quiz and module quizzes | 165 |
| Papers | 105 |
| Presentation | 25 |
| Final Assessment | 100 |

Grading
A = 93% or greater
B = 84-92%
C = 75-83%
F = < 75% You must pass the final assessment with 84% or better to pass the course, and receive 75% average on all the module quizzes.
Course Outline

Module 1: Orientation to course, Read through syllabus prior to class, Be prepared to orient to the web course, Measurement, Vital Signs, Examination Techniques, General Survey, Measurement, Critical thinking, Transcultural considerations, Interviewing techniques, Health history, Nutritional Assessment, Pain Assessment. Introduction to nursing language and use of NIC, NOC and NANDA (to be included in each module related to the history and physical)

Module 2: Skin, Hair, Nails, head, neck, lymphatics
Module 3: Ears, Eyes, Nose, Throat
Module 4: Lungs, Thorax - Breasts (mannequins in class)
Module 5: Heart, Peripheral vascular
Module 6: Abdomen, plus in class videos male, female, and rectum/anus
Module 7: Mental Status, Neurological
Module 8: Musculoskeletal and putting it all together
Module 9: Final check-off will be completed today - times tba, nursing process in class presentation

Course Policies and Additional Requirements

Please read these carefully so that you are aware of the requirements of the course:
The following expectations are required of every student enrolled in Nursing 332:

- Papers must be submitted via WebCT you may also be asked to provide a hard copy to your clinical lab faculty member. There are NO late assignments allowed.
- Quizzes will be taken online by the student, the textbook can be used while taking the quizzes. The quizzes are to be done by the student alone. Quiz opening and closing times will be listed in the calendar. There are NO make-ups on quizzes (your lowest quiz grade is dropped - if you miss a quiz that will be your lowest grade and will be dropped).
- Written exams must average 75% overall
- Rounding of grades will occur at the end, .5 or above will round to the higher whole number, .4 or less will round to the lower whole number
- Your participation in the clinical lab is required and you are expected to attend the lab prepared to practice the skills (absence of more than one lab may constitute a failure in the course) - always bring your stethoscope and a watch.
- ABSOLUTELY no breast or GU/GYN exams are to be done.
- The final checkoff is performing a head -to - toe physical exam
- You must score 84% or better on this assessment to pass the course.
COURSE POLICIES:

Important Notice: There is strict adherence to every part of the NAU Student Handbook and the NAU Nursing Student Handbook.

Attendance Policy: Under NAU Policy, students are expected to attend every session of class in which they are enrolled. Attendance at all clinical sessions is mandatory. If you are to miss a clinical session, you must inform your instructor and facility before the start of the clinical session. Make-up sessions will be determined by your instructor.

Makeup tests and retests: Make up tests may be arranged for valid reasons such as illness or personal/family emergencies. Arrangements to take a make up exam must be made with the faculty within one week of the exam. If arrangements for the make up exam have not been made within one week of the exam, the student will receive ZERO points for that exam. Make up tests may be in any form (oral, written, essay) over the same objectives as the multiple choice exam.

Plagiarism: All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism are prohibited and subject to disciplinary action. Cheating means intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication means intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Plagiarism means intentionally or knowingly representing the words or ideas of another, as one's own in any academic exercise. For further explanation of academic dishonesty refer to the Department of Nursing Undergraduate Student Handbook and Northern Arizona University Student Handbook.

"Whether paraphrasing or quoting an author directly, you must credit the source. For a direct quotation in the text, give the author, year, and page number in parentheses (paragraph numbers may be used in place of page numbers for electronic text.) Include a complete reference in the reference list. Depending on where the quotation falls within a sentence or the text, punctuation differs. When paraphrasing or referring to an idea contained in another work, authors are not required to provide a page number. Nevertheless, authors are encouraged to do so, especially when it would help an interested reader locate the relevant passage in a long or complex text" (APA Publication Manual, 1994, p 97,98).

"Plagiarism. Quotation marks should be used to indicate direct quotes (the exact words of another). Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text......The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words. If an author models a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else's article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of psychology, an author may not know where an idea for a study originated. If the author does know, however, the author should acknowledge the source; this includes personal communications" (APA Publication Manual, 2001, p 349-350).
The Impaired Student policy will be strictly adhered to; there will be no tolerance in for any evidence of substance abuse.

**Northern Arizona University Policy Statements** can be found at the following address:
http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html

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

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

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussion the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion. 8/06
1. Is this course being proposed for Liberal Studies designation?  Yes ☐ No ☒
   If yes, route completed form to Liberal Studies.


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

5. Course subject/catalog number  NUR 333  6. Units/Credit Hours  5

7. Long course title  Communication and Mental Health Nursing
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)  Communication Mental Health Nsg

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

   Course focuses on developing therapeutic communication skills with clients and other healthcare providers. Additionally, the course will focus on promoting, maintaining, and restoring mental health utilizing therapeutic nursing interventions.

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 ☒

14. Prerequisites (must be completed before proposed course)  NUR 330

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? UGRD-Post Bacc - Nursing-AcclrtdOpt (BSN) PB

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

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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: Kathleen Timbers

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

    Assessment of student learning outcomes and program evaluation data indicate that
    the benchmarks for communication are not consistently met. By integrating principles
    and application of therapeutic communication in a patient care setting in the mental
    health nursing course will provide an opportunity for students to better master this
    concept.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signatures and dates]

For Committees use only

[Signature and date]

Action taken:

[Check mark and notes]
Approved as submitted

[Signature]
Approved as modified

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### General Information

| **College:**       | College of Health and Human Services  
|                   | School of Nursing                     |
| **Course Number:** | NUR 333                                |
| **Course Title:**  | Communication and Mental Health Nursing |
| **Semester:**      | Summer                                 |
| **Credit Hours:**  | 5 credit hours  
|                   | Theory: 3 cr. hrs. (45 clock hours)    
|                   | Clinical/Lab: 2 cr. Hrs. (90 clock hours) |
| **Day:**           | TBA                                    |
| **Time:**          | TBA                                    |
| **Location:**      | TBA                                    |
| **Faculty:**       | Kate Timbers, RN, MS, FNP  
|                   | School of Nursing, Room 108            |
| **Phone:**         | 928-523-2673                           |
| **E-mail:**        | Use Course E-mail                      |
| **Office hours:**  | TBA                                    |
| **Clinical Faculty:** | Darby Long and Pam Lusk             |
| **Pre-requisites:**| Admission to the accelerated nursing program and NUR 330 |

**Course description:** Course focuses on developing therapeutic communication skills with clients and other healthcare providers. Additionally, the course will focus on promoting, maintaining, and restoring mental health utilizing therapeutic nursing interventions for clients along the mental health/disorder continuum.
Student Learning Outcomes: Following completion of Nursing 333, the student will be prepared to:

Accountability
1. Practice according to the legal and ethical principles of nursing in various clinical and community settings.
2. Incorporate psychiatric nursing standards in practice in working with clients as they identify their own goals and work toward their highest level of functioning.
3. Assume accountability for self and provide for safe, effective health care of clients in clinical settings and communities where they live.

Caring
1. Integrates empathy and therapeutic use of self in the comprehensive care of clients
2. Practice mental health nursing by taking time to be with clients and their families in deeply caring ways. (Caring as a knowledgeable, deliberate, intervention using therapeutic communication skills.)

Clinical Competence
1. Demonstrate the use of knowledge and learned therapeutic communication in providing safe, effective care for clients, families, and groups in various practice settings.
2. Demonstrate the use of knowledge and learned therapeutic nursing skills in providing safe, effective therapeutic nursing interventions for clients, families, and groups in various practice settings.
3. Use psychiatric nursing body of knowledge, theory and evidence-based research to evaluate clients’ mental health status, and implement appropriate interventions.

Communication:
1. Communicate effectively in complex situations to achieve mutually defined goals in collaboration with clients, families, peers, faculty, and other members of the health care team.
2. Integrate psychiatric nursing theories of communication into practice as developed by clinical interactions with clients with complex communication difficulties; differentiating between verbal and nonverbal, content and process, and therapeutic and social communication.

Critical Thinking:
1. Synthesize knowledge of neurobiology, psychological theories, and nursing theories in order to plan and prioritize nursing care for clients with mental disorders.
2. Apply nursing knowledge and skills gained in previous courses to therapeutically communicate with clients and healthcare providers in various settings.

Culture:
1. Examine how cultural beliefs and practices influence perceptions of mental disorders, etiologies of difficulties, and identify effective interventions
2. Integrate personal cultural awareness and cultural competency in nursing care of clients in psychiatric/mental health practice settings.
3. Examine how cultural beliefs and practices influence therapeutic communication perceptions.

Leadership/Management:
1. Plan for and manage client care through supervision, delegation, coordination, and procurement of available resources with the members of the interdisciplinary mental health care team
Learning-Teaching:
1. Assess the learning needs and readiness of clients with mental disorders and their families in various clinical and community settings. Plan, implement, and evaluate effective teaching to emphasize their strengths and adaptation, and facilitate their optimal level of understanding and functioning.
2. Demonstrate teaching strategies using therapeutic communication with groups of clients, utilizing knowledge of group dynamics.

Course Structure/Approach: NUR 333 will utilize a variety of approaches to support the student's meeting the course objectives. These instructional methods include, but are not limited to:
- Discussion
- Written assignments
- Quizzes
- Exercises from CD accompanying text
- Web pages that enhance topic
- Clinical Assignments
- Reading Assignments

Textbook and Required Materials:


Recommended optional materials/references:
An up-to-date Nurse's Drug Guide
Web Sites may also be used as resources

Assessment of Student Learning Outcomes
- Reading as assigned in each module
- Quiz following each module
- HESI exam at end of course
- Movie Paper
- Discussion Questions
- Clinical Assignments:
  - Therapeutic Communication Role Playing (pass/fail)
  - Psychosocial Assessment (which will be graded)
  - Process Recording (graded)
  - Journal reporting clinical rotations (pass/fail)
  - Attending 12-Step meeting(s) (pass/fail)

Grading System
93-100% A
84-92% B
75-83% C
< 75% cannot progress in nursing program

Course Outline
Module 1: Theories of Communication

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Module 2: Therapeutic communication: self in communication, establishing relationships
Module 3: Communicating with special populations and cultural issues related to communication
Module 4: Documentation of communication, professional written communication
Module 5: Foundations in Theory and Practice of Mental Health Nursing
Module 6: Psychosocial Nursing Tools
Module 7: Psychobiological Disorders Moderate to Severe
Module 8: Psychobiological Disorders Severe to Psychotic and Psychiatric Emergencies
Module 9: Interventions for Special Populations and Lifespan Issues

Course Policy

- Retests/make-up tests — there are no makes-ups on module quizzes
- Attendance for all clinical is expected; missing more than one clinical day may cause a fail to be recorded
- Plagiarism:
  - All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism are prohibited and subject to disciplinary action. Cheating means intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication means intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Plagiarism means intentionally or knowingly representing the words or ideas of another, as one’s own in any academic exercise. For further explanation of academic dishonesty refer to the Department of Nursing Undergraduate Student Handbook and Northern Arizona University Student Handbook.
  - “Whether paraphrasing or quoting an author directly, you must credit the source . . . For a direct quotation in the text, give the author, year, and page number in parentheses (paragraph numbers may be used in place of page numbers for electronic text.) Include a complete reference in the reference list. Depending on where the quotation falls within a sentence or the text, punctuation differs. When paraphrasing or referring to an idea contained in another work, authors are not required to provide a page number. Nevertheless, authors are encouraged to do so, especially when it would help an interested reader locate the relevant passage in a long or complex text” (APA Publication Manual, 1994, p 97, 98).
  - “Plagiarism: Quotation marks should be used to indicate the exact works of another. Summarizing a passage or rearranging the order of a sentence and changing some of the words is paraphrasing. Each time a source is paraphrased, a credit for the source needs to be included in the text . . . The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words. If an author models a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else’s article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of psychology, an author may not know where an idea for a study originated. If the author does know, however, the author should acknowledge the source; this includes personal communications” (APA Publication Manual, 1994, p 292-294).
University policies:  http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html this link includes the following policies: Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies

Other:
- Classroom Civility Statement:
  - Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to the freedom to teach and to learn. Part of that obligation implies the responsibility of each member of the NAU community to maintain a positive learning environment in which the behavior of any individual does not disrupt the classes of teachers or learners.
  - It is the responsibility of the individual faculty member to determine, maintain and enforce the standards of behavior acceptable to preserving an atmosphere appropriate for teaching and learning. Students will be warned if their behavior is evaluated by the faculty member as disruptive.
  - Sanctions may include a range of responses from immediate removal from class to referral to the appropriate academic unit and/or the Office of Student Life to review pertinent alleged university violations of ethical and behavioral standards. Significant and/or continued violations may result in administrative withdrawal from the class.

- IMPORTANT NOTE:
  - NUR 333 is one 5 cr. hr. course that includes theory/content and clinical/lab components. When the term NUR 333 is used, we are referring to the entire course. When the term NUR 333L (lab) is used, we are referring to the clinical/lab component of the overall course. The letter grade you will receive in NUR 333 is covered in the “Evaluation Methods” section. It is important to remember that you MUST PASS ALL COMPONENTS of this course in order to pass NUR 333. In other words, you must get a “Pass” in the NUR 333L component AND at least a “C” in the theory/lecture component in order to pass NUR 333 (For example, if you get an A in theory/lecture but a “No Pass” in clinical/lab, you do not pass NUR 333. Likewise, if you get a “Pass” in clinical/lab but a D or F in theory/lecture, you do not pass NUR 333.)
1. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☒
   If yes, route completed form to Liberal Studies.

   Fall, 2010

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

5. Course subject/catalog number NUR 334 6. Units/Credit Hours 14

7. Long course title Adult Health Nursing Theory and Practicum
   (max 100 characters including spaces)

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

9. Catalog course description (max. 30 words, excluding requisites).
   This course establishes the foundation for practicing nursing as caring for adults experiencing physical illness.

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

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

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

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

14. Prerequisites (must be completed before proposed course) NUR 330, 331, 332, 333

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? UGRD-Post Bacc - Nursing-AccirtdOpt (BSN) PB
    Note: If required, a new plan or plan change form must be submitted with this request.

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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: Ilene Decker

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

   Adult health nursing content was taught in two separate courses and the adult health nursing content sequencing did not build from simple to complex for patients experiencing illness. This course will better sequence the content in one course

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signatures and dates]

For Committees use only

[Signature and date]

For University Curriculum Committee

[Signature and date]

Action taken:
☑ Approved as submitted

Approved as modified

revised 8/08
General Information

College: College of the Health and Human Services  
School of Nursing

Course Number: NUR 334

Course Title: Adult Health Nursing Theory and Practicum

Semester: Fall, 2010

Credit Hours:  
Theory: 8 credit hours  
Clinical/Lab: 6 credit hours (18 clock hrs weekly)

Clock Hours:  
Theory: 120 Hours Total  
Clinical/Lab: 270 Hours Total

Day: TBA

Time: TBA

Location: Northern Arizona University, Flagstaff  
TBA

Faculty: Ilene Decker, PhD, RN  
Professor

Office Address: Ilene Decker, PhD, RN  
Northern Arizona University  
School of Nursing  
Office # 102  
Box 15035  
Flagstaff, AZ 86011

Office Phone: Ilene Decker  
(928) 523-2159

Primary E-mail: Please use mail function within Vista Shell  
Alternate E-mail: ilene.decker@nau.edu

Office Hours: Posted on bulletin board next to I. Decker's office (# 102), and by appointment

Course Prerequisite: NUR 330, NUR 331, NUR 332, NUR 333

Catalog Description: This course establishes the foundation for practicing nursing as caring for adults experiencing physical illness.
Student Learning Outcomes:

Upon completion of the course the student will be able to:

ACCOUNTABILITY
Apply ethical and legal principles and professional standards into acute care nursing practice.

CARING
Demonstrate empathy and therapeutic use of self with individuals and families.

CLINICAL COMPETENCE
Apply professional nursing judgment to acute care nursing situations evidencing the use of standards of care, critical thinking, clinical reasoning, evidence-based practice, and prioritization and delegation skills.

Utilize an integrated understanding of the range of knowledge necessary to identify calls and design nursing responses in nursing situations with individuals experiencing shock, gastrointestinal, metabolic, renal, cardiac, respiratory, and musculoskeletal disorders along with fluid management, blood transfusions, and associated acute care nursing concepts.

COMMUNICATION
Demonstrate professional and therapeutic communication skills in clinical and learning situations.

CRITICAL THINKING
Analyze multi-dimensional human responses to formulate clinical judgments and guide nursing practice.

CULTURE
Examine the unique expression of caring for self and others, based on contextual factors including, but not limited to – cognitive state, psychological and physiologic alterations, environmental and situational crises.

Incorporate the individual's and family's cultural practices into nursing care.

MANAGEMENT/LEADERSHIP
Apply principles of collaboration, delegation, and advocacy to manage client care.

Examine the need for personal and professional leadership in acute care nursing.

LEARNING/TEACHING
Assess client's learning needs and readiness in order to plan, implement, and evaluate learning.
Course Structure/Approach:
The course structure for NUR 334 theory and practicum will utilize a variety of approaches to meet the course learning outcomes. This course is web-enhanced with scheduled times for class instruction, and student collaboration on a weekly basis. The web-enhanced portion will require the students to access this course via the Northern Arizona University Web Blackboard/Vista platform. The clinical experience in this course will be completed at one, or two, of the local, or distant hospitals in Arizona. You may be required to travel and spend at least one night a week in distant areas in Arizona.

To prepare for class, open each module in the Vista course as indicated on the schedule. Within each module, there will be a document that contains an overview of the module. In this overview document, there will be a list of self-learning activities to be completed before class. You will also find a number of folders that contain material designed to assist you with your preparation for class.

Demonstration and return demonstration before and during the clinical experiences, clinical conferences, role playing, self-evaluation, computer programs, decision making exercises in the simulation lab, written tests, and written assignments will also be used in this course.

This course is learner centered. The Arizona Board of Regents (ABOR) is committed to providing quality education and programs at Arizona’s public universities. This commitment includes placing the student and the learning process at the center of education. The NAU-ABOR link for the definition of Learner Centered Education is as follows: http://www.abor.asu.edu/4_special_programs/ice/aic-defined_ice.htm

Textbook and Required Materials:


Evolve Apply: RN Medical-Surgical Online Case Studies

Recommended Optional Materials:

Assessment of Student Learning
The following measures will be used to evaluate student progress. Evaluation of student learning in this course is based on four components:

I. MATH: Must pass math test with a grade of 90%. If 90% is not obtained, the student will have two opportunities to take a final math test and must obtain at least 90% to pass this course.

II. CLINICAL PRACTICUM: Must pass the clinical practicum to pass this course.

II. EXAMINATIONS:
Exam 1: 15% of course grade
Exam 2: 15% of course grade
Exam 3: 15% of course grade
Exam 4: 15% of course grade
Final Exam: 20% of course grade

III. HESI TEST: The HESI test is worth 5% of your grade. You must score 75% on the test to receive the 5% (5 points).

IV. ONLINE DISCUSSION AND GROUP PARTICIPATION: 5% of grade. Please do not consider online discussion and group participation "extra credit". The student may not receive the full 5% (5 points) if they miss classes, clinical, simulation lab, or any online discussions and group participation. You will do a peer evaluation for discussion participation points.

V. EVIDENCE-BASED PRACTICE PROJECT: This project is 10% (5 points) of the course grade.

The following measures will be used to evaluate student progress:
1. Exams: 80% of course grade
2. HESI: 5% of course grade
3. Online Discussion: 5% of course grade
4. Evidence-based Practice Project: 10% of course grade
5. Math Exams: pass math test at the beginning of the course with 90% or greater in 3 attempts in order to progress in the course.
6. Clinical Practicum: must pass the clinical practicum to pass the course.

Grading Scale:
The following scale will be used to determine the final course grade: There will be no rounding up on the final grade for the course.

93% to 100% A and PASS in clinical
84% to 92.9% B and PASS in clinical
75% to 83.9% C and PASS in clinical
74.9% or lower F cannot progress
Class Schedule

Unit I: Health Promotion and Illness
1. Critical Thinking in the Role of the Medical-Surgical Nurse
2. Community Based Care
3. Introduction to Managed Care and Case Management
4. Introduction to Complementary and Alternative Therapies
5. Health Care of Older Adults

Unit 2: Biopsychosocial Concepts Related to Health Care
1. Cultural Aspects of Health Care
2. Pain: The Fifth Vital Sign
3. Substance Abuse
4. End-of-life Care
5. Rehabilitation Concepts for Acute and Chronic Problems
6. Genetic Concepts for Medical-Surgical Nursing

Unit 3: Management of Clients with Fluid, Electrolyte, and Acid-Base Imbalances
1. Fluid and Electrolyte Balance
2. Interventions for Clients with Fluid Imbalances
3. Interventions for Clients with Electrolyte Imbalances
4. Infusion Therapy
5. Acid-Base Balance
6. Interventions for Clients with Acid-Base Imbalances

Unit 4: Management of Perioperative Clients
1. Interventions for Preoperative Clients
2. Interventions for Intraoperative Clients
3. Interventions for Postoperative Clients

Unit 5: Management of Clients with Problems of the Skin, Hair, and Nails
1. Assessment of the Skin, Hair, and Nails
2. Interventions for Clients with Skin Problems
3. Interventions for Clients with Burns

Unit 6: Problems of Protection – The Immune and Hematological Systems
1. Concepts of Inflammation and the Immune Response
2. Interventions for Clients with Connective Tissue Disease and Arthritis
3. Interventions for Clients with HIV/AIDS and Other Immunodeficiency’s
4. Interventions for Clients with Immune Function Excess
5. Altered Cell Growth and Cancer Development
6. General Interventions for Clients with Cancer
7. Interventions for Clients with Infection

Unit 7: Management of Clients with Problems of the Endocrine System
1. Assessment of the Endocrine System
2. Interventions for Clients with Pituitary and Adrenal Gland Problems
3. Interventions for Clients with Problems of the Thyroid and Parathyroid
4. Interventions for Clients with Diabetes Mellitus
Unit 8: Problems with Oxygenation
1. Assessment of the Respiratory System
2. Interventions for Clients Requiring Oxygen Therapy or Tracheostomy
3. Interventions for Clients with Noninfectious and Infectious Problems of the Upper Respiratory Tract
4. Interventions for Clients with Noninfectious and Infectious Problems of the Lower Respiratory Tract

Unit 9: Problems of Cardiac Output and Tissue Perfusion
1. Assessment of the Cardiovascular System
2. Interventions for Clients with Heart Failure Problems
3. Interventions for Clients with Vascular Problems

Unit 10: Management of Clients with Problems of the Renal/Urinary System
1. Assessment of the Renal/Urinary System
2. Interventions for Clients with Urinary Problems
3. Interventions for Clients with Renal Disorders
4. Interventions for Clients with Acute and Chronic Renal Failure

Unit 11: Management of Clients with Problems of the Reproductive System
1. Interventions for Clients with Breast Disorders
2. Interventions for Clients with Gynecologic Problems
3. Interventions for Male Clients with Reproductive Problems

Unit 12: Management of Clients with Problems of the Gastrointestinal System
1. Assessment of the GI System
2. Interventions for Clients with Oral Cavity Problems
3. Interventions for Clients with Esophageal Problems
4. Interventions for Clients with Stomach Disorders

Unit 13: Management of Clients with Problems of the Gastrointestinal System
1. Interventions for Clients with Noninflammatory Intestinal Disorders
2. Interventions for Clients with Liver Problems
3. Interventions for Clients with Problems of Biliary System and Pancreas
4. Interventions for Clients with Malnutrition and Obesity

Unit 14: Management of Clients with Problems of the Nervous System
1. Assessment of the Nervous System
2. Interventions for Clients with Problems of the the Brain
3. Interventions for Clients with Problems of the Spinal Cord
4. Interventions for Clients with Problems of the Peripheral Nervous System

Unit 15: Management of Clients with Problems of the Sensory System
1. Assessment of the Eye and Vision
2. Interventions for Clients with Eye and Vision Problems
3. Assessment of the Ear and Hearing
4. Interventions for Clients with Ear and Hearing Problems

Unit 16: Management of Clients with Problems of the Musculoskeletal System
1. Assessment of the Musculoskeletal System
2. Interventions for Clients with Musculoskeletal Problems
3. Interventions for Clients with Musculoskeletal Trauma
COURSE POLICIES:

Important Notice: There is strict adherence to every part of the NAU Student Handbook and the NAU School of Nursing Undergraduate Student Handbook.

Attendance Policy: Under NAU Policy, students are expected to attend every session of class in which they are enrolled. Attendance at all clinical sessions is mandatory. If you are to miss a clinical session, you must inform your instructor and facility before the start of the clinical session. Make-up sessions will be determined by your instructor.

Makeup tests and retests: Make up tests may be arranged for valid reasons such as illness or personal/family emergencies. Arrangements to take a make-up exam must be made with the faculty within one week of the exam. If arrangements for the make-up exam have not been made within one week of the exam, the student will receive ZERO points for that exam. Make up tests may be in any form (oral, written, essay) over the same objectives as the multiple choice exam.

Plagiarism: All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism are prohibited and subject to disciplinary action. Cheating means intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication means intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Plagiarism means intentionally or knowingly representing the words or ideas of another, as one's own in any academic exercise. For further explanation of academic dishonesty refer to the School of Nursing Undergraduate Student Handbook and Northern Arizona University Student Handbook.

"Whether paraphrasing or quoting an author directly, you must credit the source... For a direct quotation in the text, give the author, year, and page number in parentheses (paragraph numbers may be used in place of page numbers for electronic text.) Include a complete reference in the reference list. Depending on where the quotation falls within a sentence or the text, punctuation differs. When paraphrasing or referring to an idea contained in another work, authors are not required to provide a page number. Nevertheless, authors are encouraged to do so, especially when it would help an interested reader locate the relevant passage in a long or complex text" (APA Publication Manual, 1994, p 97-98).

"Plagiarism. Quotation marks should be used to indicate direct quotes (the exact words of another). Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text... The key element of this principle is that an author does not present the work of another as if it were his or her own work.

This can extend to ideas as well as written words. If an author models a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else's article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of psychology, an author may not know where an idea for a study originated. If the author does know, however, the author should acknowledge the source; this includes personal communications" (APA Publication Manual, 2001, p 349-350).

The Impaired Student policy will be strictly adhered to; there will be no tolerance in for any evidence of substance abuse.

Northern Arizona University Policy Statements can be found at the following address: http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html

Classroom Management Statement

revised 8/08
Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

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

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussion the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion. 8/06
1. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☒
   If yes, route completed form to Liberal Studies.


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

5. Course subject/catalog number NUR 335
   6. Units/Credit Hours 7

7. Long course title Nursing Care of Child-Bearing and Child-Rearing Families
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Nsg Care Child Bearing Rearing

9. Catalog course description (max. 30 words, excluding requisites).
   This course examines transitions of individuals and families across the lifespan, emphasizing childbearing processes, childhood experiences, and the effects of illness on childbearing women and children.

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

11. Co-convened with

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

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

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

14. Prerequisites (must be completed before proposed course) NUR 330, 331, 332, 334, 390

15. Corequisites (must be completed with proposed course)

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes ☒ no ☐
    Name of plan? UGRD-Post Bacc - Nursing-AcclrtdOpt (BSN) PB

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? [x] 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: Donna Price

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

   This course integrates care of specialty populations such as child-bearing and child-rearing families. This course will also include genomics, providing a better context for application.

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For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signature]
Department Chair (if appropriate)
9/23/09

Lynndale Boyle
Chair of college curriculum committee
10/9/09

[Signature]
Dean of college
10/18/09

For Committees use only

[Signature]
For University Curriculum Committee
11/17/09

Action taken: [ ]

[ ] Approved as submitted
[ ] Approved as modified
General Information

College: College of Health and Human Services
School of Nursing

Course Number: NUR 335

Course Title: Nursing Care of Child Bearing Child-Rearing Families

Semester: Spring, 2011

Credit Hours: 7 credits (60 clock hours/4 credits for didactic, 15 clock hours/1 credit simulation, 90 clock hours/2 credits clinical)

Day: TBA

Time: TBA

Location: TBA

Faculty: Donna Price, RN, MS, CNM
School of Nursing building Room 101
928-523-0319

Primary E-mail: Please use mail function within Vista Shell

Office hours: TBA

Course Prerequisites: NUR 330, NUR 331, NUR 332, NUR 334, and NUR 390

Catalogue Description: Focuses on nursing care for the specialty populations of child-bearing and child-rearing families experiencing developmental, health, and illness transitions in hospital, clinic and outpatient settings as well as the home.

Course Description: This course examines transitions of individuals and families across the lifespan, emphasizing childbearing processes, childhood experiences, and the effects of illness on childbearing women and children. Developmental transitions of individuals and families are examined in terms of expected milestones and anticipatory guidance, risk screening in pregnancy, childhood, and across the lifespan. Genomics, childhood Illness and pregnancy complications, grief and loss, and the experience of abuse and violence are also addressed. Ethical issues are pertinent to the childbearing and child-rearing populations will be discussed. Focus of care includes in hospital settings, clinics, community and homes.
Student Learning Outcomes

Accountability:
- Apply ethical and legal principles in the childbearing and child-rearing populations.
- Incorporate the ethical and legal aspects of genomic-related information and technologies in the care of individuals and families.
- Incorporate ethical and legal aspects of nursing care with patients and their families in community settings.

Caring:
- Demonstrate empathy and a beginning therapeutic use of self with the care of childbearing and child-rearing individuals and families.
- Advocate for clients' access to genomic-science related services and/or resources.

Clinical Competency:
- Utilize evidence-based practice and nursing skills to provide safe, effective and developmentally appropriate nursing interventions for childbearing and child-rearing families.

Communication:
- Demonstrate professional and developmentally appropriate therapeutic communication skills in interactions with clients, families, peers, faculty and others to achieve mutually defined goals.

Critical Thinking:
- Analyze and interpret multi-clinical resources in order to design and implement care practice in the childbearing and child-rearing population.

Culture:
- Incorporate relevant cultural aspects of care in the childbearing and childrearing population.

Learning-Teaching:
- Assess, plan, implement, and evaluate teaching and learning for the childbearing and child-rearing client.

Management-Leadership:
- Provide and coordinate health care of individuals and families utilizing communication, collaboration, advocacy, and evaluation.
- Develop innovative approaches and take action as an advocate to improve the health care delivery for patients through family nursing care.
Clinical Competencies for the Obstetrics and Pediatrics

Accountability:
- Take responsibility for holistic care of clients within well-defined settings
- Assume responsibility and accountability for personal actions.
- Begin to integrate knowledge in the transition of the student as a member of the profession.
- Seek and use relevant resources

Caring
- Establish caring environment
- Explore the meaning of the client’s experience.
- Integrate caring behaviors into holistic assessments and nursing therapeutics
- Facilitate effective transitions for self, individuals and families in a caring way.
- Plan and implement nursing therapeutics which achieves purposeful outcomes that protect, enhance and preserve human dignity
- Acknowledge and integrate the unique preferences in individuals, families and groups in the care provided.
- Enhance own strengths and develop positive means for development of self.

Clinical Competency:
- Adapt nursing therapeutics to provide safe and developmentally appropriate nursing care to individuals across the lifespan.
- Complete a holistic assessment of individuals across the lifespan.
- Facilitate client achievement of health and developmental transitions.
- Evaluate efficacy of nursing therapeutics and patient outcomes based on scientific/theoretical principles.
- Modify nursing therapeutics based on results of evaluation.
- Use clinical judgment to continually update and improve nursing care for individuals across the lifespan.

Communication
- Demonstrate caring engagement and a capacity for therapeutic dialogue when working with others
- Demonstrate awareness of self and effect on others when participating in small groups.
- Participate effectively within small groups and evaluates the process.
- Demonstrate therapeutic communication at critical points in transitions.
- Demonstrate clinical nursing judgment in oral and written communication
- Use computers effectively to communicate.

Critical Thinking:
- Formulate questions, clarify meanings and prioritize information relevant to the nursing care of pregnant women, children, and adults across the lifespan.
- Evaluate and integrate knowledge as a basis for nursing clinical judgment.
- Discuss and use current theory, especially developmental theories, and research in practice.

Culture:
- Develop strategies for culturally congruent care.
- Analyze from multiple perspectives the influence of culture on childbearing and child-rearing issues.
- Respond to culture/diversity by designing and implementing nursing therapeutics that maximize the client’s well-being throughout transition processes.

revised 8/08
**Learning-Teaching**
- Adapt and implement teaching and review for clients who are experiencing developmental transitions.
- Evaluate the efficacy of the teaching plan, including the appropriateness related to developmental stage(s).

**Management-Leadership**
- Work collaboratively with other personnel within the organizational structure to manage client care.

**Course Structure**

This course examines expected developmental transitions of individuals and families across the lifespan, emphasizing childbearing processes, normal childhood experiences, the effects of illness on childbearing women and children, and related issues of genomics. Developmental transitions of individuals and families are examined in terms of expected milestones and anticipatory guidance, pregnancy, childhood, and the effects of selected illness processes that commonly affect childbearing women and children. The care of individuals and families is discussed across all settings – acute care, community and home.

Theoretical content is presented in classroom meetings, and will be developed and applied in various clinical settings where students will address the health care needs of children, childbearing women and their families. Teaching approaches include, but are not limited to lecture, discussion, videos, reading assignments, group exercises/activities and case studies, guest speakers, written assignments, student presentations, NCLEX-style questions, and unannounced quizzes.

The clinical portion of the course is designed to provide the student with clinical experience in the specialty populations of pediatrics and child-bearing families. The clinical experience includes clinical support and instruction from clinical faculty and rotations in varied settings which include caring for patients experiencing pregnancy and delivery, neonates, infants and children, and childbearing and child rearing family wellness needs. The rotations will allow students to apply promotion, prevention and acute and chronic illness care. The clinical component of this course is Pass/Fail. A pass in Clinical is required to be successful in the completion of Nursing 335. Evaluation of learning outcomes and clinical competencies will be completed by the clinical faculty at the end of each rotation and will be supported by reflective journaling documents, self evaluations, completion of required clinical assignments and attendance in all aspects of clinical rotations.

**Textbooks:**

**Required:**


Additional books from previous courses: Drug Reference, NIC, NOC and NANDA.
Recommended: Evolve Reach, Comprehensive Review for the NCLEX-RN Examination.


Supplemental Readings/Electronic Reserve: Additional readings will be placed in the VISTA course electronic-reserves file.

Assessment of Student Learning Outcomes:

Didactic: Exams and quizzes, participation in modules, written assignments and clinical experience.

Clinical
  - Weekly Clinical Documentation which includes, but not limited to the following: Student's Reflective Journal, Data Collection Tool, Medication Sheet, and Patient Care Plan and the family project workbook. In addition, the clinical instructor may assign other clinical assignments which would enhance the student's learning.
  - Clinical Instructor's Feedback is documented on Clinical Instructor's Weekly Feedback form and scored using 1-5 Grading Criteria. Mid-term and Final clinical grades will be calculated by averaging the feedback score from weekly paperwork. Student must average a 3 or better on each strand in order to pass clinical.
  - Therapeutic Skills List documentation. (Section from NUR 211 must be initialed and dated by clinical instructors.)

Upon completion of all course requirements, the student may calculate the final grade as follows:

A= 100 % to 93% of Points and Pass in Clinical
B= 92% to 84% of Points and Pass in Clinical
C= 83% to 75% of Points and Pass in Clinical
F = Less than 75%

Clinical Grading
The clinical experience is graded as a pass/fail

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<th></th>
<th>Points</th>
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<tr>
<td>Examinations and Final Exam</td>
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<tr>
<td>Attendance</td>
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<td>Assignments</td>
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<td>HESI Specialty Exam</td>
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<td>One</td>
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<td>Two</td>
<td>Peds: Infancy- Early Childhood</td>
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<td>Three</td>
<td>Intrapartum</td>
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| Four   | Peds: Middle to Later Childhood  
Exam 1 over Module 1-3 |
| Five   | Postpartum |
| Six    | The Hospitalized Child and Pediatric Pain Management |
| Seven  | The Newborn |
| Eight  | Peds: Infancy- Early Childhood  
Exam 2 over Module 4-7 |
| Nine   | Peds: Middle to Later Childhood |
| Ten    | Women's Health |
| Eleven | Pediatric Abuse, Neglect, and Developmental Delays |
| Twelve | Family Assessments, Care coordination, and Genomics  
Comprehensive Review of OB and Peds Materials (HESI Time to be announced) and Comprehensive Exam (50 questions over 8-11 and 50 questions are comprehensive) |

Clinical Experience Outline

**Inpatient Clinical Experience**
- To be determined by the clinical site’s policies.

- To be determined by the clinical instructor’s assessment of clinical site on day of clinical experience.

- The student’s clinical experience will be 8 hours shifts with a pre/post conference of 2 hours, as determined by the clinical instructor.

- Obstetric and Pediatric patient populations do not always facilitate a structured clinical day, variation in assignment can be expected.

**School and Clinic Experience**
- School clinical is an experience in which the student will learn and practice the skills for state require health screenings of school age children under the direction of a school nurse.

- School clinical is a clinical experience in which the student will observe and document developmental skills acquisition under the direction of a school nurse.

- A Clinic is a clinical experience in which the student will administer immunizations and flu shots to children under the direction of a nurse. The experience provides the student with an opportunity to develop communication skills using their knowledge of child development.

- There is school and clinic time is scheduled as part of clinical hours and included into the clinical schedule.
Simulation Laboratory Experience
- The simulation lab is a clinical experience in which the student will work through structured scenarios.
- The simulation lab is a clinical experience to practice new and previously learned clinical skills.
- The simulation lab is a clinical experience in which a clinical instructor can refer a student who has demonstrated the need for additional practice or remediation on a skill/skills required for mastery.
- There is simulation laboratory time is scheduled as part of clinical hours and included into the clinical schedule.
- There may be additional times of "open labs" for practice and remediation. The open labs will be announced so that student may sign up to participate.

Family Project
- The Family Project is an ongoing work that will demonstrate your application of the nursing process to a family unit. While the emphasis is on the holistic assessment of the family, you are also expected to:
  - identify relevant problems in the form of a problem list and with nursing diagnoses,
  - present mutually-agreed upon goals for health promotion/maintenance/improvement, using Nursing Outcomes Classification (NOC),
  - suggest interventions toward achieving those goals, using Nursing Interventions Classifications (NIC) and evidence-based practice resources (Practice Guidelines, etc.)

Course Policy

Examinations

1. Exams across the semester include: a midterm, a cumulative final exam, and a HESI exam for a total of 3 examinations.

2. All examinations and quizzes will consist of NCLEX style, multiple-choice questions at the application and analysis level. In addition, there may be medication calculation questions on every exam.

3. You must have an average of 75% or greater on the Midterm Exam and the Final Exam in order to pass the course.
   http://www.nau.edu/nursing/docs/BSN_Handbook_08-09.pdf

4. HESI Assessment exam - scoring 75% or greater receives 5% of the total grade for the course - score of 74.9% or less receives no credit towards grade.
Makeup Examinations or Re-examinations
- It is expected that examinations will be taken at the time scheduled.
- Rescheduling of an exam may be arranged for valid reasons such as illness or personal/family emergencies.
- The instructor must be contacted prior to the scheduled exam and arrangements to take a make-up exam must be made with the faculty within one week of the exam. Failure to do so will result in ZERO points for that exam.
- Make up examinations may be in any form (oral, written, essay) over the same objectives as the in-class multiple choice exam.
- NO retests will be offered.

Clinical
- If the student does not complete the clinical experience with a “passed” then the student will have failed the entire course.
- Clinical Paperwork's due date is determined by each clinical instructor.
- Late papers will not be accepted and will not receive a grade.
- Missed assignments will be addressed according to the "Communication of Concern" guidelines noted in the School of Nursing Handbook.  
  http://www.nau.edu/nursing/docs/BSN_Handbook_08-09.pdf

Attendance:
Under NAU and School of Nursing policy, students are expected to attend every session of classes in which they are enrolled. The format of the class will be chiefly interactive discussion. By not attending, students are deprived of valuable interaction with other students and the instructors.  

1. Student attendance in the classroom, clinical and nursing lab is essential to the acquisition of clinical competencies; therefore, attendance at clinical and nursing lab is required.
2. Student's performance evaluation will include attendance and punctuality.
3. Students will be notified if clinical coursework is cancelled or delayed due to weather or other emergency event.
4. If the student must miss a clinical or scheduled lab, the student must notify the instructor/lab coordinator prior to schedule clinical experience.
5. Students are expected to schedule personal business for times other than scheduled clinical hours.
6. Children or visitors are not permitted in the classroom or clinical area.

Academic integrity
NAU has a no tolerance policy for cheating or plagiarism. Any student participating in acts of academic dishonesty will be subject to the procedures and consequences outlined in NAU and School of Nursing Student Handbook. Acts of academic dishonesty include but are not limited to the following: copying the work of other students, using unauthorized crib notes, plagiarism, stealing tests, or forging an instructor's signature. Cheating on a test or plagiarism of written work will result in an "F" or "0" points being awarded to that test or presentation.
All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism are prohibited and subject to disciplinary action.
Cheating is intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Plagiarism is intentionally or knowingly representing the words or ideas of another, as one's own in any academic exercise. For further explanation of academic dishonesty refer to the Department of Nursing Undergraduate Student Handbook and Northern Arizona University Student Handbook.

Withdrawal Policy
If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline (see current NAU Schedule of Classes for deadline).

Professional Behavior
The following policies are important to lecture and assignments: Successful mastery and completion of the course and course work.

Northern Arizona University Student Handbook and Northern Arizona University
http://www4.nau.edu/stulife/handbook.htm
http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html

Academic Contact Hour Policy
The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time... at least 15 contact hours or recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

The following standards/rules of nursing practice apply to all nursing students and are located in the School of Nursing Handbook.

- American Nurses' Association- Code of Ethics for Nurses
- Arizona's Nurse Practice Act- Unprofessional Conduct, Unfitness to Practice Nursing
- National Student Nurse's Association - Code of Professional Conduct
- National Student Nurse's Association - Code of Academic and Clinical Conduct

The above standards are found in the School of Nursing Undergraduate Handbook 2008-2009 http://www.nau.edu/nursing/docs/BSN_Handbook_08-09.pdf

Clinical Policies and Procedures (Pages 39-57)
http://www.nau.edu/nursing/docs/BSN_Handbook_08-09.pdf
University Curriculum Committee
Proposal for New Course

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


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

5. Course subject/catalog number  NUR 441  6. Units/Credit Hours  6

7. Long course title  Health Policy and Public Health Nursing
   (max 100 characters including spaces)

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

9. Catalog course description (max. 30 words, excluding requisites).
   This course provides a foundation for developing and implementing public health promotion and disease prevention strategies for populations and communities within the context of a global society.

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

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

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

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

14. Prerequisites (must be completed before proposed course)  NUR 390

15. Corequisites (must be completed with proposed course)

16. Is the course needed for a new or existing plan of study
    (major, minor, certificate)?
    Name of plan?  yes ☒ no ☐
    UGRD-Post Bacc - Nursing-AcclrtdOpt (BSN) PB

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

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

18. Names of current faculty qualified to teach this course: Shirley Rees-McGee

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

   This course better incorporates health policy and informatics into public health nursing, providing a better context for application

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

Department Chair (if appropriate)  
Lynda Boufe  
Date 9/23/09

Chair of college curriculum committee  
Dean of college

Date 10/19/09

Date 10/18/09

For Committees use only

For University Curriculum Committee  
Date 11/17/09

Action taken:  
☑ Approved as submitted

Approved as modified
General Information

College: College of Health and Human Services
School of Nursing

Course Number: NUR 441

Course Title: Health Policy and Public Health Nursing

Semester: Spring, 2011

Credit Hours: Six (6)
Web/theory: 3 credits
Clinical: 3 credits (minimum 135 clinical hours)

Day: TBA
Time: TBA

Location: Northern Arizona University, Flagstaff
TBA

Course Faculty: Shirley Rees-McGee, PhD, RN
Northern Arizona University
School of Nursing
Office # 206
Box 15035
Flagstaff, AZ 86011
(928) 899-5032

Regina Eddie, MS, RN
Northern Arizona University
School of Nursing
Office # 111
Box 15035
Flagstaff, AZ 86011
(928) 523-5437

Primary E-mail: Please use mail function within Vista Shell for all electronic communication with faculty.

Office Hours: Posted on bulletin board next to faculty office

Prerequisites: NUR 390

Course Description: This course provides a foundation for developing and implementing public health promotion and disease prevention strategies for populations and communities within the context of a global society. In addition this course provides a concise introduction to the basic structure and operations of the United States Health Care System.
Student Learning Outcomes

Accountability:
1. Incorporate ethical & legal principles & professional standards in public health practice.
2. Analyze the US health care delivery system and the values of the system.

Caring:
3. Integrate empathy & therapeutic use of self in professional public health practice.

Communication:
4. Incorporate effective communication in professional public health practice.

Clinical Competency:
5. Synthesize theory & evidence-based research in the direct and indirect delivery of care within professional public health practice.
6. Compare and contrast the health care delivery system in the US with another country’s systems.

Critical Thinking:
7. Analyze the complexities of providing care in the current US health care delivery system.
8. Examine how a policy issue can affect clients served and the profession of public health nursing.

Culture:
9. Examine the influences of cultures in professional public health practice in diverse settings.

Teaching/Learning:
10. Integrate into public health practice effective client teaching & evaluation of learning.

Management/Leadership:
11. Integrate established principles of management & leadership into professional public health practice.

Course Structure/Approach:
The syllabus contains a number of sections that are presented in various web pages in the NUR 441 internet based course. The focus of this course is the development of a beginning public health nursing role. Students will have the opportunity to integrate and synthesize prior knowledge and skills with public health knowledge and skills in a population-focused community setting. Issues of universality, access to care, economics of health care delivery, vulnerable populations, politics and political action, quality improvement and health care reform will be addressed.

Regular web discussions allow for directed learning and will examine issues and integrate core concepts pertinent to public health nursing practice. Text, electronic readings, web and library searches, web presentations, journal writings and clinical practice are employed to ensure success in the course. In a related practicum, the student will have the opportunity to apply the concepts learned in the theory portion of the course. Student learning will be fostered by the use of readings, discussions, presentations, journal writing, faculty guidance and clinical practice.
Faculty will provide an orientation for students, which will include a description of roles, expectations, evaluation methods and contact information.

**Required Textbook & Readings**

**Recommended Textbook**

**Electronic reserve:**

**Module 2-B:**

**Module 3-B:**

**Module 4-B:**

**Module 6-A:**

**Module 8-B:**

**Recommended Additional Materials:**


*Media resources: *Rx For Survival DVD (6 hour segment--does not include Hero or Bird flu segments), Outbreak video (starring Dustin Hoffman), Miss Evers' Boys video
Assessment of Student Learning Outcomes

Course Assignments: See assignments section of syllabus in Clinical Information Module for assignment instructions. The NUR 441 course assessment consists of:

Theory Assignments
- Theory assignments must be passed at minimum of 75% level in total. Theory Assignments will be graded numerically.
  - Learning Module Discussions - 150 points
  - Learning Module Quizzes (14) - 90 points
  - Course Agreement Submission Required - no credit

Clinical Assignments:
- Clinical written assignments for which points are associated must be passed at minimum 75% level in total. Clinical Written Assignments that will be graded numerically will count toward your theory grade.
  - Community Assessment Parts 1 - (150 points)
  - Community Assessment Parts 2 - (100 points)
  - Community Assessment Parts 3: Primary Prevention Project -(100 points)

  - All other clinical assignments are graded as pass/fail. In the course grade book a one (1) is used to indicate a pass and a zero (0) is used to indicate a fail on an assignment. However, NO POINT VALUES are associated with those indicators. Clinical Activities graded as pass/fail are: Weekly Journals, all Special Assignments and the Clinical Outcomes Evaluation. Special Assignments completed and documented with a one page reflective journal follow. All weekly journals and special assignments must be completed and appropriate written assignments submitted and passed to receive a pass for the clinical. [Special assignments are: Rx for Survival, Outbreak, Miss Evers' Boys, Volunteer Experience, Legislative Interview, Professional Letter, Community Meeting, and Emergency Preparedness]

  - Theory and Clinical points will be summed for a total course grade

TOTAL POINTS AVAILABLE = 590

Grading: The standard NAU School of Nursing grading scale will be followed in this course:
- A = 549-590 points and a Pass in clinical [93-100%]
- B = 496-548 points and a Pass in clinical [84-92%]
- C = 443-495 points and a Pass in clinical [75-83%]
- F = < 443 points OR Failure in Clinical must repeat the Course [<75%]

To successfully pass the course, each student is required to earn the required number of cumulative points to obtain a C or better.

Pass-Fail grading is used in clinical experience and relates to meeting course requirements and what is recorded in the Individual Journal. If a student's performance does not meet criteria for passing at any time during the semester, the instructor will advise the student. The faculty and student will need to meet. An academic advisement form will be initiated outlining the required performance for passing and a copy will be sent to the advisor and placed in the student's file. Not revised 8/08
achieving the required performance will result in failure of the course. No makeup assignments are offered to replace missed or poorly done course work.

Course Outline
The course consists of 9 modules divided among 3 topic areas:

**Topic I: Foundations of Public Health**
- Module 1: Introduction—Public Health & Global Health
- Module 2: Section A—Historical Perspectives
- Module 2: Section B—Public Health Nursing at National, State & Local Levels
- Module 3: Section A—Health Promotion and Disease Prevention
- Module 3: Section B—Spiritual & Cultural Diversity & Integrative Health

**Topic II: Public Health Care Systems: Trends and Changing Perspectives**
- Module 4: Section A—Communicable Diseases: Health risk & prevention
- Module 4: Section B—Public Health Nursing in Rural Areas
- Module 5: Section A—Epidemiology
- Module 5: Section B—Environmental Health
- Module 6: Section A—Ethics, Theory, & Evidence-based PHN Practice
- Module 6: Section B—Public Health Care Systems: Changing Perspectives

**Topic III: Influences on Public Health**
- Module 7: Section A—Disaster Management & Bioterrorism
- Module 7: Section B—Government, the Law, & Policy Activism
- Module 8: Section A—Economics of Public Health Delivery
- Module 8: Section B—International Public Health and Health Promotion
- Module 9: Section A—Health Policy in Nursing and Health Care
- Module 9: Section B—Politics in Nursing and Health Care

Course Policies
The syllabus is a multi-part document, sections of which are presented throughout the web based course and is **subject to change with advanced notice.**

Late Assignments:
Required presentations, papers and discussions are due by time and date designated in the course calendar. Late clinical assignments will result in a deduction. Each assignment specifies the grade deduction. Graded assignments generally will not be re-submitted for second grading but if instructor permits it for extenuating circumstances, the maximum grade will be 75% for that assignment. Late discussions postings will have 0.5 points per posting/per day deducted unless prior arrangements have been made for an emergency situation.

Communication:
It is imperative that each student maintains contact with the theory teacher throughout the course, via the course e-mail. Faculty will attempt to respond within 48-72 hours through the course e-mail unless designated differently by the faculty. Do not expect responses during the weekend or holidays. If for some reason a student cannot submit a message in the course discussions by the assigned date and time, the student is to notify the teacher immediately. If a posting is not made by the due date, and no other arrangements have been previously made, no credit will occur and a grade of zero will be recorded.
Withdrawal Policy:
If a student is unable to participate in the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline (see current NAU Schedule of Classes for deadline.)

Policy on Plagiarism and Cheating:
Standards for plagiarism as set forth in the 5th edition of the Publication Manual of the American Psychological Association (APA) will be strictly enforced. You may want to examine the website: www.plagiarism.org/research-site/e_whatisplagiarism.html if you would like to learn more about the topic. Please refer to the NAU Student Handbook for further clarification. The course instructors have the web program TURN IT IN to examine submitted work for plagiarism through Vista and may use the service on all submitted course work.

General policies:
General policies of this course are synonymous with those contained in the NAU Department of Nursing Undergraduate Student Handbook and the NAU Student Handbook. Professional behavior as stipulated in these handbooks is expected and required for successful completion of this course.

Additional Expectations:
A very high ethical standard for individual and group behavior is expected of each student. Confidentiality of sources is to be protected from public scrutiny. Honesty and truth-telling regarding data collected and analyzed is essential for all communication. Justice and fairness are required in group work as well as with members of the public and with faculty. The American Nurses Association Code of Ethics and the Social Policy Statement provide basic guidance for students. The expectation of this course is that the student will do individual assignments by individual effort. Group assignments are clearly indicated as such and students are expected to participate fully and equitably with classmates. It is understood that in this course any written work such as discussion postings or other assignments, should represent the students’ own best effort to express their views. It is also understood that in developing any required class projects, the student cites each reference source and gives the proper credit for an idea, quotation, or finding. Failure to follow these guidelines, including the citation of the source of referenced material is unprofessional and violates the code of conduct for professional student behavior. Disciplinary action will be at the discretion of the professor, following University guidelines.

Please refer to NAU Student handbook for further clarification:
http://www4.nau.edu/stulife/handbookdishonesty.htm

University policies: The University Syllabus Policy Statements for the following are accessed through this Web site:
http://jan.ucc.nau.edu/academicadmin/policy1.html

Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, Academic Integrity

Please read the following policy:
Department of Nursing Northern Arizona University POLICY Confidentiality of Client Records
**University Curriculum Committee**

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

1. **College**: Health and Human Services  
2. **Academic Unit/Department**: B.S. Nursing: Accelerated Option (Extended Major)  
3. **Academic Plan Name**: Accelerated-Option BSN Curriculum Plan  
4. **Subplan (if applicable)**?  
5. **Effective Date**: Summer 2010  

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

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

**Accelerated-Option BSN Curriculum Plan**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>NUR 330 - Nursing as a Discipline and Profession (3 week)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 331 - Applied Pharmacology and Pathophysiology (10 week)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NUR 332* - Nursing Assessment and Process (10 week)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 333* - Communication and Mental Health Nursing (10 week)</td>
<td>5</td>
</tr>
<tr>
<td>Fall</td>
<td>NUR 319 - Fundamentals of Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>NUR 334* - Adult Health Nursing</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>NUR 390 - Evidenced Based Practice and Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>NUR 335* - Nursing Care of Child-Bearing Child-Rearing Families</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>NUR 441* - Health Policy and Public Health Nursing</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>NUR 450C - Advanced Applied Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Summer (3 week mini session)</td>
<td></td>
<td>16 credits</td>
</tr>
<tr>
<td></td>
<td>NUR 408* - Fieldwork</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total hours to graduation**: 52

*Includes a clinical practicum

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Revised 09/07
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.

You are eligible for this option if you already have a bachelor's degree from a regionally accredited college or university.

For this option, you take:
- at least 27 units of preprofessional requirements
- at least 67 units of professional requirements

Please note that because you already have a bachelor's degree, you are not required to meet NAU's 35 units of liberal studies requirements.

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

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

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

After completing this plan, you are eligible to take the State Board of Nursing licensure exam for registered nurses (NCLEX-RN).

**PREPROFESSIONAL REQUIREMENTS**
You take at least 27 units of prerequisite courses before being admitted to the nursing program:
- BIO 201, 202, 205, and 320 (15 units)
- PSY 101 and 240 (6 units)
- NTS 135 or 256 (3 units)
- STA 270 or PSY 230 (3-4 units)

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

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

Remove Extended from title.

You are eligible for this option if you already have a bachelor's degree from a regionally accredited college or university.

For this option, you take:
- at least 27 units of preprofessional requirements
- at least 52 units of professional requirements

Please note that because you already have a bachelor's degree, you are not required to meet NAU's 35 units of liberal studies requirements.

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

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

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

After completing this plan, you are eligible to take the State Board of Nursing licensure exam for registered nurses (NCLEX-RN).

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- BIO 201, 202, 205, and 320 (15 units)
- PSY 101 and 240 (6 units)
- NTS 135 or 256 (3 units)
- STA 270 or PSY 230 (3-4 units)
Professional Requirements
After being admitted to the nursing program, you take 67 units of sequenced nursing coursework in five terms:
- NUR 205, 214, 215 and 321 (12 units)
- NUR 208, 212 and 390 (19 units)
- NUR 211, 320, 324, 325 and 350 (18 units)
- NUR 216 and 444* (5-8 units)

(*NUR 444 is an elective course.)
- NUR 329, 427, 450C and 451 (13 units)

(Please note that NUR 450C meets NAU’s senior capstone requirement.)

Professional Requirements
After being admitted to the nursing program, you take 52 units of sequenced nursing coursework in five terms:
- NUR 330, 331, 332 and 333 (15 units)
- NUR 319, 334 and 390 (19 units)
- NUR 335, 441 and 450C (16 units)
- NUR 408 (2 units)

(Please note that NUR 450C meets NAU’s senior capstone requirement.)

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

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

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

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

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

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


<table>
<thead>
<tr>
<th>Curricular Concept</th>
<th>BSN Outcome</th>
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<tr>
<td>Accountability</td>
<td>Incorporate ethical and legal principles and professional standards in practice.</td>
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<td>Synthesize theory and evidence-based research in the direct and indirect delivery of care within professional practice.</td>
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<td>Communication</td>
<td>Incorporates effective communication in professional practice.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Integrates the essential aspects of critical thinking towards reflective professional practice.</td>
</tr>
<tr>
<td>Culture</td>
<td>Incorporate cultural competency into professional practice in diverse settings.</td>
</tr>
<tr>
<td>Learning-Teaching</td>
<td>Integrate into practice effective client teaching and evaluation of learning.</td>
</tr>
<tr>
<td>Leadership-Management</td>
<td>Integrate established principles of management and leadership into professional practice.</td>
</tr>
</tbody>
</table>
11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

An extensive review of current BSN courses using the AACN Essentials of Baccalaureate Education (2008), the current School of Nursing Baccalaureate Program Outcomes, and Analysis of BSN Program Outcomes and Recommendations for Curricular Improvement was conducted. Areas for curricular improvement and efficiency were identified based on this review. Content sequencing, level and depth of coverage, and consistency of course content in relation to measures of student performance were examined. In addition, AACN Essentials of Baccalaureate Education (2008) were revised and a systematic review using the Essentials of Baccalaureate Education (2008) was conducted. Questions about responsiveness to a competitive market also became evident during the examination process. The analysis indicated the following:

- Program evaluation data and recommendations indicated the following areas for curricular improvement
  a. Clarifying personal and professional values and analysis of ethical situations and caring practice
  b. Applying pathophysiological concepts in the context of nursing care and collaborative treatments such as medication administration
  c. Principles and application of therapeutic communication in a patient care setting.

- Nursing process and health assessment (which is part of the nursing process) are taught in two separate courses and not well integrated.

- Genomics, gerontology, health care policy, informatics and palliative care are addressed in short courses. Unable to achieve a coordinated approach to integration or application of this content.

- Adult health nursing content sequencing does not build from simple to complex for patients experiencing illness.

- Revised standards from AACN dictate a review of the curriculum in terms of meeting the new essentials for baccalaureate nursing education

- Legislative demands to produce more nurses with less resources, increased competition for students, and student demand for shorter programs due to the rising cost of education indicate the need to shorten the number of credits and length of the program

The proposed plan change attempts to address these issues. Assessment of program outcomes will be ongoing to determine the efficacy of plan changes.

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

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

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

Revised 09/07
Certifications

Department Chair/Unit Head (if appropriate)  9/23/09

Chair of college curriculum committee  10/8/09

Dean of college  10/8/09

For committee use only  11-17-09

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.
### Accelerated-Option BSN Curriculum Plan

**Semester I  Summer**

<table>
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<tr>
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<tr>
<td>NUR 333*</td>
<td>Communication and Mental Health Nursing (10 week)</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total credits: 15 credits**

**Semester II  Fall**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 319</td>
<td>Fundamentals of Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NUR 334*</td>
<td>Adult Health Nursing</td>
<td>14</td>
</tr>
<tr>
<td>NUR 390</td>
<td>Evidenced Based Practice and Nursing Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total credits: 19 credits**

**Semester III  Spring**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 335*</td>
<td>Nursing Care of Child-Bearing Child-Rearing Families</td>
<td>7</td>
</tr>
<tr>
<td>NUR 441*</td>
<td>Health Policy and Public Health Nursing</td>
<td>6</td>
</tr>
<tr>
<td>NUR 450C</td>
<td>Advanced Applied Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total credits: 16 credits**

**Semester IV  Summer (3 week mini session)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 408*</td>
<td>Fieldwork</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total credits: 2 credits**

**Total hours to graduation:** 52

*Includes a clinical practicum*
Overview of Proposed Accelerated-Option BSN Curriculum Start Date May 2010
Submitted to SON Curriculum Committee September 15, 2009

Task Force Members

Chair: Angie Golden
Members: Ilene Decker, Sally Doshier, Donna Price
Consultants: Shirley Rees-McGee, Kate Timbers

Rationale for Proposing a New Curriculum /Plan Change

In the spring semester of 2009, the Dean of the School of Nursing appointed a task force to review the accelerated -option BSN program for currency and responsiveness to market demand. The task force conducted an extensive review of current BSN courses using the AACN Essentials of Baccalaureate Education (2008), the current School of Nursing Baccalaureate Program Outcomes, and Analysis of BSN Program Outcomes and Recommendations for Curricular Improvement. Both theory and clinical syllabi were reviewed. Results were tabulated and compiled. In addition, a secondary review of the proposed curriculum/plan change and syllabi was conducted by the appropriate content expert among the faculty to ascertain currency, as well as scope and depth of content or clinical application.

Areas of curricular improvement and efficiency were identified in this process. Content sequencing, level and depth of coverage, and consistency of course content were examined. Questions about responsiveness to a competitive market became evident during the examination process.

Analysis of the curriculum has been ongoing. However, a systematic review using latest AACN Essentials of Baccalaureate Education (2008) was necessary. Along with content areas, other forces have relevance to the curriculum and are considered in the analysis.

Analysis

- Program evaluation data and recommendations indicated the following areas for curricular improvement
  a. Clarifying personal and professional values and analysis of ethical situations and caring practice.
  b. Applying pathophysiological concepts in the context of nursing care and collaborative treatments such as medication administration.
  c. Principles and application of therapeutic communication in a patient care setting.

- Nursing process and health assessment (which is part of the nursing process) are taught in two separate courses and not well integrated.

- Genomics, gerontology, health care policy, informatics and palliative care are addressed in short courses. Unable to achieve a coordinated approach to integration or application of this content.

- Adult health nursing content sequencing does not build from simple to complex for patients experiencing illness.
• Revised standards from AACN dictate a review of the curriculum in terms of meeting the new essentials for baccalaureate nursing education.

• Legislative demands to produce more nurses using less resources, increased competition for students, and student demand for shorter programs due to the rising cost of education indicate the need to decrease the number of credits and shorten the length of the program. In addition, the Arizona Board of Regents (ABOR) supports innovative programs that shorten the time to graduation.

**Highlight of Proposed Curricular/Plan Change**

• Program plan allows students to graduate with 52 credits in nursing within 12 months.
• NUR 330 Nursing as a Discipline and Profession will be the first course offered during an intensive 3 week session and will address the need for more content in personal and professional values clarification and analysis of ethical situations and caring practice.
• NUR 331 Applied Pharmacology and Pathophysiology integrates pathophysiology with pharmacology in a nursing context.
• NUR 332 Nursing Assessment and Process integrates health assessment and the nursing process rather than teaching this content in two separate courses.
• NUR 333 Communication and Mental Health Nursing incorporates more communication skills into the curriculum.
• NUR 319 will focus on the fundamentals of nursing practice and provide the foundation for adult health nursing.
• NUR 334 Adult Health Nursing will be combined into a one semester course that builds from simple to complex. This course will also include geriatric and palliative care, providing a better context for application.
• NUR 335 Nursing Care of Child-Bearing and Child-Rearing Families integrates care of specialty populations such as child-bearing and child-rearing families. This course will also include genomics, providing a better context for application.
• NUR 441 Health Policy and Public Health Nursing incorporates health policy and informatics into public health nursing, providing a better context for application.
"Mapping" of Proposed Course to the Essentials for Baccalaureate Education (AACN, 2008) and School of Nursing Program Outcomes

<table>
<thead>
<tr>
<th>Proposed Course</th>
<th>Baccalaureate Essentials</th>
<th>SON Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• BIO 201, 202, 205, and 320 (15 hours)</td>
<td>Essential I:</td>
<td>Leadership-Management</td>
</tr>
<tr>
<td>• PSY 101 and 240 (6 hours)</td>
<td>Liberal Education for</td>
<td>Integrate established principles of management</td>
</tr>
<tr>
<td>• NTS 256 or NTS 135 (3 hours)</td>
<td>Baccalaureate Generalist Nursing Practice</td>
<td>and leadership into professional practice.</td>
</tr>
<tr>
<td>• STA 270 or PSY 230 (3-4 hours)</td>
<td></td>
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</tr>
<tr>
<td>NUR 334 Adult Health Nursing</td>
<td>Essential II:</td>
<td></td>
</tr>
<tr>
<td>NUR 335 Nursing Care of Child-Bearing and Child-Rearing Families</td>
<td>Basic Organizational and Systems Leadership for Quality Care and</td>
<td></td>
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<tr>
<td></td>
<td>Care and Patient Safety</td>
<td></td>
</tr>
<tr>
<td>NUR 441 Health Policy and Public Health Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 450 C Advanced Applied Nursing</td>
<td>Essential III:</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>NUR 408 Fieldwork</td>
<td>Scholarship for Evidence Based Practice</td>
<td>Integrate the essential aspects of critical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>thinking towards reflective professional practice</td>
</tr>
<tr>
<td>NUR 319 Fundamentals of Nursing Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 334 Adult Health Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 335 Nursing Care of Child-Bearing and Child-Rearing Families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 390 Evidence-Based Practice and Nursing Research</td>
<td></td>
<td></td>
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<tr>
<td>NUR 441 Health Policy and Public Health Nursing</td>
<td></td>
<td></td>
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<tr>
<td>NUR 450 C Advanced Applied Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 450 C Advanced Applied Nursing</td>
<td>Essential IV:</td>
<td>Leadership-Management</td>
</tr>
<tr>
<td>NUR 408 Fieldwork</td>
<td>Information Management and Application of Patient Care Technology</td>
<td>Integrate established principles of management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and leadership into professional practice.</td>
</tr>
<tr>
<td>Proposed Course</td>
<td>Baccalaureate Essentials</td>
<td>SON Outcomes</td>
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<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>NUR 441 Health Policy and Public Health Nursing</td>
<td>Essential V: Healthcare Policy, Finance, and Regulatory Environments</td>
<td>Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incorporate cultural competency into professional practice in diverse settings.</td>
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<tr>
<td></td>
<td></td>
<td>Leadership-Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrate established principles of management and leadership into professional practice.</td>
</tr>
<tr>
<td>NUR 332 Nursing Assessment and Process</td>
<td>Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</td>
<td>Caring</td>
</tr>
<tr>
<td>NUR 333 Communication and Mental Health Nursing</td>
<td></td>
<td>Integrate empathy and therapeutic use of self in professional practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning-Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrate into practice effective client teaching and evaluation of learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incorporates effective communication in professional practice.</td>
</tr>
<tr>
<td>NUR 441 Health Policy and Public Health Nursing</td>
<td>Essential VII: Clinical Prevention and Population Health</td>
<td>Clinical Competency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Synthesize theory and evidence-based research in the direct and indirect delivery of care within professional practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incorporate cultural competency into professional practice in diverse settings.</td>
</tr>
<tr>
<td>Proposed Course</td>
<td>Baccalaureate Essentials</td>
<td>SON Outcomes</td>
</tr>
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<td>--------------------------------------------------------------------------------</td>
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<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>NUR 330 Introduction to Nursing as Discipline and Profession</td>
<td>Essential VIII: Professionalism and Professional Values</td>
<td>Accountability</td>
</tr>
<tr>
<td>NUR 441 Health Policy and Public Health Nursing</td>
<td></td>
<td>Incorporate ethical and legal principles and professional standards in practice.</td>
</tr>
<tr>
<td>NUR 450 C Advanced Applied Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional values in every course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 319 Fundamentals of Nursing Practice</td>
<td>Essential IX: Baccalaureate Generalist Nursing Practice: This Essential includes practice focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I - VIII into the nursing care of individuals, families, groups, communities, and populations in a variety of settings.</td>
<td>Clinical Competency</td>
</tr>
<tr>
<td>NUR 331 Applied Pharmacology and Pathophysiology</td>
<td></td>
<td>Synthesize theory and evidence-based research in the direct and indirect delivery of care within professional practice.</td>
</tr>
<tr>
<td>NUR 332 Nursing Assessment and Process</td>
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<tr>
<td>NUR 333 Communication and Mental Health Nursing</td>
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<tr>
<td>NUR 334 Adult Health Nursing</td>
<td></td>
<td></td>
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<tr>
<td>NUR 335 Nursing Care of Child-Bearing and Child-Rearing Families</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>319</td>
<td>Fundamentals of Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>330</td>
<td>Nursing as a Discipline and Profession</td>
<td>3</td>
</tr>
<tr>
<td>331</td>
<td>Applied Pharmacology and Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>332</td>
<td>Nursing Assessment and Process</td>
<td>3</td>
</tr>
<tr>
<td>333</td>
<td>Communication and Mental Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>334</td>
<td>Adult Health Nursing (8 credits didactic, 2 credits simulation, 4 credits clinical)</td>
<td>14</td>
</tr>
<tr>
<td>390</td>
<td>Evidenced Based Practice and Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>335</td>
<td>Nursing Care of Child-Bearing Child-Rearing Families (4 credits didactic, 1 credit simulation, 2 credits clinical)</td>
<td>7</td>
</tr>
<tr>
<td>441</td>
<td>Health Policy and Public Health Nursing (3 credits didactic, 3 credits clinical)</td>
<td>6</td>
</tr>
<tr>
<td>450 C</td>
<td>Advanced Applied Nursing</td>
<td>3</td>
</tr>
<tr>
<td>408</td>
<td>Fieldwork</td>
<td>2</td>
</tr>
</tbody>
</table>
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 CHHS

4. Academic Unit /Department Health Sciences

5. Course subject/catalog number HS 317

6. Units/Credit Hours 3

7. Long course title Maternal, Child, & Sexual Health
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Maternal Child & Sexual Health

9. Catalog course description (max. 30 words, excluding requisites).
   Introduces major issues and trends that affect the health and well-being of women, infants, children, and adolescents in domestic and international settings. Examines healthy relationships, contraception, and STI prevention.

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) HS 200 with a grade of B or better

15. Corequisites (must be completed with proposed course)

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? Yes ☒ No ☐
   Name of plan? BS in Health Sciences: Public Health
   Note: If required, a new plan or plan change form must be submitted with this request.

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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: Rachel Billowitz & Laura Bounds

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

It is widely recognized that Maternal, Child and Sexual Health is an important course to include in preparing undergraduates in Public Health. No additional resources will be required to offer this class due to the removal of other program requirements as part of this comprehensive plan change.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

Department Chair (if appropriate)
Signed: 10/7/09

Chair of college curriculum committee
Signed: 10/18/07

Dean of college
Signed: 10/18/07

For Committees use only

For University Curriculum Committee
Signed: 11/17/09

revised 8/08
Please attach Syllabus here.
Northern Arizona University  
College of Health and Human Services  
Department of Health Sciences  

**HS 317: Maternal, Child, & Sexual Health**

**INSTRUCTOR:** Laura Bounds  
**OFFICE:** Building 66, room 338  
**TELEPHONE:** 523-6320  
**EMAIL:** Laura.Bounds@nau.edu  

**CREDIT HOURS:** 3 semester hours  

**OFFICE HOURS:** Mondays & Wednesdays 1:00-3:00; others by appointment  

**COURSE PREREQUISITES:** HS 200 with a B or better & HS 300 with a C or better  

**COURSE DESCRIPTION:** Introduces major issues and trends that affect the health and well-being of women, infants, children, and adolescents in domestic and international settings. Examines healthy relationships, contraception, and STI prevention.

**STUDENT LEARNING OUTCOMES:**
1. Describe the historical background and contemporary trends of maternal and child health.  
2. Analyze current issues/trends in maternal and child health from a public health perspective.  
3. Identify the most common complications of pregnancy including the causes of low birth weight and premature infants.  
4. Identify the common causes of morbidity and mortality among children.  
5. Demonstrate a comprehensive knowledge base with respect to Title V/MCH and other public programs addressing the health and welfare of women and children.  
6. Demonstrate understanding of the biological, social, political, and economic context within which maternal and infant health problems arise.  
7. Explain social norms regarding effective communication in relationships.  
8. Describe cultural norms that impact attitudes and behaviors regarding sexuality.

**COURSE APPROACH:**
This is an upper division class requiring independent thought, active participation, action, and effort. Students are encouraged to share relevant, current materials and experiences regarding maternal and child health with the class.

**REQUIRED TEXTBOOK:**
Jones and Bartlett Publishing Company.

**REFERENCES:**
Explanation of plagiarism: [www.nau.edu/library/information/guides/plagiarism.html](http://www.nau.edu/library/information/guides/plagiarism.html)  
revised 8/08
COURSE OUTLINE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction &amp; Read Chapter 1 – Children’s Rights, Distributive Justice, and Advocacy in Maternal and Child Health</td>
<td>Discussion – 5 pts.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Read Chapters 2 &amp; 3 – Historical Foundations of Maternal Child Health; Families and Health</td>
<td>Quiz – 10 pts.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Read Chapters 3 &amp; 4 - Families and Health; Family Planning</td>
<td>Discussion – 5 pts.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Read Contraceptive supplements &amp; Exam I (Chapters 1-4 &amp; Contraception)</td>
<td>Exam – 50 pts.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Read Healthy Relationship supplements; Read Chapter 5 – Mothers &amp; Infants</td>
<td>Discussion – 5 pts.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Read Chapters 5 &amp; 6 – Mothers &amp; Infants; The Child from 1 to 4: The Toddler &amp; Preschool Years</td>
<td>Quiz – 10 pts.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Read Chapter 7 – The School-Age Child</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Read Chapter 8 – Improving Adolescent Health</td>
<td>Discussion – 5 pts.</td>
</tr>
<tr>
<td>Week 9</td>
<td>Review &amp; Exam II (Chapters 5-8 &amp; Healthy Relationships)</td>
<td>Exam – 50 pts.</td>
</tr>
<tr>
<td>Week 10</td>
<td>Read Chapters 9 - Disparities in Maternal and Child Health in the United States</td>
<td>Quiz – 10 pts.</td>
</tr>
<tr>
<td>Week 11</td>
<td>Read Chapter 10 – Women’s Health: A Life Cycle Revisited; Read Sexually Transmitted Infection Supplements</td>
<td>Research paper due – 30 pts.</td>
</tr>
<tr>
<td>Week 12</td>
<td>Read Chapter 12 – Issues in Maternal &amp; Child Health Nutrition</td>
<td>Quiz – 10 pts.</td>
</tr>
<tr>
<td>Week 13</td>
<td>Read Chapter 13 – International Maternal &amp; Child Health</td>
<td>Discussion – 5 pts.</td>
</tr>
<tr>
<td>Week 14</td>
<td>Review &amp; Exam III (Chapters 9, 10, 12, 13, &amp; STI)</td>
<td>Fieldwork reflection paper due – 50 pts.</td>
</tr>
<tr>
<td>Week 15</td>
<td>Review for Final Exam</td>
<td>Exam – 50 pts.</td>
</tr>
<tr>
<td>Week 16</td>
<td>Comprehensive Final Exam</td>
<td>Exam – 100 pts.</td>
</tr>
<tr>
<td></td>
<td><strong>Total Points Available</strong></td>
<td></td>
</tr>
</tbody>
</table>

COURSE EVALUATION:

<table>
<thead>
<tr>
<th></th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discussions</td>
<td>30</td>
</tr>
<tr>
<td>2. Quizzes</td>
<td>40</td>
</tr>
<tr>
<td>3. Exams</td>
<td>150</td>
</tr>
<tr>
<td>4. Research paper</td>
<td>30</td>
</tr>
<tr>
<td>5. Fieldwork and reflection</td>
<td>50</td>
</tr>
<tr>
<td>6. Comprehensive Final Exam</td>
<td>100</td>
</tr>
</tbody>
</table>

GRADING SYSTEM:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>360-400</td>
<td>A</td>
<td>exceptional coursework and understanding of content</td>
</tr>
<tr>
<td>320-359</td>
<td>B</td>
<td>above average coursework and understanding of content</td>
</tr>
<tr>
<td>280-319</td>
<td>C</td>
<td>average coursework and understanding of content</td>
</tr>
<tr>
<td>240-279</td>
<td>D</td>
<td>below average coursework and understanding of content</td>
</tr>
<tr>
<td>&lt; 240</td>
<td>F</td>
<td>inadequate coursework and understanding of content</td>
</tr>
</tbody>
</table>

revised 8/08
Keep a copy of all work in case you have a question about your final grade.

ASSESSMENT OF STUDENT LEARNING:

Online Discussions (5 points each)
MCH-topic of interest related to the reading and module theme will be posted. Each student is expected to post an intellectual opinion about the subject based on the assigned readings and student research. Students must post at least one original statement and at least two well thought out, quality responses to other student's statements to receive full credit.

Online Quizzes (10 points each)
It is expected that the student will take four quizzes related to the reading and module theme throughout the semester. Be sure to note the due dates for each quiz. Students may not take a quiz after the due date.

Exams (50 points each)
The majority of the points on the exam will be objective questions. They will cover material from the assigned readings as well as information presented and discussed in class.

Research paper (30 points)
Select a MCH policy and research how it was implemented and describe how it affects women and/or children in your city or state. See grading rubric for additional information.

Fieldwork and reflection paper (50 points)
Each student is required to participate in a MCH-related observation in a field setting of their choice. This experience will require the student to spend a minimum of three hours observing or shadowing in a MCH related sector. Once the shadowing experience is completed, the student should summarize their experience and observations in a 3-5 page paper. See grading rubric for additional information.

Comprehensive Final Exam (100 points)
There will be a comprehensive final exam. The same test format used for the mini-exams will be utilized.

COURSE POLICIES:

- Due dates for assignments are posted in the course calendar. Students are responsible for knowing the due dates and for turning work in on time. Check the calendar often for due dates. Assignments received late will have 5 points deducted for each day the assignment is turned in late regardless of the assignment point value.
- Students will not be allowed to resubmit work or do make up work. Please use the discussion or email in the class to ask questions about an assignment before the assignment is due.
- CHEATING AND PLAGIARISM: Cheating on examinations/assignments and plagiarism will not be tolerated. If cheating or plagiarism is discovered, the student will earn an “F” in the class, and disciplinary action will be pursued. A good resource about what constitutes plagiarism is: http://www.nau.edu/library/information/guides/plagiarism.html
NORTHERN ARIZONA UNIVERSITY: POLICY STATEMENTS

SAFE ENVIRONMENT POLICY
NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU’s Office of Affirmative Action (523-3312).

STUDENTS WITH DISABILITIES
If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 523-8773 (voice), 523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office.

INSTITUTIONAL REVIEW BOARD
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

ACADEMIC INTEGRITY
The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU’s Student Handbook.

ACADEMIC CONTACT HOUR POLICY
The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time... at least 15 contact hours or recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

revised 8/08
## University Curriculum Committee

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

| 1. College | CHHS |
| 2. Academic Unit/Department | Health Sciences |
| 3. Academic Plan Name | Minor in Community Health Education |
| 4. Subplan (if applicable)? |
| 5. Effective Date | FALL 2010 |
| 6. Is this proposal for a: |  
  - [ ] New Plan  
  - [X] Plan Change*  
  - [ ] Plan Deletion  
  - [ ] New Subplan  
  - [ ] Subplan Change  
  - [ ] Subplan Deletion |

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

7. Revised 09/07
<table>
<thead>
<tr>
<th>MINOR COMMUNITY HEALTH EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To complete this minor, you take the following 24 units with a grade of C or better in each course:</td>
</tr>
<tr>
<td>- HS 200, 300, 305W, 307, 308, and 350 (18 units)</td>
</tr>
<tr>
<td>- any nutrition course (3 units)</td>
</tr>
<tr>
<td>- 3 additional units of HS coursework approved by your minor advisor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MINOR HEALTH EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To complete this minor, take the following 24 units with a grade of C or better in each course:</td>
</tr>
<tr>
<td>Required coursework (18 units)</td>
</tr>
<tr>
<td>- Any Nutrition Course</td>
</tr>
<tr>
<td>- HS 200</td>
</tr>
<tr>
<td>- HS 250</td>
</tr>
<tr>
<td>- HS 300</td>
</tr>
<tr>
<td>- HS 317</td>
</tr>
<tr>
<td>- HS 305</td>
</tr>
<tr>
<td>Choose one of the following Health Education focus areas (6 units).</td>
</tr>
<tr>
<td>Focus in Community Health Promotion (6 units)</td>
</tr>
<tr>
<td>- HS 306</td>
</tr>
<tr>
<td>- HS 403</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>Focus in School Health Education (6 units)</td>
</tr>
<tr>
<td>- HS 402</td>
</tr>
<tr>
<td>- HS 415</td>
</tr>
<tr>
<td>If additional units are needed, select from the following courses to complete a minimum of 6 hours toward the Health Education minor: HS 301, HS 313, HS 404.</td>
</tr>
</tbody>
</table>

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

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

If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student’s individual requirements for the degree audit system.
9. For undergraduate plans, will a milestone** be used to:
   a. verify satisfactory completion of a non course requirement. 
   b. indicate admission to a major. 
   X c. will not be used. 

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

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


Program outcomes include (does not include sub-competencies for the objectives/outcomes listed. These are available on request):

- Demonstrate knowledge of health content, including sexual health, drugs, nutrition, physical activity, and human diseases.
- Assess Individual and Community Needs for Health Education
- Plan Health Education Strategies, Interventions, and Programs
- Implement Health Education Strategies, Interventions, and Programs
- Administer Health Education Strategies, Interventions, and Programs
- Serve as a Health Education Resource Person
- Communicate and Advocate for Health and Health Education

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

The change in the Community Health Promotion degree subplan to Public Health requires updating the minor in community health education to reflect course changes. Those changes are reflected in this program change request.

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

No new resources are required.

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

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

Certifications

[Signature]

Department Chair/ Unit Head (If appropriate) 10/7/09

Revised 09/07
For committee use only

For University Curriculum Committee

Action taken: __________________ approved as submitted  ✔ approved as modified

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

<table>
<thead>
<tr>
<th>1. College</th>
<th>CHHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>BS Health Sciences</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td>Community Health Promotion</td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2010</td>
</tr>
</tbody>
</table>

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

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

Revised 8/08
<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Spring 1</th>
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</thead>
<tbody>
<tr>
<td>BIO 181L (satisfies LAB science) – 4</td>
<td>Bio 201 – 4</td>
</tr>
<tr>
<td>ENG 105 – 4</td>
<td>HS 200 – 3</td>
</tr>
<tr>
<td>IS: AH – 3</td>
<td>MAT 114 – 3</td>
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<tr>
<td>IS: CU – 3</td>
<td>Nutrition Course – 3</td>
</tr>
<tr>
<td>University Elective – 2</td>
<td>IS: SAS – 3</td>
</tr>
<tr>
<td><strong>Total Semester Load - 16</strong></td>
<td><strong>Total Semester Load - 16</strong></td>
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<table>
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<tr>
<th>Fall 2</th>
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<tbody>
<tr>
<td>Bio 202 – 4</td>
<td>PSY 230 – 4</td>
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<tr>
<td>HS 205 – 3</td>
<td>HS 250 – 3</td>
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<tr>
<td>HS Elective – 3</td>
<td>HS Elective – 3</td>
</tr>
<tr>
<td>IS: CU – 3</td>
<td>IS: AH – 3</td>
</tr>
<tr>
<td>University Elective – 3</td>
<td>IS: SPW – 3</td>
</tr>
<tr>
<td><strong>Total Semester Load - 16</strong></td>
<td><strong>Total Semester Load - 16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 3</th>
<th>Spring 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 300 – 3</td>
<td>HS 305 – 3</td>
</tr>
<tr>
<td>HS 303 – 4</td>
<td>HS 306 – 3</td>
</tr>
<tr>
<td>HS 390W – 3</td>
<td>HS 313 – 3</td>
</tr>
<tr>
<td>IS: SPW – 3</td>
<td>HS 317 – 3</td>
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<tr>
<td>University Elective – 3</td>
<td>University Elective – 3</td>
</tr>
<tr>
<td><strong>Total Semester Load - 16</strong></td>
<td><strong>Total Semester Load - 15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 4</th>
<th>Spring 4</th>
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</thead>
<tbody>
<tr>
<td>HS 402 – 3</td>
<td>HS 408c - 9</td>
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<td>HS 403 – 3</td>
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<tr>
<td>HS 404 – 3</td>
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<tr>
<td>IS: SAS – 4</td>
<td></td>
</tr>
<tr>
<td>University Elective - 3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Load - 16</strong></td>
<td><strong>Total Semester Load - 9</strong></td>
</tr>
</tbody>
</table>

IS: SPW = Interdisciplinary Studies: Social and Political World  
IS: CU = Interdisciplinary Studies: Cultural Understanding  
IS: AH = Interdisciplinary Studies: Aesthetic Humanistic Inquiry  
IS: SAS = Interdisciplinary Studies: Science/Applied Science
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

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

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

**B.S. Health Sciences: Community Health Promotion (Extended Major)**

The focus of this degree is to promote healthy behaviors in the general population through community interventions. This academic plan is offered at NAU-Flagstaff and via the internet. Acceptance into the internet program requires a separate initial admission process; see the Distance Learning in Health Sciences website for further information.

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

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an HS prefix to satisfy these liberal studies requirements.
- at least 67 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

**B.S. Health Sciences: Public Health (Extended Major)**

The focus of this degree is to broadly prepare graduates in basic Public Health content and processes that can be applied within multiple health related disciplines and in graduate study. This degree plan focuses on community health promotion within the broad umbrella of public health. This academic plan is offered at NAU-Flagstaff and via the internet. Acceptance into the Internet program requires a separate initial admission process; see the Distance Learning in Health Sciences website for further information.

To earn this degree, you must complete at least 120 units of coursework, which are described in the following sections:

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an HS prefix to satisfy these liberal studies requirements.
- at least 70 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your
Please note that you must complete NAU’s diversity requirements by taking two 3-unit courses, one in U.S. ethnic diversity and one in global diversity awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a list of the available diversity courses.

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

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

Admission Requirements
If you are seeking a degree in community health, you must make formal application to the program. We accept applications at set times each year; contact the Health Sciences office or visit the Health Sciences website for the program application, which indicates the exact application periods. You must be formally admitted to the community health program to take all courses with an HS prefix except HS 200, 300, and 303.

To make application to the community health program, you must:
- have completed 45 units of coursework
- have completed 15 units of liberal studies coursework in discipline studies with a grade point average of at least 2.5
- have a grade of at least 3.0 in English foundations coursework

Liberal studies or general elective credit.

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

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

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

Milestone Requirements
Students in the public health program are required to meet specific criteria to be eligible for certain upper division coursework. Enforcement will occur through a prerequisite milestone requirement for the following HS courses:
- HS 390w, 402, 403, 404, & 408c

Public Health milestone requirements are as follows:
- have a cumulative GPA of 2.5 or higher
- have completed 36 units of coursework
- have completed 15 units of liberal studies coursework in discipline studies with a grade point average of at least 2.5
- have completed HS 200 with a grade

Revised 8/08
(ENG 105 or equivalent)

(If you don’t meet this requirement, you may take an approved writing course at the 200 level or higher to replace an English foundations course to achieve the 3.0 requirement.)

- have completed HS 200 with a grade of 3.0 or better
- provide a written composition of at least 500 words, adequately explaining why you want to acquire a degree in community health

Please note that to earn this degree you must have an NAU grade point average of at least 2.5 and a GPA of 2.5 in all health sciences coursework, with no grade below a C.

Please visit our website (Health Sciences) to obtain a program application.

**MAJOR REQUIREMENTS**

You must take 67 units, which include a core and additional requirements. Please note that you must have a grade of C or better for all of your major courses.

The 27 units of core courses include:

- any nutrition course (3 units)
- BIO 201 and 202 (8 units)
- HS 200, 300, 303, and 350 (13 units)

(If you seek an advanced professional degree in physical therapy or a related field or certification as an athletic trainer or strength and conditioning specialist, we recommend taking BIO 334 and 336 instead of HS 303.)

- HS 305W, which meets NAU’s junior writing requirement (3 units)

The 40 units of additional requirements

- have completed HS 205 with a grade of B or higher
- have a grade of B or higher in the most recent English foundations coursework (ENG 105 or equivalent)

If you don’t meet this requirement, you may take an approved writing course at the 200 level or higher to replace an English foundations course to achieve the 3.0 requirement.

You can be enrolled in HS 200 and HS 205 at time of application; however, these courses must be completed with a grade of B or better to be eligible for the milestone.

Please note that to earn this degree you must have an NAU grade point average of at least 2.5 and a GPA of 2.5 in all health sciences coursework, with no grade below a C.

**MAJOR REQUIREMENTS**

You must take 70 units, which include the Health Sciences core and additional Public Health requirements. Please note that you must have a grade of C or higher for all courses applied toward the major.

**Health Sciences Core** - The 17 units of core courses include:

- Any nutrition course (3 units)
- BIO 201 (4 units)
- HS 200 (3 units)
- HS 303 (4 units)
- HS 390W, which meets NAU’s junior writing requirement (3 units)

The 53 units of additional Public Health requirements are:
are:
- PSY 230 (4 units)
- HS 205, HS 306, HS 307, HS 308, HS 333, HS 455, and HS 490 (21 units)
- HS 408C, which meets NAU’s senior capstone requirement (9 units)
- 6 additional units of HS coursework

**General Electives**

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

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

Click here for more information on Health Sciences undergraduate and graduate courses, School of Health Professions undergraduate and graduate courses, and Health Sciences faculty.

- BIO 202 (4 units)
- PSY 230 (4 units)
- HS 205, 250, 300, 305, 306, 313, 317, 402, 403, & 404 (30 units)
- 6 additional units of HS related coursework (see departmental list for approved courses)
- HS 408C (9 units), which meets NAU’s senior capstone requirement

(If you seek an advanced professional degree in physical therapy or a related field or certification as an athletic trainer or strength and conditioning specialist, we recommend taking BIO 334 and 336 instead of HS 303.)

**General Electives**

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

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

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

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


Content Knowledge
1. Recognize, describe and define the scope and content of public health, and the multiple and interrelated public health areas
2. Identify, explain and recognize the multiple and varied factors and dimensions of health, including causes and contributory factors of the nation’s leading health problems.
3. Describe the multiple roles and responsibilities of individuals in public health
4. Identify and evaluate sources of health information
5. Demonstrate an understanding and the application of the relationship among body systems to overall health, including physiological and psychosocial variables

Process/Skill
1. Assess, Monitor and Investigate individual and community health needs
2. Plan effective programs to inform, educate and empower people and communities
3. Implement programs
4. Evaluate the effectiveness of programs
5. Coordinate and mobilize the provision of health services
6. Act as a resource person for health, including making policy and plan recommendations, and linking people to appropriate resources
7. Communicate health and health education needs, concerns and resources effectively and professionally through a variety of forms (written, oral, technology)
8. Mobilize community partnerships to identify and solve health problems

Professional Dispositions
1. Demonstrate ethical and legal decision making and behavior
2. Demonstrate context specific professional dispositions and conduct
3. Demonstrate a commitment to recognizing diverse needs of individuals and communities, and the application of strategies that are responsive to these needs
4. Serve as a Health Education Resource Person
5. Communicate and Advocate for Health and Health Education

Revised 8/08
11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

The American Public Health Association (APHA) has identified the need for undergraduate programs in public health. The need for university programs preparing graduates for careers in a wide variety of public health related fields is growing. This sub-plan change proposal is in response to the demand for undergraduate programs in public health. The existing Community Health Promotion program is being modified to prepare graduates who are broadly prepared in public health content and processes that can be applied within multiple health related disciplines and in graduate study. This degree plan takes a community health promotion emphasis within the broad umbrella of public health, but will allow for the addition of other public health emphases as student demand grows, and faculty resources allow.

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

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?
   
   Yes – this subplan change will affect other Health Sciences sub-plans. Documentation of these changes is included within this course change proposal packet. Specifically, this change also requires course number changes in the Health Sciences: Allied Health programs (e.g. Surgical Care, Physical Therapist Assisting).

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

**Certifications**

[Signature]

Department Chair/Unit Head (if appropriate)

[Signature]

Chair of college curriculum committee

[Signature]

Dean of college

Date 10/8/09

Date 10/8/09

Date 10/8/09

For committee use only

[Signature]

For University Curriculum Committee

Date 11/17/09

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

Note: Submit original to associate provost’s office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.
1. Is this course a Diversity or Liberal Studies Course? Liberal Studies ☐ Diversity ☐ Both ☐


3. College Health & Human Services 4. Academic Unit/Department Health Sciences

5. Current course subject/catalog number HS 333

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

   HS 333 PRINCIPLES OF EPIDEMIOLOGY
   Concepts and methods for analyzing the spread and control of disease: trends in solving community health problems. Letter grade only. Prerequisite: HS 300 with grade >= C) and (Health Sci-Comm Hlth Milestone or students in BS HS: Allied Health plans or BAS HS plan) Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.

   HS 404 PRINCIPLES OF EPIDEMIOLOGY
   Concepts and methods for analyzing the spread and control of disease: trends in solving community health problems. Letter grade only. Prerequisite HS 300 with grade of C or better AND (Health Sciences: Public Health Milestone or BS HS: Allied Health plans or BAS HS plan or Health Sciences: Minor in Health Education plan) AND Math 110 or higher math class with grade of C or higher

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

This course and proposed changes affect HS allied degree completion plans. Course/program change forms are included.

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

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

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

   If revised, how should it be revised? ☐

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

CURRENT | PROPOSED

Revised 8/08
Current course subject/catalog number | Proposed course subject/catalog number
---|---
HS 333 | HS 404

Current number of units/credits | Proposed number of units/credits
---|---

Current Course Fee | yes [ ] no [ ]
Move [ ] or Delete [ ]

If subject or catalog number change

Current Grading Option*
Letter Grade [ ] Pass/Fail [ ] or Both [ ]

Proposed Grading Option*
Letter Grade [ ] Pass/Fail [ ] or Both [ ]

Current Repeat for additional Units | Proposed Repeat for additional Units

Current Max number of units | Proposed Max number of units

Current Prerequisite
HS 300 with grade >= C) and (Health Sci-
Comm Hlth Milestone or students in BS HS:
Allied Health plans or BAS HS plan

Proposed Prerequisite
HS 300 with grade of C or better AND (Health Sciences:
Public Health Milestone or BS HS: Allied Health plans
or BAS HS plan or Health Sciences: Minor in Health
Education plan) AND Math 110 or higher math class
with grade of C or higher

Completion of Liberal Studies
Math Foundation.

Current Co-requisite

Proposed Co-requisite

Current Co-Convene with

Proposed Co-Convene with

Current Cross List with

Proposed Cross List with

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

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.
Degree plan changes are designed to meet workplace demand within the broad area of Public Health. The changes are necessary to refine the Public Health program goals. The change in course number will provide for more efficient advising and allow course content to be appropriate for senior level students.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date
Ryndall Boyle 10/8/09

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

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

Revised 8/08
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