### UCC Meeting
January 15, 2008

**Agenda**

### I. Minutes of the 12/11/07 Meeting

### II. Consent Agenda

#### A. College of Social and Behavioral Sciences

<table>
<thead>
<tr>
<th>#</th>
<th>Course Code</th>
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<tr>
<td>1</td>
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<td>2</td>
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<td>F'08</td>
<td>subject (CJ to CCJ); title, description</td>
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| 4  | CJ 210      | Course Change      | F'08 | subject, course title, course descr change |
| 5  | CJ 250      | Course Change      | F'08 | subject, course descr change               |
| 6  | CJ 301      | Course Change      | F'08 | subject, course title, course descr change |
| 7  | CJ 415      | Course Change      | F'08 | subject, course title, course descr change |
| 8  | CJ 430      | Course Deletion    | F'08 | delete                                     |
| 9  | PAS 340     | Course Change      | F'08 | course title and descr change              |
| 10 | PAS 360     | Course Change      | F'08 | course title and descr change              |

#### B. College of Engineering and Natural Sciences

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#### C. Liberal Studies

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#### D. College of Arts and Letters

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### III. Action Agenda

#### A. College of Social and Behavioral Sciences

<table>
<thead>
<tr>
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<td>3</td>
<td>BAS Public Agency Admin</td>
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<td>BAS Social and Community Service</td>
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<td>corrections and additions to wording</td>
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<td>Changing Subplan name from Fire Science Admin to Emergency Services Admin, courses, wording</td>
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<td>22</td>
<td>BS Criminal Justice</td>
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<td>Changing degree name from BS Criminal Justice to BS Criminology and Criminal Justice, prefix from CJ to CCJ, and wording</td>
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#### B. College of Arts and Letters

<table>
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#### C. Liberal Studies

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

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<td>BS Biomedical Science (extended major)</td>
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I. Minutes of the 11/20/07 Meeting - item approved.

II. Consent Agenda - consent agenda approved.

A. College of Arts and Letters

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<td>HIS 293/293H</td>
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B. College of Engineering and Natural Sciences

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C. College of Social and Behavioral Sciences

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### III. Action Agenda

#### A. College of Arts and Letters - items 1-3 approved as presented; items 4-6 approved w/changes to description, item 7 tabled, no representative.

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<th>Change Type</th>
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<tr>
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<td>Course Change</td>
<td>SP'08 Prerequisite</td>
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<td>F'08 Courses</td>
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#### B. College of Engineering and Natural Sciences - items 1, 2, 5, and 7 approved as presented; items 3, 4, 5, and 8 approved w/changes.

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<td>F'08 Wording and courses</td>
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#### C. The W. A. Franke College of Business - items 1-3 approved w/changes to item 7 - clarify requests and description change.

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#### D. The College of Social and Behavioral Sciences - all items approved w/description change in item 15.

<table>
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<td>F'08 Courses, Wording</td>
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PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies ☐ Diversity ☐ Both ☐
   Are you removing this course from Liberal Studies? Yes ☐ No ☐

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

3. College Social and Behavioral Sciences 4. Academic Unit Criminology and Criminal Justice

5. Current course subject/catalog number (Please see list below)

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

PLEASE SEE ATTACHED LIST (below) FOR CURRENT CATALOG DESCRIPTIONS AND FOR PROPOSED CHANGES.

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

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

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

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

List attached with Common Course as defined by Articulation Task Force

Is the course a Common Course as defined by your Articulation Task Force? yes X no ☐
If yes, has the change been approved by the Articulation Task Force? yes X 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? All reference to CJ change to CCJ

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number
   (See attached list)
   b. Proposed units

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

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

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

f. Proposed long course title __________________________ (See attached list)
   (max 100 characters including spaces)

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

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

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

j. May course be repeated for additional units? yes □ no □
   j.1. If yes, maximum units allowed? ______
   j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
      yes □ no □

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

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

l. Proposed prerequisites (must be completed before) __________________________

m. Proposed corequisites (must be completed with) __________________________

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

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. Prefix change from CJ to CCJ reflects new department name “Criminology and Criminal Justice.”

13. Approvals

[Signatures and dates]

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

For Committee use only  Date

For University Curriculum Committee  Date

Action taken:  approved as submitted  approved as modified

Note: Submit original to associate provost’s office. That office will provide copies to college dean, department chair, and Academic Information Office.
<table>
<thead>
<tr>
<th>Course and Description</th>
<th>Course and Description with Change</th>
<th>What Changed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CJ 101 INTRODUCTION TO CRIMINAL JUSTICE (3)</strong></td>
<td><strong>CCJ 101 INTRODUCTION TO CRIMINAL JUSTICE (3)</strong></td>
<td>Prefix change</td>
</tr>
<tr>
<td>Introduces the American criminal justice system; structure, processes, decision points, and procedure among law enforcement, prosecution, courts, and corrections. SPW</td>
<td>Introduces the American criminal justice system; structure, processes, decision points, and procedure among law enforcement, prosecution, courts, and corrections. SPW</td>
<td></td>
</tr>
<tr>
<td><strong>CJ 198 MODULAR LEARNING EXPERIENCE (1-3)</strong></td>
<td><strong>CCJ 198 MODULAR LEARNING EXPERIENCE (1-3)</strong></td>
<td>Prefix change</td>
</tr>
<tr>
<td><strong>CJ 199 MODULAR LEARNING EXPERIENCE (1-3)</strong></td>
<td><strong>CCJ 199 Special Topics (1-3)</strong></td>
<td>Prefix Title change</td>
</tr>
<tr>
<td><strong>CJ 210 AMERICAN COURTS AND CRIMINAL JUSTICE (3)</strong></td>
<td><strong>CCJ 210 AMERICAN COURTS AND CRIMINAL JUSTICE (3)</strong></td>
<td>Prefix change</td>
</tr>
<tr>
<td>Surveys the structure, functions, and organization of criminal courts; judicial procedures; legal actors; and the operation of juries and special courts. Prerequisite: CJ 101 or International Exchange Student Group</td>
<td>Surveys the structure, functions, and organization of criminal courts; judicial procedures; legal actors; and the operation of juries and special courts. Prerequisite: CCJ 101 or International Exchange Student Group</td>
<td></td>
</tr>
<tr>
<td>Introduces social science methods for media analysis and examines the interactions between media, crime, and public policy. AHI</td>
<td>Introduces social science methods for media analysis and examines the interactions between media, crime, and public policy. AHI</td>
<td></td>
</tr>
<tr>
<td><strong>CJ 220 LAW ENFORCEMENT SYSTEMS (3)</strong></td>
<td><strong>CCJ 220 LAW ENFORCEMENT SYSTEMS (3)</strong></td>
<td>Prefix change</td>
</tr>
<tr>
<td>Examines the structure, roles, and processes of American law enforcement at federal, state, and local levels and current issues affecting police. Prerequisite: CJ 101 or International Exchange Student Group</td>
<td>Examines the structure, roles, and processes of American law enforcement at federal, state, and local levels and current issues affecting police. Prerequisite: CCJ 101 or International Exchange Student Group</td>
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</tr>
<tr>
<td><strong>CJ 250 CRIMINOLOGY (3)</strong></td>
<td><strong>CCJ 250 CRIMINOLOGY (3)</strong></td>
<td>Prefix change</td>
</tr>
<tr>
<td>Theoretical explanations of crime: the nature and extent of crime, historical development of criminological theory; and analysis of crime control and implications. SPW</td>
<td>Theoretical explanations of crime: the nature and extent of crime, historical development of criminological theory; and analysis of crime control and implications. SPW</td>
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</tr>
<tr>
<td><strong>CJ 270 CRIMINAL LAW (3)</strong></td>
<td><strong>CCJ 270 CRIMINAL LAW (3)</strong></td>
<td>Prefix change</td>
</tr>
<tr>
<td>Examines common law and statutory criminal offenses, general principles of criminal responsibility, and elements of crimes and powers of courts. Prerequisite: CJ 101 or International</td>
<td>Examines common law and statutory criminal offenses, general principles of criminal responsibility, and elements of crimes and powers of courts. Prerequisite: CCJ 101 or International</td>
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Revised 8/06
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<th>Exchange Student Group</th>
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<tbody>
<tr>
<td><strong>CJ 275 CRIMINAL PROCEDURE AND CONSTITUTIONAL RIGHTS</strong>&lt;sup&gt;(3)&lt;/sup&gt;</td>
<td><strong>CJ 275 CRIMINAL PROCEDURE AND CONSTITUTIONAL RIGHTS</strong>&lt;sup&gt;(3)&lt;/sup&gt;</td>
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<tr>
<td>Examines constitutional and statutory provisions covering arrest, investigation, search and seizure, and legal rights. Prerequisite: CJ 101 or International Exchange Student Group</td>
<td>Exames constitutional and statutory provisions covering arrest, investigation, search and seizure, and legal rights. Prerequisite: CCJ 101 or International Exchange Student Group</td>
</tr>
<tr>
<td><strong>CJ 299 MODULAR LEARNING EXPERIENCE</strong>&lt;sup&gt;(1-3)&lt;/sup&gt;</td>
<td><strong>CCJ 299 Special Topics</strong>&lt;sup&gt;(1-3)&lt;/sup&gt;</td>
</tr>
<tr>
<td>In-depth study of an aspect, concept, or problem. Letter grade only. May be repeated for a maximum of 6 units.</td>
<td>In-depth study of an aspect, concept, or problem. Letter grade only. May be repeated for a maximum of 6 units.</td>
</tr>
<tr>
<td><strong>CJ 301 CRITICAL PERSPECTIVES ON CRIMINAL JUSTICE POLICY</strong>&lt;sup&gt;(3)&lt;/sup&gt;</td>
<td><strong>CCJ 301 CRITICAL PERSPECTIVES ON CRIMINAL JUSTICE POLICY</strong>&lt;sup&gt;(3)&lt;/sup&gt;</td>
</tr>
<tr>
<td>This course is a critical exploration of the contours of recent criminal justice policy in the United States. As such, it is intended to deepen the students' understanding of the nuances of the policies and practices that underlie the United States system of justice. Moreover, it addresses the sometimes unintended and often culturally disparate impact of criminal justice decisions. Prerequisite: CJ 101 and CJ 250</td>
<td>This course is a critical exploration of the contours of recent criminal justice policy in the United States. As such, it is intended to deepen the students' understanding of the nuances of the policies and practices that underlie the United States system of justice. Moreover, it addresses the sometimes unintended and often culturally disparate impact of criminal justice decisions. Prerequisite: CCJ 101 and CCJ 250</td>
</tr>
<tr>
<td><strong>CJ 312 ENVIRONMENTAL CRIME</strong>&lt;sup&gt;(3)&lt;/sup&gt;</td>
<td><strong>CCJ 312 ENVIRONMENTAL CRIME</strong>&lt;sup&gt;(3)&lt;/sup&gt;</td>
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<tr>
<td>Examines laws and legal strategies designed to protect environmental quality; explores varieties of environmental crimes and associated problems of control.</td>
<td>Examines laws and legal strategies designed to protect environmental quality; explores varieties of environmental crimes and associated problems of control.</td>
</tr>
<tr>
<td><strong>CJ 314 HOLLYWOOD AND THE SOCIAL CONSTRUCTION OF CRIME AND JUSTICE</strong>&lt;sup&gt;(4)&lt;/sup&gt;</td>
<td><strong>CCJ 314 HOLLYWOOD AND THE SOCIAL CONSTRUCTION OF CRIME AND JUSTICE</strong>&lt;sup&gt;(4)&lt;/sup&gt;</td>
</tr>
<tr>
<td>Analyses movie constructions of crime and justice, and investigates the dominant images and messages prevalent in American crime cinema. 3 hrs. lecture, 1 hr. lab. AHI</td>
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</tr>
<tr>
<td><strong>CJ 315 COMPARATIVE JUSTICE SYSTEMS</strong>&lt;sup&gt;(3)&lt;/sup&gt;</td>
<td><strong>CCJ 315 COMPARATIVE JUSTICE SYSTEMS</strong>&lt;sup&gt;(3)&lt;/sup&gt;</td>
</tr>
<tr>
<td>Compares Asian, African, and European cultures with respect to differences in their concepts of justice and mechanisms for achieving justice. Prerequisite: CJ 101 or International Exchange Student Group</td>
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</tr>
<tr>
<td><strong>CJ 325 DRUG ISSUES AND THE LAW</strong>&lt;sup&gt;(3)&lt;/sup&gt;</td>
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<tr>
<td>Examines theories and research related to causes and consequences of illegal</td>
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<th>Course Code</th>
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<th>Notes</th>
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<tr>
<td>CJ 331</td>
<td>JUSTICE SYSTEM ADMINISTRATION (3)</td>
<td>Explores traditional and modern theories of organizations, administration, management, and leadership. Applies organizational theories to the administration of police agencies, courts, and correctional institutions. Letter grade or pass-fail. Prerequisite: (CJ 101 and Junior Status or higher) or International Exchange Student Group</td>
<td>Prefix change</td>
</tr>
<tr>
<td>CCJ 331</td>
<td>JUSTICE SYSTEM ADMINISTRATION (3)</td>
<td>Explores traditional and modern theories of organizations, administration, management, and leadership. Applies organizational theories to the administration of police agencies, courts, and correctional institutions. Letter grade or pass-fail. Prerequisite: (CCJ 101 and Junior Status or higher) or International Exchange Student Group</td>
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<tr>
<td>CJ 333</td>
<td>DISCRETION AND DECISION-MAKING (3)</td>
<td>Examines models and concepts that explain, critique, and improve the exercise of discretion and the decision-making process in criminal justice. Prerequisites: 6 hours of CJ coursework.</td>
<td>Prefix change</td>
</tr>
<tr>
<td>CCJ 333</td>
<td>DISCRETION AND DECISION-MAKING (3)</td>
<td>Examines models and concepts that explain, critique, and improve the exercise of discretion and the decision-making process in criminal justice. Prerequisites: 6 hours of CCJ coursework.</td>
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<tr>
<td>CJ 340</td>
<td>WHITE COLLAR AND CORPORATE CRIME (3)</td>
<td>Examines crime by and against businesses and explores problems in the prevention and prosecution of white-collar crime. Prerequisite: CJ 250 or International Exchange Student Group SPW</td>
<td>Prefix change</td>
</tr>
<tr>
<td>CCJ 340</td>
<td>WHITE COLLAR AND CORPORATE CRIME (3)</td>
<td>Examines crime by and against businesses and explores problems in the prevention and prosecution of white-collar crime. Prerequisite: CCJ 250 or International Exchange Student Group SPW</td>
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</tr>
<tr>
<td>CJ 341</td>
<td>POLITICAL CRIME (3)</td>
<td>Examines crimes committed by and against governments and explores the national and international prospects for controlling political crime. Prerequisite: CJ 250 or International Exchange Student Group</td>
<td>Prefix change</td>
</tr>
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<td>CCJ 341</td>
<td>POLITICAL CRIME (3)</td>
<td>Examines crimes committed by and against governments and explores the national and international prospects for controlling political crime. Prerequisite: CCJ 250 or International Exchange Student Group</td>
<td></td>
</tr>
<tr>
<td>CJ 345</td>
<td>HUMAN &amp; CULTURAL RELAT (3)</td>
<td>Examines the relationship between the criminal justice system and ethnic, racial, and cultural minorities as offenders, victims, and employees. This course fulfills NAU's junior-level writing requirement. Prerequisite: (CJ 101 and CJ 250 and 9 hours of CJ-Criminal Justice coursework) or International Exchange Student Group JWRT</td>
<td>Prefix change</td>
</tr>
<tr>
<td>CCJ 345</td>
<td>HUMAN &amp; CULTURAL RELAT (3)</td>
<td>Examines the relationship between the criminal justice system and ethnic, racial, and cultural minorities as offenders, victims, and employees. This course fulfills NAU's junior-level writing requirement. Prerequisite: (CCJ 101 and CCJ 250 and 9 hours of CCJ-Criminal Justice coursework) or International Exchange Student Group JWRT</td>
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<tr>
<td>CJ 350</td>
<td>VIOLENT CRIME (3)</td>
<td>Examines patterns of violent crime. Explores theory and research related to the causes and control of violent crime.</td>
<td>Prefix change</td>
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<tr>
<td>CCJ 350</td>
<td>VIOLENT CRIME (3)</td>
<td>Examines patterns of violent crime. Explores theory and research related to the causes and control of violent crime.</td>
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<td>Course Code</td>
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<tr>
<td>CJ 355 RESEARCH METHODS IN CRIMINAL JUSTICE (3)</td>
<td>Prerequisite: CCJ 250 or International Exchange Student Group</td>
<td>Quantitative and qualitative research design, sampling, implementation, and interpretation of research related to the study of crime and criminal justice. Crosslisted with PAS 355. Letter grade only. Prerequisite: (CJ 101 and CJ 250 and (MAT 110 or MAT 114) and 6 hours of CJ-Criminal Justice coursework) or International Exchange Student Group</td>
<td>Prefix change</td>
</tr>
<tr>
<td>CJ 360 WOMEN, CRIME, AND JUSTICE (3)</td>
<td>CCJ 360 WOMEN, CRIME, AND JUSTICE (3)</td>
<td>Analyzes women offenders, victims, and professionals in the criminal justice system, with emphasis on changing sex roles. Prerequisite: Sophomore Status or higher or International Exchange Student Group SPW</td>
<td>Prefix change</td>
</tr>
<tr>
<td>CJ 380 LAW IN AMERICA (3)</td>
<td>CCJ 380 LAW IN AMERICA (3)</td>
<td>Theoretical study of sources of law; issues in the implementation of law; assessment of effects of law in American society. Prerequisite: Sophomore Status or higher or International Exchange Student Group SPW</td>
<td>Prefix change</td>
</tr>
<tr>
<td>CJ 389 COOPERATIVE EDUCATION (1-12)</td>
<td>CCJ 389 COOPERATIVE EDUCATION (1-12)</td>
<td>Individualized preplanned cooperative employment experience related to your field of study or career objectives. Fee required. Pass-fail only. May be repeated for a maximum of 12 units.</td>
<td>Prefix change</td>
</tr>
<tr>
<td>CJ 390 CRIMINAL INVESTIGATION (3)</td>
<td>CCJ 390 CRIMINAL INVESTIGATION (3)</td>
<td>Examines use and analysis of evidence; legal aspects of investigative techniques; role of behavioral sciences in investigation. Prerequisite: CJ 270 or International Exchange Student Group</td>
<td>Prefix change</td>
</tr>
<tr>
<td>CJ 398 MODULAR LEARNING EXPERIENCE (1-3)</td>
<td>CCJ 398 MODULAR LEARNING EXPERIENCE (1-3)</td>
<td>In-depth study of an aspect, concept, or problem. Letter grade only. May be repeated for a maximum of 6 units.</td>
<td>Prefix change</td>
</tr>
<tr>
<td>CJ 399 MODULAR LEARNING EXPERIENCE (1-3)</td>
<td>CCJ 399 Special Topics (1-3)</td>
<td>In-depth study of an aspect, concept, or problem within a program of study.</td>
<td>Prefix &amp; Title change</td>
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<tr>
<td>CJ 408 INTERNSHIP (1-12)</td>
<td>Supervised field experience in an appropriate agency or organization. Up to 6 hours may be applied to criminal justice elective requirements. Fee required. May not exceed 12 hours of credit. Pass-fail only. May be repeated for a maximum of 12 units. Department consent required. Prerequisite: CJ-Criminal Justice GPA greater than or equal to 3.0</td>
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<tr>
<td>CCJ 408 INTERNSHIP (1-12)</td>
<td>Supervised field experience in an appropriate agency or organization. Up to 6 hours may be applied to criminal justice elective requirements. Fee required. May not exceed 12 hours of credit. Pass-fail only. May be repeated for a maximum of 12 units. Department consent required. Prerequisite: CCJ-Criminal Justice GPA greater than or equal to 3.0</td>
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<tbody>
<tr>
<td>CJ 410</td>
<td>YOUTH, CRIME, AND JUSTICE (3)</td>
<td>Nature, extent, and causes of delinquency; history, philosophy, and operation of juvenile justice, including police, courts, and corrections. Prerequisite: Junior Status or higher or International Exchange Student Group</td>
<td>Prefix change</td>
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<td>CCJ 410 YOUTH, CRIME, AND JUSTICE (3)</td>
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<td></td>
<td>Nature, extent, and causes of delinquency; history, philosophy, and operation of juvenile justice, including police, courts, and corrections. Prerequisite: Junior Status or higher or International Exchange Student Group</td>
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</tr>
<tr>
<td>CJ 415</td>
<td>CRIMINAL JUSTICE AND NATIVE AMERICANS (3)</td>
<td>Overview of criminal justice processes as they relate to Native American offenders, victims, and service providers. Prerequisite: (CJ 101 and Junior Status or higher) or International Exchange Student Group</td>
<td>Prefix change</td>
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<td>CCJ 415 CRIMINAL JUSTICE AND NATIVE AMERICANS (3)</td>
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<tr>
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<td>Overview of criminal justice processes as they relate to Native American offenders, victims, and service providers. Prerequisite: (CCJ 101 and Junior Status or higher) or International Exchange Student Group GLB</td>
<td></td>
</tr>
<tr>
<td>CJ 422</td>
<td>POWER, CONTROL, AND JUSTICE (3)</td>
<td>Examines how the justice system incorporates both cultural and institutional mechanisms of power and influence to shape the social construction of crime, the enforcement of laws, and legal and popular understandings of justice. Prerequisite: CJ 101 and CJ 250 and CJ 345W</td>
<td>Prefix change</td>
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<td>CCJ 422 POWER, CONTROL, AND JUSTICE (3)</td>
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<td></td>
<td>Examines how the justice system incorporates both cultural and institutional mechanisms of power and influence to shape the social construction of crime, the enforcement of laws, and legal and popular understandings of justice. Prerequisite: CCJ 101 and CJ 250 and CJ 345W</td>
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</tr>
<tr>
<td>CJ 425</td>
<td>DOMESTIC VIOLENCE AND CRIMINAL JUSTICE (3)</td>
<td>Social and historical analysis of domestic violence and the criminal justice response to that violence. Prerequisite: CJ 101 or SOC 101 or SOC 101H or International Exchange Student Group</td>
<td>Prefix change</td>
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<td>CCJ 425 DOMESTIC VIOLENCE AND CRIMINAL JUSTICE (3)</td>
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<tr>
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<td></td>
<td>Social and historical analysis of domestic violence and the criminal justice response to that violence. Prerequisite: CCJ 101 or SOC 101 or SOC 101H or International Exchange Student Group</td>
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<tr>
<td>CJ 430</td>
<td>LOSS PREV &amp; SEC MGT (3)</td>
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<td>CCJ 430 LOSS PREV &amp; SEC MGT (3)</td>
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<tr>
<td>CJ 450</td>
<td>VALUES CRIMINAL JUST (3)</td>
<td>Examines value dilemmas encountered by criminal justice practitioners: discretion, deception, deadly force, punishment, and social justice. Prerequisite: (CJ 345W or CJ 345 and Senior Status or higher) or International Exchange Student Group CAP</td>
<td>Prefix change</td>
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<td>CCJ 450 VALUES CRIMINAL JUST (3)</td>
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<td>Examines value dilemmas encountered by criminal justice practitioners: discretion, deception, deadly force, punishment, and social justice. Prerequisite: (CCJ 345W or CCJ 345 and Senior Status or higher) or International Exchange Student Group CAP</td>
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</tr>
<tr>
<td>CJ 450C</td>
<td>VALUES IN CRIMINAL JUSTICE (3)</td>
<td>Examines the interconnections between gender and criminal justice. Course content will vary, and many include Women in Prison, Feminist Theories and Methods, Third World</td>
<td>Prefix change</td>
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<td>CCJ 450C VALUES IN CRIMINAL JUSTICE (3)</td>
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<td>Examines the interconnections between gender and criminal justice. Course content will vary, and many include Women in Prison, Feminist Theories and Methods, Third World Women and</td>
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<tr>
<td>CJ 460</td>
<td>TOPICS IN GENDER AND JUSTICE (3)</td>
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<td>CCJ 460 TOPICS IN GENDER AND JUSTICE (3)</td>
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<td>CJ 466</td>
<td>LEGISLATIVE INTERNSHIP (1-12)</td>
<td>Supervised internship in the Arizona Legislature during spring term. Students are selected on a competitive basis, and you must apply during the fall term. (To be eligible, you must be a candidate for a bachelor's degree, have completed all lower-division requirements, and have attained senior status at the end of the fall term preceding the internship.) Course enrollment is handled by the associate provost for academic administration after the legislature has made its final selection. Pass-fail only. May be repeated for a maximum of 12 units; not the same subject. Department consent required.</td>
<td>Prefix change</td>
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<tr>
<td>CCJ 466</td>
<td>LEGISLATIVE INTERNSHIP (1-12)</td>
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<tr>
<td>CJ 480</td>
<td>CONTEMPORARY ISSUES IN CRIMINAL JUSTICE (3)</td>
<td>Examines current issues in crime and criminal justice. Letter grade only. May be repeated for a maximum of 6 units, as topics change. Prerequisite: Junior Status or higher or International Exchange Student Group</td>
<td>Prefix change</td>
</tr>
<tr>
<td>CCJ 480</td>
<td>CONTEMPORARY ISSUES IN CRIMINAL JUSTICE (3)</td>
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<td>CJ 485</td>
<td>UNDERGRADUATE RESEARCH (1-6)</td>
<td>Original research under the supervision of a research adviser. Letter grade or pass-fail. No repeat limit. Department consent required. Prerequisite: Senior Status or higher</td>
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<td>WRONGFUL CONVICTON (3)</td>
<td>Analysis of criminal procedures leading to the wrongful conviction of alleged offenders. Substantive material covers police and prosecutorial misconduct; false eyewitness ID; false confessions; junk science; snitch testimony; and indigent defense.</td>
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<td>INDEPENDENT STUDY (1-6)</td>
<td>Individualized approach to selected topics by guided reading and critical evaluation. Letter grade or pass-fail. No repeat limit. Department consent required. Prerequisite: Junior Status or higher</td>
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|      | BS Econ Ext  
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|      | BSBA CIS  
|      | BSBA Finance  
|      | BSBA Management  
|      | BSBA Marketing |
| 325  | BAS Admin of Justice  
|      | BAS Comp Tech  
|      | Social and Political Foundations Focus  
|      | Interdisciplinary Studies: Admin of Justice Ext  
|      | Interdisciplinary Studies: Public Agency Service Ext |
| 331  | BAS Admin of Justice  
|      | BAS Comp Tech  
|      | BS American Political Studies Ext  
|      | Inter Studies: Admin of Justice Ext  
|      | Interdisciplinary Studies: Public Agency Service Ext |
| 333  | BAS Admin of Justice  
|      | BAS Comp Tech  
|      | BS American Political Studies Ext  
|      | Interdisciplinary Studies: Admin of Justice Ext  
|      | Interdisciplinary Studies: Public Agency Service Ext |
| 340  | Social and Political Foundations Focus |
| 341  | BS American Political Studies Ext  
|      | Minor Aerospace Studies |
| 345  | BS Criminal Justice  
|      | Interdisciplinary Minor Ethnic Studies  
|      | Interdisciplinary Minor Southwest Studies  
|      | Interdisciplinary Studies: Criminal Justice Ext  
|      | Interdisciplinary Studies: Ethnic Studies Ext |
| 345W | BAS Admin of Justice  
|      | BAS Comp Tech  
|      | BS Criminal Justice  
|      | Interdisciplinary Minor Ethnic Studies  
|      | Interdisciplinary Minor Southwest Studies  
|      | Interdisciplinary Studies: Criminal Justice Ext  
|      | Interdisciplinary Studies: Ethnic Studies Ext |
| 350  | BA Applied Soc Ext  
|      | BS Applied Soc Ext.  
|      | Certificate of Corrections  
|      | Minor Corrections |

Revised 8/06
| 355  | BA AIS  
|      | BA AIS Ext  
|      | BAS Admin of Justice  
|      | BAS Comp Tech  
|      | BS AIS  
|      | BS AIS Ext  
|      | BS Criminal Justice  
|      | Interdisciplinary Studies  
|      | Interdisciplinary Studies: Advertising Ex  
|      | Interdisciplinary Studies: Anthropology Ext.  
|      | Interdisciplinary Studies: Arts & Letters Ext  
|      | Interdisciplinary Studies: Biology Ext  
|      | Interdisciplinary Studies: Criminal Justice Ext  
|      | Interdisciplinary Studies: Early Childhood Ed Ext  
|      | Interdisciplinary Studies: Enterprise in Society Ext  
|      | Interdisciplinary Studies: Environmental Communication Ext  
|      | Interdisciplinary Studies: Environmental Sciences Ext  
|      | Interdisciplinary Studies: Ethnic Studies Ext  
|      | Interdisciplinary Studies: Fire Science Administration Ext  
|      | Interdisciplinary Studies: Learning and Pedagogy Ext  
|      | Interdisciplinary Studies: Library Science Ext  
|      | Interdisciplinary Studies: Mathematics and Statistics Ext  
|      | Interdisciplinary Studies: Navajo Ext  
|      | Interdisciplinary Studies: News Editorial Ext  
|      | Interdisciplinary Studies: Organizational Communication Ext  
|      | Interdisciplinary Studies: Parks & Recreation Management Ext  
|      | Interdisciplinary Studies: Philosophy Ext  
|      | Interdisciplinary Studies: Psychology Ext  
|      | Interdisciplinary Studies: Public Agency Service Ext  
|      | Interdisciplinary Studies: Sociology Ext  
|      | Interdisciplinary Studies: Speech-Language Sciences & Technology Ext  
|      | Interdisciplinary Studies: Speech Communication Ext  
|      | Interdisciplinary Studies: Women’s Studies Ext  
|      | Crosslisted with PAS 355  
| 360  | BA Women’s Studies  
|      | BS American Political Studies Ext.  
|      | BS Women’s Studies  
|      | BSW Social Work  
|      | Cultural Understanding Focus  
|      | Social and Political Foundations Focus  
|      | Interdisciplinary Studies: Women’s Studies Ext  
|      | Minor Women’s Studies  
| 375 (deleted 01/12/2004) | Interdisciplinary Studies: Ethnic Studies Ext  

Revised 8/06
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        Minor Aerospace Studies |
| 389  |        |
| 390  |        |
| 398  |        |
| 399  |        |
| 408  | BS Criminal Justice  
        Interdisciplinary Studies: Criminal Justice Ext  
        Minor Criminal Justice |
| 410  | BA Applied Soc Ext  
        BS Applied Soc Ext.  
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        Interdisciplinary Studies: Admin of Justice Ext  
        Interdisciplinary Studies: Public Agency Service Ext  
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        Minor Family Studies |
| 415  | BA AIS  
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        Certificate Women’s Studies  
        Interdisciplinary Minor Southwest Studies  
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| 425  | BA Applied Soc Ext  
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Revised 8/06
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Revised 8/06
| Central 2007-08 | AJS 129 (3) Survey of Law Enforcement | Elective Credit | CJ 220 | Non Transferable |
| Central 2007-08 | AJS 275 (3) Criminal Investigations | Elective Credit | CJ 390 | Valid thru Summer I 2007: Non Transferable |

Revised 8/06
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*Rules of Evidence* | Valid thru Summer II 2007: Elective Credit | | | | |
| Cochise 2007-08 | AJS 101 (3)  
*Intro to Admin of Justice* | [ASU West: CRJ 100], JUS Departmental Elective, Social and Behavioral Sciences (SB) | CJ 101 also satisfies: Social and Political Worlds [SPW] | PA 241 |
| Cochise 2007-08 | AJS 230 (3)  
*The Police Function* | [ASU West: CRJ 230], JUS 306 | CJ 220 | Elective Credit |
| Cochise 2007-08 | AJS 225 (3)  
*Criminology* | [ASU West: CRJ Departmental Elective] | CJ 250 also satisfies: Social and Political Worlds [SPW] | Elective Credit |
| Cochise 2007-08 | AJS 109 (3)  
*Substantive Criminal Law* | [ASU West: CRJ 360] | CJ 270 | Elective Credit |
| Cochise 2007-08 | AJS 260 (3)  
*Procedural Criminal Law* | [ASU West: CRJ Departmental Elective] | CJ 275 | PA Departmental Elective |
| Cochise 2007-08 | AJS 275 (3)  
*Criminal Investigations* | Elective Credit | | | Elective Credit |
| Coconino 2007-08 | AJS 101 (3)  
*Intro. to Admin. of Justice* | [ASU West: CRJ 100], JUS Departmental Elective, Social and Behavioral Sciences (SB) | CJ 101 also satisfies: Social and Political Worlds [SPW] | PA 241 |
| Coconino 2007-08 | AJS 215 (3)  
*Crime, Justice, and the Media* | [ASU West: CRJ Departmental Elective], JUS 375, Social and Behavioral Sciences (SB) | CJ 215 also satisfies: Aesthetic and Humanistic Inquiry [AHI] | Non Transferable |
| Coconino 2007-08 | AJS 130 (3)  
*The Police Function* | [ASU West: CRJ 230], JUS 306 | CJ 220 | Elective Credit |
| Coconino 2007-08 | AJS 230 (3)  
*Deviant Behavior* | [ASU West: CRJ Departmental Elective] | CJ 250 also satisfies: Social and Political Worlds [SPW] | SOC Departmental Elective |
| Coconino 2007-08 | AJS 280 (3)  
*Criminology* | Elective Credit | CJ 250 also satisfies: Social and Political Worlds [SPW] | Elective Credit |
| Coconino 2007-08 | AJS 120 (3)  
*Substantive Criminal Law* | [ASU West: CRJ 360] | CJ 270 | Elective Credit |
| Coconino 2007-08 | AJS 150 (3)  
*Rules of Criminal Procedures* | [ASU West: CRJ Departmental Elective] | CJ 275 | Elective Credit |
| Coconino 2007-08 | AJS 260 (3)  
*Constitutional Law* | Elective Credit | | | Elective Credit |
| Coconino 2007-08 | AJS 250 (3)  
*Criminal Investigations* | Elective Credit | | | Non Transferable |

Revised 8/06
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Revised 8/06
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Revised 8/06
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Revised 8/06
### Common Course Query Engine

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Matrix: 
Category: 
Course: cj  
Annotation Code: 

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Revised 8/06
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Revised 8/06
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 2008

3. College  SBS
4. Academic Unit/Department  Criminology and Criminal Justice

5. Current course subject/catalog number  CJ 101

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

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<td>CCJ 101 INTRODUCTION TO CRIME AND JUSTICE (3)</td>
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   Introduces the American criminal justice system; structure, processes, decision points, and procedure among law enforcement, prosecution, courts, and corrections. SPW

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

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

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

   Is the course a Common Course as defined by your Articulation Task Force?  Yes ☒  No ☐
   If yes, has the change been approved by the Articulation Task Force?  Yes ☒  No ☐
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? **CCJ 101 Introduction to Crime and Justice (prefix and title change)**

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

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<th>Proposed Cross List with</th>
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Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies □ Diversity □

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

**Change is related to the new name change for the Department only.**

**10. Approvals**

Department Chair/Unit Head (if appropriate)/Date

Chair of college curriculum committee/Date

Dean of college/Date

Revised 9/06
Action taken: approved as submitted  approved as modified

For University Curriculum Committee/Date

Revised 9/06
1. Is this course a Diversity or Liberal Studies Course?  Liberal Studies □  Diversity □  Both □


3. College  SBS  4. Academic Unit/Department  Criminology and Criminal Justice

5. Current course subject/catalog number  CJ 210

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

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<td>AMERICAN COURTS AND CRIMINAL JUSTICE (3)</td>
<td>Explores the structure, functions, and organization of courts; judicial procedures; legal actors; and the operation of juries and special courts. Prerequisite: CJ 101 or International Exchange Student Group</td>
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Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.

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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 □

Revised 9/06
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? CCJ 210 Courts and Justice (Prefix and Title change)

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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.

Change is related to the new name change for the Department only.

10. Approvals

Department Chair/Unit Head (if appropriate)/Date

Chair of college curriculum committee/Date

Dean of college/Date

Revised 9/06
1. Is this course a Diversity or Liberal Studies Course? Liberal Studies ☒ Diversity ☐ Both ☐


3. College SBS

4. Academic Unit/Department Criminology and Criminal Justice

5. Current course subject/catalog number CJ 250

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

   CJ 250 CRIMINOLOGY (3)

   Theoretical explanations of crime: the nature and extent of crime, historical development of criminological theory; and analysis of crime control and implications. SPW

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

   CCJ 250 CRIMINOLOGY (3)

   Theoretical explanations of the nature and patterns of crime and justice, the development of criminological theory; and analysis of crime control, social control, and social policy implications. 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?

Revised 9/06
If revised, how should it be revised?

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

**Change is related to the new name change for the Department only.**

10. Approvals

   [Signature]
   11/24/07
   Department Chair/ Unit Head (if appropriate)/ Date

   [Signature]
   11/28/07
   Chair of college curriculum committee/Date

   Dean of college/Date

   For Committee use only

Revised 9/06
For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

Revised 9/06
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 2008

3. College
   - SBS

4. Academic Unit/Department
   - Criminology and Criminal Justice

5. Current course subject/catalog number
   - CJ 301

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog)
   - WWW4.hau.edu/aio/AcademicCatalog/academiccatalogs.htm).

   CJ 301 CRITICAL PERSPECTIVES ON CRIMINAL JUSTICE POLICY (3)

   This course is a critical exploration of the contours of recent criminal justice policy in the United States. As such, it is intended to deepen the students' understanding of the nuances of the policies and practices that underlie the United States system of justice. Moreover, it addresses the sometimes unintended and often culturally disparate impact of criminal justice decisions.
   Prerequisite: CJ 101 and CJ 250

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

   CCJ 301 CRITICAL PERSPECTIVES ON JUSTICE POLICY (3)

   This course provides a critical exploration of the contours of contemporary justice policy focused on understanding the complexities and realities of justice policy in a changing and interconnected world.
   Prerequisite: CCJ 101 and CCJ 250

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]

Revised 9/06
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? CCJ 301 Critical Perspectives on Justice Policy (Prefix and Title change)

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

Change is related to the new name change for the Department only.

10. Approvals

[Signature]

Department Chair/ Unit Head (if appropriate)/ Date

Revised 9/06
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 ✗  Both □

2. Course change effective beginning of what term and year?
   Fall 2008

3. College  SBS  4. Academic Unit/Department  Criminology and
   Criminal Justice

5. Current course subject/catalog number  CJ 415

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

   CJ 415 CRIMINAL JUSTICE AND
   NATIVE AMERICANS (3)

   Overview of criminal justice
   processes as they relate to
   Native American offenders,
   victims, and service providers.
   Prerequisite: (CJ 101 and Junior
   Status or higher) or
   International Exchange Student
   Group GLB

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

   CCJ 415 CRIME, JUSTICE AND NATIVE
   AMERICANS (3)

   Overview of crime, justice
   processes, and alternative
   approaches to justice as they relate
   to Native Americans. Prerequisite:
   (CCJ 101 and Junior Status or
   higher) or International Exchange
   Student Group GLB

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 ✗

Revised 9/06
If revised, how should it be revised?  CCJ 415 Crime, Justice and Native Americans (Prefix and Title change)

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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.

**Change is related to the new name change for the Department only.**

10. Approvals

[Signature]  (10/07/07)

Department Chair/ Unit Head (if appropriate)/ Date

[Signature]  11/2/07

Chair of college curriculum committee/Date

Dean of college/Date

Revised 9/06
For Committee use only

Ron C. 

1/16/08

For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

Revised 9/06
University Curriculum Committee
Proposal for Course Deletion


2. College Social and Behavioral Sciences 3. Academic Unit/Department Criminology and Criminal Justice

4. Current course subject and catalog number CJ 430


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 [ ] OR changed to elective credit [ ]

11. Justification for course deletion.
Course has not been taught for many years and we do not have faculty interested in teaching this course.

12. Approvals

Department Chair/Unit Head (if appropriate)/ Date

Chair of college curriculum committee/ Date

Dean of college/Date

Revised 9/06
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 Change

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


3. College  SBS  4. Academic Unit/Department  Public Agency Service

5. Current course subject/catalog number  PAS 340

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

   PAS 340 LAW ENFORCEMENT ADMINISTRATION  (3)
   This course, using an applied approach, explores modern theories of organization, administration, management and leadership in police agencies.  Letter grade only. Prerequisite:  Junior Status or higher

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

   PAS 340 LAW-ENFORCEMENT ADMINISTRATION  Administration in Emergency Services  (3)
   This course, using an applied approach, explores modern theories of organization, administration, management and leadership in agencies providing emergency services to the public.  police agencies.  Letter grade only.  Prerequisite:  Junior Status or higher

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

8. Does this change affect community college articulation?  Yes □  No xx □
   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 xx □
   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 9/06
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9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

*With the addition of students from other agencies, in addition to the police, to Public Agency Service program the name change is warranted to include students interested or working in those other agencies. These include fire, EMS, DOT and public works.*

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 SBS

4. Academic Unit/Department Public Agency Service

5. Current course subject/catalog number PAS 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).

   PAS 360 POLICE AND CRISIS MANAGEMENT (3)
   This course examines police and community collaborations related to crime, public relations and wide area crisis management. Specific to this course are issues of organization, implementation and budgeting of effort. Letter grade only. Prerequisite: Junior Status or higher

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

   PAS 360 POLICE AND CRISIS MANAGEMENT (3) Emergency Services and Crisis Management
   This course examines the role of emergency responders in police and community collaborations related to crime, public relations and wide area crisis management. Specific to this course are issues of organization, implementation and budgeting of effort. Letter grade only. Prerequisite: Junior Status 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.

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 9/06
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With the addition of students from other agencies, in addition to the police, to Public
Agency Service program the name change is warranted to include students interested or
working in those other agencies. These include fire, EMS, DOT and public works.

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 9/06
1. Is this course a Diversity or Liberal Studies Course? Liberal Studies ☒ Diversity ☐ Both ☐


3. College  CENS

4. Academic Unit/Department CS

5. Current course subject/catalog number CS 110

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

   Introduction to Object Oriented Programming (3 units)

   Introduction to algorithmic thinking and object-oriented programming for students with little or no prior programming experience. Emphasis on graphical programming, object-oriented problem solving, and basic Java concepts.

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

   Introduction to Computer Science (3 units)

   Introduction to algorithmic thinking and object-oriented programming for students with little or no prior programming experience. Emphasis on graphical programming, object-oriented problem solving, and basic Java concepts.

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

   If yes, explain and provide supporting documentation from the affected departments. elective in BSCS; required in BSACS

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

Revised 9/06
Current course subject/catalog number | Proposed course subject/catalog number
---|---
Current number of units/credits | Proposed number of units/credits
Current Course Fee  yes [ ]  no [ ] | If subject or catalog number change Move [ ] or Delete [ ]
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 | Proposed Prerequisite
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 name change is the final piece in a comprehensive lower division curricular realignment for our main BSCS degree program that we have been working on over the past 1.5 years.

The proposed new name for this course, “Introduction to Computer Science”, best reflects both course content in CS110 (a broad introduction to the field), and its role in our curriculum as a whole.

10. Approvals

[Signature]  12/04/07
Department Chair/ Unit Head (if appropriate)/ Date

[Signature]  12/14/07
Chair of college curriculum committee/Date

[Signature]  17 Dec 07
Dean of college/Date

For Committee use only

[Signature]  1/15/08
For University Curriculum Committee/Date

Action taken: approved as submitted  approved as modified

Revised 9/06
Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: _____  Contact email: _____
Dept. Chair name: _____  Dept. Chair email: _____
College Contact name: _____  College Contact email: _____

1. This course is a  ☐ Single section  ☐ Multi-section
2. List names of faculty who may teach this course: _____
3. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 4-6.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 10-11.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 12 - 14.

NEW LIBERAL STUDIES COURSE

4. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry ☐  Cultural Understanding ☐  Science ☐  Social and Political Worlds ☐

5. Skills (check two): If a topics course, must apply to ALL sections.
   Effective Oral Communication ☐  Effective Writing ☐  Critical Thinking ☐
   Quantitative Reasoning ☐  Scientific Inquiry ☐

6. Is this a topics course? Yes ☐  No ☐
   If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

7. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number.
   _____

8. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.
   _____

9. Please attach an example of a Topic Syllabus offered under this course number.

Revised 9/06
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

14. Do you intend to offer ABC 400 and ABC 400C? yes □ no □
   If no, please submit a course delete form for the ABC 400.
University Curriculum Committee
Proposal for Course Change

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

2. Course change effective beginning of what term and year?
   Fall 2008

3. College  CENS  4. Academic Unit/Department  CS

5. Current course subject/catalog number
   CS 122

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog
   /www4.nau.edu/aic/AcademicCatalog/academiccatalogs.htm).  
   CS 122 INTRODUCTION TO PROGRAMMING (3)
   Introduces computer programming for engineers, scientists, and math majors. Emphasizes problem solving, algorithms, and structured programming.

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

   CS 122 Programming for Engineering and Science (3)
   Introduces computer programming for engineers, scientists, and math majors. Emphasizes problem solving, algorithms, and structured programming.

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

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

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

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

   If revised, how should it be revised? [ ]

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

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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 name change is the final piece in a comprehensive lower division curricular realignment for our main BSCS degree program that we have been working on over the past 1.5 years.

The proposed new name for this course, “Programming for Engineering and Science”, better indicates the intended target audience for the course, and emphasizes its practical nature. It also reflects our curricular realignment, in which CS110 now serves to introduce the broad field of computer science, allowing CS122 to emphasize practical scientific programming more strongly.

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 9/06
Only utilize form if proposing course for **LIBERAL STUDIES** designation.

**LIBERAL STUDIES ONLY**

Contact name: _____  
Contact email: _____  
Dept. Chair name: _____  
Dept. Chair email: _____  
College Contact name: _____  
College Contact email: _____

1. This course is a  [ ] Single section  [ ] Multi-section
2. List names of faculty who may teach this course: _____
3. Section enrollment cap: _____

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 4-6.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 10-11.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 12-14.

**NEW LIBERAL STUDIES COURSE**

4. Distribution Block (check one): **If a topics course, must apply to ALL sections.**
   - Aesthetic and Humanistic Inquiry  [ ]
   - Cultural Understanding  [ ]
   - Science  [ ]
   - Social and Political Worlds  [ ]

5. Skills (check two): **If a topics course, must apply to ALL sections.**
   - Effective Oral Communication  [ ]
   - Effective Writing  [ ]
   - Critical Thinking  [ ]
   - Quantitative Reasoning  [ ]
   - Scientific Inquiry  [ ]

6. Is this a topics course?  Yes  [ ]  No  [ ]
   If YES, please complete questions 34-36.  If NO, please go to question 42.

**TOPICS COURSE ONLY**

7. Identify the **Student Learning Outcomes** that will be found in **ALL** topic syllabi offered under this course number.

   _____

8. Explain by what method(s) Student Learning Outcomes will be assessed in **ALL** topic syllabi offered under this course number.

   _____

Revised 9/06
9. Please attach an example of a Topic Syllabus offered under this course number.

**NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)**

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

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

**NEW SENIOR CAPSTONE COURSE (refer to question 19)**

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

13. Does this proposal replace or modify an existing course or experience? yes □ no □
    *If yes, which course(s)? ______*

14. Do you intend to offer ABC 400 and ABC 400C? yes □ no □
    *If no, please submit a course delete form for the ABC 400.*
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 2008

3. College  CENS  4. Academic Unit/Department  CS

5. Current course subject/catalog number  CS 122H

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

   CS 122H INTRODUCTION TO PROGRAMMING - HONORS (3)
   Introduces computer programming for engineers, scientists, and math majors.
   Emphasizes problem solving, algorithms, and structured programming.

   CS 122H Programming for Engineering and Science - HONORS (3)
   Introduces computer programming for engineers, scientists, and math majors. Emphasizes problem solving, algorithms, and structured programming.

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 □ Diversity □

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

This name change is the final piece in a comprehensive lower division curricular realignment for our main BSCS degree program that we have been working on over the past 1.5 years.

The proposed new name for this course, “Programming for Engineering and Science”, better indicates the intended target audience for the course, and emphasizes its practical nature. It also reflects our curricular realignment, in which CS110 now serves to introduce the broad field of computer science, allowing CS122 to emphasize practical scientific programming more strongly.

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 9/06
Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: ______
Dept. Chair name: ______
College Contact name: ______
Contact email: ______
Dept. Chair email: ______
College Contact email: ______

1. This course is a □ Single section □ Multi-section
2. List names of faculty who may teach this course: ______
3. Section enrollment cap: ______

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 4-6.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 10-11.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 12 - 14.

NEW LIBERAL STUDIES COURSE

4. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry □ Cultural Understanding □ Science □ Social and Political Worlds □

5. Skills (check two): If a topics course, must apply to ALL sections.
   Effective Oral Communication □ Effective Writing □ Critical Thinking □
   Quantitative Reasoning □ Scientific Inquiry □

6. Is this a topics course? Yes □ No □
   If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

7. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number.
_____

8. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.
_____

Revised 9/06
9. Please attach an example of a Topic Syllabus offered under this course number.

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

14. Do you intend to offer ABC 400 and ABC 400C? yes □ no □
   If no, please submit a course delete form for the ABC 400.
University Curriculum Committee
Proposal for Course Change

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


3. College CENS

4. Academic Unit/Department CS

5. Current course subject/catalog number CS 126

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

   CS 126 INTRODUCTION TO COMPUTER SCIENCE (3)

   Introduces foundational principles of computer science including object-oriented fundamentals.

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

   CS 126 Computer Science I (3)

   Introduces foundational principles of computer science including object-oriented fundamentals.

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.

   Required in BSCS; Required in BSACS

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

This name change is the final piece in a comprehensive lower division curricular realignment for our main BSCS degree program that we have been working on over the past 1.5 years.

The proposed new name for this course, "Computer Science I", clearly indicates that this is the first course in the Computer Science major, and better reflects nationwide naming norms for the introductory sequence in Computer Science, which should help students in comparing/transferring coursework between institutions. The more generic nature of this name also gives us more freedom in adjusting the curricular distribution across the CS126/CS136 sequence, i.e., we are not tied to specific topics implied in the name. This is important as we continually update this course to reflect our rapidly evolving discipline.

10. Approvals

   [Signatures and dates]

   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
Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: ______  Contact email: ______
Dept. Chair name: ______  Dept. Chair email: ______
College Contact name: ______  College Contact email: ______

1. This course is a  ☐ Single section  ☐ Multi-section
2. List names of faculty who may teach this course: ______
3. Section enrollment cap: ______

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 4-6.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 10-11.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 12-14.

NEW LIBERAL STUDIES COURSE

4. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry ☐  Cultural Understanding ☐  Science ☐  Social and Political Worlds ☐

5. Skills (check two): If a topics course, must apply to ALL sections.
   Effective Oral Communication ☐  Effective Writing ☐  Critical Thinking ☐
   Quantitative Reasoning ☐  Scientific Inquiry ☐

6. Is this a topics course? Yes ☐  No ☐
   If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

7. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number.

Revised 9/06
8. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

9. Please attach an example of a Topic Syllabus offered under this course number.

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

11. Do you intend to offer ABC 300 and ABC 300W? yes □ no □

   If no, please submit a course delete form for the ABC 300.

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

13. Does this proposal replace or modify an existing course or experience? yes □ no □

   If yes, which course(s)? _____

14. Do you intend to offer ABC 400 and ABC 400C? yes □ no □

   If no, please submit a course delete form for the ABC 400.
1. Is this course a Diversity or Liberal Studies Course? Liberal Studies ☐ Diversity ☐ Both ☐


3. College CENS

4. Academic Unit/Department CS

5. Current course subject/catalog number CS 126R

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

   CS 126R INTRODUCTION TO COMPUTER SCIENCE RECITATION (1)

   Mandatory recitation section covering problem-solving techniques in introductory computer science. Must be taken concurrently with CS 126. Pass-fail only. Corequisite: CS 126

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

    CS 126R COMPUTER SCIENCE I RECITATION (1)

    Mandatory recitation section covering problem-solving techniques in introductory computer science. Must be taken concurrently with CS 126. Pass-fail only. Corequisite: CS 126

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.

   ☒ Required in BSCS; Required in BSACS

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 9/06
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9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

This name change is the final piece in a comprehensive lower division curricular realignment for our main BSCS degree program that we have been working on over the past 1.5 years.

The proposed new name for CS126, the “parent course” for this recitation, is “Computer Science I”. It stands to reason that CS126R, the recitation associated with this course, should be similarly named.

10. Approvals

\[\text{Signature} \quad 17/04/07\]

Department Chair/Unit Head (if appropriate)/Date

\[\text{Signature} \quad 12/14/07\]

Chair of college curriculum committee/Date

\[\text{Signature} \quad 17/Dec/07\]

Dean of college/Date

For Committee use only

\[\text{Signature} \quad 11/15/08\]

For University Curriculum Committee/Date

Revised 9/06
LIBERAL STUDIES ONLY

Contact name: _____ Contact email: _____
Dept. Chair name: _____ Dept. Chair email: _____
College Contact name: _____ College Contact email: _____

1. This course is a  □ Single section  □ Multi-section
2. List names of faculty who may teach this course: _____
3. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 4-6.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 10-11.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 12-14.

NEW LIBERAL STUDIES COURSE

4. Distribution Block (check one): If a topics course, must apply to ALL sections.
   - Aesthetic and Humanistic Inquiry □
   - Cultural Understanding □
   - Science □
   - Social and Political Worlds □

5. Skills (check two): If a topics course, must apply to ALL sections.
   - Effective Oral Communication □
   - Effective Writing □
   - Critical Thinking □
   - Quantitative Reasoning □
   - Scientific Inquiry □

6. Is this a topics course?  Yes □  No □
   If YES, please complete questions 34-36.  If NO, please go to question 42.

TOPICS COURSE ONLY

7. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number.

Revised 9/06
8. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

9. Please attach an example of a Topic Syllabus offered under this course number.

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

14. Do you intend to offer ABC 400 and ABC 400C? yes □ no □
   If no, please submit a course delete form for the ABC 400.
University Curriculum Committee
Proposal for Course Change

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


3. College CENS

4. Academic Unit/Department CS

5. Current course subject/catalog number CS 136

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

   CS 136 SOFTWARE TECHNIQUES (3)

   Intermediate computer science, emphasizing algorithm design, object-oriented programming, and data structures. Prerequisite: CS 126 and Prerequisite or Corequisite: MAT 136 or MAT 136H or Math Placement 70 or higher

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

   CS 136 Computer Science II (3)

   Intermediate computer science, emphasizing algorithm design, object-oriented programming, and data structures. Prerequisite: CS 126 and Prerequisite or Corequisite: MAT 136 or MAT 136H or Math Placement 70 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.
   Required in BSCS; Required in BSACS

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

Revised 9/06
Current course subject/catalog number | Proposed course subject/catalog number
--- | ---
Current number of units/credits | Proposed number of units/credits
Current Course Fee  yes [ ]  no [ ]  If subject or catalog number change
Move [ ]  or Delete [ ]
Current Grading Option*  Letter Grade [ ]  Pass/Fail [ ] or Both [ ]
Current Repeat for additional Units | Proposed Repeat for additional Units
Current Max number of units | Proposed Max number of units
Current Prerequisite | Proposed Prerequisite
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 name change is the final piece in a comprehensive lower division curricular realignment for our main BSCS degree program that we have been working on over the past 1.5 years.

The proposed new name for this course, “Computer Science II”, clearly indicates that this is the second course in the Computer Science major, and better reflects nationwide naming norms for the introductory sequence in Computer Science, which should help students in comparing/transferring coursework between institutions. The more generic nature of this name also gives us more freedom in adjusting the curricular distribution across the CS126/CS136 sequence, i.e., we are not tied to specific topics implied in the name. This is important as we continually update this course sequence to reflect our rapidly evolving discipline.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date  12/14/07

Chair of college curriculum committee/Date  17 Dec 07

Dean of college/Date  11/15/08

For Committee use only

For University Curriculum Committee/Date

Revised 9/06
Only utilize form if proposing course for **LIBERAL STUDIES** designation.

**LIBERAL STUDIES ONLY**

Contact name: _____  Contact email: _____
Dept. Chair name: _____  Dept. Chair email: _____
College Contact name: _____  College Contact email: _____

1. This course is a  [ ] Single section  [ ] Multi-section
2. List names of faculty who may teach this course: _____
3. Section enrollment cap: _____

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 4-6.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 10-11.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 12 - 14.

**NEW LIBERAL STUDIES COURSE**

4. Distribution Block (check one): **If a topics course, must apply to **ALL** sections.**
   - Aesthetic and Humanistic Inquiry  [ ]
   - Cultural Understanding  [ ]
   - Science  [ ]
   - Social and Political Worlds  [ ]

5. Skills (check two): **If a topics course, must apply to **ALL** sections.**
   - Effective Oral Communication  [ ]
   - Effective Writing  [ ]
   - Critical Thinking  [ ]
   - Quantitative Reasoning  [ ]
   - Scientific Inquiry  [ ]

6. Is this a topics course?  Yes  [ ]  No  [ ]
   - If YES, please complete questions 34-36.  If NO, please go to question 42.

**TOPICS COURSE ONLY**

7. Identify the **Student Learning Outcomes** that will be found in **ALL** topic syllabi offered under this course number.

_____
8. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

9. Please attach an example of a Topic Syllabus offered under this course number.

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

14. Do you intend to offer ABC 400 and ABC 400C? yes □ no □
    If no, please submit a course delete form for the ABC 400.
PROPOSAL FOR COURSE CHANGE

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


3. College Arts and Letters 4. Academic Unit HAR

5. Current course subject/catalog number ARH 380

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

ARH 380 ISLAMIC ART: RELIGIOUS AND SECULAR ARTS OF ISLAMIC ASIA (3)

Along with an introductory survey of the major themes and historical phases of Islamic art, this course explores the regional variety of art and architecture produced by the Islamic nations of Asia in medieval and modern times. Prerequisite: REL 150 or Junior Status or higher AHI

7. Is course currently cross-listed or co-convened? Yes □ no x

If yes, list course Will this continue?

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 New Plan or Plan Change.

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

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

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

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

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

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

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

If revised, how should it be revised?

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

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

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

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

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

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

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

h. Proposed catalog course description (max. 30 words, excluding requisites)
   Survey of major themes and historical phases of Islam in connection with its artistic traditions, with attention to regional variety reflected in the art and architecture of Islamic Asia. Prerequisite: REL 150 or ARH 143 or Junior Status or higher. AH1

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

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

j.1. If yes, maximum units allowed?
   j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
      yes □ no □

k. Please check ONE of the following that most appropriately describes the proposed course change(s):
   Lecture w/0 unit embedded lab □ Lecture only □ Lab only □ Clinical □ Research □
   Seminar □ Field Studies □ Independent Study □ Activity □ Supervision □

l. Proposed prerequisites (must be completed before)
   ARH 143, REL 150, or Junior Status or higher.

m. Proposed corequisites (must be completed with)

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

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

The change in the description of the course is intended to give greater clarity on content and structure of the course for the prospective student. The change in prerequisites reflects expansion of the coverage of religion in the course, thus opening it up to art history students with background in Asian art but without prior exposure to Islam. The cross-listing with REL 332 is part of an initiative of interdisciplinary support across the programs of the HAR department.

13. Approvals

<table>
<thead>
<tr>
<th>Department Chair/Unit Head (if appropriate)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature]</td>
<td>10/25/07</td>
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<table>
<thead>
<tr>
<th>Chair of college curriculum committee</th>
<th>Date</th>
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<tbody>
<tr>
<td>[Signature]</td>
<td>10/9/07</td>
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<tr>
<th>Dean of college</th>
<th>Date</th>
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<tr>
<td>[Signature]</td>
<td>11/1/07</td>
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</tbody>
</table>

For Committee use only

[Signature] 11/5/07

For University Curriculum Committee

[Signature] 11/15/06

Action taken: □ approved as submitted □ approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
Only utilize form if proposing course for **LIBERAL STUDIES** designation.

**LIBERAL STUDIES ONLY**

Contact name: _______  Contact email: _______
Dept. Chair name: _______  Dept. Chair email: _______
College Contact name: _______  College Contact email: _______

1. This course is a  [ ] Single section  [ ] Multi-section
2. List names of faculty who may teach this course: _______
3. Section enrollment cap: _______

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 4-7.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 10-11.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 11 - 14.

**NEW LIBERAL STUDIES COURSE**

4. Thematic Focus (check all that apply): **If a topics course, must apply to ALL sections.**
   - Environmental Consciousness  [ ]
   - Technology and Its Impact  [ ]
   - Valuing the Diversity of Human Experience  [ ]

5. Distribution Block (check one): **If a topics course, must apply to ALL sections.**
   - Aesthetic and Humanistic Inquiry  [ ]
   - Cultural Understanding  [ ]
   - Lab Science  [ ]
   - Science/Applied Science  [ ]
   - Social and Political Worlds  [ ]

6. Skills (check two): **If a topics course, must apply to ALL sections.**
   - Creative Thinking  [ ]
   - Critical Reading  [ ]
   - Effective Oral Communication  [ ]
   - Effective Writing  [ ]
   - Critical Thinking  [ ]
   - Ethical Reasoning  [ ]
   - Quantitative/Spatial Analysis  [ ]
   - Scientific Inquiry  [ ]
   - Use of Technology  [ ]

7. Is this a topics course?  Yes  [ ]  No  [ ]
   - If YES, please complete questions 34-36.  If NO, please go to question 42.

**TOPICS COURSE ONLY**

8. Identify the **Student Learning Outcomes** that will be found in **ALL** topic syllabi offered under this course number. _______

9. Explain by what method(s) Student Learning Outcomes will be **assessed** in **ALL** topic syllabi offered under this course number. _______

   Revised 8/06

36. Please attach an example of a Topic Syllabus offered under this course number.
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

13. Does this proposal replace or modify an existing course or experience?  yes □  no □
   *If yes, which course(s)? ______*

14. Do you intend to offer ABC 400 and ABC 400C?  yes □  no □
   *If no, please submit a course delete form for the ABC 400.*
# University Curriculum Committee

Proposal for 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>Public Agency Service</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>Bachelor of Applied Science</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td>Administration of Justice</td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2008</td>
</tr>
<tr>
<td>6. Is this proposal for a</td>
<td>☐ New Plan</td>
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<tr>
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<td>☐ Plan Change</td>
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<td>☐ Subplan Change</td>
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<td>☐ Subplan Deletion</td>
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</tbody>
</table>

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.)

We designed the B.A.S. degree with a specialization in administration of justice for students with an associate degree from a community college who seek entry to or promotion within public agencies in the areas of administration or social and community service.

To earn this degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:
- 64 units in an associate degree transfer block
- at least 35 units of liberal studies requirements, 16-20 of which will be satisfied by associate degree transfer block
- at least 21 units of B.A.S. core requirements
- at least 21 units of plan requirements
- elective courses, if needed, to reach an overall total of 120 units

We designed the B.A.S. degree with a specialization in administration of justice for students with an associate degree from a community college who seek entry to or promotion within public agencies in the areas of administration or social and community service.

To earn this degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:
- 64 units in an associate degree transfer block
- at least 35 units of liberal studies requirements, 16-20 of which will be satisfied by associate degree transfer block
- at least 21 units of B.A.S. core requirements
- at least 21 units of plan requirements
- elective courses, if needed, to reach an overall total of at least 120 units
at least 120 units
Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

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

Also be aware that at least 36 units of the courses you take at NAU must be upper-division courses (those numbered 300 and above), and you must meet all residency and other upper-division requirements as specified in this catalog. (Be aware that some B.A.S. specializations require more than the minimum of 36 units of

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.

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of upper-division courses.)

In addition, be aware that you must complete your associate degree before NAU can award the B.A.S. degree. Additionally, some departments may require that you complete your associate degree before entering a B.A.S. plan; see the specific plan to find out.

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

Associate Degree Transfer Block
To be admitted to this B.A.S. degree plan, you must have a pre-approved associate degree either completed or in progress at a regionally accredited institution.

We accept a maximum block transfer of 64 units from your associate degree program, and you then take the remaining

upper-division courses.)

In addition, be aware that you must complete your associate degree before NAU can award the B.A.S. degree. Additionally, some departments may require that you complete your associate degree before entering a B.A.S. plan; see the specific plan to find out.

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

Associate Degree Transfer Block
To be admitted to this B.A.S. degree plan, you must have a pre-approved associate degree either completed or in progress at a regionally accredited institution.

We accept a maximum block transfer of 64 units from your associate degree program, and you then take the remaining 56
56 units at NAU to complete 120 units. (Please note that if you complete all required core, specialization, and liberal studies requirements in less than 56 units, you may take the remaining units from any courses offered by NAU.)

For information about the associate degree transfer block and the appropriateness of your associate degree, check with the public agency service advisor. Please note that you may be completing your associate degree while you work on the B.A.S.; however, the associate degree must be awarded before the awarding of the B.A.S. degree.

**Liberal Studies Completion Requirement**
NAU requires that you complete 35 units of liberal studies coursework. To enter this B.A.S. degree plan without deficiencies, you must have completed, as part of your associate degree, at least 16-20 units of liberal studies coursework that transfer to NAU. These courses must include composition,
mathematics, and a lab science as well as 3-6 units of additional liberal studies coursework.

You select the remaining 15-19 units of liberal studies courses in consultation with a B.A.S. advisor to help you meet your personal goals and ensure that these courses contribute to a coherent overall curriculum.

Please note that you may use the same course to satisfy both a liberal studies and a B.A.S. core requirement; you may also include courses with the course prefixes used in your public agency service specialization to satisfy liberal studies requirements, although you can't use the specific courses from your specialization.

**B.A.S. Core Requirements**
You take the following 21 units, which are designed to help you acquire a general knowledge of management, organizational, and policy issues while advancing your professional communication, lab science as well as 3-6 units of additional liberal studies coursework.

You select the remaining 15-19 units of liberal studies courses in consultation with a B.A.S. advisor to help you meet your personal goals and ensure that these courses contribute to a coherent overall curriculum.

Please note that you may use the same course to satisfy both a liberal studies and a B.A.S. core requirement; you may also include courses with the course prefixes used in your public agency service specialization to satisfy liberal studies requirements, although you can't use the specific courses from your specialization.

**B.A.S. Core Requirements**
You take the following 21 units, which are designed to help you acquire a general knowledge of management, organizational, and policy issues while advancing your professional communication, computer, and quantitative skills:

Revised 09/07
computer, and quantitative skills:
- communication block:
one course from BME 420, CJ 345W, ENG 305W, and SC 314, 315, 424, 472, 475, 477 (3 units)
- public administration and management block:
one course from BME 480; CJ 331, 333; HA 345; HS 410; MGT 303; PAS/POS 325, 326, 327, or 421C; PAS 401 or PAS 408C; POS 344, 359 or 428; and SOC 334 or 431 (3 units)
- values, ethics, and policy block:
one course from BME 310; SHP 300W; CJ 315, 325, 380, or 450C; HUM 345W, 371, or 373; PAS 411; PHI 332W; or SOC 301, 333, 339, or 441 (3 units)
- technical, quantitative, qualitative and science block:
one course from BIO 301 and 302; CIS 360; CJ 355; ECI 497C; ESE 380; HS 333; MAT 114; PAS 355; POS 303; SOC 365; or PAS 356
- 6 units from any of the previously listed courses in the core blocks
- a junior writing course, as specified within the requirements for each individual B.A.S. specialization (3 units)

Please note that at least 18 units
specified within the requirements for each individual B.A.S. specialization (3 units)
Please note that at least 18 units in the core must be upper-division (300-400 level) courses.

Also note that you may use the same course to satisfy both a B.A.S. core and a liberal studies requirement. Some departments may require specific courses to be taken in the B.A.S. Core or may place other restrictions on the courses that the department requires in the B.A.S. Core. Please see departmental requirements for specific information.

**Administration of Justice Requirements**
You take the following 21 units:
- PAS 450 (3 units)
- 18 units from the following: PAS/POS 325, 326, 327; or PAS 310, 330, 340, 360, 401, 411, 415
Please note that for this Specialization from the BAS Core you must take:

in the core must be upper-division (300-400 level) courses.

Also note that you may use the same course to satisfy both a B.A.S. core and a liberal studies requirement. Some departments may require specific courses to be taken in the B.A.S. Core or may place other restrictions on the courses that the department requires in the B.A.S. Core. Please see departmental requirements for specific information.

**Administration of Justice Requirements**
You take the following 21 units:
- PAS 450 (3 units)
- 18 units from the following: PAS/POS 325, 326, 327; or PAS 310, 328, 329, 330, 340, 360, 401, 411, 415; **PSY 365, 381**
Please note that for this Specialization from the BAS Core you must take:
- ENG 305W or any other NAU
• ENG 305W or any other NAU course that meets the NAU junior writing requirement. Be aware that many junior level writing courses have prerequisites.
• POS/PAS421C or PAS 408C, any of which meets NAU’s senior capstone requirement

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

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

course that meets the NAU junior writing requirement. Be aware that many junior level writing courses have prerequisites.
• POS/PAS421C or PAS 408C, any of which meets NAU’s senior capstone requirement

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

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

Revised 09/07
8. For undergraduate plans, will this requirement be a student individualized plan? xx □ no □ yes
   *A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor.
   If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student’s individual requirements for the degree audit system.

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

   1. Providing specific content knowledge beyond that attained in the associate degree for students through the specializations.
   2. Providing an educational opportunity, using the inverse degree model, for students having attained an associate of applied science degree with an emphasis on combining applied experience with academic skills.
   3. Enhancing the skills attendant to liberal education by adding to the knowledge gained in the 15-19 hours of general education required in the associate of applied science.
   4. Strengthening our student’s oral communication skills by ensuring that students are able to effectively organize and orally deliver content based on audience and purpose.
   5. Providing learning opportunities that enable students to synthesize and analyze content from the contributing disciplines.
   6. Regularly updating programs of study to cover relevant and timely content from each specialization area and the core courses fundamental to the program.
   7. Teaching students how to produce logically coherent pieces of written work.
   8. Expanding the quality education we provide to distance learning students by improving technology, pursuing avenues of faculty development, and working closely with Statewide Campus area coordinators.
   9. Fostering the life-long learning required of successful members of communities, particularly in the public sector.
   10. Developing interest and skill in well-defined core areas.
   11. Nurturing a qualified and engaged faculty for our degrees.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
   Change 1: The addition of PAS 329 (Labor-Management Relations) as a required course results from a request by fire unions and fire management for this course; however, police and other emergency service are also, unionized so this course is being added as an elective in administration of justice.
   Change 2: The addition of PAS 328 (Human Resource Management) as an elective results from a request by multiple agencies in the public section.
   Change 3: The addition of PSY 365 and 381 comes as a result of the ability of the Psychology Department to offer the courses and requests for multiple agencies for these courses.

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

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

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

Certifications

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

Chair of college curriculum committee [Signature] [Date]

Dean of college [Signature] [Date]

For committee use only

For University Curriculum Committee [Signature] [Date]

Action taken: ______ approved as submitted ______ approved as modified

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.
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<tr>
<th>1. College</th>
<th>Social and Behavioral Sciences</th>
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<tr>
<td>2. Academic Unit/Department</td>
<td>Public Agency Service</td>
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<td>3. Academic Plan Name</td>
<td>Bachelor of Applied Science</td>
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<td>4. Subplan (if applicable)?</td>
<td>Fire Science Administration</td>
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<td>(Name chg: Emergency Services Administration)</td>
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<td>5. Effective Date</td>
<td>FALL 2008</td>
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<td>6. Is this proposal for a:</td>
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Revised 09/07
BAS: Fire Science Administration

We designed the B.A.S. degree with areas of specialization in fire science administration for students with an associate degree from a regionally accredited community college who seek entry to or promotion within public agencies in these areas.

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

- 64 units in an associate degree transfer block
- at least 35 units of liberal studies requirements, 16-20 of which will be satisfied by associate degree transfer block
- at least 21 units of B.A.S. core requirements

BAS: Fire-Science Administration Emergency Services Administration

We designed the B.A.S. degree with areas of specialization in fire science emergency services administration for students with an associate degree from a regionally accredited community college who seek entry to or promotion within public agencies in these areas.

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

- 64 units in an associate degree transfer block
- at least 35 units of liberal studies requirements, 16-20 of which will be satisfied by associate degree transfer block
- at least 21 units of B.A.S. core requirements
- at least 21 units of plan
• at least 21 units of plan requirements
• elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check NAU's Course Catalog to find out. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

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

Also be aware that at least 36 units of the courses you take at NAU must be upper-division courses (those numbered 300 and above), and you must meet all residency and other upper-division requirements as specified in this catalog. (Be aware that some B.A.S.
specified in this catalog. (Be aware that some B.A.S. specializations require more than the minimum of 36 units of upper-division courses.)

In addition, be aware that you must complete your associate degree before NAU can award the B.A.S. degree. Additionally, some departments may require that you complete your associate degree before entering a B.A.S. plan; see the specific plan to find out.

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

Associate Degree Transfer Block
To be admitted to this B.A.S. degree plan, you must have a pre-approved associate degree either completed or in progress at a regionally accredited institution.

We accept a maximum block transfer of 64 units from your associate degree program, and you then take the remaining 56

Associate Degree Transfer Block
To be admitted to this B.A.S. degree plan, you must have a pre-approved associate degree either completed or in progress at a regionally accredited institution.

We accept a maximum block transfer of 64 units from your associate degree program, and you then take the remaining 56

Revised 09/07
We accept a maximum block transfer of 64 units from your associate degree program, and you then take the remaining 56 units at NAU to complete 120 units. (Please note that if you complete all required core, specialization, and liberal studies requirements in less than 56 units, you may take the remaining units from any courses offered by NAU.)

You may also need to meet specific departmental requirements and/or make up specific deficiencies before NAU can award your B.A.S. degree.

**Liberal Studies Completion Requirement**
NAU requires that you complete 35 units of liberal studies coursework, as we describe in NAU's Academic Plans section of this catalog.
To enter this B.A.S. degree plan without deficiencies, you must have completed, as part of your associate degree, at least 16-20 units of liberal studies coursework that transfer to NAU. These courses must include

units at NAU to complete 120 units. (Please note that if you complete all required core, specialization, and liberal studies requirements in less than 56 units, you may take the remaining units from any courses offered by NAU.)

You may also need to meet specific departmental requirements and/or make up specific deficiencies before NAU can award your B.A.S. degree.

**Liberal Studies Completion Requirement**
NAU requires that you complete 35 units of liberal studies coursework, as we describe in NAU's Academic Plans section of this catalog. To enter this B.A.S. degree plan without deficiencies, you must have completed, as part of your associate degree, at least 16-20 units of liberal studies coursework that transfer to NAU. These courses must include

Revised 09/07
composition, mathematics, and a lab science as well as 6 units of additional liberal studies coursework.

You select the remaining 15-19 units of liberal studies courses in consultation with a B.A.S. advisor to help you meet your personal goals and ensure that these courses contribute to a coherent overall curriculum.

Please note that you may use the same course to satisfy both a liberal studies and a B.A.S. core requirement; you may also include courses with the course prefixes used in your specialization to satisfy liberal studies requirements, although you can’t use the specific courses from your specialization.

**B.A.S. Core Requirements**

You take the following 21 units, which are designed to help you acquire a general knowledge of management, organizational, and policy issues while advancing your professional communication, computer, and quantitative skills:

---

as well as 6 units of additional liberal studies coursework.

You select the remaining 15-19 units of liberal studies courses in consultation with a B.A.S. advisor to help you meet your personal goals and ensure that these courses contribute to a coherent overall curriculum.

Please note that you may use the same course to satisfy both a liberal studies and a B.A.S. core requirement; you may also include courses with the course prefixes used in your specialization to satisfy liberal studies requirements, although you can’t use the specific courses from your specialization.

**B.A.S. Core Requirements**

You take the following 21 units, which are designed to help you acquire a general knowledge of management, organizational, and policy issues while advancing your professional communication, computer, and quantitative skills:
skills:
• communication block:
one course from BME 420, CJ 345W, ENG 305W, and SC 314, 315, 424, 472, 475, 477 (3 units)
• public administration and management block:
one course from BME 480; CJ 331, 333; HA 345; HS 410; MGT 303; PAS/POS 325, 326, 327, or 421C; PAS 401 or PAS 408C; POS 344, 359 or 428; and SOC 334 or 431 (3 units)
• values, ethics, and policy block:
one course from BME 310; SHP 300W; CJ 315, 325, 380, or 450C; HUM 345W, 371, or 373; PAS 411; PHI 332W; or SOC 301, 333, 339, or 441 (3 units)
• technical, quantitative, qualitative and science block:
one course from BIO 301 and 302; CIS 360; CJ 355; ECI 497C; ESE 380; HS 333; MAT 114; PAS 355, 356; POS 303; SOC 365
• 6 units from any of the previously listed courses in the core blocks
• a junior writing course, as specified within the

• communication block:
one course from BME 420, CJ 345W, ENG 305W, and SC 314, 315, 424, 472, 475, 477 (3 units)
• public administration and management block:
one course from BME 480; CJ 331, 333; HA 345; HS 410; MGT 303; PAS/POS 325, 326, 327, or 421C; PAS 401 or PAS 408C; POS 344, 359 or 428; and SOC 334 or 431 (3 units)
• values, ethics, and policy block:
one course from BME 310; SHP 300W; CJ 315, 325, 380, or 450C; HUM 345W, 371, or 373; PAS 411; PHI 332W; or SOC 301, 333, 339, or 441 (3 units)
• technical, quantitative, qualitative and science block:
one course from BIO 301 and 302; CIS 360; CJ 355; ECI 497C; ESE 380; HS 333; MAT 114; PAS 355, 356; POS 303; SOC 365
• 6 units from any of the previously listed courses in the core blocks
• a junior writing course, as specified within the requirements for each
requirements for each individual B.A.S. specialization (3 units)
Please note that at least 18 units in the core must be upper-division (300-400 level) courses.

Also note that you may use the same course to satisfy both a B.A.S. core and a liberal studies requirement. Some departments may require specific courses to be taken in the B.A.S. core.

Fire Science Administration Requirements:
You take the following 21 units:
• PAS 450 and PAS 415 (6 units)
• 15 units from the following:
PAS/POS 325, 326, 327; or PAS 310, 330, 340, 360, 401, 411
Please note that for this Specialization from the BAS Core you must take:
• ENG 305W or any other NAU course that meets the NAU junior writing requirement. Be aware that many junior level writing courses have prerequisites.

individual B.A.S. specialization (3 units)
Please note that at least 18 units in the core must be upper-division (300-400 level) courses.

Also note that you may use the same course to satisfy both a B.A.S. core and a liberal studies requirement. Some departments may require specific courses to be taken in the B.A.S. core.

Fire-Science Emergency Services Administration Requirements:
You take the following 21 units:
• PAS 329, 450 and PAS 415 (6 units)
• 152 units from the following:
PAS/POS 325, 326, 327, 328; or PAS 310, 330, 340, 360, 401, 411; PSY 365, 381
Please note that for this Specialization from the BAS Core you must take:
• ENG 305W or any other NAU course that meets the NAU junior writing requirement. Be aware that many junior level writing courses have prerequisites.
| courses have prerequisites. | POS/PAS421C or PAS 408C, any of which meets NAU's senior capstone requirement |
| POS/PAS421C or PAS 408C, any of which meets NAU's senior capstone requirement |
| You may not use a specific course from your specialization to satisfy a liberal studies requirement, although you may use other courses with the course prefixes used in your specialization. | You may not use a specific course from your specialization to satisfy a liberal studies requirement, although you may use other courses with the course prefixes used in your specialization. |

**General Electives**

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

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

**General Electives**

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

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

Revised 09/07
8. For undergraduate plans, will this requirement be a student individualized plan?  xx □ no □ yes

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

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

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

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

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


1. Providing specific content knowledge beyond that attained in the associate degree for students through the specializations.
2. Providing an educational opportunity, using the inverse degree model, for students having attained an associate of applied science degree with an emphasis on combining applied experience with academic skills.
3. Enhancing the skills attendant to liberal education by adding to the knowledge gained in the 15-19 hours of general education required in the associate of applied science.
4. Strengthening our student’s oral communication skills by ensuring that students are able to effectively organize and orally deliver content based on audience and purpose.
5. Providing learning opportunities that enable students to synthesize and analyze content from the contributing disciplines.
6. Regularly updating programs of study to cover relevant and timely content from each specialization area and the core courses fundamental to the program.
7. Teaching students how to produce logically coherent pieces of written work.
8. Expanding the quality education we provide to distance learning students by improving technology, pursuing avenues of faculty development, and working closely with Statewide Campus area coordinators.
9. Fostering the life-long learning required of successful members of communities, particularly in the public sector.
10. Developing interest and skill in well-defined core areas.
11. Nurturing a qualified and engaged faculty for our degrees.

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

Change 1: The addition of PAS 329 (Labor-Management Relations) as a required course results from a request by fire unions and fire management for this course.
Change 2: The addition of PAS 328 (Human Resource Management) as an elective results from a request by fire unions and fire management for this course.
Change 3: The addition of PSY 365 and 381 comes as a result of the ability of the Psychology Department to offer the courses and requests for multiple agencies for these courses.
Change 4: The change from Fire Science Administration to Emergency Services Administration recognizes the larger emergency response community which includes not only Fire, but EMS, DOT and Public Works.
12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements NO be satisfied?

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

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

Certifications

Department Chair/Unit Head (if appropriate) _______________________________  ____________

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.

Revised 09/07
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<td>6. Is this proposal for a:</td>
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<td>xx□ Subplan Change</td>
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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

For New Plans, leave this column blank.

We designed the B.A.S. degree with areas of specialization in public agency administration for students with an associate degree from a regionally accredited community college who seek entry to or promotion within public agencies in these areas.

To earn this degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:
- 64 units in an associate degree transfer block
- at least 35 units of liberal studies requirements, 16-20 of which will be satisfied by associate degree transfer block
- at least 21 units of B.A.S. core requirements
- at least 21 units of plan requirements
- elective courses, if needed, to reach an overall total of at least 120 units
Be aware that some courses

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

We designed the B.A.S. degree with areas of specialization in public agency administration for students with an associate degree from a regionally accredited community college who seek entry to or promotion within public agencies in these areas.

To earn this degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:
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- at least 21 units of B.A.S. core requirements
- at least 21 units of plan 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

Revised 09/07
required for your degree may have prerequisites that you must also take. Check NAU's Course Catalog to find out. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

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

Also be aware that at least 36 units of the courses you take at NAU must be upper-division courses (those numbered 300 and above), and you must meet all residency and other upper-division requirements as specified in this catalog. (Be aware that some B.A.S. specializations require more than the minimum of 36 units of upper-division courses.)

Also be aware that at least 36 units of the courses you take at NAU must be upper-division courses (those numbered 300 and above), and you must meet all residency and other upper-division requirements as specified in this catalog. (Be aware that some B.A.S. specializations require more than the minimum of 36 units of upper-division courses.)

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In addition, be aware that you must complete your associate
In addition, be aware that you must complete your associate degree before NAU can award the B.A.S. degree. Additionally, some departments may require that you complete your associate degree before entering a B.A.S. plan; see the specific plan to find out.

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

**Associate Degree Transfer Block**

To be admitted to this B.A.S. degree plan, you must have a pre-approved associate degree either completed or in progress at a regionally accredited institution.

We accept a maximum block transfer of 64 units from your associate degree program, and you then take the remaining 56 units at NAU to complete 120 units. (Please note that if you complete all required core, specialization, and liberal
studies requirements in less than 56 units, you may take the remaining units from any courses offered by NAU.)

You may also need to meet specific departmental requirements and/or make up specific deficiencies before NAU can award your B.A.S. degree.

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You select the remaining 15-19 units of liberal studies courses in consultation with a B.A.S. advisor to help you meet your personal goals and ensure that these courses contribute to a coherent overall curriculum.

remaining units from any courses offered by NAU.)

You may also need to meet specific departmental requirements and/or make up specific deficiencies before NAU can award your B.A.S. degree.

**Liberal Studies Completion Requirement**

NAU requires that you complete 35 units of liberal studies coursework, as we describe in NAU's Academic Plans section of this catalog. To enter this B.A.S. degree plan without deficiencies, you must have completed, as part of your associate degree, at least 16-20 units of liberal studies coursework that transfer to NAU. These courses must include composition, mathematics, and a lab science as well as 6 units of additional liberal studies coursework.

You select the remaining 15-19 units of liberal studies courses in consultation with a B.A.S. advisor to help you meet your personal goals and ensure that these courses contribute to a coherent overall curriculum.

Revised 09/07
these courses contribute to a coherent overall curriculum.

Please note that you may use the same course to satisfy both a liberal studies and a B.A.S. core requirement; you may also include courses with the course prefixes used in your specialization to satisfy liberal studies requirements, although you can’t use the specific courses from your specialization.

B.A.S. Core Requirements
You take the following 21 units, which are designed to help you acquire a general knowledge of management, organizational, and policy issues while advancing your professional communication, computer, and quantitative skills:

- communication block:
  one course from BME 420, CJ 345W, ENG 305W, and SC 314, 315, 424, 472, 475, 477 (3 units)
- public administration and management block:
  one course from BME 480; CJ 331, 333; HA 345; HS 410; MGT 303; PAS/POS 325, 326, 327, or 421C; PAS 401 or PAS 408C; POS 344, 359 or 428; and SOC 334 or 431 (3 units)
- values, ethics, and policy block:
  one course from BME 310; SHP
408C; POS 344, 359 or 428; and SOC 334 or 431 (3 units)
• values, ethics, and policy
  block:
  one course from BME 310; SHP
300W; CJ 315, 325, 380, or
450C; HUM 345W, 371, or 373;
PAS 411; PHI 332W; or SOC
301, 333, 339, or 441 (3 units)
• technical, quantitative,
  qualitative and science block:
  one course from BIO 301 and
302; CIS 360; CJ 355; ECI
497C; ESE 380; HS 333; MAT
114; PAS 355, 356; POS 303;
SOC 365
• 6 units from any of the
  previously listed courses in the
  core blocks
• a junior writing course, as
  specified within the
  requirements for each
  individual B.A.S. specialization
  (3 units)

Please note that at least 18
units in the core must be upper-
division (300-400 level) courses.

Also note that you may use the
same course to satisfy both a
B.A.S. core and a liberal studies
requirement. Some
departments may require
specific courses to be taken in
the B.A.S. core.

300W; CJ 315, 325, 380, or
450C; HUM 345W, 371, or 373;
PAS 411; PHI 332W; or SOC
301, 333, 339, or 441 (3 units)
• technical, quantitative,
  qualitative and science block:
  one course from BIO 301 and
302; CIS 360; CJ 355; ECI 497C;
ESE 380; HS 333; MAT 114; PAS
355, 356; POS 303; SOC 365
• 6 units from any of the
  previously listed courses in the
  core blocks
• a junior writing course, as
  specified within the
  requirements for each
  individual B.A.S. specialization
  (3 units)

Please note that at least 18 units
in the core must be upper-
division (300-400 level) courses.

Also note that you may use the
same course to satisfy both a
B.A.S. core and a liberal studies
requirement. Some
departments may require specific courses to be taken in the B.A.S. core.
Public Agency Administration Requirements:
You take the following 21 units:
• HUM 371 (3 units)
• POS 326 or PAS 326 (3 units)
• one from SC 424, 472, or 477 (3 units)
• 9 units from CJ 331 and 333; SOC 301, 333, 339, and 441; PAS 415 and 450; and POS 327 and 428
• 3 units from POS 325 or PAS 325
Please note that for this Specialization from the BAS Core you must take:
• ENG 305W or any other NAU course that meets the NAU junior writing requirement. Be aware that many junior level writing courses have prerequisites.
• POS/PAS 421C or PAS 408C, any of which meets NAU’s senior capstone requirement
You may substitute courses with written approval of a public agency service advisor.

General Electives
Additional coursework is required if you have met the previously described

Public Agency Administration Requirements:
You take the following 21 units:
• HUM 371 PAS 328 or 411; PSY 365 (3 units)
• POS 326 or PAS 326 (3 units)
• one from SC 424, 472, or 477 (3 units)
• 9 units from CJ 331 and 333; SOC 301, 333, 339, and 441; PAS 415 and 450; and POS 327 and 428
• 3 units from POS 325 or PAS 325
Please note that for this Specialization from the BAS Core you must take:
• ENG 305W or any other NAU course that meets the NAU junior writing requirement. Be aware that many junior level writing courses have prerequisites.
• POS/PAS 421C or PAS 408C, any of which meets NAU’s senior capstone requirement
You may substitute courses with written approval of a public agency service advisor.

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

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

described requirements and you have not yet completed a total of 120 units of credit.

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

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

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

   1. Providing specific content knowledge beyond that attained in the associate degree for students through the specializations.
   2. Providing an educational opportunity, using the inverse degree model, for students having attained an associate of applied science degree with an emphasis on combining applied experience with academic skills.
   3. Enhancing the skills attendant to liberal education by adding to the knowledge gained in the 15-19 hours of general education required in the associate of applied science.
   4. Strengthening our student’s oral communication skills by ensuring that students are able to effectively organize and orally deliver content based on audience and purpose.

Revised 09/07
5. Providing learning opportunities that enable students to synthesize and analyze content from the contributing disciplines.
6. Regularly updating programs of study to cover relevant and timely content from each specialization area and the core courses fundamental to the program.
7. Teaching students how to produce logically coherent pieces of written work.
8. Expanding the quality education we provide to distance learning students by improving technology, pursuing avenues of faculty development, and working closely with Statewide Campus area coordinators.
9. Fostering the life-long learning required of successful members of communities, particularly in the public sector.
10. Developing interest and skill in well-defined core areas.
11. Nurturing a qualified and engaged faculty for our degrees.

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

The removal of HUM 371 and the addition of PAS 328 (Human Resource Management), PAS 411 (Ethics) and PSY 365 (Stress Management) fit with the changing needs of public agencies. The changes result from requests by our advisory board.

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

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU? NO

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

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

YES

Certifications

Department Chair/ Unit Head (if appropriate) ________________________

Date ________________________

Chair of college curriculum committee ________________________

Date ________________________

Dean of college ________________________

Date ________________________

For committee use only

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
   Public Agency Service

3. Academic Plan Name
   Bachelor of Applied Science

4. Subplan (if applicable)?
   Social and Community Service

5. Effective Date
   FALL
   2008

6. Is this proposal for a:
   □ New Plan
   □ Plan Change
   □ Plan Deletion
   □ New Subplan
   □ Subplan Change
   □ Subplan Deletion

7.

Revised 09/07
We designed the B.A.S. degree with areas of specialization in social and community service for students with an associate degree from a regionally accredited community college who seek entry to or promotion within public agencies in these areas.

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

- 64 units in an associate degree transfer block
- at least 35 units of liberal studies requirements, 16-20 of which will be satisfied by associate degree transfer block
- at least 21 units of B.A.S. core requirements
- at least 21 units of plan requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses
required for your degree may have prerequisites that you must also take. Check NAU's Course Catalog to find out. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

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

Also be aware that at least 36 units of the courses you take at NAU must be upper-division courses (those numbered 300 and above), and you must meet all residency and other upper-division requirements as specified in this catalog. (Be aware that some B.A.S. specializations require more than the minimum of 36 units of upper-division courses.)

required for your degree may have prerequisites that you must also take. Check NAU's Course Catalog to find out. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

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

Also be aware that at least 36 units of the courses you take at NAU must be upper-division courses (those numbered 300 and above), and you must meet all residency and other upper-division requirements as specified in this catalog. (Be aware that some B.A.S. specializations require more than the minimum of 36 units of upper-division courses.)
<table>
<thead>
<tr>
<th>In addition, be aware that you must complete your associate degree before NAU can award the B.A.S. degree. Additionally, some departments may require that you complete your associate degree before entering a B.A.S. plan; see the specific plan to find out.</th>
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<tr>
<td>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.</td>
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</tr>
</tbody>
</table>

### Associate Degree Transfer Block

To be admitted to this B.A.S. degree plan, you must have a pre-approved associate degree either completed or in progress at a regionally accredited institution.

We accept a maximum block transfer of 64 units from your associate degree program, and you then take the remaining 56 units at NAU to complete 120 units. (Please note that if you complete all required core, specialization, and liberal studies...)

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Revised 09/07
| studies requirements in less than 56 units, you may take the remaining units from any courses offered by NAU.) |
| You may also need to meet specific departmental requirements and/or make up specific deficiencies before NAU can award your B.A.S. degree. |

Liberal Studies Completion Requirement
NAU requires that you complete 35 units of liberal studies coursework, as we describe in NAU's Academic Plans section of this catalog. To enter this B.A.S. degree plan without deficiencies, you must have completed, as part of your associate degree, at least 16-20 units of liberal studies coursework that transfer to NAU. These courses must include composition, mathematics, and a lab science as well as 6 units of additional liberal studies coursework.

You select the remaining 15-19 units of liberal studies courses in consultation with a B.A.S. advisor to help you meet your personal goals and ensure that |

| requirements in less than 56 units, you may take the remaining units from any courses offered by NAU.) |
| You may also need to meet specific departmental requirements and/or make up specific deficiencies before NAU can award your B.A.S. degree. |

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NAU requires that you complete 35 units of liberal studies coursework, as we describe in NAU's Academic Plans section of this catalog. To enter this B.A.S. degree plan without deficiencies, you must have completed, as part of your associate degree, at least 16-20 units of liberal studies coursework that transfer to NAU. These courses must include composition, mathematics, and a lab science as well as 6 units of additional liberal studies coursework.

You select the remaining 15-19 units of liberal studies courses in consultation with a B.A.S. advisor to help you meet your personal goals and ensure that

Revised 09/07
these courses contribute to a coherent overall curriculum.

Please note that you may use the same course to satisfy both a liberal studies and a B.A.S. core requirement; you may also include courses with the course prefixes used in your specialization to satisfy liberal studies requirements, although you can't use the specific course from your specialization.

**B.A.S. Core Requirements**
You take the following 21 units, which are designed to help you acquire a general knowledge of management, organizational, and policy issues while advancing your professional communication, computer, and quantitative skills:
- communication block:
  one course from BME 420, CJ 345W, ENG 305W, and SC 314, 315, 424, 472, 475, 477 (3 units)
- public administration and management block:
  one course from BME 480; CJ 331, 333; HA 345; HS 410; MGT 303; PAS/POS 325, 326, 327, or 421C; PAS 401 or PAS 408C; POS 344, 359 or 428;

these courses contribute to a coherent overall curriculum.

Please note that you may use the same course to satisfy both a liberal studies and a B.A.S. core requirement; you may also include courses with the course prefixes used in your specialization to satisfy liberal studies requirements, although you can't use the specific courses from your specialization.

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You take the following 21 units, which are designed to help you acquire a general knowledge of management, organizational, and policy issues while advancing your professional communication, computer, and quantitative skills:
- communication block:
  one course from BME 420, CJ 345W, ENG 305W, and SC 314, 315, 424, 472, 475, 477 (3 units)
- public administration and management block:
  one course from BME 480; CJ 331, 333; HA 345; HS 410; MGT 303; PAS/POS 325, 326, 327, or 421C; PAS 401 or PAS 408C; POS 344, 359 or 428; and SOC
and SOC 334 or 431 (3 units)
- values, ethics, and policy block:
  one course from BME 310; SHP 300W; CJ 315, 325, 380, or 450C; HUM 345W, 371, or 373; PAS 411; PHI 332W; or SOC 301, 333, 339, or 441 (3 units)
- technical, quantitative, qualitative and science block:
  one course from BIO 301 and 302; CIS 360; CJ 355; ECI 497C; ESE 380; HS 333; MAT 114; PAS 355, 356; POS 303; SOC 365
- 6 units from any of the previously listed courses in the core blocks
- a junior writing course, as specified within the requirements for each individual B.A.S. specialization (3 units)

Please note that at least 18 units in the core must be upper-division (300-400 level) courses.

Also note that you may use the same course to satisfy both a B.A.S. core and a liberal studies requirement. Some departments may require specific courses to be taken in the B.A.S. core.

334 or 431 (3 units)
- values, ethics, and policy block:
  one course from BME 310; SHP 300W; CJ 315, 325, 380, or 450C; HUM 345W, 371, or 373; PAS 411; PHI 332W; or SOC 301, 333, 339, or 441 (3 units)
- technical, quantitative, qualitative and science block:
  one course from BIO 301 and 302; CIS 360; CJ 355; ECI 497C; ESE 380; HS 333; MAT 114; PAS 355, 356; POS 303; SOC 365
- 6 units from any of the previously listed courses in the core blocks
- a junior writing course, as specified within the requirements for each individual B.A.S. specialization (3 units)

Please note that at least 18 units in the core must be upper-division (300-400 level) courses.

Also note that you may use the same course to satisfy both a B.A.S. core and a liberal studies requirement. Some departments may require specific courses to be taken in the B.A.S. core.
Social and Community Service Requirements:
You take the following 21 units:
• HUM 371 (3 units)
• POS 326 or PAS 326 (3 units)
• one from SC 424, 472, or 477 (3 units)
• 12 units from CJ 410; SOC 301, 320W, 333, 339, 417, and 441; PAS 415 and 450; SOC 360 or GRT 360; and EDF 301W
Please note that for this Specialization from the BAS Core you must take:
• ENG 305W or any other NAU course that meets the NAU junior writing requirement.
  Be aware that many junior level writing courses have prerequisites.
• POS/PAS421C or PAS 408C, any of which meets NAU’s senior capstone requirement
You may substitute courses with written approval of a public agency service advisor.

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

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

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

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


1. Providing specific content knowledge beyond that attained in the associate degree for students through the specializations.
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Revised 09/07
5. Providing learning opportunities that enable students to synthesize and analyze content from the contributing
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9. Fostering the life-long learning required of successful members of communities, particularly in the public
sector.
10. Developing interest and skill in well-defined core areas.
11. Nurturing a qualified and engaged faculty for our degrees.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
The removal of HUM 371 and the addition of PAS 328 (Human Resource Management), PAS 411 (Ethics)
and PSY 365 (Stress Management) or PSY 381 (Emergency Services Stress) fit with the changing needs
of public agencies. The changes result from requests by our advisory board.

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

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

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

Certifications

Department Chair/Unit Head (if appropriate) [Signature] Date
Chair of college curriculum committee [Signature] 1/29/08
Dean of college [Signature] Date

For committee use only

For University Curriculum Committee [Signature] 1-15-08

Action taken: _______approved as submitted _______approved as modified

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

Revised 09/07
# University Curriculum Committee

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

<table>
<thead>
<tr>
<th>1. College</th>
<th>BIS/BAS</th>
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<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>BIS/BAS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Academic Plan Name</th>
<th>Interdisciplinary Studies: Humanities or Public Management 90-30 (extended major)</th>
</tr>
</thead>
</table>

| 4. Subplan (if applicable)? | |

<table>
<thead>
<tr>
<th>5. Effective Date</th>
<th>FALL 2008</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6. Is this proposal for a:</th>
<th>☐ New Plan</th>
<th>☑ Plan Change</th>
<th>☐ Plan Deletion</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ New Subplan</td>
<td>☐ Subplan Change</td>
<td>☐ Subplan Deletion</td>
<td></td>
</tr>
</tbody>
</table>

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*

<table>
<thead>
<tr>
<th>Show the proposed changes in this column. Please <strong>BOLD</strong> the changes, to differentiate from what is not changing and strikethrough what is being deleted. <em>(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>You may earn either a BA or BS in Interdisciplinary Studies: Degree completion with an emphasis in Humanities or Public Agency.</td>
</tr>
<tr>
<td>You may earn either a BA or BS in Interdisciplinary Studies: Degree completion with an emphasis in Humanities or Public Agency <strong>Management.</strong></td>
</tr>
</tbody>
</table>

NAU’s flexible, B.A. and B.S. in Interdisciplinary Studies offers you an opportunity to design a plan of studies, in consultation with an advisor, to meet your individual educational needs. You may choose either of these degrees if you plan to enter an occupation that requires a broad general education, if you are seeking career advancement or personal intellectual enrichment, if you are considering a preprofessional plan.

We also offer this degree as part of NAU’s distance education program; however, not all emphasis areas are available through distance education.
We designed this degree to broaden your background, but
<table>
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<th>not to substitute for a degree that meets specific professional or occupational needs. If you are preparing for an occupation where entry is governed by licensure and/or professional certification, you should seek admission to the appropriate degree plan.</th>
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<tr>
<td>To earn the Interdisciplinary Studies degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:</td>
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<tr>
<td>• to avoid any deficiencies or risk having to take more than 120 hours of credit to complete this degree a completed community college degree AND an AGEC from a regionally accredited community college in Arizona are highly recommended</td>
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</tr>
<tr>
<td>• students with a completed associates degree and an AGEC will not have to complete the 35 units of liberal studies requirements; however, students without an AGEC certification will need to meet the NAU liberal studies requirements.</td>
<td>• students with a completed associate’s degree and an AGEC will not have to complete the 35 units of liberal studies requirements; however, students without an AGEC certification will need to meet the NAU liberal studies requirements.</td>
</tr>
<tr>
<td>• students may transfer up to a maximum of 90 hours of</td>
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</table>

Revised 09/07
community college and/or university credit from regionally accredited institutions of higher education

- students must complete at least 30 upper-division units in a specifically designed program of study at NAU
- student must complete an overall total of at least 120 units

community college and/or university credit from regionally accredited institutions of higher education

- students must complete at least 30 upper-division units in a specifically designed program of study at NAU
- students must complete an overall total of at least 120 units

- To be eligible for Honors at Graduation, you must complete 45 units at Northern Arizona University. If you complete less than 45 units at Northern Arizona University to fulfill the requirements for this degree, you will not qualify for Honors at Graduation regardless of your cumulative Grade Point Average.

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.)

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.)

Revised 09/07
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.

The Interdisciplinary Studies requires that you must take at least 30 units of upper-division courses (those numbered 300 and above).

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

<table>
<thead>
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<th>Liberal Studies (General Education) Requirements</th>
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<td>If you have earned an AGEC Certification from a regionally accredited community college in Arizona, then you have</td>
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</table>

Liberal Studies (General Education) Requirements
If you have earned an AGEC Certification from a regionally accredited community college in Arizona, then you have satisfied the NAU Liberal Studies
satisfied the NAU Liberal Studies requirement for this degree. Students having not earned an AGEC must complete all Liberal Studies requirements before graduation.

Click here to go to the section titled NAU’s Undergraduate Academic Plans for information about the 35 units of liberal studies credit that we require. Contact the department of your emphasis for information about liberal studies courses that are specific to your major.

Be aware that you may not use courses that have the same prefix or course code as the courses in your emphasis to satisfy liberal studies requirements; in addition, you may not use the specific courses in your focus to satisfy liberal studies requirements. (For the interdisciplinary emphases in arts and letters, public agency service, and women’s studies, you may use the emphasis course prefixes; however, you may not use the specific courses from those emphases to satisfy both emphasis and liberal studies requirements.)

requirement for this degree. Students having not earned an AGEC must complete all Liberal Studies requirements before graduation.

Click here to go to the section titled NAU’s Undergraduate Academic Plans for information about the 35 units of liberal studies credit that we require. Contact the department of your emphasis for information about liberal studies courses that are specific to your major.

Be aware that you may **not** use courses that have the same prefix or course code as the courses in your emphasis to satisfy liberal studies requirements; in addition, you may not use the specific courses in your focus to satisfy liberal studies requirements. (For the interdisciplinary emphases in arts and letters, public agency service, and women’s studies, you may use the emphasis course prefixes; however, you may not use the specific courses from those emphases to satisfy both emphasis and liberal studies requirements.)
You must complete 30 upper-division units at NAU for this major.

Please note that you must have a grade of C or better in all courses used in the Emphasis Area. Further note that all course work in the Emphasis Areas must be upper-division and from NAU. Substitutions and use of credit from another institution are not allowed in the Emphasis.

**Emphasis**
You must select one of the two following Emphases to complete this degree.

**Humanities Emphasis Requirements**
You must take 30 units from NAU as described below:
You must take 6 units from:
- HUM 345W and HUM 475C
Select 15 units from the following:
- HUM 370, 371, 373, 375, 376, 395; HUM 381 or 362
If the Global and/or U.S. Ethnic requirements have not already been met, you must select HUM 362 or HUM 381 from the

You must complete **at least** 30 upper-division units at NAU for this major.

Please note that you must have a grade of C or better in all courses used in the Emphasis Area. Further note that all course work in the Emphasis Areas must be upper-division and from NAU. Substitutions and use of credit from another institution are not allowed in the Emphasis.

**Emphasis**
You must select one of the two following Emphases to complete this degree.

**Humanities Emphasis Requirements**
You must take 30 units from NAU as described below:
You must take 6 units from:
- HUM 345W and HUM 475C
Select 15 units from the following:
- HUM 370, 371, 373, 375, 376, 395; HUM 381 or 362
If the Global and/or U.S. Ethnic **Diversity** requirements have not already been met, you must select HUM 362 or HUM 381

Revised 09/07
above, both which meet the Global Diversity requirement and/or HUM 375, which meets the U.S. Ethnic Diversity requirement.

Finally, select 9 additional units from:
- ENG 305W
- BIO 301 or 302
- SC 361 or SC 424

Public Management Emphasis Requirements
You must take 30 units from NAU as described below:
You must take 6 units from:
- ENG 302W or ENG 305W
- PAS/POS 421C
You must also select following 15 units from the following:
- PAS 326, 355, 411, 450; PAS 415 or SC 477
Finally, you must select 9 units from the following:
- ANT 350 (G), 306 (E); PAS 310, 356, 401; POS 355; SOC 333
If the Global and/or U.S. Ethnic Diversity requirements have not already been met you must select ANT 350 from the above, which meets the Global

from the above, both which meet the Global Diversity requirement and/or HUM 375, which meets the U.S. Ethnic Diversity requirement.

Finally, select 9 additional units from:
- ENG 305W
- BIO 301 or 302
- SC 361 or SC 424

Public Management Emphasis Requirements
You must take 30 units from NAU as described below:
You must take 6 units from:
- ENG 302W or ENG 305W
- PAS/POS 421C
You must also select following 15 units from the following:
- PAS 326, 355, 411, 450; PAS 415 or SC 477
Finally, you must select 9 units from the following:
- ANT 350 (G), 306 (E); PAS 310, 356, 401; POS 355; SOC 333
If the Global and/or U.S. Ethnic Diversity requirements have not already been met you must select ANT 350 from the above, which meets the Global Diversity
<table>
<thead>
<tr>
<th>Diversity requirement and/or ANT 306, which meets the Ethnic Diversity requirement.</th>
<th>requirement and/or ANT 306, which meets the Ethnic Diversity requirement.</th>
</tr>
</thead>
</table>
| **Focus, Minor, or Certificate Requirements**  
**Focus**  
Students graduating from a regionally accredited community college in Arizona will be credited with having completed a focus area; however, the focus area will not be noted on the student’s transcripts. | **Focus, Minor, or Certificate Requirements**  
**Focus**  
Students graduating from a regionally accredited community college in Arizona will be credited with having completed a focus area; however, the focus area will not be noted on the students’ transcripts. |
| Minors and/or Certificates are not allowed in the program. | Minors and/or Certificates are not allowed in the program. |
| **Communication Skills Requirements**  
Included in the credit transferred as part of the completed community college degree you must have:  
- 3 units in computer literacy for the B.A.; 6 units for the B.S. This coursework must help you to understand in general the technical components of computers and information systems, the role of computers in modern society, how to solve problems using information systems technology, word | **Communication Skills Requirements**  
Included in the credit transferred as part of the completed community college degree you must have:  
- 3 units in computer literacy for the B.A.; 6 units for the B.S. This coursework must help you to understand in general the technical components of computers and information systems, the role of computers in modern society, how to solve problems using information systems technology, word |
processing, spreadsheet use, data base management, and how to use the World Wide Web and common software productivity tools. This course must have been taken within 10 years of admittance to NAU.

- 6 units of oral communication courses with 3 units of performance-based courses and 3 units being theory-based

- For the B.A., take a Language Requirement: four courses (12-16 units) in a modern language other than English, selected from the same language

- For the B.S., take a Science Requirement: 12 units of science courses drawn from the following ANT 101 102, or 104; PSY 230 or equivalent; MAT 114, STA 270 or equivalent; or courses with Biology, physics, astronomy, mathematics, geology, chemistry prefixes. You may use any combination of units earned, including labs attached to courses as long as the minimum of 12 units is achieved.
### General Electives
Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

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

(Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

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

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

(Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

---

8. For undergraduate plans, will this requirement be a student individualized plan?  
   - Yes □  No □  
   
   **Student Individualized Plan** is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor. 

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

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

   **Milestone** is used to record noncourse requirements, such as the HRM 400-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](http://www4.nau.edu/assessment/main/degree/degree.htm)).

1. Providing specific content knowledge for students through the emphasis.

Revised 09/07
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.)

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.


1. Providing specific content knowledge for students through the emphasis.
2. Enhancing the skills attendant to liberal education.
3. Strengthen our student’s oral communication skills by ensuring that students are able to effectively organize and orally deliver content based on audience and purpose.
4. Providing learning opportunities that enable students to synthesize and analyze content from the disciplines.
5. Regularly update programs of study to cover relevant and timely content from each emphasis area.
6. Teaching students how to produce logically coherent pieces of written work.
7. Expanding the quality education we provide to distance learning students by improving technology, pursuing avenues of faculty development, and working closely with area coordinators.
8. Fostering the life-long learning required of successful members of communities.
9. Developing interest and skill in well-defined focus areas.
10. Nurturing a qualified and engaged faculty for our degrees.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
   Change 1: This clarifies how prefixes and specific courses may be used in the Emphasis and Liberal Studies areas.
   Change 2: This change informs students that while not required to do so, they may take more than 30 hours at NAU.
   Change 3: Based on the very large number of questions concerning whether 1 and 2 hour credit course could be used to satisfy this requirement, the clarification sentence was added.

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

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

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

Certifications

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

For committee use only  
For University Curriculum Committee  

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.*
# University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
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<th>Social and Behavioral Sciences</th>
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<tbody>
<tr>
<td>1. College</td>
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<tr>
<td>2. Academic Unit/Department</td>
<td>Public Agency Service</td>
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<tr>
<td>3. Academic Plan Name</td>
<td>BA and BS Interdisciplinary Studies</td>
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<tr>
<td>4. Subplan (if applicable)?</td>
<td>Administration of Justice</td>
<td></td>
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<td>5. Effective Date</td>
<td>FALL 2008</td>
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<td>6. Is this proposal for a :</td>
<td>□ New Plan</td>
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<td>□ New Subplan</td>
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<td>X Subplan Change</td>
<td>□ Plan Deletion</td>
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<td>□ Subplan Deletion</td>
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</table>

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.

For New Plans, leave this column blank.

### Major Requirements
You must complete 57-68 units for the B.A. major or 60-67 for the B.S. — in an emphasis, a focus area, and communication skills requirements.

Please note that you must have a grade of C or better in all courses used in the Extended Major, which includes the Emphasis, Focus/Minor/Certificate, and Communication Skills Area.

### Emphasis Requirements
To complete this emphasis, you take the following 24 units:

- 6 units PAS/POS 325, POS 326, POS 327, PAS 310
- 3 units from CJ 325, 331, 333, 380, 410; or PAS 330 or 360
- 3 units from ENG 305W or any other course that meets the Junior Level Writing requirement at

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
You must complete 57-68 units for the B.A. major or 60-67 for the B.S. — in an emphasis, a focus area, and communication skills requirements.

Please note that you must have a grade of C or better in all courses used in the Extended Major, which includes the Emphasis, Focus/Minor/Certificate, and Communication Skills Area.

### Emphasis Requirements
To complete this emphasis, you take the following 24 units:

- 96 units PAS/POS 325, PAS/POS 326, PAS/POS 327; PAS 310, 328; PSY 365, 381
- 3 units from CJ 325, 331, 333, 380, 410; or PAS 330 or 360
- 3 units from ENG 305W or any other course that meets the Junior Level Writing
NAU. Be aware that many junior level writing courses have prerequisites
- 9 units from PAS 340, 401, 411, 415, or 450
- 3 units from PAS/POS 421C or PAS 408C, either of which meets the NAU senior capstone requirement

Focus, Minor, or Certificate Requirements
Meet this 15-unit requirement by choosing one of the three options described in this section.

Focus in Interdisciplinary Studies
Take at least 15 units that include a minimum of 3 units of credit in each of the following blocks: Ethical Reasoning; Creative and Humanistic Inquiry; Scientific Reasoning and Inquiry; Social and Political Foundations; and Cultural Understanding.

Courses used to satisfy this requirement may not have been used to satisfy any other requirement for this degree.

Focus, Minor, or Certificate Requirements
Meet this 15-unit requirement by choosing one of the three options described in this section.

Focus in Interdisciplinary Studies
Take at least 15 units that include a minimum of 3 units of credit in each of the following blocks: Ethical Reasoning; Creative and Humanistic Inquiry; Scientific Reasoning and Inquiry; Changing Worlds; Social and Political Foundations; and Cultural Understanding Perspectives.

Courses used to satisfy this requirement may not have been used to satisfy any other requirement for this degree. At
At least 9 units must be taken at NAU and at least 6 units of the 9 units must be upper-division (300 or 400 level).

Click on the above links for listings of approved courses by block.

**Minor**

You may also fulfill this requirement by completing a minor outside your emphasis field, instead of either a focus or certificate. The minor, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation. Refer to specific academic areas within this catalog for information about the coursework requirements for particular minors you may be interested in. (Please note that not all minors are available statewide or online.)

**Certificate**

You may also fulfill this requirement by completing a certificate outside your emphasis field, instead of either a focus or a minor. The certificate, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation. Refer to specific academic areas within this catalog for information about the coursework requirements for particular minors you may be interested in. (Please note that not all minors are available statewide or online.)

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You may also fulfill this requirement by completing a certificate outside your emphasis field, instead of either a focus or a minor. The certificate, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation. Refer to specific academic areas within this catalog for information about the coursework requirements for particular minors you may be interested in. (Please note that not all minors are available statewide or online.)
requirements listed in your catalog of graduation. Refer to specific academic areas within this catalog for information about the coursework requirements for particular certificates you may be interested in. (Please note that not all certificates are available statewide or online.)

**Communication Skills Requirements**
You must take the following 21-25 units for the B.A.; 24 units for the B.S.:
- 3 units in computer literacy for the B.A.; 6 units for the B.S. This coursework must help you to understand in general the technical components of computers and information systems, the role of computers in modern society, how to solve problems using information systems technology, word processing, spreadsheet use, data base management, and how to use the World Wide Web and common software productivity tools. This

requirements listed in your catalog of graduation. Refer to specific academic areas within this catalog for information about the coursework requirements for particular certificates you may be interested in. (Please note that not all certificates are available statewide or online.)

**Communication Skills Requirements**
You must take the following 21-25 units for the B.A.; 24 units for the B.S.:
- 3 units in computer literacy for the B.A.; 6 units for the B.S. This coursework must help you to understand in general the technical components of computers and information systems, the role of computers in modern society, how to solve problems using information systems technology, word processing, spreadsheet use, data base management, and how to use the World Wide Web and common software productivity tools. This
course must have been taken within 10 years of admittance to NAU.

- 6 units of oral Communication courses

You choose 3 units of performance-based and 3 units of theory-based courses listed below. At least 3 units must be upper-division.

**performance-based courses:**
SC 111, 311, 312, 314, 315, and 318; and TH 242

**theory-based courses:**
SC 271, 321, 323, 351, 361, 365, 424, 472, 475 and 477

(Please note that you can’t use CLEP or locally prepared exams to satisfy this requirement. Transfer credit used to satisfy this requirement must be approved by the Interdisciplinary Studies/BAS Advisory Council.)

- For the B.A., take a Language Requirement: four courses (12-16 units) in a language other than English, selected from the same language. (You can take CLEP or AP exams to fulfill all or part of this requirement; however, you
to NAU.

- 6 units of oral communication courses

You choose 3 units of performance-based and 3 units of theory-based courses listed below. At least 3 units must be upper-division.

**performance-based courses:**
SC 111, 311, 312, 314, 315, and 318; and TH 242

**theory-based courses:**
SC 271, 321, 323, 351, 361, 365, 424, 472, 475 and 477

(Please note that you can’t use CLEP or locally prepared exams to satisfy this requirement. Transfer credit used to satisfy this requirement must be approved by the Interdisciplinary Studies/BAS Advisory Council.)

- For the B.A., take a Language Requirement: four courses (12-16 units) in a language other than English, selected from the same language. (You can take CLEP or AP exams to fulfill all or part of this requirement; however, you cannot use "travelers" or "conversation only" language
cannot use "travelers" or "conversation only" language courses for this requirement.)

- For the B.S., take a Science Requirement: four courses from ANT 101, 102, or 104; BIO 301 and 302; PSY 230 or equivalent; MAT 114; STA 270 or equivalent; CJ 355; ECI 497C; ESE 380; HS 333; SOC 355W or 365; PAS 355 or 356 (12 units). At least six units must be upper division.

• For the B.S., take a Science Requirement: four courses from ANT 101, 102, or 104; BIO 301 and 302; PSY 230 or equivalent; MAT 114; STA 270 or equivalent; CJ 355; ECI 497C; ESE 380; HS 333; SOC 355W or 365; PAS 355 or 356; POS 303 (12 units). At least six units must be upper division.

**Additionally, courses taken in the Science Requirement may not be used to satisfy any other requirements in the degree 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

### 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
The NAU Department of Psychology supports the use of PSY 365 and PSY 381 for the Public Agency Service program. These courses have been developed, in part, with the PAS program in mind. Heidi Wayment, Professor & Chair, Department of Psychology, Northern Arizona University, (928) 523-0575

Change 3: The addition of PAS 328 (Human Resources Management) and PAS 329 (Labor/Management Relations) are at the request of the agencies and students most often served by the PAS program. Many emergency service agencies such as fire and police are unionized, while all supervisors should have a working knowledge of Human Resources Management issues.

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

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

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

Certifications

<table>
<thead>
<tr>
<th>Department Chair/ Unit Head (if appropriate)</th>
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<th>Chair of college curriculum committee</th>
<th>Date</th>
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<th>Dean of college</th>
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For committee use only

Ron Bell

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
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<tr>
<td>4. Subplan (if applicable)?</td>
<td>Fire Science Administration (Name change to: Emergency Services Administration)</td>
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<td>5. Effective Date</td>
<td>FALL 2008</td>
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<td>6. Is this proposal for a:</td>
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Revised 09/07
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(http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)
Be sure you include all catalog text that pertains to this plan change.

For New Plans, leave this column blank.

Interdisciplinary Studies: Fire Science Administration (extended major)

You may earn either a BA or BS in Interdisciplinary Studies: Fire Science Administration.

To earn the Interdisciplinary Studies 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 PAS/POS prefix to satisfy liberal studies requirements. In addition, you may not use the specific courses in your focus, minor, or certificate to also satisfy liberal studies requirements.
• at least 57 - 68 units of major requirements for the Bachelor of Arts and 60 - 67 units of major requirements.

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

Interdisciplinary Studies: Fire Science Administration
Emergency Services Administration extended major)

You may earn either a BA or BS in Interdisciplinary Studies: Fire Science Administration
Emergency Services Administration.

To earn the Interdisciplinary Studies 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 PAS/POS prefix to satisfy liberal studies requirements. In addition, you may not use the specific courses in your focus, minor, or certificate to also satisfy liberal studies requirements.
• at least 57 - 68 units of major requirements for the Bachelor
for the Bachelor of Science
- elective courses, if needed, to reach an overall total of at least 120 units

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

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.

The Interdisciplinary Studies requires that you must take at least 30 units of upper-division courses (those numbered 300 and above).

Additionally, please note that you may be able to use some of Arts and 60 – 67 units of major requirements for the Bachelor of Science
- elective courses, if needed, to reach an overall total of at least 120 units

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

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.

The Interdisciplinary Studies requires that you must take at least 30 units of upper-division courses (those numbered 300 and above).
courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Finally, please note that the requirements for any particular Interdisciplinary Studies plan will be more specific than the general academic description given here. See the specific academic area in this catalog, which are listed at the end of this section, for the Interdisciplinary Studies plan you are interested in.

**Liberal Studies (General Education) Requirements**
Click here to go to the section titled NAU’s Undergraduate Academic Plans for information about the 35 units of liberal studies credit that we require. Contact the department of your emphasis for information about liberal studies courses that are specific to your major.

Be aware that you may not use courses that have the same prefix or course code as the courses in your emphasis to

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

Finally, please note that the requirements for any particular Interdisciplinary Studies plan will be more specific than the general academic description given here. See the specific academic area in this catalog, which are listed at the end of this section, for the Interdisciplinary Studies plan you are interested in.

**Liberal Studies (General Education) Requirements**
Click here to go to the section titled NAU’s Undergraduate Academic Plans for information about the 35 units of liberal studies credit that we require. Contact the department of your emphasis for information about liberal studies courses that are specific to your major.

Be aware that you may not use courses that have the same prefix or course code as the
satisfy liberal studies requirements; in addition, you may not use the specific courses in your focus to satisfy liberal studies requirements. (For the interdisciplinary emphases in arts and letters, public agency service, and women's studies, you may use the emphasis course prefixes; however, you may not use the specific courses from those emphases to satisfy both emphasis and liberal studies requirements.)

Major Requirements
You must complete 57-68 units for the B.A. major or 60-67 for the B.S. — in an emphasis, a focus area, and communication skills requirements.

Please note that you must have a grade of C or better in all courses used in the Extended Major, which includes the Emphasis, Focus/Minor/Certificate, and Communication Skills Area.

courses in your emphasis to satisfy liberal studies requirements; in addition, you may not use the specific courses in your focus to satisfy liberal studies requirements. (For the interdisciplinary emphases in arts and letters, public agency service, and women's studies, you may use the emphasis course prefixes; however, you may not use the specific courses from those emphases to satisfy both emphasis and liberal studies requirements.)

Major Requirements
You must complete 57-68 units for the B.A. major or 60-67 for the B.S. — in an emphasis, a focus area, and communication skills requirements.

Please note that you must have a grade of C or better in all courses used in the Extended Major, which includes the Emphasis, Focus/Minor/Certificate, and Communication Skills Area.
Emphasis Requirements
To complete this emphasis, you take the following 27 units:
- PAS 450 and PAS 415 (6 units)
- 15 units from the following: PAS/POS 325, 326, 327, PAS 310, 330, 360, 340, 401, 411
From the BAS Core you must take:
- ENG 305W or any other NAU course that meets the NAU junior writing requirement. Be aware that many junior level writing courses have prerequisites.
- PAS/POS 421C or PAS 408C, either of which meets the NAU senior capstone requirement.

Focus, Minor, or Certificate Requirements
Meet this 15-unit requirement by choosing one of the three options described in this section.

Emphasis Requirements
To complete this emphasis, you take the following 27 units:
- PAS 329, 450 and PAS 415 (9 units)
- 12 units from the following: PAS/POS 325, 326, 327, PAS 310, 328, 330, 360, 340, 401, 411; PSY 365, 381
From the BAS Core you must take:
- ENG 305W or any other NAU course that meets the NAU junior writing requirement. Be aware that many junior level writing courses have prerequisites.
- PAS/POS 421C or PAS 408C, either of which meets the NAU senior capstone requirement.

Focus, Minor, or Certificate Requirements
Meet this 15-unit requirement by choosing one of the three options described in this section.
Focus in Interdisciplinary Studies
Take at least 15 units that include a minimum of 3 units of credit in each of the following blocks: Ethical Reasoning; Creative and Humanistic Inquiry; Scientific Reasoning and Inquiry; Social and Political Foundations; and Cultural Understanding.

Courses used to satisfy this requirement may not have been used to satisfy any other requirement for this degree. At least 9 units must be taken at NAU and at least 6 units of the 9 units must be upper-division (300 or 400 level). Click on the above links for listings of approved courses by block.

Minor
You may also fulfill this requirement by completing a minor outside your emphasis field, instead of either a focus or certificate. The minor, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation. Refer to specific academic 

Focus in Interdisciplinary Studies
Take at least 15 units that include a minimum of 3 units of credit in each of the following blocks: Ethical Reasoning; Creative and Humanistic Inquiry-Creative Inquiry; Changing Worlds; Social and Political Foundations; and Cultural Understanding Perspectives.

Courses used to satisfy this requirement may not have been used to satisfy any other requirement for this degree. At least 9 units must be taken at NAU and at least 6 units of the 9 units must be upper-division (300 or 400 level). Click on the above links for listings of approved courses by block.

Minor
You may also fulfill this requirement by completing a minor outside your emphasis field, instead of either a focus or certificate. The minor, which will require at least 15 units, must be completed according to the requirements listed in your
areas within this catalog for information about the coursework requirements for particular minors you may be interested in. (Please note that not all minors are available statewide or on line.).

**Certificate**
You may also fulfill this requirement by completing a certificate outside your emphasis field, instead of either a focus or a minor. The certificate, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation. Refer to specific academic areas within this catalog for information about the coursework requirements for particular certificates you may be interested in. (Please note that not all certificates are available statewide or on line.).

**Communication Skills Requirements**
You must take the following 21-25 units for the B.A.; 24 units for the B.S.:
- 3 units in computer literacy for the B.A.; 6 units for the B.S. This coursework must

catalog of graduation. Refer to specific academic areas within this catalog for information about the coursework requirements for particular minors you may be interested in. (Please note that not all minors are available statewide or on line.).

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**Communication Skills Requirements**
You must take the following 21-25 units for the B.A.; 24 units for the B.S.:
- 3 units in computer literacy
help you to understand in general the technical components of computers and information systems, the role of computers in modern society, how to solve problems using information systems technology, word processing, spreadsheet use, data base management, and how to use the World Wide Web and common software productivity tools. This course must have been taken within 10 years of admittance to NAU.

- 6 units of oral communication courses

You choose 3 units of performance-based and 3 units of theory-based courses listed below. At least 3 units must be upper-division.

**performance-based courses:**
SC 111, 311, 312, 314, 315, and 318; and TH 242

**theory-based courses:**
SC 271, 321, 323, 351, 361, 365, 424, 472, 475 and 477

(Please note that you can’t use CLEP or locally prepared exams to satisfy this requirement. Transfer credit used to satisfy this requirement must be

for the B.A.; 6 units for the B.S. This coursework must help you to understand in general the technical components of computers and information systems, the role of computers in modern society, how to solve problems using information systems technology, word processing, spreadsheet use, data base management, and how to use the World Wide Web and common software productivity tools. This course must have been taken within 10 years of admittance to NAU.

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**theory-based courses:**
SC 271, 321, 323, 351, 361, 365, 424, 472, 475 and 477

(Please note that you can’t use CLEP or locally prepared exams to satisfy this requirement. Transfer credit used to satisfy
approved by the Interdisciplinary Studies/BAS Advisory Council.)

- For the B.A., take a Language Requirement: four courses (12-16 units) in a language other than English, selected from the same language. (You can take CLEP or AP exams to fulfill all or part of this requirement; however, you cannot use "travelers" or "conversation only" language courses for this requirement.)

- For the B.S., take a Science Requirement: four courses from ANT 101, 102, or 104; BIO 301 and 302; PSY 230 or equivalent; MAT 114; STA 270 or equivalent; CJ 355; ECI 497C; ESE 380; HS 333; SOC 355W or 365; PAS 355 or 356 (12 units). At least six units must be upper division.

this requirement must be approved by the Interdisciplinary Studies/BAS Advisory Council.)

- For the B.A., take a Language Requirement: four courses (12-16 units) in a language other than English, selected from the same language. (You can take CLEP or AP exams to fulfill all or part of this requirement; however, you cannot use "travelers" or "conversation only" language courses for this requirement.)

- For the B.S., take a Science Requirement: four courses from ANT 101, 102, or 104; BIO 301 and 302; PSY 230 or equivalent; MAT 114; STA 270 or equivalent; CJ 355; ECI 497C; ESE 380; HS 333; SOC 355W or 365; PAS 355 or 356; POS 303 (12 units). At least six units must be upper division. **Additionally, courses taken in the Science Requirement may not be used to satisfy any other requirements in the degree plan.**

General Electives
Additional coursework is required, if, after you have met

General Electives
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.)

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*? xx ☐ no ☐ yes

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

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

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

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

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


   1. Providing specific content knowledge beyond that attained in the associate degree for students through the specializations.

Revised 09/07
2. Providing an educational opportunity, using the inverse degree model, for students having attained an associate of applied science degree with an emphasis on combining applied experience with academic skills.
3. Enhancing the skills attendant to liberal education by adding to the knowledge gained in the 15-19 hours of general education required in the associate of applied science.
4. Strengthening our student’s oral communication skills by ensuring that students are able to effectively organize and orally deliver content based on audience and purpose.
5. Providing learning opportunities that enable students to synthesize and analyze content from the contributing disciplines.
6. Regularly updating programs of study to cover relevant and timely content from each specialization area and the core courses fundamental to the program.
7. Teaching students how to produce logically coherent pieces of written work.
8. Expanding the quality education we provide to distance learning students by improving technology, pursuing avenues of faculty development, and working closely with Statewide Campus area coordinators.
9. Fostering the life-long learning required of successful members of communities, particularly in the public sector.
10. Developing interest and skill in well-defined core areas.
11. Nurturing a qualified and engaged faculty for our degrees.

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

Change 1: The addition of PAS 329 (Labor-Management Relations) as a required course results from a request by fire unions and fire management for this course.
Change 2: The addition of PAS 328 (Human Resource Management) as an elective results from a request by fire unions and fire management for this course.
Change 3: The addition of PSY 365 and 381 comes as a result of the ability of the Psychology Department to offer the courses and requests for multiple agencies for these courses.
Change 4: The change from Fire Science Administration to Emergency Services Administration recognizes the larger emergency response community which includes not only Fire, but EMS, DOT and Public Works.

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

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

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

Certifications

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

For committee use only

For University Curriculum Committee  Date

Action taken: ___________approved as submitted  ___________approved as modified

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

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<th>1. College</th>
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<tr>
<td>2. Academic Unit/Department</td>
<td>Public Agency Service</td>
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<tr>
<td>3. Academic Plan Name</td>
<td>Interdisciplinary Studies BA and BS</td>
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<tr>
<td>4. Subplan (if applicable)?</td>
<td>Public Agency Service</td>
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<td>5. Effective Date</td>
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<td>6. Is this proposal for a :</td>
<td>□ New Plan</td>
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Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)
Be sure you include all catalog text that pertains to this plan change.
For New Plans, leave this column blank.

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
You must complete 57-68 units for the B.A. major or 60-67 for the B.S. — in an emphasis, a focus area, and communication skills requirements.

Please note that you must have a grade of C or better in all courses used in the Extended Major, which includes the Emphasis, Focus/Minor/Certificate, and Communication Skills Area.

Emphasis Requirements
To complete this emphasis, you take the following 24 units:
• 9 units from HUM 371, POS 326 or PAS 326, 310, 415, or 450
• 3 units from SOC 355W, ENG 305W, or HUM 345W, each of which meets NAU’s junior writing requirement
• 12 units in either public agency administration or social and community service, as
social and community service, as described below
(Please note that you may substitute courses with written
approval of a public agency service advisor.)

public agency administration:
9 units from CJ 331 and 333;
MGT 303; SOC 301, 333, 339,
and 441; POS 325 or PAS 325;
PAS 327, 355 or 411; and POS
327 and 428
plus 3 units from POS 421C or
PAS 421C, either of which
meets NAU’s senior capstone
requirement

social and community service:
9 units from CJ 325, 333, and
410; PAS 411; SOC 301,
320W, 333, 417, and 441; SOC
360 or GRT 360; PSY 460C;
EDF 301W; and WST 394
plus 3 units from PAS 408C,
which meet NAU’s senior capstone
requirement

Focus, Minor, or Certificate Requirements
Meet this 15-unit requirement by choosing one of the three

Focus, Minor, or Certificate Requirements
Meet this 15-unit requirement by choosing one of the three
options described in this section.

Focus in Interdisciplinary Studies
Take at least 15 units that include a minimum of 3 units of credit in each of the following blocks: Ethical Reasoning; Creative and Humanistic Inquiry; Scientific Reasoning and Inquiry; Social and Political Foundations; and Cultural Understanding.

Courses used to satisfy this requirement may not have been used to satisfy any other requirement for this degree. At least 9 units must be taken at NAU and at least 6 units of the 9 units must be upper-division (300 or 400 level). Click on the above links for listings of approved courses by block.

Minor
You may also fulfill this requirement by completing a minor outside your emphasis field, instead of either a focus or certificate. The minor, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation.

options described in this section.

Focus in Interdisciplinary Studies
Take at least 15 units that include a minimum of 3 units of credit in each of the following blocks: Ethical Reasoning;
Creative and Humanistic Inquiry-Creative Inquiry;
Scientific Reasoning and Inquiry;
Changing Worlds; Social and Political Foundations; and
Cultural Understanding
Perspectives.
Courses used to satisfy this requirement may not have been used to satisfy any other requirement for this degree. At least 9 units must be taken at NAU and at least 6 units of the 9 units must be upper-division (300 or 400 level). Click on the above links for listings of approved courses by block.

Minor
You may also fulfill this requirement by completing a minor outside your emphasis field, instead of either a focus or certificate. The minor, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation. Refer to
Refer to specific academic areas within this catalog for information about the coursework requirements for particular minors you may be interested in. (Please note that not all minors are available statewide or online.).

**Certificate**
You may also fulfill this requirement by completing a certificate outside your emphasis field, instead of either a focus or a minor. The certificate, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation. Refer to specific academic areas within this catalog for information about the coursework requirements for particular certificates you may be interested in. (Please note that not all certificates are available statewide or online.).

**Communication Skills Requirements**
You must take the following 21-25 units for the B.A.; 24 units for the B.S.:
- 3 units in computer literacy for the B.A.; 6 units for the

Specific academic areas within this catalog for information about the coursework requirements for particular minors you may be interested in. (Please note that not all minors are available statewide or online.).

**Certificate**
You may also fulfill this requirement by completing a certificate outside your emphasis field, instead of either a focus or a minor. The certificate, which will require at least 15 units, must be completed according to the requirements listed in your catalog of graduation. Refer to specific academic areas within this catalog for information about the coursework requirements for particular certificates you may be interested in. (Please note that not all certificates are available statewide or online.).

**Communication Skills Requirements**
You must take the following 21-25 units for the B.A.; 24 units for the B.S.:
- 3 units in computer literacy for the B.A.; 6 units for the B.S.
B.S. This coursework must help you to understand in general the technical components of computers and information systems, the role of computers in modern society, how to solve problems using information systems technology, word processing, spreadsheet use, data base management, and how to use the World Wide Web and common software productivity tools. This course must have been taken within 10 years of admittance to NAU.

- 6 units of oral communication courses
You choose 3 units of performance-based and 3 units of theory-based courses listed below. At least 3 units must be upper-division.

**performance-based courses:**
SC 111, 311, 312, 314, 315, and 318; and TH 242

**theory-based courses:**
SC 271, 321, 323, 351, 361, 365, 424, 472, 475 and 477
(Please note that you can't use CLEP or locally prepared exams to satisfy this requirement.

Transfer credit used to satisfy

This coursework must help you to understand in general the technical components of computers and information systems, the role of computers in modern society, how to solve problems using information systems technology, word processing, spreadsheet use, data base management, and how to use the World Wide Web and common software productivity tools. This course must have been taken within 10 years of admittance to NAU.

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SC 271, 321, 323, 351, 361, 365, 424, 472, 475 and 477
(Please note that you can't use CLEP or locally prepared exams to satisfy this requirement.

Transfer credit used to satisfy
this requirement must be approved by the Interdisciplinary Studies/BAS Advisory Council.

- For the B.A., take a Language Requirement: four courses (12-16 units) in a language other than English, selected from the same language. (You can take CLEP or AP exams to fulfill all or part of this requirement; however, you cannot use "travelers" or "conversation only" language courses for this requirement.)

- For the B.S., take a Science Requirement: four courses from ANT 101, 102, or 104; BIO 301 and 302; PSY 230 or equivalent; MAT 114; STA 270 or equivalent; CJ 355; ECI 497C; ESE 380; HS 333; SOC 355W or 365; PAS 355 or 356 (12 units). At least six units must be upper division. Additionally, courses taken in the Science Requirement may not be used to satisfy any other requirements in the degree plan.

- For the B.A., take a Language Requirement: four courses (12-16 units) in a language other than English, selected from the same language. (You can take CLEP or AP exams to fulfill all or part of this requirement; however, you cannot use "travelers" or "conversation only" language courses for this requirement.)
8. For undergraduate plans, will this requirement be a student individualized plan? xx no □ yes
   *A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which
coursework requirements are established by the student in consultation with the advisor.

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

9. For undergraduate plans, will a milestone** be used to:
   □ a. verify satisfactory completion of a non course requirement.
   XX 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 -
    1. Providing specific content knowledge beyond that attained in the associate degree for students through the
       specializations.
    2. Providing an educational opportunity, using the inverse degree model, for students having attained an
       associate of applied science degree with an emphasis on combining applied experience with academic skills.
    3. Enhancing the skills attendant to liberal education by adding to the knowledge gained in the 15-19 hours of
       general education required in the associate of applied science.
    4. Strengthening our student's oral communication skills by ensuring that students are able to effectively
       organize and orally deliver content based on audience and purpose.
    5. Providing learning opportunities that enable students to synthesize and analyze content from the contributing
       disciplines.
    6. Regularly updating programs of study to cover relevant and timely content from each specialization area and
       the core courses fundamental to the program.
    7. Teaching students how to produce logically coherent pieces of written work.
    8. Expanding the quality education we provide to distance learning students by improving technology, pursuing
       avenues of faculty development, and working closely with Statewide Campus area coordinators.
    9. Fostering the life-long learning required of successful members of communities, particularly in the public
       sector.
    10. Developing interest and skill in well-defined core areas.
    11. Nurturing a qualified and engaged faculty for our degrees.

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

    The increase in units required in the emphasis results form the increase in the number of courses
    available in the emphasis areas.
    The addition of Psychology Stress management courses (PSY 365 and 381) are a result of the need
    to include this topic in high stress jobs.
    The NAU Department of Psychology supports the use of PSY 365 and PSY 381 for the Public Agency Service
    program. These courses have been developed, in part, with the PAS program in mind.
    Heidi Wayment, Professor & Chair
    Department of Psychology
    Northern Arizona University
    (928) 523-0575

    The inclusion of POS/PAS 421C as an option in the social and community service area results for
    practice. We are finding that many students are already employed full-time and cannot take on an
    internship. We have been substituting 421C in those cases. This change simply makes the option
    official.
12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?  NO
   If so, attach supporting documentation from the affected departments/units and college dean.
14. Will present library holdings support this academic plan/subplan?  Yes

**Certifications**

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<th>Department Chair/ Unit Head (if appropriate)</th>
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<th>Chair of college curriculum committee</th>
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**For committee use only**

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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 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 Science
   4. Academic Unit /Department Applied Indigenous Studies

5. Course subject/catalog number AIS/255
   6. Units/Credit Hours 3

7. Long course title "Authentic Indian:" Gender and Indigenous Representation
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Gender & Indigenous Representation

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

   This course examines the relationship and negotiation of gender and culture through representation(s) within and concerning Indigenous peoples/communities. We will focus on U.S. forms in popular experiences e.g., literature, film, media.

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 α
    11a. Date approved by UGC (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)

12. Cross-listed with ES/WGS 255
    (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) n/a

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

revised 9/07
16. Is the course needed for a new or existing plan of study (major, minor, certificate)?
   Name of plan?
   
   Yes ☐ No ☐ X

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

17. Is a potential equivalent course offered at a community college (lower division only)?
   
   Yes ☐ No ☐ X

   If yes, does it require listing in the Course Equivalency Guide?
   Please list, if known, the institution and subject/catalog number of the course.
   
   Yes ☐ No ☐ X

18. Names of current faculty qualified to teach this course: Doreen E. Martinez, Loma Ishii

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

   This course provides a needed study of race and gender in Indigenous communities that occurs in popular discourses. In offering this course, a vital inquiry is provided in all three department/programs that is currently absent. In addition, the representational focus addresses needed investigation into the public arenas of race and gender discrimination. The valuable interdisciplinary focus of this work fulfills and supports the individual units, college and university goals.

For Official AIO Use Only:
Component Type
Consent
Topics Course

revised 9/07
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: Doreen E. Martinez
Dept. Chair name: Frances Riemer
College Contact name: Larry Gould
Contact email: Doreen.martinez@nau.edu
Dept. Chair email: frances.riemer@nau.edu
College Contact email: larry.gould@nau.edu

20. This course is a □ Single section □ Multi-section
21. List names of faculty who may teach this course: Doreen E. Martinez, Loma Ishii
22. Section enrollment cap: 30

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

23. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry □ Cultural Understanding □ Science □ Social and Political Worlds □

24. Skills (check two): If a topics course, must apply to ALL sections.
   Effective Oral Communication □ Effective Writing □ Critical Thinking □
   Quantitative Reasoning □ Scientific Inquiry □

25. Is this a topics course? Yes □ No □
    If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

26. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. ________

27. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. ________

28. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 35
29. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. ________

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

35. Approvals

   [Signatures and dates]

   Department Chair (if appropriate)
   Date

   Chair of college curriculum committee
   Date

   Dean of college
   Date

   [For Committees use only]

   Date

   For Liberal Studies Committee

   Action taken: Approved as submitted

   Date

   For University Curriculum Committee

   Action taken: Approved as modified

   Date

revised 9/07
Please attach Syllabus here.

Northern Arizona University
College of Social and Behavioral Sciences
Women's and Gender Studies Program

AIS 255
"Authentic Indian:" Gender and Indigenous Representation
Section 1; Spring 2008

Course time: TTH 11:10-12:25pm
Bldg 70 (Social and Behavioral Sciences WEST; SBS-West) 3 credits
Room 204

Instructor: Dr. Doreen E. Martinez
Office: 228 SBS-West (Bldg 70)
Office phone: 928-523-6719
Office hours: TTH 10:00am-11:00am, TH 1:45pm-2:45pm and by appointment
E-mail: doreen.martinez@nau.edu (preferable email contact; do not utilize Vista)

To access course syllabi, e-reserves (on-line readings,) grades and other course material go to the
website vista.nau.edu. Your NAU ID and password are required.

Course Prerequisites: No course prerequisite. This course can be used to fulfill Northern
Arizona University’s liberal studies credit (aesthetic and humanistic inquiry.)

Course Description:
This course examines the relationship and negotiation of gender and culture through
representation(s) within and concerning Indigenous peoples/communities. We will focus on U.S.
representational forms in popular experiences e.g., literature, film, media. This investigation and
analysis will be supplemented with legal representation issues as well as contextualization
through global Indigenous portrayals.

We will begin our work by reviewing the scientific principles of race that have shaped legal
doctrines and social mores. From this foundation will investigate the role of “authenticity,”
children’s socialization, and the performances associated with “playing Indian.” From these
locations, we explore Indigenous representations in rock art, Native art and athletic team
mascots. Lastly, we move into the spaces/locations of Indigenous representations that occur in
advertising, literature and films. It is imperative to understand representations from both insider
and outsider perspectives. Our work will focus on the vital contributions these perspectives offer
to our comprehension of the course material. The course assignments reflect this critical
position.

Distribution Block: This is a liberal studies course bearing the thematic focus of the Aesthetic
and Humanistic Inquiry distribution block. Courses in this block involve students in the study
of the human condition through philosophical inquiry and analysis of the various forms of
creative expression (our focus on representation.) Our course assists students to develop an
understanding of the relationship between context (legal as well as popular culture) and human
creative expression. We will employ major conceptual frameworks to make sense of the creative
arts seen in popular mediums, and how human experience such as science and values are
expressed through creative endeavors. Students will also develop their capacities for analysis and

revised 9/07
ethical reasoning along with an understanding of the multiple facets of the human condition through a focus on various forms of effective writings.

**Essential Skills:** This course essential skill is effective writing. Effective writing conveys information or argues a point of view using organizational structures, supporting materials, and language appropriate for the topic, purpose, and audience. In practicing and applying effective writing skills, students must be able to demonstrate a comprehension of the course material that is situated in the literature and examples provided. Students through class discussion and assignments will demonstrate a thoroughness of understanding by incorporating logic, coherence and well-structured utilization of course materials.

**Student Learning Expectations/Outcomes for this course:** meeting the essential skill of critical thinking.

1. The students will develop knowledge and perspectives regarding the representations of Indigenous gender, peoples and their traditions and history.

2. The students will be able to identify, define, and explain though the tailoring of their writings, how representations and their implications occur in legal statues, science and mainly in the popular discourses.

3. Students will be provided reading and writing assignments to critically develop skills and harness their abilities to synthesize and assess these topics and adjacent arguments and represent conclusions with effective thought and organization. In doing so, students will acquire skills to focus their writings on a specific purpose.

4. In accordance with the Women and Gender Studies Mission, the students will increase their understanding of difference and diversity, with particular focus on Indigenous peoples/communities, as they learn to contextualize and engage in the “re-evaluation of sex and gender” primarily through the application of course readings to classroom discourses. In doing so, we also will meet the liberal studies aims.

5. The students will explore and engage in meaningful theoretical and ethical discourse of the contemporary implications of the material covered in class and in the production of logical, coherent, and well-structured writings and completion of assignments.

6. Students will be expected to effectively and constructively apply the appropriate writing standards. In addition, students will utilize and improve their research and writing skills and their ability to evaluate resources and general social discourse.

7. A central feature of this course will be to understand the interrelationship of gender, race and representation.

**Course Structure:** The course format is a combination of lecture, class discussion, in-class small group exercises, and videos. Our classes will engage in a “critical thinking” format and Socratic style of discussion. The lectures supplement the assigned reading material so it is important that students attend class regularly in addition to reading the assignments. Student participation is expected and will account for a percentage of the student’s overall grade. It is imperative that students keep up with the reading because the class analyses will be derived from those materials.
**Course Texts:** The following texts are required readings. They are available and may be purchased at the Aradia Bookstore, 116 W. Cottage Avenue (the purple house; off Beaver Street) 928-779-3817 and the NAU College Bookstore.


Additional required readings: All additional required readings are posted on Vista. There are a host of articles and chapters that we cover to strengthen our work in addition to above texts. Full references are located on WebCT Vista.

---

**Daily Course Readings and Assignments**

*Readings are to be completed for the date listed.*

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<td>Gender, Race and the Regulation of Native Identity</td>
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<td>DNA, Blood and Racializing the Tribe</td>
<td>Vista</td>
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**Authenticity:**

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<tr>
<th>Date</th>
<th>Text, Chapter/Section</th>
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<tr>
<td>January 29</td>
<td>Walking a Mile – Native Representation</td>
<td>Vista</td>
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<tr>
<td>January 31</td>
<td>Jaimes, M. Annette &quot;Federal Indian Identification Policy.&quot;</td>
<td>Vista</td>
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</table>

**Assignment: Contemporary Racial Representations**

**Through a Child’s Eyes:**

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>February 5</td>
<td>Indian for a While – Indian Boyhood and the Discourse …</td>
<td>Vista</td>
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<tr>
<td>February 7</td>
<td>HI: Playing Indian in the 1990’s</td>
<td>187-205</td>
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</table>

**Playing Indian:**

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>February 12</td>
<td>Thomas King “You’re Not the Indian I had in Mind”</td>
<td>Vista</td>
</tr>
<tr>
<td>February 14</td>
<td>PI: Counterculture Indian and the New Age</td>
<td>154 - 180</td>
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**Quiz Due**

**Indigenous Gender and Rock Art:**

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<tr>
<th>Date</th>
<th>Text, Chapter/Section</th>
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<tr>
<td>February 19</td>
<td>Richard Rogers “Deciphering Kokopelli: Masculinity …”</td>
<td>Vista</td>
</tr>
<tr>
<td>February 21</td>
<td>Kelley Flahy-Gilpin “Rock Art and Gender on the Margins”</td>
<td>Vista</td>
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**Native American Art and Licensing:**

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<tbody>
<tr>
<td>February 26</td>
<td>Indian TM U.S.A.</td>
<td>Vista</td>
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<tr>
<td>February 28</td>
<td>Royer and Meyer “Selling the Indian”</td>
<td>Vista</td>
</tr>
</tbody>
</table>
Team Mascots:
March 4  Ward Churchill “Let’s Have Some ‘Fun’” Vista

March 6  Honoring Indians:
http://honorindians.com/alternative-indian-mascots/

Stories
March 11  PI: Literary Indians and Ethnographic Objects 71-94
March 13  Thomas King “The Truth about Stories” Vista

Spring break March 17-21

Brands and Advertising:
March 25  Debra Merskin “The Persistence of Stereotyping of
American Indians in American Advertising Brands” Vista
March 27  PI: Natural Indians and Indians of Modernity 95-127

PSA/Commercial Due

A Contemporary Picture: Counting Coup
April 1  Intro., Preseason, Tip-Off Tourney, and First Half Pgs.
April 3  Second Half, Divisionals, State, Postseason, Epilogue Pgs.

Counting Coup Marker Text Due

Race, Gender and Indigenous space:
April 8  PI: Hobby Indians, Authenticity, and Race … 128 - 153
April 10  M. Elise Marubbio “Vanishing Indian Women” Vista

Short Paper Due

From Indigenous spaces/locations:
April 15  HI: The Hollywood Indian vs. Native Americans 107-120
April 17  HI: Cultural Confusion: Broken Arrow 91-106
HI: Driving the Red Road 137-152

The White Man’s Indian:
April 22  HI: Deconstructing an American Myth: The Last of the
Mohicans 170-186
Buscombe “Passing as an Indian” Vista
April 24  HI: “Going Indian”: Dances with Wolves 153-169
M. Elise Marubbio “White Painted Lady” Vista

Short Story Rewrite Due

Reinventing and Renaming:
April 29  PI: The Grateful Dead Indians 181-193
May 1  HI: This is What It Means to Say Smoke Signals 206-228

May 8  Final 10:00am-12:00pm

Evaluations methods and deadlines:
Assessment of Outcomes: There are a variety of instrument types utilized to assess your
achievement of the learning objectives: examples and annotated bibliography, a quiz, paper,
short story including rewrite and a final. More thorough and detailed expectations and guidelines of the assignments are posted on WebCT Vista.

For the examples and annotated bibliography assignment, each student must submit a list of fifteen examples that relate to “Indigenous Representation” (30 points). This assignment requires a contemporary everyday recognition of examples rather than the “front page” or “headline” issue. You must describe the relationship with your example and the issue of representation. In addition, this assignment requires the submission of five annotated bibliographies referencing historical and contemporary Indigenous representations. Total points equal 50.

The quiz (50 points) will include true/false, multiple choice, and short answers. The exam will evaluate your achievement with respect to all the learning objectives. Questions are structured to determine your understanding and application (not memorization) of course material.

One paper (100 points) is required for this course. This paper will focus on two examples of representation (one from an insider perspective – people of color and women – and one from an outsider perspective – science.) Each example must be identified and discussed within two pages. Potential examples can be found in popular media, music, art, brand products (food, clothing), geographic identifiers, and language. The paper total will be five pages in length with a general introduction and conclusion. Each student will be responsible for four additional resources that have not been used in class (two per example). Course material is encouraged as a basis and framework for the topic. ALL papers must be Times New Roman 12 point font with standard margins. References must be included and citations must follow discipline expectations such as APA, MLA or such recognized formats. NO late papers will be accepted.

The assignment regarding the PSA/commercial is a two paragraph descriptive (25 points) of a new awareness you have regarding a topic/issue centered on knowledge of race and gender from a science base. You will be required to write a PSA/commercial for the larger public audience. Be creative and intentional in the techniques you employ to reach the target audience.

The short story (75 points) will focus on one example or issue regarding race, gender and science. Each student will be expected to summarize an issue or topic for a general readership (think of newspaper or website article). A two page maximum is required as well as proper grammar, citations and similar paper expectations e.g., normal font size. A rewrite of the story is also required (50 points.) Worth 125 points.

The final will take place as an oral presentation. Questions for the final will be provided prior to the final period. During the final period, each student will randomly select a question that they will need to answer. After the initial reply (answer,) classmates will be given the opportunity to ask questions to assist and more fully complete the answer. The final is structured to provide an opportunity to “practice” verbally our challenges and critiques, while having others there to support the efforts. In addition, the classmates’ questions aim to develop perspectives and tools to assist in the audiences’ knowledge comprehension (rather than critique the speaker.) Worth 100 points.

The paper, examples, annotated bibliography and short story focus on honing your research skills and engaging in the dissemination of knowledge to challenge misconceptions while illustrating agency from the insider (women and people of color) perspective. Our ultimate aim is to develop a collection of materials for posting on the WGT web pages that provide resources and important materials.

revised 9/07
Participation points (25 points) will be assessed through demonstration of critical reading, critical thinking and application. Effectiveness in part will be assessed by literal attendance and engaged participation in course meeting times.

Assignments:

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<td>50</td>
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<tr>
<td>Quiz</td>
<td>February 14</td>
<td>50</td>
</tr>
<tr>
<td>Representation Paper</td>
<td>March 4</td>
<td>100</td>
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<tr>
<td>PSA/commercial</td>
<td>March 27</td>
<td>25</td>
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<tr>
<td>Counting Coup Marker</td>
<td>April 3</td>
<td>25</td>
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<tr>
<td>Short Story</td>
<td>April 10</td>
<td>75</td>
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<tr>
<td>Short Story Rewrite</td>
<td>April 24</td>
<td>50</td>
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<tr>
<td>Final</td>
<td>May 8</td>
<td>100</td>
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Grading:

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<tr>
<td>Short Story (both versions)</td>
<td>125</td>
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<tr>
<td>Final</td>
<td>100</td>
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<tr>
<td>Participation</td>
<td>25</td>
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Grade scale:

- A: 450-500
- B: 449-400
- C: 399-350
- D: 349-300
- F: 299 and below

Policies:

Attendance – To excel in this course, you need to be present (beyond physically present). In taking this course, you have agreed – made a contract- to be an active member. Each member is expected to be engaged and ready to participate. Prepare yourself.

Extra Credit – Extra credit is built into a few assignments already. NO additional extra credit points are available.

Northern Arizona University

**Policy Statements**

**Safe Environment Policy**

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), the academic ombudsperson (928-523-9368), or NAU’s Office of Affirmative Action (928-523-3312).

**Students with Disabilities**

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

revised 9/07
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 Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

ACADEMIC INTEGRITY
The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to maintaining 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.
1. Is this course being proposed for Liberal Studies designation?  
   Yes X ☐  No ☐  
   If yes, route completed form to Liberal Studies.

   See effective dates schedule.  
   Fall 2008

3. College  Social and Behavioral Science  
   4. Academic Unit /Department  Ethnic Studies

5. Course subject/catalog number  ES 255  
   6. Units/Credit Hours  3

7. Long course title  “Authentic Indian:” Gender and Indigenous Representation  
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)  
   Gender & Indigenous Represent

9. Catalog course description (max. 30 words, excluding requisites).
   Examine the relationship and negotiation of gender and culture through representation(s) within and concerning Indigenous peoples/communities. We will focus on U.S. forms in popular experiences e.g., literature, film, media.

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  
    AIS/WGS 255  
    (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)  
    n/a

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

revised 9/07
16. Is the course needed for a new or existing plan of study (major, minor, certificate)?
   Name of plan?
   yes □ no □
   Note: If required, a new plan or plan change form must be submitted with this request.

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

18. Names of current faculty qualified to teach this course: Doreen E. Martinez, Loma Ishii

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

   This course provides a needed study of race and gender in Indigenous communities that occurs in popular discourses. In offering this course, a vital inquiry is provided in all three department/programs that is currently absent. In addition, the representational focus addresses needed investigation into the public arenas of race and gender discrimination. The valuable interdisciplinary focus of this work fulfills and supports the individual units, college and university goals.
If the course being submitted for approval is **NOT a LIBERAL STUDIES** course, please go to step 41.

**LIBERAL STUDIES ONLY**

Contact name: Doreen E. Martinez  
Dept. Chair name: Frances Riemer  
College Contact name: Larry Gould  
Contact email: Doreen.martinez@nau.edu  
Dept. Chair email: frances.riemer@nau.edu  
College Contact email: larry.gould@nau.edu

20. This course is a  ☑ Single section  
☐ Multi-section

21. List names of faculty who may teach this course: Doreen E. Martinez, Loma Ishii

22. Section enrollment cap: 30

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 23-25.  
**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 30-31.  
**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 32-34.

**NEW LIBERAL STUDIES COURSE**

23. Distribution Block (check one): **If a topics course, must apply to ALL sections.**
   - Aesthetic and Humanistic Inquiry  ☑
   - Cultural Understanding  ❑
   - Science  ❑
   - Social and Political Worlds  ❑

24. Skills (check two): **If a topics course, must apply to ALL sections.**
   - Effective Oral Communication  ❑
   - Effective Writing  ☑
   - Critical Thinking  ❑
   - Quantitative Reasoning  ❑
   - Scientific Inquiry  ❑

25. Is this a topics course?  Yes  ☑
   - No  ❑

   If YES, please complete questions 34-36.  If NO, please go to question 42.

**TOPICS COURSE ONLY**

26. Identify the **Student Learning Outcomes** that will be found in **ALL** topic syllabi offered under this course number.

27. Explain by what method(s) Student Learning Outcomes will be **assessed** in **ALL** topic syllabi offered under this course number.

28. Please attach an example of a **Topic Syllabus** offered under this course number.

**GO TO question 35**
29. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. 

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

30. To which degree programs offered by your department/academic unit does this proposal apply?  
   yes □  no □ 
   If no, please submit a course delete form for the ABC 300.

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

32. To which degree programs offered by your department/academic unit does this proposal apply?  
   yes □  no □ 
   If yes, which course(s)?  

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

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

35. Approvals

   [Signatures and dates]

   Department Chair (if appropriate)

   Chair of college curriculum committee

   Dean of college

   For Committees use only

   [Date]

   For Liberal Studies Committee

   Action taken: modified

   [Signatures and dates]

   For University Curriculum Committee

   Action taken: 

   [Signatures and dates]

revised 9/07
Please attach Syllabus here.

Northern Arizona University
College of Social and Behavioral Sciences
Women’s and Gender Studies Program

ES 255
"Authentic Indian:" Gender and Indigenous Representation
Section 1; Spring 2008

Course time: TTH 11:10-12:25pm
Bldg 70 (Social and Behavioral Sciences WEST; SBS-West)

3 credits
Room 204

Instructor: Dr. Doreen E. Martinez
Office: 228 SBS-West (Bldg 70)
Office phone: 928-523-6719
Office hours: TTH 10:00am-11:00am, TH 1:45pm-2:45pm and by appointment
E-mail: doreen.martinez@nau.edu (preferable email contact; do not utilize Vista)

To access course syllabi, e-reserves (on-line readings,) grades and other course material go to the website vista.nau.edu Your NAU ID and password are required.

Course Prerequisites: No course prerequisite. This course can be used to fulfill Northern Arizona University's liberal studies credit (aesthetic and humanistic inquiry.)

Course Description:
This course examines the relationship and negotiation of gender and culture through representation(s) within and concerning Indigenous peoples/communities. We will focus on U.S. representational forms in popular experiences e.g., literature, film, media. This investigation and analysis will be supplemented with legal representation issues as well as contextualization through global Indigenous portrayals.

We will begin our work by reviewing the scientific principles of race that have shaped legal doctrines and social mores. From this foundation will investigate the role of “authenticity,” children’s socialization, and the performances associated with “playing Indian.” From these locations, we explore Indigenous representations in rock art, Native art and athletic team mascots. Lastly, we move into the spaces/locations of Indigenous representations that occur in advertising, literature and films. It is imperative to understand representations from both insider and outsider perspectives. Our work will focus on the vital contributions these perspectives offer to our comprehension of the course material. The course assignments reflect this critical position.

Distribution Block: This is a liberal studies course bearing the thematic focus of the Aesthetic and Humanistic Inquiry distribution block. Courses in this block involve students in the study of the human condition through philosophical inquiry and analysis of the various forms of creative expression (our focus on representation.) Our course assists students to develop an understanding of the relationship between context (legal as well as popular culture) and human creative expression. We will employ major conceptual frameworks to make sense of the creative arts seen in popular mediums, and how human experience such as science and values are expressed through creative endeavors. Students will also develop their capacities for analysis and

revised 9/07
ethical reasoning along with an understanding of the multiple facets of the human condition through a focus on various forms of effective writings.

**Essential Skills:** This course essential skill is effective writing. Effective writing conveys information or argues a point of view using organizational structures, supporting materials, and language appropriate for the topic, purpose, and audience. In practicing and applying effective writing skills, students must be able to demonstrate a comprehension of the course material that is situated in the literature and examples provided. Students through class discussion and assignments will demonstrate a thoroughness of understanding by incorporating logic, coherence and well-structured utilization of course materials.

**Student Learning Expectations/Outcomes for this course:** meeting the essential skill of critical thinking.

1. The students will develop knowledge and perspectives regarding the representations of Indigenous gender, peoples and their traditions and history.

2. The students will be able to identify, define, and explain though the tailoring of their writings, how representations and their implications occur in legal statues, science and mainly in the popular discourses.

3. Students will be provided reading and writing assignments to critically develop skills and harness their abilities to synthesize and assess these topics and adjacent arguments and represent conclusions with effective thought and organization. In doing so, students will acquire skills to focus their writings on a specific purpose.

4. In accordance with the Women and Gender Studies Mission, the students will increase their understanding of difference and diversity, with particular focus on Indigenous peoples/communities, as they learn to contextualize and engage in the “re-evaluation of sex and gender” primarily through the application of course readings to classroom discourses. In doing so, we also will meet the liberal studies aims.

5. The students will explore and engage in meaningful theoretical and ethical discourse of the contemporary implications of the material covered in class and in the production of logical, coherent, and well-structured writings and completion of assignments.

6. Students will be expected to effectively and constructively apply the appropriate writing standards. In addition, students will utilize and improve their research and writing skills and their ability to evaluate resources and general social discourse.

7. A central feature of this course will be to understand the interrelationship of gender, race and representation.

**Course Structure:** The course format is a combination of lecture, class discussion, in-class small group exercises, and videos. Our classes will engage in a “critical thinking” format and Socratic style of discussion. The lectures supplement the assigned reading material so it is important that students attend class regularly in addition to reading the assignments. Student participation is expected and will account for a percentage of the student’s overall grade. It is imperative that students keep up with the reading because the class analyses will be derived from those materials.
Course Texts: The following texts are required readings. They are available and may be purchased at the Aradia Bookstore, 116 W. Cottage Avenue (the purple house; off Beaver Street) 928-779-3817 and the NAU College Bookstore.


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short story including rewrite and a final. More thorough and detailed expectations and guidelines of the assignments are posted on WebCT Vista.

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The quiz (50 points) will include true/false, multiple choice, and short answers. The exam will evaluate your achievement with respect to all the learning objectives. Questions are structured to determine your understanding and application (not memorization) of course material.

One paper (100 points) is required for this course. This paper will focus on two examples of representation (one from an insider perspective – people of color and women – and one from an outsider perspective - science.) Each example must be identified and discussed within two pages. Potential examples can be found in popular media, music, art, brand products (food, clothing), geographic identifiers, and language. The paper total will be five pages in length with a general introduction and conclusion. Each student will be responsible for four additional resources that have not been used in class (two per example). Course material is encouraged as a basis and framework for the topic. ALL papers must be Times New Roman 12 point font with standard margins. References must be included and citations must follow discipline expectations such as APA, MLA or such recognized formats. NO late papers will be accepted.

The assignment regarding the PSA/commercial is a two paragraph descriptive (25 points) of a new awareness you have regarding a topic/issue centered on knowledge of race and gender from a science base. You will be required to write a PSA/commercial for the larger public audience. Be creative and intentional in the techniques you employ to reach the target audience.

The short story (75 points) will focus on one example or issue regarding race, gender and science. Each student will be expected to summarize an issue or topic for a general readership (think of newspaper or website article). A two page maximum is required as well as proper grammar, citations and similar paper expectations e.g., normal font size. A rewrite of the story is also required (50 points.) Worth 125 points.

The final will take place as an oral presentation. Questions for the final will be provided prior to the final period. During the final period, each student will randomly select a question that they will need to answer. After the initial reply (answer,) classmates will be given the opportunity to ask questions to assist and more fully complete the answer. The final is structured to provide an opportunity to “practice” verbally our challenges and critiques, while having others there to support the efforts. In addition, the classmates’ questions aim to develop perspectives and tools to assist in the audiences’ knowledge comprehension (rather than critique the speaker.) Worth 100 points.

The paper, examples, annotated bibliography and short story focus on honing your research skills and engaging in the dissemination of knowledge to challenge misconceptions while illustrating agency from the insider (women and people of color) perspective. Our ultimate aim is to develop a collection of materials for posting on the WGT web pages that provide resources and important materials.
Participation points (25 points) will be assessed through demonstration of critical reading, critical thinking and application. Effectiveness in part will be assessed by literal attendance and engaged participation in course meeting times.

Assignments:
- Examples and Annotated Bibliography: January 31, 50 points
- Quiz: February 14, 50 points
- Representation Paper: March 4, 100 points
- PSA/commercial: March 27, 25 points
- Counting Coup Marker: April 3, 25 points
- Short Story: April 10, 75 points
- Short Story Rewrite: April 24, 50 points
- Final: May 8, 100 points

Grading:
- Examples and Annotated Bib.: 50
- Quiz: 50
- Representation Paper: 100
- PSA/commercial: 25
- Counting Coup Marker: 25
- Short Story (both versions): 125
- Final: 100
- Participation: 25
- Total: 500

Grade scale:
- A: 450-500
- B: 449-400
- C: 399-350
- D: 349-300
- F: 299 and below

Policies:
Attendance – To excel in this course, you need to be present (beyond physically present). In taking this course, you have agreed – made a contract- to be an active member. Each member is expected to be engaged and ready to participate. Prepare yourself.

Extra Credit – Extra credit is built into a few assignments already. NO additional extra credit points are available.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
SAFE ENVIRONMENT POLICY

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), the academic ombudsperson (928-523-9368), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES
If you have a documented disability, you can arrange for accommodations by contacting the Office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

revised 9/07
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 Melanie Birk, Office of Grant and Contract Services, at 928-523-8288.

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU’s Student Handbook.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time... at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.
University Curriculum Committee
Proposal for New Course

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

   Fall 2008

3. College
   Behavioral Science
4. Academic Unit /Department
   Women's and Gender Studies

5. Course subject/catalog number WGS/255
6. Units/Credit Hours 3

7. Long course title “Authentic Indian:” Gender and Indigenous Representation
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Gender & Indigenous Representation

9. Catalog course description (max. 30 words, excluding requisites).
   This course examines the relationship and negotiation of gender and culture through representation(s) within and concerning Indigenous peoples/communities. We will focus on U.S. forms in popular experiences e.g., literature, film, media.

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 AIS/ES 255
    (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) n/a

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

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

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

17. Is a potential equivalent course offered at a community college (lower division only)  yes  X

If yes, does it require listing in the Course Equivalency Guide?

Yes list, if known, the institution and subject/catalog number of the course  yes  no  

18. Names of current faculty qualified to teach this course: Doreen E. Martinez, Loma Ishii

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

This course provides a needed study of race and gender in Indigenous communities that occurs in popular discourses. In offering this course, a vital inquiry is provided in all three department/programs that is currently absent. In addition, the representational focus addresses needed investigation into the public arenas of race and gender discrimination. The valuable interdisciplinary focus of this work fulfills and supports the individual units, college and university goals.

For Official AIO Use Only:
Component Type
Consent
Topics Course
If the course being submitted for approval is **NOT** a LIBERAL STUDIES course, please go to step 41.

**LIBERAL STUDIES ONLY**

Contact name: Doreen E. Martinez  
Dept. Chair name: Frances Riemer  
College Contact name: Larry Gould  
Contact email: Doreen.martinez@nau.edu  
Dept. Chair email: frances.riemer@nau.edu  
College Contact email: larry.gould@nau.edu

20. This course is a [ ] Single section  
[ ] Multi-section

21. List names of faculty who may teach this course: Doreen E. Martinez, Loma Ishii

22. Section enrollment cap: **30**

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 23-25.  
**OR**  
If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 30-31.  
**OR**  
If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 32-34.

**NEW LIBERAL STUDIES COURSE**

23. Distribution Block (check one): **If a topics course, must apply to ALL sections.**
   - Aesthetic and Humanistic Inquiry [ ]
   - Cultural Understanding [ ]
   - Science [ ]
   - Social and Political Worlds [ ]

24. Skills (check two): **If a topics course, must apply to ALL sections.**
   - Effective Oral Communication [ ]
   - Effective Writing [ ]
   - Critical Thinking [ ]
   - Quantitative Reasoning [ ]
   - Scientific Inquiry [ ]

25. Is this a topics course?  Yes [ ]  No [ ]
   If YES, please complete questions 34-36.  If NO, please go to question 42.

**TOPICS COURSE ONLY**

26. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number.

27. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

28. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 35
29. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

35. Approvals

[Signatures and dates]

Department Chair (if appropriate)  11/16/07
Chair of college curriculum committee  11/28/08
Dean of college  Date

For Committees use only  11/15/08

For Liberal Studies Committee  Date
Action taken:  Approved as submitted

For University Curriculum Committee  11/15/08
Action taken:  Approved as submitted

revised 9/07
Please attach Syllabus here.

Northern Arizona University
College of Social and Behavioral Sciences
Women’s and Gender Studies Program

WGS 255
"Authentic Indian:" Gender and Indigenous Representation
Section 1; Spring 2008

Course time: TTH 11:10-12:25pm
Bldg 70 (Social and Behavioral Sciences WEST; SBS-West) Room 204
3 credits

Instructor: Dr. Doreen E. Martinez
Office: 228 SBS-West (Bldg 70)
Office phone: 928-523-6719
Office hours: TTH 10:00am-11:00am, TH 1:45pm-2:45pm and by appointment
E-mail: doreen.martinez@nau.edu (preferable email contact; do not utilize Vista)

To access course syllabi, e-reserves (on-line readings,) grades and other course material go to the website vista.nau.edu Your NAU ID and password are required.

Course Prerequisites: No course prerequisite. This course can be used to fulfill Northern Arizona University’s liberal studies credit (aesthetic and humanistic inquiry.)

Course Description:
This course examines the relationship and negotiation of gender and culture through representation(s) within and concerning Indigenous peoples/communities. We will focus on U.S. representational forms in popular experiences e.g., literature, film, media. This investigation and analysis will be supplemented with legal representation issues as well as contextualization through global Indigenous portrayals.

We will begin our work by reviewing the scientific principles of race that have shaped legal doctrines and social mores. From this foundation will investigate the role of “authenticity,” children’s socialization, and the performances associated with “playing Indian.” From these locations, we explore Indigenous representations in rock art, Native art and athletic team mascots. Lastly, we move into the spaces/locations of Indigenous representations that occur in advertising, literature and films. It is imperative to understand representations from both insider and outsider perspectives. Our work will focus on the vital contributions these perspectives offer to our comprehension of the course material. The course assignments reflect this critical position.

Distribution Block: This is a liberal studies course bearing the thematic focus of the Aesthetic and Humanistic Inquiry distribution block. Courses in this block involve students in the study of the human condition through philosophical inquiry and analysis of the various forms of creative expression (our focus on representation.) Our course assists students to develop an understanding of the relationship between context (legal as well as popular culture) and human creative expression. We will employ major conceptual frameworks to make sense of the creative acts seen in popular mediums, and how human experience such as science and values are expressed through creative endeavors. Students will also develop their capacities for analysis and

revised 0/07
ethical reasoning along with an understanding of the multiple facets of the human condition through a focus on various forms of effective writings.

**Essential Skills:** This course essential skill is effective writing. Effective writing conveys information or argues a point of view using organizational structures, supporting materials, and language appropriate for the topic, purpose, and audience. In practicing and applying effective writing skills, students must be able to demonstrate a comprehension of the course material that is situated in the literature and examples provided. Students through class discussion and assignments will demonstrate a thoroughness of understanding by incorporating logic, coherence and well-structured utilization of course materials.

**Student Learning Expectations/Outcomes for this course:** meeting the essential skill of critical thinking.

1. The students will develop knowledge and perspectives regarding the representations of Indigenous gender, peoples and their traditions and history.

2. The students will be able to identify, define, and explain though the tailoring of their writings, how representations and their implications occur in legal statues, science and mainly in the popular discourses.

3. Students will be provided reading and writing assignments to critically develop skills and harness their abilities to synthesize and assess these topics and adjacent arguments and represent conclusions with effective thought and organization. In doing so, students will acquire skills to focus their writings on a specific purpose.

4. In accordance with the Women and Gender Studies Mission, the students will increase their understanding of difference and diversity, with particular focus on Indigenous peoples/communities, as they learn to contextualize and engage in the “re-evaluation of sex and gender” primarily through the application of course readings to classroom discourses. In doing so, we also will meet the liberal studies aims.

5. The students will explore and engage in meaningful theoretical and ethical discourse of the contemporary implications of the material covered in class and in the production of logical, coherent, and well-structured writings and completion of assignments.

6. Students will be expected to effectively and constructively apply the appropriate writing standards. In addition, students will utilize and improve their research and writing skills and their ability to evaluate resources and general social discourse.

7. A central feature of this course will be to understand the interrelationship of gender, race and representation.

**Course Structure:** The course format is a combination of lecture, class discussion, in-class small group exercises, and videos. Our classes will engage in a “critical thinking” format and Socratic style of discussion. The lectures supplement the assigned reading material so it is important that students attend class regularly in addition to reading the assignments. Student participation is expected and will account for a percentage of the student’s overall grade. It is imperative that students keep up with the reading because the class analyses will be derived from those materials.
Course Texts: The following texts are required readings. They are available and may be purchased at the Aradia Bookstore, 116 W. Cottage Avenue (the purple house; off Beaver Street) 928-779-3817 and the NAU College Bookstore.


Additional required readings: All additional required readings are posted on Vista. There are a host of articles and chapters that we cover to strengthen our work in addition to above texts. Full references are located on WebCT Vista.

Daily Course Readings and Assignments

*Readings are to be completed for the date listed.*

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<td>PI: American Indians, American Identities</td>
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<td>HI: Absurd Realities II: Hollywood goes to the Indian</td>
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<td>Challenges from Western Science</td>
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For the examples and annotated bibliography assignment, each student must submit a list of fifteen examples that relate to “Indigenous Representation” (30 points). This assignment requires a contemporary everyday recognition of examples rather than the “front page” or “headline” issue. You must describe the relationship with your example and the issue of representation. In addition, this assignment requires the submission of five annotated bibliographies referencing historical and contemporary Indigenous representations. Total points equal 50.

The quiz (50 points) will include true/false, multiple choice, and short answers. The exam will evaluate your achievement with respect to all the learning objectives. Questions are structured to determine your understanding and application (not memorization) of course material.

One paper (100 points) is required for this course. This paper will focus on two examples of representation (one from an insider perspective - people of color and women -and one from an outsider perspective - science.) Each example must be identified and discussed within two pages. Potential examples can be found in popular media, music, art, brand products (food, clothing), geographic identifiers, and language. The paper total will be five pages in length with a general introduction and conclusion. Each student will be responsible for four additional resources that have not been used in class (two per example). Course material is encouraged as a basis and framework for the topic. ALL papers must be Times New Roman 12 point font with standard margins. References must be included and citations must follow discipline expectations such as APA, MLA or such recognized formats. NO late papers will be accepted.

The assignment regarding the PSA/commercial is a two paragraph descriptive (25 points) of a new awareness you have regarding a topic/issue centered on knowledge of race and gender from a science base. You will be required to write a PSA/commercial for the larger public audience. Be creative and intentional in the techniques you employ to reach the target audience.

The short story (75 points) will focus on one example or issue regarding race, gender and science. Each student will be expected to summarize an issue or topic for a general readership (think of newspaper or website article). A two page maximum is required as well as proper grammar, citations and similar paper expectations e.g., normal font size. A rewrite of the story is also required (50 points.) Worth 125 points.

The final will take place as an oral presentation. Questions for the final will be provided prior to the final period. During the final period, each student will randomly select a question that they will need to answer. After the initial reply (answer,) classmates will be given the opportunity to ask questions to assist and more fully complete the answer. The final is structured to provide an opportunity to “practice” verbally our challenges and critiques, while having others there to support the efforts. In addition, the classmates’ questions aim to develop perspectives and tools to assist in the audiences’ knowledge comprehension (rather than critique the speaker.) Worth 100 points.

The paper, examples, annotated bibliography and short story focus on honing your research skills and engaging in the dissemination of knowledge to challenge misconceptions while illustrating agency from the insider (women and people of color) perspective. Our ultimate aim is to develop a collection of materials for posting on the WGT web pages that provide resources and important materials.

revised 0/07
Participation points (25 points) will be assessed through demonstration of critical reading, critical thinking and application. Effectiveness in part will be assessed by literal attendance and engaged participation in course meeting times.

Assignments:
- Examples and Annotated Bibliography: January 31, 50 points
- Quiz: February 14, 50 points
- Representation Paper: March 4, 100 points
- PSA/commercial: March 27, 25 points
- Counting Coup Marker: April 3, 25 points
- Short Story: April 10, 75 points
- Short Story Rewrite: April 24, 50 points
- Final: May 8, 100 points

Grading:
- Examples and Annotated Bib.: 50
- Quiz: 50
- Representation Paper: 100
- PSA/commercial: 25
- Counting Coup Marker: 25
- Short Story (both versions): 125
- Final: 100
- Participation: 25
- 500

Grade scale:
- A: 450-500
- B: 449-400
- C: 399-350
- D: 349-300
- F: 299 and below

Policies:
Attendance – To excel in this course, you need to be present (beyond physically present). In taking this course, you have agreed – made a contract - to be an active member. Each member is expected to be engaged and ready to participate. Prepare yourself.

Extra Credit – Extra credit is built into a few assignments already. NO additional extra credit points are available.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
SAFE ENVIRONMENT POLICY
NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), the academic ombudsperson (928-523-9368), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES
If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.
Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office.

**INSTITUTIONAL REVIEW BOARD**

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not 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 Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

**ACADEMIC INTEGRITY**

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU’s Student Handbook.

**ACADEMIC CONTACT HOUR POLICY**

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “An hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.
University Curriculum Committee  
Proposal for New Course

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

  Fall 2008  

3. College  SBS  
4. Academic Unit /Department  Applied Indigenous Studies  

5. Course subject/catalog number  AIS 325  
6. Units/Credit Hours  3  

7. Long course title  “Sister Nation,” Indigenous Women in the U.S.  
(max 100 characters including spaces)  

8. Short course title (max. 30 characters including spaces)  Indigenous Women in the U.S.  

9. Catalog course description (max. 30 words, excluding requisites).  
This course focuses on a deeper theoretical and an applied understanding of how Indigenous women understand themselves, their communities and responsibilities. We utilize and demand a comprehension of knowledge systems.

Western + Indigenous  

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  ES 325 and WGS 325  
(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)  n/a  
15. Corequisites (must be completed with proposed course)  n/a  

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

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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 [X]  
   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: Doreen E. Martinez, Kelley Hays-Gilpin

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

This course has been offered for the past two years as a 399/494 course-line. We are requesting it become a permanent line. The course content provides a crucial perspective into Indigenous racial and gendered lives from the insider perspective. This course offers an applied and heavily pragmatic approach to shaping popular discourses. The course will also offer a much needed option for upper division choices and liberal studies fulfillments.

For Official AIO Use Only:
Component Type
Consent
Topics Course
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: Doreen E. Martinez
Dept. Chair name: Frances Riemer
College Contact name: Larry Gould
Contact email: Doreen.martinez@nau.edu
Dept. Chair email: frances.riemer@nau.edu
College Contact email: larry.gould@nau.edu

20. This course is a  X□ Single section  □ Multi-section
21. List names of faculty who may teach this course: Doreen E. Martinez, Kelley Hays-Gilpin
22. Section enrollment cap: 30

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

23. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry □  Cultural Understanding □  Science □  Social and Political Worlds □

24. Skills (check two): If a topics course, must apply to ALL sections.
   Effective Oral Communication □  Effective Writing □  Critical Thinking □
   Quantitative Reasoning □  Scientific Inquiry □

25. Is this a topics course? Yes □  No X □
   If YES, please complete questions 34-36.  If NO, please go to question 42.

TOPICS COURSE ONLY

26. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. ________

27. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. ________

28. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 35
29. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. ______

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

35. Approvals

[Signatures and dates]

Department Chair (appropriate)

Chair of college curriculum committee

Dean of college

For Committees use only

[Date]

For Liberal Studies Committee

Action taken: modified-approved as submitted

[Signature] [Date]

For University Curriculum Committee

Action taken: approved as submitted

[Signature] [Date]

revised 9/07
Please attach Syllabus here.

Northern Arizona University
College of Social and Behavioral Sciences
Women's and Gender Studies Program

"A nation is not conquered until the hearts of its women are on the ground.
Then it is done, no matter how brave its warriors
nor how strong its weapons."
-Cheyenne proverb

AIS 325 “Sister Nation:” Indigenous Women in the U.S.
Section 1; Spring 2008

Course time: TTH 11:10am-12:25pm 3 credits #4926/5218
Bldg 70 (Social and Behavioral Sciences WEST; SBS-West) Room 204

Instructor: Dr. Doreen E. Martinez
Office: 228 SBS-West (Bldg 70)
Office phone: 928-523-6719
Office hours: TTH 10:00am-11:00am, TH 1:45pm-2:45pm and by appointment
E-mail: doreen.martinez@nau.edu

Course Description:
A deeper theoretical and an applied understanding of how Indigenous women view themselves and their communities is our focus. We utilize a broad overview of knowledge systems, representations, leadership roles, and forms of activism of Indigenous women in the United States to accomplish our goals and objectives. This includes Indigenous feminists as well as Indigenous women who discuss that feminism does not include and/or represent their beliefs and positions.

This course provides a context to the study of Indigenous women that includes historical, theoretical, and racial and gender foundations. Specifically, we discuss the relationship Indigenous women have and have had to feminism including the contributions of Indigenous women to the U.S. women’s movement. We examine the representation of Indigenous individuals and communities by Indigenous women/men (insiders) and by others (outsiders.) Furthermore, we explore the “living history” that operates today throughout generations of Indigenous families and communities. We then shift our focus to the content and varying examples of leadership Indigenous women occupy and discuss. Lastly, we conclude by investigating the various issues and forms of activism being practiced and discussed throughout Indian country.

This is a liberal studies course fulfilling the Cultural Understanding distribution block. Our primary focus and work will be to enhance students' understanding of various cultures of the world through the study of language, spirituality that are embedded in an Indigenous gendered understanding of life/being/community/etc. Our course praxis is on knowledge systems and the specific analytic framework of insider/outsider perspectives. This approach will facilitate awareness of how cultures vary and shape human experience. Students in this course will

revised 9/07
become more familiar with Indigenous racial, gender and cultural features and perspectives of value traditions.

**Course Objectives:** meeting the essential skill of **critical thinking.** Our aims in this essential skill are to articulate the meaning of a statement, to develop the tools to assess the accuracy of claims and their implications, to stay abreast and aware of biases, and to determine the weight and significance of evidence towards a conclusion. The specific objectives are:

1) to provide an overview of Indigenous women's belief systems and epistemological frameworks in the U.S. with specific focus on theoretical foundations and implications.

2) to examine and be able to articulate Indigenous racial and gender understandings (contextualize implications and significances.)

3) to develop the analytical skills needed to critically evaluate the various representations and inferences of Indigenous women (uncover biases, assess claims and significance of conclusions.)

4) to critically assess the historical role of Indigenous women in relationship to epistemology, feminism, representation, leadership and activism

5) to understand the varying modes and modalities associated with Indigenous leadership

6) to investigate contemporary issues of Indigenous women.

7) to constructively and creatively disseminate examples of Indigenous women and the topics or issues they define as important.

**Course Structure:** The course sessions will primarily involve mini-lectures, critical thinking through questions and in-depth discussions. We will use films and outside resources to supplement our work. The assigned readings are required and the basis of all our work, assignments and evaluations.

**Course Texts:** The following texts are required readings. They are available and may be purchased at the Aradia Bookstore, 116 W. Cottage Avenue (the purple house; off Beaver Street) 928-779-3817 and the NAU College Bookstore.


Additional required readings: All additional required readings are posted on Vista. There are a host of articles and chapters that we cover to strengthen our work in addition to above texts. Full references are located on WebCT Vista.

revised 9/07
<table>
<thead>
<tr>
<th>Date</th>
<th>Text, Chapter/Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15</td>
<td>Martin Luther King, Jr. Holiday</td>
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<tr>
<td>January 16</td>
<td>Introduction, Overview and Expectations</td>
<td></td>
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<tr>
<td>January 18</td>
<td>GM: Foreword, Introduction, and The Genocide of a Generations Identity, and We, the People</td>
<td>Pgs. xi-xvi, 65-83</td>
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<tr>
<td>Providing a Context:</td>
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<tr>
<td>January 23</td>
<td>GM: Foreword, Introduction, and The Genocide of a Generations Identity, and We, the People CONTINUED</td>
<td>Pgs. xi-xvi, 65-83</td>
</tr>
<tr>
<td>January 25</td>
<td>IW: Preface and I am Woman</td>
<td>Pgs. VII-19</td>
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<tr>
<td>SS:</td>
<td>Intro., Who Gets to be Part of History?</td>
<td>Pgs.10-27</td>
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<td></td>
<td>Vista: “Better Dead than Pregnant.”</td>
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<td>Providing a Context:</td>
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<td></td>
<td>Vista: Women, Men and American Indian Policy</td>
<td>Pgs. all</td>
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<td>Vista: Chocaw Women and Cultural Persistence</td>
<td>Pgs. all</td>
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<td>February 1</td>
<td>EDGD: Harvest Moon</td>
<td>Pgs. 1-10</td>
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<td></td>
<td>EDGD: Context is Everything</td>
<td>Pgs. 41-74</td>
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<td></td>
<td>Film: Singing Our Songs</td>
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<tr>
<td>Indigenous Women Examples and Annotated Bibliography Due</td>
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<td>February 6</td>
<td>Vista: No Word for Feminism, and Native American Feminisms</td>
<td>Pgs. all</td>
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<td></td>
<td>EDGD: Womanhood</td>
<td>Pgs. 95-124</td>
</tr>
<tr>
<td>February 8</td>
<td>IW: Law, Politics …, and the Women’s Movement</td>
<td>Pgs. 36-42, 137-139</td>
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<td>GM: “Indians,” Solipsisms, and Archetypal Holocausts</td>
<td>Pgs. 305-316</td>
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<td>Indigenous Women and Feminism:</td>
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<td>February 13</td>
<td>Vista: Native American Women Visual Expressions …</td>
<td>Pgs. all</td>
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<td>Vista: Burning Down the House …</td>
<td>Pgs. all</td>
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<td>February 15</td>
<td>LW: Intro. Through “We AIM not to Please”</td>
<td>Pgs. 1-91</td>
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<tr>
<td>Quiz Due</td>
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<td>Representation:</td>
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<td>February 20</td>
<td>GM: Yellow Woman and a Beauty of the Spirit</td>
<td>Pgs. 231-242</td>
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<td>EDGD: Ceremony</td>
<td>Pgs. 11-40</td>
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<td></td>
<td>“Indian Thinking” and a Linear World</td>
<td>Vista:</td>
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<tr>
<td>February 22</td>
<td>GM: Identification Pleas and Symbolic Racism</td>
<td>Pgs. 269-280, 187-198</td>
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<td>Film: Nokomis</td>
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<td>Representation:</td>
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<tr>
<td>February 27</td>
<td>GM: Blood Flowing in Two Worlds</td>
<td>Pgs. 13-20</td>
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<td></td>
<td>GM: Home: Urban and Reservation</td>
<td>Pgs. 21-28</td>
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<td></td>
<td>LW: “Crying for a Dream” and “Cankpe Opi Wapkala”</td>
<td>Pgs. 92-127</td>
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<tr>
<td>March 1</td>
<td>GM: She’s Nothing Like We Thought</td>
<td>Pgs. 243-250</td>
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<tr>
<td></td>
<td>IW: Normal vs. Natural</td>
<td>Pgs. 127-136</td>
</tr>
<tr>
<td></td>
<td>LW: “The Siege” through “Birth Giving”</td>
<td>Pgs. 128-169</td>
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<tr>
<td>Bringing the Past Forward: Sisters in Spirit</td>
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revised 9/07
March 6  Haudenaunsee Women: An Inspiration to Early Feminists
The Untold Story and Mother Earth, Creator of Life  Pg. 28-62

**Representation Paper Due**

March 8  From Subordination to Domination,
Political Outsider and Lawbreaker.  Pg. 63-98

**Bringing the Past Forward:**

March 13  GM: The Genocide of a Generation’s Identity

March 15  IW: Black Robes, The 1950’s and Heartless Teachers
Vista: The Question of Whitewashing …  Pgs. 62-82, 205-218

Spring break March 19-23

**A contemporary picture: Counting Coup**

March 27  Intro., Preseason, Tip-Off Tourney, and First Half  Pgs. 1st half
March 29  Second Half, Divisionals, State, Postseason, Epilogue  Pgs. 2nd half

**Counting Coup Marker Text Due**

**Leadership:**

April 3  EDGD: Governance  Pgs. 75-94

April 5  EDGD: Love and Acceptance  Pgs. 125-142

April 5  LW: “Sioux and Elephants …” through “Epilogue”  Pgs. 170-288

**Leadership and Activism:**

April 10  Vista: “Winona LaDuke” and “Reflections of an AIM Activist”  Pgs. all

April 12  Film: Keepers of the Fire  

**Short Paper Due**

**Activism and Identity:**

April 17  IW: Isn’t Love a Given? and My Love  Pgs. 20-30, 31-35

April 19  IW: Rebel, and Another Side of Me  Pgs. 93-104, 108-117

**Activism:**

April 24  Vista: Native American Women Sovereignty and Social Change  Pgs. all

April 26  EDGD: The Way Home  Pgs. 143-172

Vista: Mothers and Community Builders  Pgs. all

**Short Story Rewrite Due**

**Activism:**

May 1  IW: Perseverance, Flowers and Last Words  Pgs. 140-143

GM: Don’t Talk, Don’t Live  Pgs. 141-148

May 3  GM: America’s Urban Youth …  Pgs. 93-101

GM: The Indians Are Alive  Pgs. 297-304

May 10  Final  10:00am-12:00pm

**Evaluations methods and deadlines:**

Assessment of Outcomes: There are a variety of instrument types utilized to assess your achievement of the learning objectives: examples and annotated bibliography, a quiz, paper, short story including rewrite and a final. More thorough and detailed expectations and guidelines of the assignments are posted on WebCT Vista.

revised 9/07
For the Indigenous women examples and annotated bibliography assignment, each student must submit a list of five Indigenous women from an insider perspective who are or were a leader or activist (25 points). Extremely popular examples like Pocahontas, Sacagawea, Wilma Mankiller and Winona LaDuke are discouraged. In addition, this assignment requires the submission of ten annotated bibliographies referencing Indigenous women: a mixture of nonfiction, poetry and academic work is desired (50 points). Total points equal 75.

The quiz (50 points) and final (100 points) will include true/false, multiple choice, short answers and oral presentations. The examinations will evaluate your achievement with respect to all the learning objectives. Questions are structured to determine your understanding and application (not memorization) of course material. The final exam is an oral exam and will be completed collaboratively with your classmates.

One paper (100 points) is required for this course. This paper will focus on two examples of representation (one from an insider perspective and one from an outsider perspective.) Each example must be identified and discussed within two pages. Potential examples can be found in popular media, music, art, brand products (food, clothing), geographic identifiers, and language. The paper total will be five pages in length with a general introduction and conclusion. Each student will be responsible for four additional resources that have not been used in class (two per example). Course material is encouraged as a basis and framework for the topic. ALL papers must be Times New Roman 12 point font with standard margins. References must be included and citations must follow discipline expectations such as APA, MLA or such recognized formats. NO late papers will be accepted.

The assignment regarding the Counting Coup text is a two paragraph descriptive (25 points) of the central person in the text. You will be required to write a “historical marker” from the insider perspective. An outsider perspective is reviewed in class.

The short story (75 points) will focus on one example or issue regarding Indigenous women. Each student will be expected to summarize a person or an issue for a general readership (think of newspaper or website article). A two page maximum is required as well as proper grammar, citations and similar paper expectations e.g., normal font size. A rewrite of the story is also required (50 points.) Total points equal 125.

The paper, examples, annotated bibliography and short story focus on honing your research skills and engaging in the dissemination of knowledge to challenge misconceptions while celebrating the achievements and way of life of Indigenous women. Our ultimate aim is to develop a collection of materials for posting on the AIS and WST web pages that provide resources and important materials.

Participation points (25 points) will be assessed through demonstration of critical reading, critical thinking and application. Effectiveness in part will be assessed by literal attendance and engaged participation in course meeting times.

Assignments:

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<th>Points</th>
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<tbody>
<tr>
<td>Examples and Annotated Bibliography</td>
<td>(February 1)</td>
<td>75 points</td>
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<tr>
<td>Quiz</td>
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<td>Short Story Rewrite</td>
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revised 9/07
Final (May 10) 100 points

Grading:
- Examples and Annotated Bib. 75
- Quiz 50
- Representation Paper 100
- Counting Coup Marker 25
- Short Story (both versions) 125
- Final 100
- Participation 25
- 500

Grade scale:
- A 450-500
- B 449-400
- C 399-350
- D 349-300
- F 299 and below

Policies:
Attendance – To excel in this course, you need to be present (beyond physically present). In taking this course, you have agreed – made a contract- to be an active member. Each member is expected to be engaged and ready to participate. Prepare yourself.

Extra Credit – Extra credit is built into a few assignments already. NO additional extra credit points are available.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

SAFE ENVIRONMENT POLICY
NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), the academic ombudsperson (928-523-9368), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES
If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

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revised 9/07
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**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 Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

**ACADEMIC INTEGRITY**

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU’s Student Handbook.

**ACADEMIC CONTACT HOUR POLICY**

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.
University Curriculum Committee
Proposal for New Course

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

   See effective dates schedule.

3. College SBS 4. Academic Unit /Department Ethnic Studies

5. Course subject/catalog number ES/325 6. Units/Credit Hours 3

   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Indigenous Women in the U.S.

9. Catalog course description (max. 30 words, excluding requisites).
   This course focuses on a deeper theoretical and an applied understanding of how Indigenous women understand themselves, their communities and responsibilities. We utilize and demand a comprehension of knowledge systems.

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 AIS 325 and WGS 325
    (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) n/a

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

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes □ no X □
    Name of plan?
    Note: If required, a new plan or plan change form must be submitted with this request.
    revised 9/07
17. Is a potential equivalent course offered at a community college (lower division only) yes 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: Doreen E. Martinez, Kelley Hays-Gilpin

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

This course has been offered for the past two years as a 399/494 course-line. We are requesting it become a permanent line. The course content provides a crucial perspective into Indigenous racial and gendered lives from the insider perspective. This course offers an applied and heavily pragmatic approach to shaping popular discourses. The course will also offer a much needed option for upper division choices and liberal studies fulfillsments.

For Official AIO Use Only:
Component Type
Consent
Topics Course
If the course being submitted for approval is **NOT a LIBERAL STUDIES** course, please go to step 41.

**LIBERAL STUDIES ONLY**

Contact name: Doreen E. Martinez  
Dept. Chair name: Frances Riemer  
College Contact name: Larry Gould

Contact email: Doreen.martinez@nau.edu  
Dept. Chair email: frances.riemer@nau.edu  
College Contact email: larry.gould@nau.edu

20. This course is a  
   □ Single section  
   □ Multi-section

21. List names of faculty who may teach this course: Doreen E. Martinez, Kelley Hays-Gilpin

22. Section enrollment cap: 30

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 23-25.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 30-31.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 32-34.

**NEW LIBERAL STUDIES COURSE**

23. Distribution Block (check one): **If a topics course, must apply to ALL sections.**
   
   □ Aesthetic and Humanistic Inquiry  
   □ Cultural Understanding  
   □ Science  
   □ Social and Political Worlds

24. Skills (check two): **If a topics course, must apply to ALL sections.**
   
   □ Effective Oral Communication  
   □ Effective Writing  
   □ Critical Thinking

   □ Quantitative Reasoning  
   □ Scientific Inquiry

25. Is this a topics course?  
   Yes □  No X □
   If YES, please complete questions 34-36.  If NO, please go to question 42.

**TOPICS COURSE ONLY**

26. Identify the **Student Learning Outcomes** that will be found in **ALL** topic syllabi offered under this course number.  

27. Explain by what method(s) Student Learning Outcomes will be assessed in **ALL** topic syllabi offered under this course number.

28. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 35
29. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.  

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 35  

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

35. Approvals  

[Signatures and dates]  

Department Chair (if appropriate)  
Date  

Chair of college curriculum committee  
Date  

Dean of college  
Date  

For Committees use only  

For Liberal Studies Committee  
Date  

Action taken: Approved as submitted  
modified  

For University Curriculum Committee  
Date  

Action taken: Approved as submitted  
modified  

revised 9/07
Please attach Syllabus here.

Northern Arizona University
College of Social and Behavioral Sciences
Women's and Gender Studies Program

“A nation is not conquered until the hearts of its women are on the ground.
Then it is done, no matter how brave its warriors
nor how strong its weapons.”
-Cheyenne proverb

ES 325 “Sister Nation:” Indigenous Women in the U.S.
Section 1; Spring 2008

Course time: TTH 11:10am-12:25pm 3 credits #4926/5218
Bldg 70 (Social and Behavioral Sciences WEST; SBS-West) Room 204

Instructor: Dr. Doreen E. Martinez
Office: 228 SBS-West (Bldg 70)
Office phone: 928-523-6719
Office hours: TTH 10:00am-11:00am, TH 1:45pm-2:45pm and by appointment
E-mail: dorecn.martinez@nau.edu

Course Description:
A deeper theoretical and an applied understanding of how Indigenous women view themselves
and their communities is our focus. We utilize a broad overview of knowledge systems,
representations, leadership roles, and forms of activism of Indigenous women in the United
States to accomplish our goals and objectives. This includes Indigenous feminists as well as
Indigenous women who discuss that feminism does not include and/or represent their beliefs and
positions.

This course provides a context to the study of Indigenous women that includes historical,
theoretical, and racial and gender foundations. Specifically, we discuss the relationship
Indigenous women have and have had to feminism including the contributions of Indigenous
women to the U.S. women’s movement. We examine the representation of Indigenous
individuals and communities by Indigenous women/men (insiders) and by others (outsiders.)
Furthermore, we explore the “living history” that operates today throughout generations of
Indigenous families and communities. We then shift our focus to the content and varying
examples of leadership Indigenous women occupy and discuss. Lastly, we conclude by
investigating the various issues and forms of activism being practiced and discussed throughout
Indian country.

This is a liberal studies course fulfilling the Cultural Understanding distribution block. Our
primary focus and work will be to enhance students' understanding of various cultures of the
world through the study of language, spirituality that are embedded in an Indigenous gendered
understanding of life/being/community/etc. Our course praxis is on knowledge systems and the
specific analytic framework of insider/outsider perspectives. This approach will facilitate
awareness of how cultures vary and shape human experience. Students in this course will
become more familiar with Indigenous racial, gender and cultural features and perspectives of value traditions.

**Course Objectives:** meeting the essential skill of **critical thinking.** Our aims in this essential skill are to articulate the meaning of a statement, to develop the tools to assess the accuracy of claims and their implications, to stay abreast and aware of biases, and to determine the weight and significance of evidence towards a conclusion. The specific objectives are:

1) to provide an overview of Indigenous women’s belief systems and epistemological frameworks in the U.S. with specific focus on theoretical foundations and implications.

2) to examine and be able to articulate Indigenous racial and gender understandings (contextualize implications and significances.)

3) to develop the analytical skills needed to critically evaluate the various representations and inferences of Indigenous women (uncover biases, assess claims and significance of conclusions.)

4) to critically assess the historical role of Indigenous women in relationship to epistemology, feminism, representation, leadership and activism

5) to understand the varying modes and modalities associated with Indigenous leadership

6) to investigate contemporary issues of Indigenous women.

7) to constructively and creatively disseminate examples of Indigenous women and the topics or issues they define as important.

**Course Structure:** The course sessions will primarily involve mini-lectures, critical thinking through questions and in-depth discussions. We will use films and outside resources to supplement our work. The assigned readings are required and the basis of all our work, assignments and evaluations.

**Course Texts:** The following texts are required readings. They are available and may be purchased at the Aradia Bookstore, 116 W. Cottage Avenue (the purple house; off Beaver Street) 928-779-3817 and the NAU College Bookstore.


Additional required readings: All additional required readings are posted on Vista. There are a host of articles and chapters that we cover to strengthen our work in addition to above texts. Full references are located on WebCT Vista.

revised 9/07
### Daily Course Readings and Assignments

*Readings are to be completed for the date listed.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Text, Chapter/Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15</td>
<td>Martin Luther King, Jr. Holiday</td>
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<tr>
<td>January 16</td>
<td>Introduction, Overview and Expectations</td>
<td></td>
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<tr>
<td>January 18</td>
<td>GM: Foreword, Introduction, and The Genocide of a Generations Identity, and We, the People</td>
<td>Pgs. xi-xvi, 65-83</td>
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<tr>
<td></td>
<td>Providing a Context:</td>
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<tr>
<td>January 23</td>
<td>GM: Foreword, Introduction, and The Genocide of a Generations Identity, and We, the People CONTINUED</td>
<td>Pgs. xi-xvi, 65-83</td>
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<tr>
<td></td>
<td>Vista: U.S. Empire and the War Against Native Sovereignty</td>
<td>Pgs. all</td>
</tr>
<tr>
<td>January 25</td>
<td>IW: Preface and I am Woman</td>
<td>Pgs. VII-19</td>
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<tr>
<td></td>
<td>SS: Intro., Who Gets to be Part of History?</td>
<td>Pgs.10-27</td>
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<td></td>
<td>Vista: “Better Dead than Pregnant.”</td>
<td>Pgs. all</td>
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<td>Providing a Context:</td>
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<td></td>
<td>Vista: Women, Men and American Indian Policy</td>
<td>Pgs. all</td>
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<td></td>
<td>Vista: Choctaw Women and Cultural Persistence and Change</td>
<td>Pgs. all</td>
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<tr>
<td>February 1</td>
<td>EDGD: Harvest Moon</td>
<td>Pgs. 1-10</td>
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<td></td>
<td>EDGD: Context is Everything</td>
<td>Pgs. 41-74</td>
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<td></td>
<td>Film: Singing Our Songs</td>
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<tr>
<td></td>
<td><em>Indigenous Women Examples and Annotated Bibliography Due</em></td>
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<td></td>
<td>*Indigenous Women and Feminism:</td>
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<tr>
<td>February 6</td>
<td>Vista: No Word for Feminism, and Native American Feminisms</td>
<td>Pgs. all</td>
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<td></td>
<td>EDGD: Womanhood</td>
<td>Pgs. 95-124</td>
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<tr>
<td>February 8</td>
<td>IW: Law, Politics ..., and the Women’s Movement</td>
<td>Pgs. 36-42, 137-139</td>
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<td></td>
<td>GM: “Indians,” Solipsisms, and Archetypal Holocausats</td>
<td>Pgs. 305-316</td>
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<td></td>
<td>*Indigenous Women and Feminism:</td>
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<td>February 13</td>
<td>Vista: Native American Women Visual Expressions ...</td>
<td>Pgs. all</td>
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<td>Vista: Burning Down the House ...</td>
<td>Pgs. all</td>
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<td>February 15</td>
<td>LW: Intro. Through “We AIM not to Please”</td>
<td>Pgs. 1-91</td>
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<tr>
<td></td>
<td><em>Quiz Due</em></td>
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<td><em>Representation:</em></td>
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<td>February 20</td>
<td>GM: Yellow Woman and a Beauty of the Spirit</td>
<td>Pgs. 231-242</td>
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<td></td>
<td>EDGD: Ceremony</td>
<td>Pgs. 11-40</td>
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<td></td>
<td>“Indian Thinking” and a Linear World</td>
<td>Vista:</td>
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<td>February 22</td>
<td>GM: Identification Pleas and Symbolic Racism</td>
<td>Pgs. 269-280, 187-198</td>
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<td></td>
<td>Film: Nokomis</td>
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<td></td>
<td><em>Representation:</em></td>
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<td>February 27</td>
<td>GM: Blood Flowing in Two Worlds</td>
<td>Pgs. 13-20</td>
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<td></td>
<td>GM: Home: Urban and Reservation</td>
<td>Pgs. 21-28</td>
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<tr>
<td></td>
<td>LW: “Crying for a Dream” and “Cankpe Opi Wakpala”</td>
<td>Pgs. 92-127</td>
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<tr>
<td>March 1</td>
<td>GM: She’s Nothing Like We Thought</td>
<td>Pgs. 243-250</td>
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<tr>
<td></td>
<td>IW: Normal vs. Natural</td>
<td>Pgs. 127-136</td>
</tr>
<tr>
<td></td>
<td>LW: “The Siege” through “Birth Giving”</td>
<td>Pgs. 128-169</td>
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<td><em>Bringing the Past Forward: Sisters in Spirit</em></td>
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</tbody>
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revised 9/07
March 6  Haudenosaugee Women: An Inspiration to Early Feminists
The Untold Story and Mother Earth, Creator of Life  Pg. 28-62

Representation Paper Due

March 8  From Subordination to Domination, Political Outsider and Lawbreaker.  Pg. 63-98

Bringing the Past Forward:
March 13  GM: The Genocide of a Generation’s Identity  Pgs. 65-76
March 15  IW: Black Robes, The 1950’s and Heartless Teachers  Pgs. 62-82
Vista: The Question of Whitewashing …  Pgs. 205-218

Spring break March 19-23

A contemporary picture:  Counting Coup
March 27  Intro., Preseason, Tip-Off Tourney, and First Half  Pgs. 1st half
March 29  Second Half, Divisionals, State, Postseason, Epilogue  Pgs. 2nd half

Counting Coup Marker Text Due

Leadership:
April 3  EDGD: Governance  Pgs. 75-94
EDGD: Love and Acceptance  Pgs. 125-142
April 5  LW: “Sioux and Elephants …” through “Epilogue”  Pgs. 170-288

Leadership and Activism:
April 10  Vista: “Winona LaDuke” and “Reflections of an AIM Activist” Pgs. all
April 12  Film: Keepers of the Fire

Short Paper Due

Activism and Identity:
April 17  IW: Isn’t Love a Given? and My Love  Pgs. 20-30, 31-35
April 19  IW: Rebel, and Another Side of Me  Pgs. 93-104, 108-117

Activism:
April 24  Vista: Native American Women Sovereignty and Social Change Pgs. all
April 26  EDGD: The Way Home  Pgs. 143-172
Vista: Mothers and Community Builders  Pgs. all

Short Story Rewrite Due

Activism:
May 1  IW: Perseverance, Flowers and Last Words  Pgs. 140-143
GM: Don’t Talk, Don’t Live  Pgs. 141-148
May 3  GM: America’s Urban Youth …  Pgs. 93-101
GM: The Indians Are Alive  Pgs. 297-304

May 10  Final  10:00am-12:00pm

Evaluations methods and deadlines:
Assessment of Outcomes: There are a variety of instrument types utilized to assess your achievement of the learning objectives: examples and annotated bibliography, a quiz, paper, short story including rewrite and a final. More thorough and detailed expectations and guidelines of the assignments are posted on WebCT Vista.

revised 9/07
For the Indigenous women examples and annotated bibliography assignment, each student must submit a list of five Indigenous women from an insider perspective who are or were a leader or activist (25 points). Extremely popular examples like Pocahontas, Sacagawea, Wilma Mankiller and Winona LaDuke are discouraged. In addition, this assignment requires the submission of ten annotated bibliographies referencing Indigenous women: a mixture of nonfiction, poetry and academic work is desired (50 points). Total points equal 75.

The quiz (50 points) and final (100 points) will include true/false, multiple choice, short answers and oral presentations. The examinations will evaluate your achievement with respect to all the learning objectives. Questions are structured to determine your understanding and application (not memorization) of course material. The final exam is an oral exam and will be completed collaboratively with your classmates.

One paper (100 paper) is required for this course. This paper will focus on two examples of representation (one from an insider perspective and one from an outsider perspective.) Each example must be identified and discussed within two pages. Potential examples can be found in popular media, music, art, brand products (food, clothing), geographic identifiers, and language. The paper total will be five pages in length with a general introduction and conclusion. Each student will be responsible for four additional resources that have not been used in class (two per example). Course material is encouraged as a basis and framework for the topic. ALL papers must be Times New Roman 12 point font with standard margins. References must be included and citations must follow discipline expectations such as APA, MLA or such recognized formats. NO late papers will be accepted.

The assignment regarding the Counting Coup text is a two paragraph descriptive (25 points) of the central person in the text. You will be required to write a “historical marker” from the insider perspective. An outsider perspective is reviewed in class.

The short story (75 points) will focus on one example or issue regarding Indigenous women. Each student will be expected to summarize a person or an issue for a general readership (think of newspaper or website article). A two page maximum is required as well as proper grammar, citations and similar paper expectations e.g., normal font size. A rewrite of the story is also required (50 points.) Total points equal 125.

The paper, examples, annotated bibliography and short story focus on honing your research skills and engaging in the dissemination of knowledge to challenge misconceptions while celebrating the achievements and way of life of Indigenous women. Our ultimate aim is to develop a collection of materials for posting on the AIS and WST web pages that provide resources and important materials.

Participation points (25 points) will be assessed through demonstration of critical reading, critical thinking and application. Effectiveness in part will be assessed by literal attendance and engaged participation in course meeting times.

Assignments:

- Examples and Annotated Bibliography (February 1) 75 points
- Quiz (February 15) 50 points
- Representation Paper (March 6) 100 points
- Counting Coup Marker (March 29) 25 points
- Short Story (April 12) 75 points
- Short Story Rewrite (April 26) 50 points
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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.
1. Is this course being proposed for Liberal Studies designation?  
   Yes ☐  No ☐
   If yes, route completed form to Liberal Studies.

   Fall 2008

3. College  ☐ SBS
   Academic Unit /Department  ☐ Women's and Gender Studies

5. Course subject/catalog number  ☐ WGS 325  6. Units/Credit Hours  ☐ 3

7. Long course title  "Sister Nation": Indigenous Women in the U.S.

8. Short course title (max. 30 characters including spaces)  
   Indigenous Women in the U.S.

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

   This course focuses on a deeper theoretical and an applied understanding of how Indigenous women understand themselves, their communities and responsibilities. We utilize and demand a comprehension of knowledge systems.

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  ☐ AIS 325 and ES 325
   (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)
   n/a

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

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

revised 9/07
17. Is a potential equivalent course offered at a community college (lower division only) yes X
   If yes, does it require listing in the Course Equivalency Guide? yes X no no X
   Please list, if known, the institution and subject/catalog number of the course

18. Names of current faculty qualified to teach this course: Doreen E. Martinez, Kelley Hays-Gilpin

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

   This course has been offered for the past two years as a 399/494 course-line. We are requesting it become a permanent line. The course content provides a crucial perspective into Indigenous racial and gendered lives from the insider perspective. This course offers an applied and heavily pragmatic approach to shaping popular discourses. The course will also offer a much needed option for upper division choices and liberal studies fulfillments.
If the course being submitted for approval is **NOT a LIBERAL STUDIES** course, please go to step 41.

**LIBERAL STUDIES ONLY**

Contact name: Doreen E. Martinez  
Dept. Chair name: Frances Riemer  
College Contact name: Larry Gould

Contact email: Doreen.martinez@nau.edu  
Dept. Chair email: frances.riemer@nau.edu  
College Contact email: larry.gould@nau.edu

20. This course is a  
   - X Single section
   - □ Multi-section

21. List names of faculty who may teach this course: Doreen E. Martinez, Kelley Hays-Gilpin

22. Section enrollment cap: 30

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 32-34.

**NEW LIBERAL STUDIES COURSE**

23. Distribution Block (check one): **If a topics course, must apply to ALL sections.**
   - Aesthetic and Humanistic Inquiry □
   - Cultural Understanding X□
   - Science □
   - Social and Political Worlds □

24. Skills (check two): **If a topics course, must apply to ALL sections.**
   - Effective Oral Communication □
   - Effective Writing □
   - Critical Thinking X□
   - Quantitative Reasoning □
   - Scientific Inquiry □

25. Is this a topics course?  
   - Yes □
   - No X □

   If YES, please complete questions 34-36.  
   If NO, please go to question 42.

**TOPICS COURSE ONLY**

26. Identify the **Student Learning Outcomes** that will be found in ALL topic syllabi offered under this course number.

27. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

28. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 35
29. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

35. Approvals

[Signatures and dates]

Department Chair (if appropriate)  11/16/07

Chair of college curriculum committee  11/28/07

Dean of college  Date

For Committees use only

1/15/08  Date

For Liberal Studies Committee

Action taken: Approved as submitted

For University Curriculum Committee

Action taken: Approved as submitted

Approved as modified

reviewed 1/07
WGS 325 “Sister Nation:” Indigenous Women in the U.S.
Section 1; Spring 2008

Course time: TTH 11:10am-12:25pm  3 credits  #4926/5218
Bldg 70 (Social and Behavioral Sciences WEST; SBS-West)  Room 204

Instructor: Dr. Doreen E. Martinez
Office: 228 SBS-West (Bldg 70)
Office phone: 928-523-6719
Office hours: TTH 10:00am-11:00am, TH 1:45pm-2:45pm and by appointment
E-mail: doreen.martinez@nau.edu

Course Description:
A deeper theoretical and an applied understanding of how Indigenous women view themselves and their communities is our focus. We utilize a broad overview of knowledge systems, representations, leadership roles, and forms of activism of Indigenous women in the United States to accomplish our goals and objectives. This includes Indigenous feminists as well as Indigenous women who discuss that feminism does not include and/or represent their beliefs and positions.

This course provides a context to the study of Indigenous women that includes historical, theoretical, and racial and gender foundations. Specifically, we discuss the relationship Indigenous women have and have had to feminism including the contributions of Indigenous women to the U.S. women’s movement. We examine the representation of Indigenous individuals and communities by Indigenous women/men (insiders) and by others (outsiders.) Furthermore, we explore the “living history” that operates today throughout generations of Indigenous families and communities. We then shift our focus to the content and varying examples of leadership Indigenous women occupy and discuss. Lastly, we conclude by investigating the various issues and forms of activism being practiced and discussed throughout Indian country.

This is a liberal studies course fulfilling the Cultural Understanding distribution block. Our primary focus and work will be to enhance students’ understanding of various cultures of the world through the study of language, spirituality that are embedded in an Indigenous gendered understanding of life/being/community/etc. Our course praxis is on knowledge systems and the specific analytic framework of insider/outsider perspectives. This approach will facilitate awareness of how cultures vary and shape human experience. Students in this course will
become more familiar with Indigenous racial, gender and cultural features and perspectives of value traditions.

Course Objectives: meeting the essential skill of critical thinking. Our aims in this essential skill are to articulate the meaning of a statement, to develop the tools to assess the accuracy of claims and their implications, to stay abreast and aware of biases, and to determine the weight and significance of evidence towards a conclusion. The specific objectives are:

1) to provide an overview of Indigenous women’s belief systems and epistemological frameworks in the U.S. with specific focus on theoretical foundations and implications.
2) to examine and be able to articulate Indigenous racial and gender understandings (contextualize implications and significances.)
3) to develop the analytical skills needed to critically evaluate the various representations and inferences of Indigenous women (uncover biases, assess claims and significance of conclusions.)
4) to critically assess the historical role of Indigenous women in relationship to epistemology, feminism, representation, leadership and activism
5) to understand the varying modes and modalities associated with Indigenous leadership
6) to investigate contemporary issues of Indigenous women.
7) to constructively and creatively disseminate examples of Indigenous women and the topics or issues they define as important.

Course Structure: The course sessions will primarily involve mini-lectures, critical thinking through questions and in-depth discussions. We will use films and outside resources to supplement our work. The assigned readings are required and the basis of all our work, assignments and evaluations.

Course Texts: The following texts are required readings. They are available and may be purchased at the Aradia Bookstore, 116 W. Cottage Avenue (the purple house; off Beaver Street) 928-779-3817 and the NAU College Bookstore.


Mankiller, Wilma, ed. 2004. Every day is a good day: reflections by Contemporary Indigenous Women. Fulcrum Publishing: Golden, CO. EDGD


Additional required readings: All additional required readings are posted on Vista. There are a host of articles and chapters that we cover to strengthen our work in addition to above texts. Full references are located on WebCT Vista.
### Daily Course Readings and Assignments

*Readings are to be completed for the date listed.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Text, Chapter/Section</th>
<th>Pages:</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15</td>
<td>Martin Luther King, Jr. Holiday</td>
<td>Pgs. xi-xvi, 65-83</td>
</tr>
<tr>
<td>January 16</td>
<td>Introduction, Overview and Expectations</td>
<td>Pgs. vii-19</td>
</tr>
<tr>
<td>January 18</td>
<td>GM: Foreword, Introduction, and The Genocide of a Generations Identity, and We, the People</td>
<td>Pgs. 10-27</td>
</tr>
<tr>
<td>January 23</td>
<td>GM: Foreword, Introduction, and The Genocide of a Generations Identity, and We, the People CONTINUED</td>
<td>Pgs. ix-xix, 65-83</td>
</tr>
<tr>
<td>January 25</td>
<td>IW: Preface and I am Woman</td>
<td>Pgs. all</td>
</tr>
<tr>
<td>February 1</td>
<td>EDGD: Foreword, Introduction, and Preface</td>
<td>Pgs. 1-10</td>
</tr>
<tr>
<td>February 6</td>
<td>Vista: Women, Men and American Indian Policy</td>
<td>Pgs. all</td>
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<tr>
<td>February 8</td>
<td>Vista: Choctaw Women and Cultural Persistence ...</td>
<td>Pgs. 41-74</td>
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<tr>
<td>February 13</td>
<td>EDGD: Harvest Moon</td>
<td>Pgs. all</td>
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<td></td>
<td>EDGD: Context is Everything</td>
<td>Pgs. all</td>
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<tr>
<td></td>
<td>Film: Singing Our Songs</td>
<td>Pgs. all</td>
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<tr>
<td></td>
<td><em>Indigenous Women Examples and Annotated Bibliography Due</em></td>
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<td></td>
<td><strong>Indigenous Women and Feminism:</strong></td>
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<tr>
<td>February 6</td>
<td>Vista: No Word for Feminism, and Native American Feminisms</td>
<td>Pgs. all</td>
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<tr>
<td></td>
<td>EDGD: Womanhood</td>
<td>Pgs. 95-124</td>
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<tr>
<td>February 8</td>
<td>IW: Law, Politics ..., and the Women’s Movement</td>
<td>Pgs. 36-42, 137-139</td>
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<td></td>
<td>GM: “Indians,” Solipsisms, and Archetypal Holocaunts</td>
<td>Pgs. 305-316</td>
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<td><strong>Indigenous Women and Feminism:</strong></td>
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<tr>
<td>February 13</td>
<td>Vista: Native American Women Visual Expressions ...</td>
<td>Pgs. all</td>
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<td>Vista: Burning Down the House ...</td>
<td>Pgs. all</td>
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<tr>
<td>February 15</td>
<td>LW: Intro. Through “We AIM not to Please”</td>
<td>Pgs. 1-91</td>
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<tr>
<td></td>
<td><strong>Quiz Due</strong></td>
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<td><strong>Representation:</strong></td>
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<tr>
<td>February 20</td>
<td>GM: Yellow Woman and a Beauty of the Spirit</td>
<td>Pgs. 231-242</td>
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<td></td>
<td>EDGD: Ceremony</td>
<td>Pgs. 11-40 Vista:</td>
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<td></td>
<td>“Indian Thinking” and a Linear World</td>
<td>Pgs. all</td>
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<tr>
<td>February 22</td>
<td>GM: Identification Pleas and Symbolic Racism</td>
<td>Pgs. 269-280, 187-198</td>
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<td>Film: Nokomis</td>
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<td></td>
<td><strong>Representation:</strong></td>
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<tr>
<td>February 27</td>
<td>GM: Blood Flowing in Two Worlds</td>
<td>Pgs. 13-20</td>
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<td></td>
<td>GM: Home: Urban and Reservation</td>
<td>Pgs. 21-28</td>
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<td></td>
<td>LW: “Crying for a Dream” and “Cankpe Opi Wakpala”</td>
<td>Pgs. 92-127</td>
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<tr>
<td>March 1</td>
<td>GM: She’s Nothing Like We Thought</td>
<td>Pgs. 243-250</td>
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<tr>
<td></td>
<td>IW: Normal vs. Natural</td>
<td>Pgs. 127-136</td>
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<tr>
<td></td>
<td>LW: “The Siege” through “Birth Giving”</td>
<td>Pgs. 128-169</td>
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<td><strong>Bringing the Past Forward: Sisters in Spirit</strong></td>
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*revised 0/07*
March 6 Haudenosaunee Women: An Inspiration to Early Feminists
The Untold Story and Mother Earth, Creator of Life Pg. 28-62

Representation Paper Due

March 8 From Subordination to Domination, Political Outsider and Lawbreaker. Pg. 63-98

Bringing the Past Forward:
March 13 GM: The Genocide of a Generation’s Identity Pgs. 65-76
Vista: On the Very Idea of “Worldview” ... “Alternative” Pgs. all
March 15 IW: Black Robes, The 1950’s and Heartless Teachers Pgs. 62-82
Vista: The Question of Whitewashing ...

Pgs. 205-218

Spring break March 19-23

A contemporary picture: Counting Coup
March 27 Intro., Preseason, Tip-Off Tourney, and First Half Pgs. 1st half
March 29 Second Half, Divisionals, State, Postseason, Epilogue Pgs. 2nd half

Counting Coup Marker Text Due

Leadership:
April 3 EDGD: Governance Pgs. 75-94
EDGD: Love and Acceptance Pgs. 125-142
April 5 LW: “Sioux and Elephants ...” through “Epilogue” Pgs. 170-288

Leadership and Activism:
April 10 Vista: “Winona LaDuke” and “Reflections of an AIM Activist” Pgs. all
April 12 Film: Keepers of the Fire
Short Paper Due

Activism and Identity:
April 17 IW: Isn’t Love a Given? and My Love Pgs. 20-30, 31-35
April 19 IW: Rebel, and Another Side of Me Pgs. 93-104, 108-117

Activism:
April 24 Vista: Native American Women Sovereignty and Social Change Pgs. all
April 26 EDGD: The Way Home Pgs. 143-172
Vista: Mothers and Community Builders Pgs. all
Short Story Rewrite Due

Activism:
May 1 IW: Perseverance, Flowers and Last Words Pgs. 140-143
GM: Don’t Talk, Don’t Live Pgs. 141-148
May 3 GM: America’s Urban Youth ... Pgs. 93-101
GM: The Indians Are Alive Pgs. 297-304

May 10 Final 10:00am-12:00pm

Evaluations methods and deadlines:
Assessment of Outcomes: There are a variety of instrument types utilized to assess your achievement of the learning objectives: examples and annotated bibliography, a quiz, paper, short story including rewrite and a final. More thorough and detailed expectations and guidelines of the assignments are posted on WebCT Vista.
For the Indigenous women examples and annotated bibliography assignment, each student must submit a list of five Indigenous women from an insider perspective who are or were a leader or activist (25 points). Extremely popular examples like Pocahontas, Sacagawea, Wilma Mankiller and Winona LaDuke are discouraged. In addition, this assignment requires the submission of ten annotated bibliographies referencing Indigenous women: a mixture of nonfiction, poetry and academic work is desired (50 points). Total points equal 75.

The quiz (50 points) and final (100 points) will include true/false, multiple choice, short answers and oral presentations. The examinations will evaluate your achievement with respect to all the learning objectives. Questions are structured to determine your understanding and application (not memorization) of course material. The final exam is an oral exam and will be completed collaboratively with your classmates.

One paper (100 paper) is required for this course. This paper will focus on two examples of representation (one from an insider perspective and one from an outsider perspective.) Each example must be identified and discussed within two pages. Potential examples can be found in popular media, music, art, brand products (food, clothing), geographic identifiers, and language. The paper total will be five pages in length with a general introduction and conclusion. Each student will be responsible for four additional resources that have not been used in class (two per example). Course material is encouraged as a basis and framework for the topic. ALL papers must be Times New Roman 12 point font with standard margins. References must be included and citations must follow discipline expectations such as APA, MLA or such recognized formats. NO late papers will be accepted.

The assignment regarding the Counting Coup text is a two paragraph descriptive (25 points) of the central person in the text. You will be required to write a “historical marker” from the insider perspective. An outsider perspective is reviewed in class.

The short story (75 points) will focus on one example or issue regarding Indigenous women. Each student will be expected to summarize a person or an issue for a general readership (think of newspaper or website article). A two page maximum is required as well as proper grammar, citations and similar paper expectations e.g., normal font size. A rewrite of the story is also required (50 points.) Total points equal 125.

The paper, examples, annotated bibliography and short story focus on honing your research skills and engaging in the dissemination of knowledge to challenge misconceptions while celebrating the achievements and way of life of Indigenous women. Our ultimate aim is to develop a collection of materials for posting on the AIS and WST web pages that provide resources and important materials.

Participation points (25 points) will be assessed through demonstration of critical reading, critical thinking and application. Effectiveness in part will be assessed by literal attendance and engaged participation in course meeting times.

Assignments:
Examples and Annotated Bibliography (February 1) 75 points
Quiz (February 15) 50 points
Representation Paper (March 6) 100 points
Counting Coup Marker (March 29) 25 points
Short Story (April 12) 75 points
Short Story Rewrite (April 26) 50 points
Final (May 10)  100 points

Grading:
- Examples and Annotated Bib.  75
- Quiz  50
- Representation Paper  100
- Counting Coup Marker  25
- Short Story (both versions)  125
- Final  100
- Participation  25

Grade scale:
- A  450-500
- B  449-400
- C  399-350
- D  349-300
- F  299 and below

Policies:
Attendance – To excel in this course, you need to be present (beyond physically present). In taking this course, you have agreed – made a contract – to be an active member. Each member is expected to be engaged and ready to participate. Prepare yourself.

Extra Credit – Extra credit is built into a few assignments already. NO additional extra credit points are available.

Northern Arizona University
Policy Statements

Safe Environment Policy
NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), the academic ombudsperson (928-523-9368), or NAU’s Office of Affirmative Action (928-523-3312).

Students with Disabilities
If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.
Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office.

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not 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 Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

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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.

   Fall 2008

3. College  Social and Behavioral Science  4. Academic Unit/Department  Ethnic Studies

5. Course subject/catalog number  ES 425  6. Units/Credit Hours  3

7. Long course title  "When Biology Ruled the World: Race, Gender and Science"
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)  Race, Gender and Science

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

   Explores how Western/European science has delineated and determined race and gender definitions, social expectations, and institutional constructions including historical implications and precepts that impact women and people of color.

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  WGS 425
    (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)  n/a

15. Corequisites (must be completed with proposed course)  n/a
16. Is the course needed for a new or existing plan of study (major, minor, certificate)?
   Name of plan? X

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

17. Is a potential equivalent course offered at a community college (lower division only)
   If yes, does it require listing in the Course Equivalency Guide?
   Please list, if known, the institution and subject/catalog number of the course

18. Names of current faculty qualified to teach this course: Doreen E. Martinez, Sanjam Ahluwalia

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

   In this course we investigate the relationship between Western/European science, health, illness and disease diagnosis, treatment and care. The course will provide a needed inquiry into the development and application of science in regards to gender constructions of women/men and individuals/communities of color. The course offers a critical foundation to health and wellness and in doing such meets program, college and university goals. Additionally, the course will provide additional upper-division options for both WGS and ES students as well as students seeking diversity credits.
If the course being submitted for approval is **NOT** a LIBERAL STUDIES course, please go to step 41.

**LIBERAL STUDIES ONLY**

Contact name: ___________________________  Contact email: ___________________________
Dept. Chair name: _______________________  Dept. Chair email: _________________________
College Contact name: ___________________  College Contact email: ___________________

20. This course is a  □ Single section  □ Multi-section
21. List names of faculty who may teach this course:
22. Section enrollment cap:

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 23-25.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 30-31.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 32-34.

**NEW LIBERAL STUDIES COURSE**

23. Distribution Block (check one): *If a topics course, must apply to ALL sections.*
   - Aesthetic and Humanistic Inquiry □
   - Cultural Understanding □
   - Science □
   - Social and Political Worlds □

24. Skills (check two): *If a topics course, must apply to ALL sections.*
   - Effective Oral Communication □
   - Effective Writing □
   - Critical Thinking □
   - Quantitative Reasoning □
   - Scientific Inquiry □

25. Is this a topics course? Yes □ No □
   If YES, please complete questions 34-36. If NO, please go to question 42.

**TOPICS COURSE ONLY**

26. Identify the **Student Learning Outcomes** that will be found in ALL topic syllabi offered under this course number. ______

27. Explain by what method(s) Student Learning Outcomes will be **assessed** in ALL topic syllabi offered under this course number. ______

28. Please attach an example of a Topic Syllabus offered under this course number.

**GO TO question 35**
29. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. ___

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

35. Approvals

   [Signatures]

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

For Committees use only

   1/15/08

For Liberal Studies Committee

   Date

   Action taken:  Approved as submitted

For University Curriculum Committee

   Date

   Action taken:  Approved as submitted  Approved as modified
Please attach Syllabus here.

Northern Arizona University
College of Social and Behavioral Sciences
Ethnic Studies

"The social history of medicine studies how disease and its treatment are framed by societies and cultures. In scientific terms, diseases such as tuberculosis and measles are discrete biological entities; in social terms, diseases cannot exist without someone getting ill. The experience of illness sets in motion a train of events that usually begins with diagnosis, wends through treatment, and ends somewhere between recovery and death. The meeting between the ill and the well is a social exchange during which reference is made to categories such as gender, class, and race." Lux, Pg. 4-5

ES 425
"When Biology Ruled the World: Race, Gender and Science"
Section 1; Spring 2008

Course time: TTH 11:10am-12:25pm  3 credits
Bldg 70 (Social and Behavioral Sciences WEST; SBS-West)  Room 204

Instructor: Dr. Doreen E. Martinez
Office: 228 SBS-West (Bldg 70)
Office phone: 928-523-6719
Office hours: TTH 10:00am-11:00am, TH 1:45pm-2:45pm and by appointment
E-mail: doreen.martinez@nau.edu

Course Description:
This course explores how Western/European science has specifically delineated and determined race and gender definitions, social expectations, and institutional constructions. In this investigation, we directly uncover the historical implications and precepts to health and well-being that impact women and people of color and in doing so, construct a masculine European health standard/framework. The gendered and racial determinations are then evidenced within institutional care systems that reflect the persistent "othering" of people of color and women, while holding as standard and preferable "biological" Caucasian males. As we explore these issues it will become apparent that even this biological male produces oppressive and discriminatory ideologies and practices to "him." We will utilize major contributors within this feminist speciality.

Directly, this course examines theoretical and methodological foundations of science. We will discuss the construction of science through biological frameworks that include notions of hormones and DNA. Specifically, we discuss the relationship between science, health, illness and disease. In addition, our work will cover "building gender," the gay gene and the sexual brain as well as historical and contemporary realities and artifacts of these policies and practices. Furthermore, we explore the "living history" that operates today throughout health and illness norms that were based upon these racial and gendered systems. We will engage in critical discourse centered on race and gender nation structures. Lastly, we conclude by reinventing and renaming our work and its productions.

Course Objectives:
1) to provide an overview of “race, gender and science” belief systems and epistemological frameworks in the U.S. with specific focus on theoretical foundations and implications.

2) to examine “sciences” racial and gender understandings/rationales (contextualize)

3) to develop the analytical skills needed to critically evaluate the various representations and inferences of science, health and illness regarding women and people of color.

4) to critically assess the historical role of Western/European ideologies in relationship to epistemology, representation, and health care.

5) to understand the varying modes and modalities associated with health and science as they relate to policy development and care practices.

6) to investigate contemporary implications and continued interpretations.

7) to constructively and creatively disseminate knowledge and awareness regarding our work.

**Course Structure:** The course sessions will primarily involve mini-lectures, critical thinking through questions and in-depth discussions. We will use films and outside resources to supplement our work. The assigned readings are required and the basis of all our work, assignments and evaluations.

**Course Texts:** The following texts are required readings. They are available and may be purchased at the Aradia Bookstore, 116 W, Cottage Avenue (the purple house; off Beaver Street) 928-779-3817 and the NAU College Bookstore.


Lux, Maureen. 2001. *Medicine that Walks: Disease, Medicine, and Canadian Plains Native People, 1880-1940*. Toronto, Canada: University of Toronto Press. MW


Additional required readings: All additional required readings are posted on Vista. There are a host of articles and chapters that we cover to strengthen our work in addition to above texts. Full references are located on WebCT Vista.

**Recommended materials:**


<table>
<thead>
<tr>
<th>Date</th>
<th>Text, Chapter/Section</th>
<th>Pages</th>
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<tbody>
<tr>
<td>January 15</td>
<td>Introduction, Overview and Expectations</td>
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<tr>
<td>January 17</td>
<td><em>Framing Race, Gender and Science</em></td>
<td>Pgs. 3-19</td>
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<tr>
<td></td>
<td>MW: Beyond Biology</td>
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<td>January 22</td>
<td><em>Challenges to Western Science</em></td>
<td>Pgs. 19-50</td>
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<tr>
<td></td>
<td>WSWK: Feminism Confronts the Sciences</td>
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<td></td>
<td>Sandoval, Chela. 1991. “U.S. Third World Feminism: the</td>
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<td>Theory and Method of Oppositional Consciousness in the</td>
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<td>Postmodern World.” <em>Genders</em>. Spring 10:</td>
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<td>January 24</td>
<td>WSWK: “Strong Objectivity” and Socially Situated</td>
<td>Pgs. 2-23</td>
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<td>Knowledge</td>
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<td><em>Global Perspectives of Science:</em></td>
<td>Pgs. 138-163</td>
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<td>January 29</td>
<td>WSWK: “... and Race” Toward the Science Question in</td>
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<td>Global contexts</td>
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<td>January 31</td>
<td>WSWK: Common Histories, Common Destinies -</td>
<td>Pgs. 191-217</td>
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<td>Science in the First and Third Worlds</td>
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<td><em>Assignment: Contemporary Racial Representations</em></td>
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<td></td>
<td><em>For Her Own Good:</em></td>
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<tr>
<td>February 5</td>
<td>Ehrenreich, Barbara and Deirdre English. 1978. “Science</td>
<td>Pgs. 69-100</td>
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<td>and the Ascent of the Experts.” *For Her Own Good: 150</td>
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<td>Years of the Experts’ Advice to Women*. New York, NY:</td>
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<td>Anchor Books.</td>
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<td>Century of the Child.” *For Her Own Good: 150 Years of the</td>
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<td><em>Biology, the Body and Race and Gender Politics:</em></td>
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<td>February 12</td>
<td>S: Eugene Steinach, Hormones and Sex Difference</td>
<td>Pgs. 214-250</td>
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<td>S: Nelly Oudshoorn, Masculine and Feminine Hormones.</td>
<td>Pgs. 250-253</td>
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<td>Identities: The Politics of Gender and Race in Biomedical</td>
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<td><em>Quiz Due</em></td>
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<tr>
<td></td>
<td><em>Race and Psychology:</em></td>
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<tr>
<td>February 19</td>
<td>Guthrie, Robert. 1976. <em>Even the Rat Was White</em>.</td>
<td>Intro. and section one</td>
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<td></td>
<td>Upper Saddle River, NJ: Allyn and Bacon.</td>
<td>section one</td>
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<tr>
<td>February 21</td>
<td><em>Even the Rat Was White</em>, continued</td>
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<td></td>
<td><em>Building Race and Gender:</em></td>
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<td>February 26</td>
<td>Anne Fausto-Sterling, How to Build a Man.</td>
<td>Pgs. 233-236</td>
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<td>Origins of the Race Gap in Men’s Mortality.” *Journal of</td>
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DNA, Pathologies and Race:

Representation Paper Due


Health and Sickness – from Gender and Race Perspectives


Spring break March 17-21

The Gay Gene and the Sexual Brain:

S: Michael R. Gorman, Male Homosexual Desire. Pgs. 302-309

PSA/Commercial Due

A Contemporary Picture: The Spirit Catches You
April 1 SCY: Preface through Code X Pgs. vii-180
April 3 SCY: Gold and Dross through the Sacrifice Pgs. 181-290

Disease Structures:

April 10 MW: A Menace to the Community: Tuberculosis Pgs. 189-224

Short Paper Due

Institutions and Illness:
April 17    FBC: Interlopers in the Land of Sunshine: Chinese Disease Carriers, Launderers, and Vegetable Peddlers Pgs. 15-45

Health and Nation:
April 22    FBC: Caught between Discourses of Disease, Health, and Nation: Public Health Attitudes toward Japanese and Mexican Laborers in Progressive-Era Los Angeles Pgs. 46-74

Short Story Rewrite Due

Reinventing and Renaming:
April 29    WSWK: Reinventing Ourselves as Other Pgs. 268-295
FBC: Genealogies of Racial Discourses and Practices Pgs. 179-188

May 1      WSWK: What is Feminist Science? Pgs. 296-312

May 8      Final 10:00am-12:00pm

Evaluations methods and deadlines:
Assessment of Outcomes: There are a variety of instrument types utilized to assess your achievement of the learning objectives: examples and annotated bibliography, a quiz, paper, short story including rewrite and a final. More thorough and detailed expectations and guidelines of the assignments are posted on WebCT Vista.

For the examples and annotated bibliography assignment, each student must submit a list of five examples/topics/issues that relate to “race, gender and science” (15 points). You must describe the relationship with your example and the In addition, this assignment requires the submission of five annotated bibliographies referencing historical and contemporary science representations related race and gender beliefs/issues Total points equal 75.

The quiz (50 points) will include true/false, multiple choice, and short answers. The exam will evaluate your achievement with respect to all the learning objectives. Questions are structured to determine your understanding and application (not memorization) of course material.

One paper (100 points) is required for this course. This paper will focus on two examples of representation (one from an insider perspective – people of color and women -and one from an outsider perspective - science.) Each example must be identified and discussed within two pages. Potential examples can be found in popular media, music, art, brand products (food, clothing), geographic identifiers, and language. The paper total will be five pages in length with a general introduction and conclusion. Each student will be responsible for four additional resources that have not been used in class (two per example). Course material is encouraged as a basis and framework for the topic. ALL papers must be Times New Roman 12 point font with standard margins. References must be included and citations must follow discipline expectations such as APA, MLA or such recognized formats. NO late papers will be accepted.
The assignment regarding the PSA/commercial is a two paragraph descriptive (25 points) of a new awareness you have regarding a topic/issue centered on knowledge of race and gender from a science base. You will be required to write a PSA/commercial for the larger public audience. Be creative and intentional in the techniques you employ to reach the target audience.

The short story (75 points) will focus on one example or issue regarding race, gender and science. Each student will be expected to summarize an issue or topic for a general readership (think of newspaper or website article). A two page maximum is required as well as proper grammar, citations and similar paper expectations e.g., normal font size. A rewrite of the story is also required (50 points.) Worth 125 points.

The final will take place as an oral presentation. Questions for the final will be provided prior to the final period. During the final period, each student will randomly select a question that they will need to answer. After the initial reply (answer,) classmates will be given the opportunity to ask questions to assist and more fully complete the answer. The final is structured to provide an opportunity to “practice” verbally our challenges and critiques, while having others there to support the efforts. In addition, the classmates’ questions aim to develop perspectives and tools to assist in the audiences’ knowledge comprehension (rather than critique the speaker.) Worth 100 points.

The paper, examples, annotated bibliography and short story focus on honing your research skills and engaging in the dissemination of knowledge to challenge misconceptions while illustrating agency from the insider (women and people of color) perspective. Our ultimate aim is to develop a collection of materials for posting on the WGT web pages that provide resources and important materials.

Participation points (25 points) will be assessed through demonstration of critical reading, critical thinking and application. Effectiveness in part will be assessed by literal attendance and engaged participation in course meeting times.

Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Examples and Annotated Bibliography</td>
<td>(January 31)</td>
<td>75 points</td>
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<tr>
<td>Quiz</td>
<td>(February 14)</td>
<td>50 points</td>
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<tr>
<td>Representation Paper</td>
<td>(March 4)</td>
<td>100 points</td>
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<tr>
<td>PSA/commercial</td>
<td>(March 27)</td>
<td>25 points</td>
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<tr>
<td>Short Story</td>
<td>(April 10)</td>
<td>75 points</td>
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<tr>
<td>Short Story Rewrite</td>
<td>(April 24)</td>
<td>50 points</td>
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<tr>
<td>Final</td>
<td>(May 8)</td>
<td>100 points</td>
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Grading:

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<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Examples and Annotated Bib.</td>
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<tr>
<td>Quiz</td>
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<tr>
<td>Representation Paper</td>
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<tr>
<td>PSA/commercial</td>
<td>25</td>
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<tr>
<td>Short Story (both versions)</td>
<td>125</td>
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<tr>
<td>Final</td>
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<td>Participation</td>
<td>25</td>
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Grade scale:

- A: 450-500
- B: 449-400
- C: 399-350
- D: 349-300
- F: 299 and below
Policies:
Attendance – To excel in this course, you need to be present (beyond physically present). In taking this course, you have agreed – made a contract- to be an active member. Each member is expected to be engaged and ready to participate. Prepare yourself.

Extra Credit – Extra credit is built into a few assignments already. NO additional extra credit points are available.

NORTHERN ARIZONA UNIVERSITY

POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), the academic ombudsperson (928-523-9368), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office.

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not 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 Melanie Birch, Office of Grant and Contract Services, at 928-523-8288.
ACADEMIC INTEGRITY
The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU’s Student Handbook.

ACADEMIC CONTACT HOUR POLICY
The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.
1. Is this course being proposed for Liberal Studies designation? Yes ☐ No X ☐
   If yes, route completed form to Liberal Studies.


3. College Social and Behavioral Science 4. Academic Unit/Department Women’s and Gender Studies

5. Course subject/catalog number WGS 425 6. Units/Credit Hours 3

7. Long course title "When Biology Ruled the World: Race, Gender and Science"
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Race, Gender and Science

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

   Explores how Western/European science has delineated and determined race and gender definitions, social expectations, and institutional constructions including historical implications and precepts that impact women and people of color.

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 ES 425
    (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) n/a

15. Corequisites (must be completed with proposed course) n/a
Name of plan?

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

17. Is a potential equivalent course offered at a community college (lower division only)  yes  no  
    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:  Doreen E. Martinez, Sanjam Ahluwalia

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

    In this course we investigate the relationship between Western/European science, health, illness and disease diagnosis, treatment and care. The course will provide a needed inquiry into the development and application of science in regards to gender constructions of women/men and individuals/communities of color. The course offers a critical foundation to health and wellness and in doing such meets program, college and university goals. Additionally, the course will provide additional upper-division options for both WGS and ES students as well as students seeking diversity credits.
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: Contact email:
Dept. Chair name: Dept. Chair email:
College Contact name: College Contact email:

20. This course is a □ Single section □ Multi-section
21. List names of faculty who may teach this course:
22. Section enrollment cap:

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

23. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry □ Cultural Understanding □ Science □ Social and Political Worlds □

24. Skills (check two): If a topics course, must apply to ALL sections.
   Effective Oral Communication □ Effective Writing □ Critical Thinking □
   Quantitative Reasoning □ Scientific Inquiry □

25. Is this a topics course? Yes □ No □
   If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

26. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number.

27. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

28. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 35
29. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

31. Do you intend to offer ABC 300 and ABC 300W? yes ☐ no ☐
   if no, please submit a course delete form for the ABC 300.

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

34. Do you intend to offer ABC 400 and ABC 400C? yes ☐ no ☐
   if no, please submit a course delete form for the ABC 400.

35. Approvals

   [Signatures and dates]

   Department Chair (if appropriate)

   Chair of college curriculum committee

   Dean of college

   For Committees use only

   [Date]

   For Liberal Studies Committee

   Action taken: modifed Approved as submitted

   [Signature and date]

   For University Curriculum Committee

   Action taken: Approved as submitted

   [Signature and date]
Please attach Syllabus here.

Northern Arizona University
College of Social and Behavioral Sciences
Women’s and Gender Studies Program

“The social history of medicine studies how disease and its treatment are framed by societies and cultures. In scientific terms, diseases such as tuberculosis and measles are discrete biological entities; in social terms, diseases cannot exist without someone getting ill. The experience of illness sets in motion a train of events that usually begins with diagnosis, wends through treatment, and ends somewhere between recovery and death. The meeting between the ill and the well is a social exchange during which reference is made to categories such as gender, class, and race.” Lux, Pg. 4-5

WGS 425
“When Biology Ruled the World: Race, Gender and Science”
Section 1; Spring 2008

Course time: TTH 11:10am-12:25pm
Bldg 70 (Social and Behavioral Sciences WEST; SBS-West)

3 credits
Room 204

Instructor: Dr. Doreen E. Martinez
Office: 228 SBS-West (Bldg 70)
Office phone: 928-523-6719
Office hours: TTH 10:00am-11:00am, TH 1:45pm-2:45pm and by appointment
E-mail: doreen.martinez@nau.edu

Course Description:
This course explores how Western/European science has specifically delineated and determined race and gender definitions, social expectations, and institutional constructions. In this investigation, we directly uncover the historical implications and precepts to health and well-being that impact women and people of color and in doing so, construct a masculine European health standard/framework. The gendered and racial determinations are then evidenced within institutional care systems that reflect the persistent “othering” of people of color and women, while holding as standard and preferable “biological” Caucasian males. As we explore these issues it will become apparent that even this biological male produces oppressive and discriminatory ideologies and practices to “him.” We will utilize major contributors within this feminist speciality.

Directly, this course examines theoretical and methodological foundations of science. We will discuss the construction of science through biological frameworks that include notions of hormones and DNA. Specifically, we discuss the relationship between science, health, illness and disease. In addition, our work will cover “building gender,” the gay gene and the sexual brain as well as historical and contemporary realities and artifacts of these policies and practices. Furthermore, we explore the “living history” that operates today throughout health and illness norms that were based upon these racial and gendered systems. We will engage in critical discourse centered on race and gender nation structures. Lastly, we conclude by reinventing and renaming our work and its productions.

Course Objectives:
1) to provide an overview of “race, gender and science” belief systems and epistemological frameworks in the U.S. with specific focus on theoretical foundations and implications.

2) to examine “sciences” racial and gender understandings/rationales (contextualize)

3) to develop the analytical skills needed to critically evaluate the various representations and inferences of science, health and illness regarding women and people of color.

4) to critically assess the historical role of Western/European ideologies in relationship to epistemology, representation, and health care.

5) to understand the varying modes and modalities associated with health and science as they relate to policy development and care practices.

6) to investigate contemporary implications and continued interpretations.

7) to constructively and creatively disseminate knowledge and awareness regarding our work.

**Course Structure:** The course sessions will primarily involve mini-lectures, critical thinking through questions and in-depth discussions. We will use films and outside resources to supplement our work. The assigned readings are required and the basis of all our work, assignments and evaluations.

**Course Texts:** The following texts are required readings. They are available and may be purchased at the Aradia Bookstore, 116 W. Cottage Avenue (the purple house; off Beaver Street) 928-779-3817 and the NAU College Bookstore.


Additional required readings: All additional required readings are posted on Vista. There are a host of articles and chapters that we cover to strengthen our work in addition to above texts. Full references are located on WebCT Vista.

**Recommended materials:**


# Daily Course Readings and Assignments

*Readings are to be completed for the date listed.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Text, Chapter/Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 15</strong></td>
<td>Introduction, Overview and Expectations</td>
<td></td>
</tr>
<tr>
<td><strong>Framing Race, Gender and Science</strong></td>
<td></td>
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<tr>
<td>January 17</td>
<td>MW: Beyond Biology</td>
<td>Pgs. 3-19</td>
</tr>
<tr>
<td><strong>Challenges to Western Science</strong></td>
<td></td>
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<tr>
<td>January 22</td>
<td>WSWK: Feminism Confronts the Sciences</td>
<td>Pgs. 19-50</td>
</tr>
<tr>
<td>January 24</td>
<td>WSWK: “Strong Objectivity” and Socially Situated Knowledge</td>
<td>Pgs. 2-23</td>
</tr>
<tr>
<td><strong>Global Perspectives of Science:</strong></td>
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<tr>
<td>January 29</td>
<td>WSWK: “… and Race” Toward the Science Question in Global contexts</td>
<td>Pgs. 191-217</td>
</tr>
<tr>
<td>January 31</td>
<td>WSWK: Common Histories, Common Destinies - Science in the First and Third Worlds</td>
<td>Pgs. 218-248</td>
</tr>
<tr>
<td></td>
<td><em>Assignment: Contemporary Racial Representations</em></td>
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<tr>
<td><strong>For Her Own Good:</strong></td>
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<tr>
<td><strong>Biology, the Body and Race and Gender Politics:</strong></td>
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<tr>
<td></td>
<td>S: Nelly Oudshoorn, Masculine and Feminine Hormones.</td>
<td>Pgs. 250-253</td>
</tr>
<tr>
<td></td>
<td><em>Quiz Due</em></td>
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<tr>
<td><strong>Race and Psychology:</strong></td>
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<tr>
<td>February 21</td>
<td><em>Even the Rat Was White</em>, continued</td>
<td>section one</td>
</tr>
<tr>
<td><strong>Building Race and Gender:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 26</td>
<td>Anne Fausto-Sterling, How to Build a Man. Pgs. 233-236</td>
<td></td>
</tr>
</tbody>
</table>
DNA, Pathologies and Race:

Representation Paper Due


Health and Sickness – from Gender and Race Perspectives


Spring break March 17-21

The Gay Gene and the Sexual Brain:

March 27  S: William Byrne, The Biological Evidence Challenged. Pgs. 293-302
S: Michael R. Gorman, Male Homosexual Desire. Pgs. 302-309

PSA/Commercial Due

A Contemporary Picture: The Spirit Catches You
April 1  SCY: Preface through Code X Pgs. vii-180
April 3  SCY: Gold and Dross through the Sacrifice Pgs. 181-290

Disease Structures:

April 10  MW: A Menace to the Community: Tuberculosis Short Paper Due Pgs. 189-224

Institutions and Illness:
April 17  FBC: Interlopers in the Land of Sunshine: Chinese Disease Carriers, Launderers, and Vegetable Peddlers  Pgs. 15-45

Health and Nation:
April 22  FBC: Caught between Discourses of Disease, Health, and Nation: Public Health Attitudes toward Japanese and Mexican Laborers in Progressive-Era Los Angeles  Pgs. 46-74

Short Story Rewrite Due

Reinventing and Renaming:
April 29  WSWK: Reinventing Ourselves as Other  Pgs. 268-295
FBC: Genealogies of Racial Discourses and Practices  Pgs. 179-188
May 1  WSWK: What is Feminist Science?  Pgs. 296-312

May 8  Final  10:00am-12:00pm

Evaluations methods and deadlines:
Assessment of Outcomes: There are a variety of instrument types utilized to assess your achievement of the learning objectives: examples and annotated bibliography, a quiz, paper, short story including rewrite and a final. More thorough and detailed expectations and guidelines of the assignments are posted on WebCT Vista.

For the examples and annotated bibliography assignment, each student must submit a list of five examples/topics/issues that relate to “race, gender and science” (15 points). You must describe the relationship with your example and the. In addition, this assignment requires the submission of five annotated bibliographies referencing historical and contemporary science representations related race and gender beliefs/issues. Total points equal 75.

The quiz (50 points) will include true/false, multiple choice, and short answers. The exam will evaluate your achievement with respect to all the learning objectives. Questions are structured to determine your understanding and application (not memorization) of course material.

One paper (100 points) is required for this course. This paper will focus on two examples of representation (one from an insider perspective – people of color and women -and one from an outsider perspective - science.) Each example must be identified and discussed within two pages. Potential examples can be found in popular media, music, art, brand products (food, clothing), geographic identifiers, and language. The paper total will be five pages in length with a general introduction and conclusion. Each student will be responsible for four additional resources that have not been used in class (two per example). Course material is encouraged as a basis and framework for the topic. ALL papers must be Times New Roman 12 point font with standard margins. References must be included and citations must follow discipline expectations such as APA, MLA or such recognized formats. NO late papers will be accepted.
The assignment regarding the PSA/commercial is a two paragraph descriptive (25 points) of a new awareness you have regarding a topic/issue centered on knowledge of race and gender from a science base. You will be required to write a PSA/commercial for the larger public audience. Be creative and intentional in the techniques you employ to reach the target audience.

The short story (75 points) will focus on one example or issue regarding race, gender and science. Each student will be expected to summarize an issue or topic for a general readership (think of newspaper or website article). A two page maximum is required as well as proper grammar, citations and similar paper expectations e.g., normal font size. A rewrite of the story is also required (50 points.) Worth 125 points.

The final will take place as an oral presentation. Questions for the final will be provided prior to the final period. During the final period, each student will randomly select a question that they will need to answer. After the initial reply (answer,) classmates will be given the opportunity to ask questions to assist and more fully complete the answer. The final is structured to provide an opportunity to “practice” verbally our challenges and critiques, while having others there to support the efforts. In addition, the classmates’ questions aim to develop perspectives and tools to assist in the audiences’ knowledge comprehension (rather than critique the speaker.) Worth 100 points.

The paper, examples, annotated bibliography and short story focus on honing your research skills and engaging in the dissemination of knowledge to challenge misconceptions while illustrating agency from the insider (women and people of color) perspective. Our ultimate aim is to develop a collection of materials for posting on the WGT web pages that provide resources and important materials.

Participation points (25 points) will be assessed through demonstration of critical reading, critical thinking and application. Effectiveness in part will be assessed by literal attendance and engaged participation in course meeting times.

Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Examples and Annotated Bibliography</td>
<td></td>
<td>75</td>
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<tr>
<td>Quiz</td>
<td>(January 31)</td>
<td>50</td>
</tr>
<tr>
<td>Representation Paper</td>
<td>(February 14)</td>
<td>100</td>
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<tr>
<td>PSA/commercial</td>
<td>(March 4)</td>
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<tr>
<td>Short Story</td>
<td>(March 27)</td>
<td>25</td>
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<tr>
<td>Short Story Rewrite</td>
<td>(April 10)</td>
<td>75</td>
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<tr>
<td>Final</td>
<td>(April 24)</td>
<td>50</td>
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<td></td>
<td>(May 8)</td>
<td>100</td>
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Grading:

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Examples and Annotated Bib.</td>
<td>75</td>
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<tr>
<td>Quiz</td>
<td>50</td>
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<tr>
<td>Representation Paper</td>
<td>100</td>
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<tr>
<td>PSA/commercial</td>
<td>25</td>
</tr>
<tr>
<td>Short Story (both versions)</td>
<td>125</td>
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<tr>
<td>Final</td>
<td>100</td>
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<tr>
<td>Participation</td>
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<td>500</td>
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Grade scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>450-500</td>
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<tr>
<td>B</td>
<td>449-400</td>
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<td>C</td>
<td>399-350</td>
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<td>D</td>
<td>349-300</td>
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<tr>
<td>F</td>
<td>299 and below</td>
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</tbody>
</table>
Policies:
Attendance – To excel in this course, you need to be present (beyond physically present). In taking this course, you have agreed – made a contract- to be an active member. Each member is expected to be engaged and ready to participate. Prepare yourself.

Extra Credit – Extra credit is built into a few assignments already. NO additional extra credit points are available.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

SAFE ENVIRONMENT POLICY
NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), the academic ombudsperson (928-523-9368), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES
If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office.

INSTITUTIONAL REVIEW BOARD
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not 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 Melanie Birk, Office of Grant and Contract Services, at 928-523-8288.
ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU’s Student Handbook.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.
### University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>SBS</th>
<th>2. Academic Unit/Department</th>
<th>WGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Academic Plan Name</td>
<td>BA and BS Interdisciplinary Studies: Women's Studies</td>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2008</td>
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</table>

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

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.
For New Plans, leave this column blank.

You may earn either a BA or BS in Interdisciplinary Studies: Women's Studies.

To earn the Interdisciplinary Studies 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 a WST prefix to satisfy these liberal studies requirements. In addition, you may not use the specific courses in your focus to also satisfy liberal studies requirements.

To complete this emphasis, you take 28 units of core and area requirements.
Core Requirements. You take the following 10 units:

- WST 200 (3 units)
- WST 300W, which meets NAU's junior writing requirement (3 units)
- WST 491C and 495C, which together meet NAU's senior capstone requirement (4 units)

Area Requirements. You take 18 units, within which we encourage you to draw from each of the following three groups:

- WST 150, 191, 199, 201, 260, 301, 350W, 360, 375W, 391, 392, 393, 394, 408, 465, 485, and 497
- ANT 404, COM 301, CJ 360, 425, and 460, POS 355, PSY 491, SC 424, and SOC 204 and 304
- ENG 261 and 361, HIS 295, 296, 297, and 415, HUM 375, REL 260 and 314

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

You may earn either a BA or BS in Interdisciplinary Studies: Women's and Gender Studies.

To earn the Interdisciplinary Studies 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 a WGS prefix to satisfy these liberal studies requirements. In addition, you may not use the specific courses in your focus to also satisfy liberal studies requirements.

To complete this emphasis, you take 28 units of core and area requirements.
Core Requirements. You take the following 10 units:

- WGS 200 (3 units)
- WGS 300W, which meets NAU's junior writing requirement (3 units)
- WGS 491C and 495C, which together meet NAU's senior capstone requirement (4 units)

Area Requirements. You take 18 units, within which we encourage you to draw from each of the following three groups:

- Any additional WGS course
- WST 150, 191, 199, 201, 260, 301, 350W, 360, 375W, 391, 392, 393, 394, 408, 465, 485, and 497
- ANT 404, COM 301, CJ 360, 425, and 460, AIS/ES 325, ES 391, 425, POS 355, PSY 491, SC 424, and SOC 204 and 304
- AIS/ES 255, ENG 261 and 361, ES 100, ES 160, ES 250, HIS 295, 296, 297, 300W and 415, HUM 375, REL 260 and 314

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 BAI5 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. Understand key concepts and issues associated with the study of women and gender in a variety of disciplines

2. Demonstrate an awareness of complex theoretical, methodological, and expository traditions and problems in the study of, and writing about, women, gender, and feminisms

3. Demonstrate knowledge of feminism and its political organization in movements that differ historically, geographically, and culturally, and of the importance of feminist theory in Women's Studies

4. Demonstrate knowledge of the variations of women's status, power, and experiences in the United States, other 'western' societies, and non-western contexts

5. Understand the intersection of gender with other hierarchies of domination, including race, class, ability, sexuality, and age (among others), and be able to use intersectionality as a theoretical strategy

6. Analyze women's experiences and gender systems critically and comparatively, to assess historical and analytical accounts of those experiences, and to distinguish among competing theories and approaches

7. Demonstrate ability to discuss, research, and write critically about women and gender in the context of many methodologies and disciplines

8. Demonstrate the capacity to communicate assumptions, conclusions, and positions orally, especially about women's studies topics

9. Demonstrate skills of cooperation, leadership, organization, and self-direction, in the classroom and university setting

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
1. Changes reflect approved change in prefix from WST (Women's Studies) to WGS (Women's and Gender Studies).
2. Several additional courses have been approved by the WGS curriculum committee as having met the criteria for inclusion as area requirements in the program of study. These courses have been added to the list of possible alternatives for area requirements. They provide support for meeting the learning outcomes listed above.
3. WST 408, and REL 260 and 314 no longer appear in the catalogue as active courses.

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

NA

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU? No 

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

Original Message From cynthia.kosso@nau.edu =====

We fully support the inclusion of the courses HIS 300W in the WGS-BIS program. (already approved for WGS BS & BA) Cynthia Kosso, Chair, Department of History

====== Original Message From Sara.Aleman@nau.edu =====

This note is to support the inclusion of ES 100, 160, 255, 325 and 391 in Ethnic Studies as a class to fulfill the academic requirements for the BIS options for the Women's and Gender Studies Program.

Dr. Doreen E. Martinez wrote:

> Hello Dr. Aleman, The Women's and Gender Studies program would like to add ES100 Introduction to 
> Ethnic Studies and ES160 Introduction to Chicano(a) Latino(a) Studies as well as AIS/ES/WGS 255 >"Authentic 
> Indian:" Gender and Indigenous Representation; AIS/ES/WGS 325 "Sister Nation:" >Indigenous Women in the 
> U.S. and ES/WGS "When Biology Ruled the World:" Race, Gender and >Science to our BA/BS in Interdisciplinary 
> Studies degree plan. They would be listed as part of a group of >courses to take in the emphasis areas. We need the 
> Ethnic Studies endorsement/support to do so.

Dr. Doreen E. Martinez

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

Yes

Certifications

[Signature]

12/3/07

Department Chair/ Unit Head (if appropriate)

[Signature]

12/3/17

Chair of college curriculum committee

[Signature]

Date

Dean of college

[Signature]

Date

For committee use only

[Signature]

1-15-18

For University Curriculum Committee

Date

Action taken: approved as submitted approved as modified

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

Proposal for New Course

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

   (See effective dates schedule.)

3. College  Social and Behavioral Sciences
4. Academic Unit  Institute for Human Development
5. Course subject/catalog number  DIS 303
   (Please add syllabus to the end of this form.)

7. Co-convened with  Not Applicable
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

8. Cross-listed with  Not Applicable
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title  Perspectives on Disabilities
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces)  Perspectives on Disabilities

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

   This course explores the personal, cultural, social, political, and economic experiences of persons with disabilities in global and national contexts.

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

13. Is this a topics course?  Yes □  No X

14. 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? (ex. PES 100)  yes □  no □

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

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

16. Prerequisites (must be completed before proposed course)  Junior Status

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

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

   instructor consent □  department consent □  no consent

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)? yes ☐ no ☒ X

Name of new plan?

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

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

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

SST 292: Communication Disorders in Literature and Film (5 percent)

-------- Original Message --------

Subject: DIS 303
Date: Thu, 8 Nov 2007 15:26:06 -0700
From: dct, Dennis.Tanner@nau.edu>
To: thomas.uno@nau.edu

Dear UCC Committee
The course "Context of Disability in Society" (DIS 303), proposed for the fall term of 2008, has been identified has having some similar content as SST 191: Communication Disorder in Literature and Media. After discussing this possible overlap with Chris Lanterman, the course author, there appears to be no significant duplication of course content.
In representing the Department of Health Sciences, I offer my support for this course.
Dennis C. Tanner, Ph.D.
Professor of Health Sciences
Northern Arizona University
Flagstaff, Arizona 86011
928.523.7439

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

21. Will this course affect other academic plans, academic units, or enrollment? Yes ☐ no ☒ X

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

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

If yes, does it require listing in the Course Equivalency Guide? yes ☐ no ☒
Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

Disability is becoming an increasingly relevant dimension among individuals in society, as well as an identity group in social and political domains. In 2000, the U.S. Census Bureau reported that nearly 60 million Americans were identified as having a disability, approximately twenty percent of the U.S. population. Disability is becoming an increasingly important facet of diversity as well. For example, NAU’s Advisory Council on Diversity and Equity recognizes disability as one aspect of diversity.

This course provides an overview of disability as a social, political, and cultural dynamic. It explores different perspectives of disability as it relates to the way society has historically perceived it, as well as how our own understandings of disability are created. The course further explores implications of physical, informational, political and attitudinal variables on persons who have disabilities. The outcome for this course is to create a broader awareness of what it means to have a disability, beyond individual to societal and attitudinal implications.

A review of the course catalog reveals a dearth of courses in disability as it relates to social, economic, and political contexts. With disability identified as one facet of diversity, this topic deserves greater awareness and more critical exploration.

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24. Names of current faculty qualified to teach this course: Chris Lanterman, M.S., John Schaffer, M.S.

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

26. Will present library holdings support this course? yes X no √
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

Contact name: Chris Lanterman
Dept. Chair name: Richard Carroll
College Contact name: Larry Gould

Contact email: Chris.Lanterman@nau.edu
Dept. Chair email: Richard.Carroll@nau.edu
College Contact email: Larry.Gould@nau.edu

27. This course is a  X Single section  □ Multi-section
28. List names of faculty who may teach this course: Chris Lanterman and John Schaffer
29. Section enrollment cap: 25

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

30. Thematic Focus (check all that apply): If a topics course, must apply to ALL sections.
   - Environmental Consciousness □
   - Technology and Its Impact □
   - Valuing the Diversity of Human Experience X

31. Distribution Block (check one): If a topics course, must apply to ALL sections.
   - Aesthetic and Humanistic Inquiry □
   - Cultural Understanding X
   - Lab Science □
   - Science/Applied Science □
   - Social and Political Worlds □

32. Skills (check two): If a topics course, must apply to ALL sections.
   - Creative Thinking □
   - Critical Reading X
   - Effective Oral Communication □
   - Effective Writing X
   - Critical Thinking X
   - Ethical Reasoning □
   - Quantitative/Spatial Analysis □
   - Scientific Inquiry □
   - Use of Technology □

33. Is this a topics course? Yes □ No X
   If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

34. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. ______

35. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. ______

36. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 42
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

42. Approvals

Richard H. Carroll  
Department Chair (if appropriate)  
11/26/2007  
Date

Chair of college curriculum committee  
Date

Dean of college  
Date

For Committees use only  
11/6/08  

For Liberal Studies Committee  
Date

Action taken:  
Approved as submitted  
Approved as modified

For University Curriculum Committee  
Date

Action taken:  
Approved as submitted  
Approved as modified

revised 8/06
Copy and paste syllabus here.

NORTHERN ARIZONA UNIVERSITY
College of Social & 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 303

Perspectives on Disabilities

General Information

Instructor: 
Credit Hours: 3
Prerequisites: None
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 explores the personal, cultural, social, political, and economic experiences of persons with disabilities in global and national societies. Through explorations into historical events, literary and media representations, medical, social, and political perspectives and issues, and personal experiences, participants will apply several essential skills, including critical reading, critical thinking, ethical reasoning, and effective writing to engage with disability as an important facet of diversity. This course will pay particular attention to the assessment of critical reading, critical thinking, and ethical reasoning.

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Student Learning Expectations/Outcomes For This Course

- This course is aligned with the guidelines set forth by the Society for Disability Studies. Key elements of these guidelines have been used as guiding principles for this course.

With these guidelines in mind, the following are learning expectations for this course:

By the end of the course, it is expected that you will:

<table>
<thead>
<tr>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast the uses of language for and about people with disability (person-first language v. non-person first language).</td>
</tr>
<tr>
<td>Identify how experiences shape views of disabilities and people who have them.</td>
</tr>
<tr>
<td>Evaluate personal beliefs about disability, and where those beliefs originate.</td>
</tr>
<tr>
<td>Identify a personal experience that exemplifies the delegitimizing effect of language on people with disabilities.</td>
</tr>
<tr>
<td>Analyze this experience for its underlying causes.</td>
</tr>
<tr>
<td>Explain the rationale for the use of person-first language.</td>
</tr>
<tr>
<td>Identify examples of handicapisms or ableisms, and explain why they are such.</td>
</tr>
<tr>
<td>Analyze portrayals of disability in art, literature, media, or other domain of public consumption, for how they represent disability.</td>
</tr>
<tr>
<td>Identify the relationships between disability, civil rights, and human rights.</td>
</tr>
<tr>
<td>Evaluate the limitations of civil rights and human rights for people with disabilities, institutions, policy makers, or other stakeholders.</td>
</tr>
<tr>
<td>Compare and contrast the medical and social models of disability.</td>
</tr>
<tr>
<td>Establish a connection between historical representations of disability and the cultural, political, and economic contexts of the time.</td>
</tr>
<tr>
<td>Establish a connection between key policies and legislation (e.g. Section 504, the ADA, etc.), and models of disability.</td>
</tr>
<tr>
<td>Identify a trend in the treatment of people with disabilities.</td>
</tr>
<tr>
<td>Explain what current legislation enables and constrains in the promotion of the social model of disability.</td>
</tr>
<tr>
<td>Justify a position for or against the social model of disability.</td>
</tr>
<tr>
<td>Compare and contrast varying cultural perspectives of disability.</td>
</tr>
<tr>
<td>Apply principles of universal design in the built environment.</td>
</tr>
<tr>
<td>Identify contributions of key figures in disability history.</td>
</tr>
<tr>
<td>Analyze various contexts of policy that affect individuals with disabilities.</td>
</tr>
<tr>
<td>Explain the relationship of key people and events in disability history to society's perspective of disability.</td>
</tr>
<tr>
<td>Justify a position on one side of an ethical debate in disability studies.</td>
</tr>
<tr>
<td>Explain how our current system of care perpetuates a stigmatizing environment for people with disabilities.</td>
</tr>
</tbody>
</table>

This course should help to build the following understandings:

1. Disability is a "natural part of the human experience".
2. The language we use can stigmatize and marginalize individuals with disabilities.
3. What appears to be positive treatment of people with disabilities, on the surface, may actually be stigmatizing or delegitimizing.
4. Media, art, literature, and other domains of public consumption can establish social perspectives of disability.
5. Disability may be a function of physical, informational, political, and attitudinal environments, rather than of the individual.

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6. History has helped to shape our perspectives of difference, including what is acceptable and what is deviant.
7. Disability is not equivalent to handicap.
8. People with disabilities have experienced the same types of social exclusion as other diverse groups.
9. A person's ability is not a function of her disability.

Course Structure:
This course will be delivered in the online environment through the Vista course management system (CMS). 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.

Course Outline:

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Topic/Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module One:</td>
<td>Course Introduction</td>
</tr>
<tr>
<td></td>
<td>How are our opinions and values about people with disabilities shaped?</td>
</tr>
<tr>
<td>Module 2:</td>
<td>Defining Disability</td>
</tr>
<tr>
<td></td>
<td>Can we really judge a book by its cover?</td>
</tr>
<tr>
<td></td>
<td>Is there such a thing as &quot;normal?&quot; If so, what is it?</td>
</tr>
<tr>
<td>Module 3:</td>
<td>U.S. Legislative History</td>
</tr>
<tr>
<td></td>
<td><strong>Constitution Week</strong></td>
</tr>
<tr>
<td></td>
<td>What are human and civil rights? Who deserves them?</td>
</tr>
<tr>
<td></td>
<td>What are the costs and benefits of social policy and legislation?</td>
</tr>
<tr>
<td></td>
<td>How does the &quot;spirit of the law&quot; differ from the &quot;letter of the law&quot;?</td>
</tr>
<tr>
<td>Module 4:</td>
<td>Historical Contexts of Disability</td>
</tr>
<tr>
<td></td>
<td>Is bias and prejudice acceptable?</td>
</tr>
<tr>
<td></td>
<td>Are you biased or prejudiced? How would you know?</td>
</tr>
</tbody>
</table>

revised 8/06
<table>
<thead>
<tr>
<th>Module 5: Disability in Literature and Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are our opinions and values about people with disabilities shaped?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Module 6: Philosphic Perspectives</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>How are our opinions and values about people with disabilities shaped?</td>
</tr>
<tr>
<td>Is there such a thing as “normal?” If so, what is it?</td>
</tr>
<tr>
<td>What are human and civil rights? Who deserves them?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Module 7: Changing the Paradigm</td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>How does the “spirit of the law” differ from the “letter of the law?”</td>
</tr>
<tr>
<td>What are the costs and benefits of social policy and legislation?</td>
</tr>
<tr>
<td>How does the physical environment enable and constrain social participation?</td>
</tr>
<tr>
<td>Can we really judge a book by its cover?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Module 8: Current Issues and Trends</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td>What are human and civil rights? Who deserves them?</td>
</tr>
<tr>
<td>Is there a “right” and a “wrong” in ethics? Who decides?</td>
</tr>
</tbody>
</table>

**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 (200 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 comment or observation for each question. You will also be required to post responses to postings from other class members. Each posting will be evaluated on the following:

1. depth and insight of the posting, based on its connection to course material, outside information, and personal experience;
2. demonstration of logic, relevance, and organization of thought;
3. effective use of language, accuracy, and avoidance of handicapisms

Each discussion topic, including all posts and responses, will be worth a total of 10 points. Due to the nature of online discussions, it is critical that all class members post

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responses to the discussion topics when they are due. Late postings will receive half credit.

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.

Projects and Assignments
You must complete the capstone project for this course (Disability Awareness Week), along with one other assignment. You may choose from the Public Dissemination project, the Media and Disability project, and the Civil rights and disability project. You may not substitute one of these assignments for the discussion component of this course.

Public Dissemination
You may choose from one of the two following options for this assignment:

Down tempo Media
You have been hired as a consultant to DOWTENMO Media, which wishes to develop a new reality TV series on disability. DOWTENMO Media has asked you to draft the pilot episode. They have established the following guidelines for the series:
1. The series should demonstrate the manner in which current systems of care, policies, and practices, stigmatize and delegitimize individuals with disabilities,
2. The series should highlight real experiences of real people with disabilities, and
3. The series should challenge viewers to self-examine the way they (and society, as a whole) treat people with disabilities.

For your initial presentation to DOWTENMO Media, you must:

1. Develop a theme, or concept, and title for your show,
2. Develop a list of considerations you will use in choosing issues to address,
3. Articulate how your series will be distinctly different from the way media has historically represented people with disabilities,
4. Develop an outline of issues that you will highlight in the first six episodes, and
5. Develop a story board, script, or outline for the pilot episode.

Museum of Modern Art
You have been hired as a consultant to the Metropolitan Museum of Art (MoMA) for their upcoming exhibit on media and disability. The museum has asked you to draft the exhibit concept, format, and content. The MoMA has established the following guidelines for the exhibit:
1. The exhibit should include artifacts that demonstrate the manner in which current systems of care, policies, and practices, stigmatize and delegitimize individuals with disabilities,
2. The exhibit should highlight real experiences of real people with disabilities, and
3. the exhibit should challenge patrons to self-examine the way they (and society, as a whole) treat people with disabilities.

For your initial presentation to MoMA, you must:

1. Develop a theme, or concept, and title for your exhibit,
2. Develop a list of considerations you will use in choosing experiences or issues on which to focus.
3. Develop an outline of issues and experiences that you will highlight in the exhibit.
4. Articulate how your exhibit will distinctly demonstrate the way media has historically represented people with disabilities, and
5. Develop a list of specific artifacts (at least six) that you would choose to include in your exhibit, along with a brief explanation of each, and how it relates to the theme of the exhibit.

**Media and disability**

*Please choose one of the following two options for this second assignment:*

**Keynote Address**

You are a noted historian of media and cultural imagery. You have been asked to present the keynote address at the annual conference of the Society for Disability Studies. The theme of the conference is “Shifting the paradigm: Moving to Legitimacy.”

As the keynote speaker, you have been asked to present the topic of disability in media and historical imagery. You are committed to illustrating portrayals of disability from both the medical and social models, analyzing them for their influence on social beliefs, and prescribing guidelines for “shifting the paradigm” in applications such as advertising, journalism, and other modes of public consumption.

In preparation for the conference, you should:

1. Identify two “images” from each of the following: (a) literature, (b) fine art, (c) film, (d) advertising, and (e) other media of your choice. One image in each category should represent the medical model, and one should represent the social model.
2. Provide a brief description of how each image exemplifies either the medical or social model, and evidence from the time period that shows how such imagery may have shaped public opinion of disability, and
3. A conclusion that enumerates guidelines to be applied in advertising, journalism, and other domains of public consumption, that will help to “shift the paradigm” toward greater social acceptance of people with disabilities.

**Media, Disability, and Public Attitudes**

Read the report, Disabling Imagery and the Media. Identify key characteristics of media portrayal of persons with disabilities.

You will locate two representations of disability in each of the following:

a. literature  
b. film  
c. advertising  
d. art or other public medium

For each image, you will analyze how it represents persons with disabilities, using criteria from the report, within the following categories:

- The Person with a disability as Piti able and Pathetic  
- The Person with a disability as an Object of Violence  
- The Person with a disability as Sinister and Evil  
- The Person with a disability as Atmosphere or Curio
• The Person with a disability as Super Cripple
• The Person with a disability as an Object of Ridicule
• The Person with a disability as Their Own Worst and Only Enemy
• The Person with a disability as Burden
• The Person with a disability as Sexually Abnormal
• The Person with a disability as Incapable of Participating Fully in Community Life
• The Person with a disability as Normal

Your analysis of the eight images must be grounded in a clear and explicit description of the image, with solid connections with the criteria from the report. You will also include a recommendation for how you might reconstruct each image to represent disability as a valued aspect of our individual diversity.

**Civil rights and Disability**
The history of people with disabilities is a checkered one, with both positive and negative perspectives being evident over time. Informing these perspectives are social, cultural, political, and economic contexts. In parallel with public perceptions of people with disabilities is their treatment by such systems of care as legislative entitlements and protections, social security, vocational rehabilitation, health professions, etc.

The experiences of people with disabilities, in this context, are not entirely distinct from other minority groups throughout world history. The evolution of social policy is similar for PWD as it is for African Americans, for example. In 1964, President Johnson signed into law the first civil rights legislation in the UNITED States. The Rehabilitation Act Amendments of 1973, which gave us Section 504, prohibit discrimination against people with physical and mental disabilities. In 1990, President Bush signed the Americans with Disabilities Act (ADA). Have these pieces of legislation met their intended goals?

Analyze how civil rights for individuals with disabilities have changed over time in the United States. What social, cultural, political, and economic factors have influenced this trend? How does the experience of individuals with disabilities parallel that of others? How does current legislation and policy enable and constrain for the civil and human rights of individuals with disabilities? What needs to be changed, if anything, and how can we change it?

Express your response in whatever manner you believe most effectively conveys your position. This might be a research report, a work of art, a digital story, a children’s story, a play, an autobiography, testimony before the Department of Health and Human Services, etc.

**Disability Awareness Week**
For this capstone project, please choose one of the following three options:

**City Disability Week**
As a new associate in the mayor’s office, you have been asked to plan an event that highlights disability awareness. The mayor and city council have committed to hosting a variety of events that focus on a social, cultural, and political perspective of disability. The mayor has asked that you include the following in your plan:

1. A theme that “frames” your events,
2. Creative performances that highlight the theme,
3. Lectures, dialogues, book signings, or other “academic” presentations that highlight the theme, and
4. Interactive events that invite community participation around the theme.

The events should span 3 to 5 days during the first full week in October. Your agenda should be representative of key classifications of disability (e.g. physical, sensory, and cognitive disabilities) and critical issues in disability studies. The mayor has also asked that you:

1. draft a letter of invitation to be sent to potential participants (i.e. performers, writers, advocates, health professionals, academics, etc.) that explains your event and the rationale behind the theme,
2. provide a list of considerations that you used in choosing your potential participants,
3. provide a list of specific people or groups that you would invite to host a session during the week,
4. include a list of considerations for assuring the equal participation of all in your event, and
5. write a short description/abstract of each event that includes an explanation of its connection to the theme.

University Disability Week
As a new associate in the Office of Student Affairs, you have been asked to plan the Disability Awareness Week events for the following academic year. The vice president for student affairs has committed to hosting a variety of events that focus on a social, cultural, and political perspective of disability. The vice president has asked that you include the following in your plan:

1. A theme that "frames" your events,
2. Creative performances that highlight the theme,
3. Lectures, dialogues, book signings, or other academic presentations that highlight the theme, and
4. Interactive events that invite community participation around the theme.

The events should span 3 to 5 days during the first full week in October. Your agenda should be representative of key classifications of disability (e.g. physical, sensory, and cognitive disabilities) and critical issues in disability studies. The vice president has also asked that you:

1. draft a letter of invitation to be sent to potential participants (i.e. performers, writers, advocates, health professionals, academics, etc.) that explains your event and the rationale behind the theme,
2. provide a list of considerations that you used in choosing your potential participants,
3. provide a list of specific people or groups that you would invite to host a session during the week,
4. include a list of considerations for assuring the equal participation of all in your event, and
5. write a short description/abstract of each event that includes an explanation of its connection to the theme.

Medical Center Disability Week
As the new director for public relations at the community hospital, you have been asked to plan an event that highlights disability awareness. The hospital administration has committed to hosting a variety of events that focus on a social, cultural, and political
perspective of disability. The CEO of the hospital has asked that you include the following in your plan:

1. A theme that "frames" your events,
2. Creative performances that highlight the theme,
3. Lectures, dialogues, book signings, or other "academic" presentations that highlight the theme, and
4. Interactive events that invite community participation around the theme.

The events should span 3 to 5 days during the first full week in October. Your agenda should be representative of key classifications of disability (e.g. physical, sensory, and cognitive disabilities) and critical issues in disability studies. The mayor has also asked that you...

1. draft a letter of invitation to be sent to potential participants (i.e. performers, writers, advocates, health professionals, academics, etc.) that explains your event and the rationale behind the theme,
2. provide a list of considerations that you used in choosing your potential participants,
3. provide a list of specific people or groups that you would invite to host a session during the week,
4. include a list of considerations for assuring the equal participation of all in your event, and
5. write a short description/abstract of each event that includes an explanation of its connection to the theme.

**Timeline for Assessment:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>Civil rights and Disability</td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>Media and disability</td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>Public Dissemination</td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>Disability Awareness Week</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>550</td>
</tr>
</tbody>
</table>

**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

revised 8/06
**Bibliography of Resources**

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dapcic, b. L.</td>
<td>Socio-cultural understanding of disability: Perspectives from members of the Hopi tribe.</td>
<td>Flagstaff, AZ: northern Arizona University.</td>
<td>1995</td>
</tr>
<tr>
<td>Franklin, B. (ed.)</td>
<td>Social policy, the media and misrepresentation.</td>
<td>London: routledge.</td>
<td>1999</td>
</tr>
<tr>
<td>Linton, S.</td>
<td>Claiming disability: Knowledge and identity.</td>
<td>New York: New york University.</td>
<td>1998</td>
</tr>
</tbody>
</table>


*This bibliography is incomplete at this time.

Course Policies:

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://gervaseprograms.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

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

revised 8/06
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 implementing corrective action up to and including suspension or expulsion.

University Policies:
For further information please visit:

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 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.

Institutional Review Board
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the
Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 928-523-4889.

Academic Integrity

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the 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.

For a three credit course, this suggests six hours of work outside of class per week.
1. Is this course a Diversity or Liberal Studies Course?  
<table>
<thead>
<tr>
<th>Liberal Studies</th>
<th>Diversity</th>
<th>Both</th>
</tr>
</thead>
</table>

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

3. College  
SBS

4. Academic Unit/Department  
Criminology and Criminal Justice

5. Current course subject/catalog number  
CJ 345W

| Current catalog title, course description and units. (Cut and paste from current on-line academic catalog)  
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
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</tbody>
</table>
| CJ 345W HUMAN AND CULTURAL RELATIONS IN CRIMINAL JUSTICE (3)  
Examines the relationship between the criminal justice system and ethnic, racial, and cultural minorities as offenders, victims, and employees. This course fulfills NAU's junior-level writing requirement. Prerequisite: (CJ 101 and CJ 250 and 9 hours of CJ-Criminal Justice coursework) or International Exchange Student Group JWRT  
Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.  
CCJ 345W INVESTIGATING DIFFERENCE (3)  
Explores the development and effects of categories of difference and inequality on patterns of crime and victimization, and the meaning and practice of justice. This course fulfills NAU's junior-level writing requirement. Prerequisite: (CCJ 101 and CCJ 250 and 9 hours of CCJ coursework) or International Exchange Student Group 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.

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.

Revised 9/06
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? CCJ 345W Investigating Difference (prefix and title change)

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

<table>
<thead>
<tr>
<th>Current course subject/catalog number</th>
<th>Proposed course subject/catalog number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current number of units/credits</td>
<td>Proposed number of units/credits</td>
</tr>
</tbody>
</table>

Current Course Fee ☐ yes ☑ no ☐

Current Grading Option*
Letter Grade ☐ Pass/Fail ☑ or Both ☐

Current Repeat for additional Units

Current Max number of units

Current Prerequisite

Current Co-requisite

Current Co-Convene with

Current Cross List with

If subject or catalog number change
Move ☐ or Delete ☑

Proposed Grading Option*
Letter Grade ☐ Pass/Fail ☑ or Both ☐

Proposed Repeat for additional Units

Proposed Max number of units

Proposed Prerequisite

Proposed Co-requisite

Proposed Co-Convene with

Proposed Cross List with

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

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

Change is related to the new name change for the Department only.

10. Approvals

[Signature]

Department Chair/ Unit Head (if appropriate)/ Date

Revised 9/06
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 9/06
1. Is this course a Diversity or Liberal Studies Course? Liberal Studies ☐ Diversity ☐ Both ☐


3. College SBS
4. Academic Unit/Department Criminology and Criminal Justice

5. Current course subject/catalog number CJ 355

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

CJ 355 RESEARCH METHODS IN CRIMINAL JUSTICE (3)

Quantitative and qualitative research design, sampling, implementation, and interpretation of research related to the study of crime and criminal justice. Crosslisted with PAS 355. Letter grade only. Prerequisite: (CJ 101 and CJ 250 and (MAT 110 or MAT 114) and 6 hours of CJ-Criminal Justice coursework) or International Exchange Student Group

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

CCJ 355 RESEARCH METHODS IN CRIMINOLOGY AND CRIMINAL JUSTICE (3)

Explores ways of knowing, quantitative and qualitative research strategies, and interpretation of research related to the study of crime and criminal justice. Crosslisted with PAS 355. Letter grade only. Prerequisite: (CCJ 101 and CCJ 250 and university Mathematics Foundation requirement and 6 hours of CCJ coursework) or International Exchange Student Group

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

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

Public Agency Service.

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.

Revised 9/06
Is the course a Common Course as defined by your Articulation Task Force? Yes ☐ No X

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

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

If revised, how should it be revised?

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

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<thead>
<tr>
<th>Current course subject/catalog number</th>
<th>Proposed course subject/catalog number</th>
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<tr>
<th>Current number of units/credits</th>
<th>Proposed number of units/credits</th>
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<tr>
<th>Current Course Fee</th>
<th>yes ☐ no ☐</th>
<th>If subject or catalog number change</th>
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<td>Move ☐ or Delete ☐</td>
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<th>Current Grading Option*</th>
<th>Proposed Grading Option*</th>
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<tbody>
<tr>
<td>Letter Grade ☐ Pass/Fail ☐ or Both ☐</td>
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</table>

<table>
<thead>
<tr>
<th>Current Co-requisite</th>
<th>Proposed Co-requisite</th>
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<table>
<thead>
<tr>
<th>Current Co-Convene with</th>
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<tr>
<th>Current Cross List with</th>
<th>Proposed Cross List with</th>
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<td>☐</td>
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</tbody>
</table>

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

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

**Change is related to the new name change for the Department.**

Prerequisites of MAT 110 or MAT 114 have been changed to read “university Mathematics Foundation requirement” since a number of the other math courses may now be used to meet this requirement.

**10. Approvals**

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/ Date

Revised 9/06
Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

Revised 9/06
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>Criminology and Criminal Justice</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>Minor Criminal Justice</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2008</td>
</tr>
<tr>
<td>6. Is this proposal for a:</td>
<td>□ New Plan</td>
</tr>
<tr>
<td></td>
<td>□ Plan Change</td>
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<tr>
<td></td>
<td>□ New Subplan</td>
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<tr>
<td>□ Plan Change</td>
<td>□ Subplan Change</td>
</tr>
<tr>
<td>□ Plan Deletion</td>
<td>□ Subplan Deletion</td>
</tr>
</tbody>
</table>

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.

Minor Criminal Justice

To complete this minor, you take the following 21 units:

* CJ 101 and 250 (6 units)
* 15 units of additional criminal justice coursework

* (Please note that you may include up to 6 units of independent study, such as CJ 408, 466, 485, or 497.)

You may apply no more than 9 units of coursework transferred from another university to your minor in criminal justice.

Be aware that some 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 Criminal Justice undergraduate courses and faculty.

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

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

Minor Criminology and Criminal Justice

To complete this minor, you take the following 21 units:

* CCJ 101 and 250 (6 units)
* 15 units of additional criminal justice coursework

* (Please note that you may include up to 6 units of independent study, such as CCJ 408, 466, 485, or 497.)

You may apply no more than 9 units of coursework transferred from another university to your minor in criminology and criminal justice.

Be aware that some 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 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.
   ☒ 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.


11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
   Change is required so that the degree is consistent with our already approved Departmental Name Change.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
   None

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?
   No
Certifications

Department Chair/ Unit Head (if appropriate)  11-27-07

Chair of college curriculum committee  11-19-01

Dean of college  11-?

For committee use only  1-15-08

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**

<table>
<thead>
<tr>
<th>1. College</th>
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<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>Criminology and Criminal Justice</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>B.S. Criminal Justice</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td>____________________________</td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2008</td>
</tr>
</tbody>
</table>
| 6. Is this proposal for a: | □ New Plan  
|                      | ☑ Plan Change  
|                      | □ New Subplan  
|                      | □ Subplan Change  
|                      | □ Plan Deletion  
|                      | □ Subplan Deletion |

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

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

**For New Plans**, leave this column blank.

### B.S. Criminal Justice

We designed this degree to provide you with the knowledge and analytical skills appropriate for a variety of career paths. These include working in an area of the public justice system, such as police, courts, corrections, regulatory agencies, and environmental protection or in community-based programs related to crime prevention, rehabilitation, and victim assistance as well as pursuing further education in graduate or law school.

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 completion requirements
- at least 30 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

### B.S. Criminology and Criminal Justice

We designed this degree to provide you with the knowledge and analytical skills appropriate for a variety of career paths. These include working in an area of the public justice system, such as police, courts, corrections, regulatory agencies, and environmental protection or in community-based programs related to crime prevention, rehabilitation, and victim assistance as well as pursuing further education in graduate or law school.

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- at least 35 units of liberal studies completion requirements
- at least 30 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 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).

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 the following 36 units of coursework:

* CJ 101, 250, and 355 (9 units)
* CJ 345W, which meets NAU’s junior writing requirement (3 units)
* CJ 450C, which meets NAU’s senior capstone requirement (3 units)
* 21 units of criminal justice coursework appropriate for your career aspirations and educational interests, in consultation with your advisor (Note: You may include up to 6 units of independent study, such as CJ 408, 466, 485, or 497.

You may also use SOC 240 within these 21 units.)

You must have a C or better in all
Be aware that you may apply up to 15 units of criminal justice or administration of justice coursework taken at other institutions toward your criminal justice degree at NAU.

Minor Requirements

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

General Electives

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

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

Click here for more information about Criminal Justice undergraduate courses and faculty.

courses taken in the major.

Be aware that you may apply up to 15 units of criminology, criminal justice or administration of justice coursework taken at other institutions toward your criminology and criminal justice degree at NAU.

Minor Requirements

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

General Electives

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

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

Click here for more information about Criminology and Criminal Justice undergraduate courses and faculty.
8. For undergraduate plans, will this requirement be a student individualized plan? ☒ no ☐ yes

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

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

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   ☒ 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.

   Change is required so that the degree is consistent with our already approved Departmental Name Change.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
   None 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?
   ☒ No

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
#### CRIMINOLOGY AND CRIMINAL JUSTICE
#### 2008-2009 Undergraduate Catalog
#### Degree Progression Plan

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<th>Freshman Year</th>
<th>1st term</th>
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<td>CCJ elective</td>
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<tr>
<td>MAT xxx or ENGI05</td>
<td>Quantitative Reasoning or Critical Reading and Writing</td>
<td>MAT xxx or ENGI05</td>
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<td>LS</td>
<td>Liberal Studies</td>
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<td>Minor Course</td>
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<tr>
<td>CCJ345W</td>
<td>Human and Cultural Issues in CJ</td>
<td>CCJ 355</td>
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<tr>
<td>CCJ elective</td>
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<tr>
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<tr>
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<td>See Catalog or Advisor</td>
<td>GE or Minor</td>
</tr>
<tr>
<td>CCJ elective</td>
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</tr>
<tr>
<td>GE</td>
<td>General Elective</td>
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</tr>
<tr>
<td><strong>Total units</strong></td>
<td>15</td>
<td><strong>Total units</strong></td>
</tr>
</tbody>
</table>

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

Liberal Studies Distribution blocks

<table>
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<tr>
<th>AHI (6 units)</th>
<th>SPW (6 units)</th>
<th>CU (6 units)</th>
<th>Science (7 units)</th>
<th>Additional 3 units to reach 35 total</th>
</tr>
</thead>
</table>
PROGRAM INFORMATION
You may use individualized coursework (up to 6 units) toward your criminology and criminal justice degree with the following conditions. You must consult with your criminology and criminal justice advisor. You must use only individualized coursework with a CCJ prefix. Any such coursework counts toward the 6 unit maximum for individualized coursework. If you take more than 6 units of individualized coursework the additional units will count as general elective credit. Individualized coursework includes the following: CCJ 408 (Internship 1-12 units maximum), CCJ 485 (Undergraduate Research 1-6 units maximum), CCJ 497 (Independent Study 1-6 unit maximum) or CCJ 466 (Legislative Internship 1-12 units maximum).

You may design a track in criminology and criminal justice coursework specific to your career goals. Please see the degree Check Sheet for suggested tracks. It is strongly recommended that you speak to an academic advisor early in your academic career if you wish to design a track.

You must have a “C” or better in all criminology and criminal justice courses used to complete the major requirements. You may apply up to 15 units of criminology and criminal justice or related coursework taken at other institutions toward your Criminology and Criminal Justice degree at NAU.

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.
- 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.nau.edu/cts/testing/mathplacement.htm

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 Criminology and Criminal Justice
Social and Behavioral Sciences Building (Bldg. 65) Room 313
PHONE: 928-523-9519     FAX: 928-523-6777
Department Chair: Dr. Nancy Wonders
Phone: 523-6336
EMAIL: nancy.wonders@nau.edu
Proposal for New Course

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

   See effective dates schedule.

3. College CAL

4. Academic Unit MODL

5. Course subject/catalog number WLLC 141
   (Please add syllabus to the end of this form.)

6. Units 3

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

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

9. Long course title Introduction to German Film
    (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Intro to German Film

11. Catalog course description (max. 30 words, excluding requisites).
    This class will explore 20th-century German identity, culture, history, and politics through film analysis and readings. Specific emphasis on WWII era film. This course will be taught in English.

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

13. Is this a topics course? Yes ☐ No ☑

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

15. Please check ONE of the following that most appropriately describes the course:
    Lecture w/0 unit embedded lab ☐ Lecture only ☑ Lab only ☐ Clinical ☐ Research ☐
    Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐

16. Prerequisites (must be completed before proposed course) None

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

18. If course has no prerequisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):
    instructor consent ☐ department consent ☐ no consent ☑

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)? yes ☒ no ☐

Name of new plan?

Will be part of a soon to be proposed Film Studies minor

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

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

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

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

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

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

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

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

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

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

Departments of Modern Languages, nationally, offer classes taught in English for non-majors, film classes in particular. The class will allow us to introduce German literature, culture and cinematic traditions to lower division students, meet a liberal studies need and attract potential majors. Classes in translation allow us to meet a university-wide desire to internationalize the curriculum as we, presently, only teach literature/culture in German to upper division majors which limits the service we can provide the campus as a whole. This class in German film will be followed, we hope, in short order, by classes in Russian, French, Spanish, and “European” film.

24. Names of current faculty qualified to teach this course Astrid Klocke and all members of the German section

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? None

26. Will present library holdings support this course? yes ☒ no ☐
the course being submitted for approval is **NOT a LIBERAL STUDIES** course, please go to step 41.

**LIBERAL STUDIES ONLY**

Contact name: Astrid Klocke

Dept. Chair name: Cecilia Ojeda

College Contact name: Joseph Boles

Contact email: Astrid.Klocke@nau.edu

Dept. Chair email: Cecilia.Ojeda@nau.edu

College Contact email: joseph.boles@nau.edu

27. This course is a ☑ Single section

☐ Multi-section

28. List names of faculty who may teach this course: Astrid Klocke and the other members of the German Language section

29. Section enrollment cap: 25-50

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 30-32.

OR

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 36-37.

OR

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 38-40.

**NEW LIBERAL STUDIES COURSE**

30. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

☐ Aesthetic and Humanistic Inquiry ☐ Cultural Understanding ☑ Science ☐ Social and Political Worlds

31. Skills (check two): *If a topics course, must apply to ALL sections.*

☐ Effective Oral Communication ☐ Effective Writing ☑ Critical Thinking

☐ Quantitative Reasoning ☐ Scientific Reasoning

32. Is this a topics course? ☑ Yes ☐ No

If YES, please complete questions 34-36. If NO, please go to question 42.

**TOPICS COURSE ONLY**

33. Identify the **Student Learning Outcomes** that will be found in **ALL** topic syllabi offered under this course number. 

34. Explain by what method(s) Student Learning Outcomes will be assessed in **ALL** topic syllabi offered under this course number.

35. Please attach an example of a Topic Syllabus offered under this course number.

**GO TO question 41**

**NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)**

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

**revised 8/06**
37. Do you intend to offer ABC 300 and ABC 300W? yes ☐ no ☐
   If no, please submit a course delete form for the ABC 300.

GO TO question 41

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

41. Approvals

   L. Cecilia Ojeda
   Department Chair (if appropriate) 11/5/07
   Date

   [Signatures]
   Chair of college curriculum committee 11/6/07
   Date

   [Signatures]
   Dean of college 11/6/07
   Date

For Committees use only

1/15/08

For Liberal Studies Committee

Action taken: Approved as submitted

[Signature]

Action taken: Approved as modified

[Signature]

1/15/08

For University Curriculum Committee

Action taken: Approved as submitted

[Signature]

Action taken: Approved as modified

[Signature]

1/15/08

Copy and paste syllabus here.

revised 8/06
Northern Arizona University, College of Arts and Letters
Department of Modern Languages

WLLC 141
Introduction to German Film
3 credit hours

Instructor and Office Address (Office Hours t. b. a.)
Astrid Klocke, BAA 224

Course Prerequisites
None. This class is an introductory class. It will be taught in English and all German films shown in this class are subtitled in English.

Course Description
Film has been one of the most powerful art forms for more than a century and shapes American culture today more than any other medium. It has served for entertainment, education and artistic expression and influenced the development of digital technologies. As much as cinema across the globe has looked at Hollywood for inspiration, films from other continents have impacted American society in myriad ways. This course provides a window into one of these other societal traditions and lets students broaden their understanding of the interrelatedness of form, artistic medium and culture.

This class will explore 20th-century German identity, culture, history, and politics through film analysis and readings. Specific emphasis on WWII era film. This course will be taught in English.

Student Learning Expectations
This class bears Cultural Understanding Credit in the Liberal Studies Program which holds:

Courses in this block enhance students' understanding of different cultures of the world through the study of language, literature, religion, and artistic creations or other disciplines. These courses provide students with an experience of diverse cultures [different from their own], and an analytic framework that facilitates awareness of how cultures vary and shape human experience. Students will become more familiar with cultures of the world and develop an appreciation for the unique features and perspectives of varied cultural traditions.

In this class, Students will indeed gain an understanding of major movements in world film history, learn about the cultural values of another country and acquire the basics of critical film analysis and writing about film. Students will learn how to read films as cultural texts that help us better understand our own history and culture.

Course Structure/Approach
Films are discussed in their cultural and historical context. The films represent the major movements and eras in Germany’s film history. In addition, students will view other major films, placed on reserve. They will pick three of these extra films per semester for their paper projects and apply the analytical tools and historical knowledge acquired during the lectures.
Textbooks

- Course pack

Additional Readings on Reserve


Additional Films on Media Reserve

- *The Cabinet of Dr. Caligari* (1920) [VT 4176]
- *Dr. Mabuse, The Gambler* (1922) [VT 8990]
- *The Last Laugh* (1924) [VT 6492]
- *Faust* (1926) [VT 5362]
- *Pandora’s Box* (1928) [VT 168]
- *The Blue Angel* (1930) [DVD 482]
- *M* (1931) [DVD788]
- *Mädchen in Uniform* (1931) [VT 167]
- *Triumph of the Will* (1935) [VT 5950]
- *Münchhausen* (1943) [VT 9078]
- *The Murderers are Among Us* (1946) [VT 6230]
- *The Subject* (1951) [VT 6229]
- *Karla* (1965) [VT 8162]
- *Aguirre, the Wrath of God* (1972) [VT 2669]
- *The Lost Honor of Katharina Blum* (1975) [DVD 481]
- *The Tin Drum* (1979) [VT 2827]
- *Woyzeck* (1979) [VT 2813]
- *The Boat* (1981) [DVD 37]
- *Fitzcarraldo* (1983) [VT 3691]
- *The Boat* (1985) [VT 2521]
- *Rosa Luxemburg* (1985) [VT 5464]
- *Far Away, So Close* (1993) [VT 4889]
- *Good Bye Lenin!* (2003) [DVD 1428]
Assessment of Student Learning Outcomes

- Students will attend all lectures and film screenings. They are required to have completed the assigned readings prior to each class meeting. During class, students are expected to participate actively and ask any questions they have about the readings and films. Students' participation in discussions will be assessed based on both quantity and quality of their contributions. Thorough preparation of the assigned readings and critical reflection of the issues and views discussed in the readings will be assessed on a daily basis. Participation grades are recorded for each session.

- There will be 3 in-class written exams. Students will answer multiple-choice and short-essay questions. Exams will test students' knowledge, understanding, and evaluation of the historical and thematic topics covered during the lectures and in the assigned readings.

- Students will write three 3-page papers on additional films not covered during the lectures. The students will pick films to write about in consultation with the instructor. Students will watch these films outside of class (additional films placed on media reserves at Cline Library). These papers will briefly describe the films' historical and cultural significance and then provide a basic analysis of the film's narrative. In these papers, students will demonstrate that they can summarize the main points of the film, critically analyze which issues raised by the films are most important, identify various perspectives raised by the films, and evaluate the films based on the analytical criteria introduced during the lectures. Students will thus demonstrate the core critical thinking skills of summary, analysis, and evaluation. They will also demonstrate that they can transfer their knowledge and analytical skills to new subjects (films) not discussed in the lectures.

### Grading System

<table>
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<tr>
<th>Grading System</th>
<th>Lecture/Film Attendance</th>
<th>Participation in Class Discussions</th>
<th>3 Exams (15% each)</th>
<th>3 Papers (10% each)</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>15%</td>
<td>10%</td>
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<td></td>
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<td>45%</td>
<td>30%</td>
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</table>

### Grading Scale

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

### Course Policy

- Makeup Tests: No makeup tests will be given without prior arrangement
- Attendance: Attendance is mandatory and will be checked

### Statement on Plagiarism and Cheating

### University Policies

revised 8/06
# Course Outline

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<tr>
<th>Week</th>
<th>Topics and Readings</th>
<th>Films</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to the Course, Film Analysis Germany in the 20th-Century</td>
<td>Nosferatu, a Symphony of Terror (1922)</td>
</tr>
<tr>
<td>2</td>
<td>Silent Movies, Expressionism: F. W. Murnau</td>
<td>Berlin: Symphony of a Great City (1927)</td>
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<tr>
<td>3</td>
<td>New Objectivity: Walter Ruttmann</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Film in the Third Reich: Veit Harlan</td>
<td>Jew Süss (1940)</td>
</tr>
<tr>
<td>5</td>
<td>Post-War Film, The War and its Consequences: Bernhard Wicki</td>
<td>The Bridge (1959)</td>
</tr>
<tr>
<td>6</td>
<td>Kitsch and Escapism: Ernst Marischka</td>
<td>Sissi (1955)</td>
</tr>
<tr>
<td>7</td>
<td>New German Cinema: Margarethe von Trotta</td>
<td>The Second Awakening of Christa Klages (1978)</td>
</tr>
<tr>
<td>8</td>
<td>New German Cinema: Rainer Werner Fassbinder</td>
<td>The Marriage of Maria Braun (1979)</td>
</tr>
<tr>
<td>9</td>
<td>New German Cinema: Wim Wenders</td>
<td>Wings of Desire (1987)</td>
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<td>10</td>
<td>East German Film: Heiner Carow</td>
<td>The Legend of Paul and Paula (1973)</td>
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<tr>
<td>11</td>
<td>The New Comedy: Doris Dörrie</td>
<td>Men (1985)</td>
</tr>
<tr>
<td>12</td>
<td>After Unification: Margarethe von Trotta</td>
<td>The Promise (1994)</td>
</tr>
<tr>
<td>13</td>
<td>After the Era Kohl: Tom Tykwer</td>
<td>Run Lola Run (1998)</td>
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<tr>
<td>14</td>
<td>Still Coming to Terms with the Past: Caroline Link</td>
<td>Nowhere in Africa (2001)</td>
</tr>
<tr>
<td>15</td>
<td>German-Turkish Cinema: Fatih Akin</td>
<td>Head-On (2004)</td>
</tr>
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</table>
UNIVERSITY CURRICULUM COMMITTEE

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

1. College: CENS
2. Academic Unit: CS

3. Academic Plan Name: B.S. Computer Science
4. Subplan (if applicable): 

5. Effective Date: Fall 2008

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

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

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

PREPROFESSIONAL REQUIREMENTS
- 9 units chosen with your advisor from EE, MAT, PHY, CHM, and BIO as well as from CS courses at the 200 level or above. (Please note that you may use courses with other prefixes with your advisor’s approval.)

PREPROFESSIONAL REQUIREMENTS
- 9 units chosen with your advisor from EE, MAT, PHY, CHM, and BIO as well as from CS courses at the 200 level or above. **At least 3 units need to come from math or science.** (Please note that you may use courses with other prefixes with your advisor’s approval.)

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.

Revised 08/06

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

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

We technically have just 29 hours of math and science required, when ABET requires 30. In fact, nobody has ever taken just 29 hours, because we also have the "tech electives" (9 hrs) in the program, which are "9 credits taken from MAT, BIO, CHEM, EE, etc. and also CS". ABET observed that **technically** a student **could** take all 9 of these electives in CS, thus failing to reach 30 hours of math and science. To fix this potential problem, we propose to enforce that at least 3 units of tech electives need to come from math or science.

The 8-term progression plan has been changed accordingly.

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

No additional faculty, space, or equipment will be required

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

No

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

Yes

Certifications

Revised 08/06
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.

Revised 08/06
### Bachelor of Science in Computer Science
#### COMPUTER SCIENCE
2008-2009 Undergraduate Catalog

#### Degree Progression Plan

<table>
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<td>CS 126</td>
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<td>Introduction to Computer Science</td>
<td>Software Techniques</td>
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<td>CS 126R</td>
<td>MAT 137</td>
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<td>Introduction to Computer Science Recitation</td>
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<td>LS</td>
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<td>Liberal Studies **</td>
<td>Science Elective with Lab (SCI: LAB) ***</td>
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<td>Data Structures</td>
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</tr>
<tr>
<td></td>
<td>Applied Statistics or</td>
</tr>
<tr>
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<td>Statistical Analysis</td>
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<td>Introduction to Computer Organization</td>
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<tr>
<td>LS/DIV</td>
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<td>Science Elective ***</td>
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<table>
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<tr>
<td>CS 315</td>
<td>CS 396</td>
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<td>Automata Theory</td>
<td>Principles Of Languages</td>
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<td>CS 386</td>
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<tr>
<td>CS 301</td>
<td>MAT 316 or</td>
</tr>
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<td>Social &amp; Ethical Issues</td>
<td>MAT 362</td>
</tr>
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<td>CSE</td>
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<td>ENG 302W</td>
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<td>CSE</td>
<td>3</td>
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<td>CS Elective ****</td>
<td>CSE</td>
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</tr>
<tr>
<td>LS</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Studies **</td>
<td>3</td>
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<tr>
<td><strong>Total units</strong></td>
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<table>
<thead>
<tr>
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<td><strong>7th term</strong></td>
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<td>CS 421</td>
<td>CS 486C</td>
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<td>Capstone Experience</td>
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<td>CSE</td>
<td>CS 486C</td>
</tr>
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<td>CS Elective ****</td>
</tr>
<tr>
<td>CSE</td>
<td>TE</td>
</tr>
<tr>
<td>CS Elective ****</td>
<td>Technical Elective *****</td>
</tr>
<tr>
<td>TE</td>
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<td>Technical Elective *****</td>
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</tr>
<tr>
<td>LS</td>
<td>3</td>
</tr>
<tr>
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<td>3</td>
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<td><strong>Total units</strong></td>
<td><strong>Total units</strong></td>
</tr>
<tr>
<td>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.

Revised 9/19/2007
PROGRAM INFORMATION

A minimum of 120 units are required for this degree.

You must earn a C or better in each required CS course; no more than one D is allowed in CS electives or Tech electives. A C or better must also be earned in any course listed as a prerequisite for any CS/EE/EGR/ME/CENE course you take.

*Take a Liberal Studies course that also satisfies a Diversity requirement.

** For ABET Accreditation requirements, 24 units are required in three of the liberal studies distribution blocks (Social and Political Worlds, Aesthetic and Humanistic Inquiry, and Cultural Understanding). At least 6 units must be completed in each category.

*** For Science electives chose one of the following blocks:
  - PHY 161/161L, PHY 262/262L & 4 additional units in AST, BIO, CHM, GLG or PHY
  - CHM 151/151L, CHM 152/152L & 3 additional units in AST, BIO, CHM, GLG or PHY
  - BIO 181/181L, BIO 182 & 4 additional units in AST, BIO, CHM, GLG or PHY (Be aware that BIO 182 is not a liberal studies course, so the additional science course must be an approved Lab Science or Science/Applied Science course.)

**** CS electives include 18 units of additional CS courses at the 300 level or above. (Other courses, such as MAT or EE may be substituted with the department chair’s approval.)

***** Technical electives include 9 additional units from EE, MAT, PHY, CHM or BIO as well as CS courses at the 200 level or above. At least 3 units need to come from math or science. (Other courses may be substituted with your advisor’s approval.)

GENERAL INFORMATION

- Honors students complete different requirements to meet NAU’s liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: [http://www4.nau.edu/aio/Articulation/LScourseList.htm](http://www4.nau.edu/aio/Articulation/LScourseList.htm)
  - 6 units of diversity courses: (3 units in Global & 3 units in Ethnic). The diversity requirement may be fulfilled in any part of the program of study. [http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm](http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm)
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU

CONTACT INFORMATION

Engineering Programs
Building 69, Room 122A
Phone: 928-523-5251
Department Chair: Eck Doerry
Phone: 928-523-9377
Email: Eck.Doerry@nau.edu

Debbie Wildermuth
Academic Services Coordinator
College of Engineering and Natural Sciences
Building 21, Room 102
Phone: 928-523-3842
Email: Debbie.Wildermuth@nau.edu
# Bachelor of Science in Computer Science

**Computer Science**

2008-2009 Undergraduate Catalog

## Degree Progression Plan

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Term</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Term</th>
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<tbody>
<tr>
<td>CS 126</td>
<td>Computer Science I</td>
<td>CS 136</td>
</tr>
<tr>
<td>CS 126R</td>
<td>Computer Science I Recitation</td>
<td>MAT 137</td>
</tr>
<tr>
<td>MAT 136</td>
<td>Calculus I (SCI: SAS)</td>
<td>ENG 105</td>
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<td>SE</td>
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<td>LS/DIV</td>
<td>Liberal Studies /Diversity *</td>
<td>Science Elective with Lab (SCI: LAB) ***</td>
</tr>
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<td>FYE 101</td>
<td>First Year Experience</td>
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<table>
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<tr>
<th>Sophomore Year</th>
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<th>4&lt;sup&gt;th&lt;/sup&gt; Term</th>
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<tr>
<td>MAT 226</td>
<td>Discrete Mathematics</td>
<td>CENE 225 or STA 270 or STA 275</td>
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<td>CS 249</td>
<td>Data Structures</td>
<td>CS 200</td>
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</tr>
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<td>LS</td>
<td>Liberal Studies **</td>
<td>LS/DIV</td>
</tr>
<tr>
<td>LS</td>
<td>Liberal Studies **</td>
<td>LS</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
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<th>6&lt;sup&gt;th&lt;/sup&gt; Term</th>
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<tr>
<td>CS 315</td>
<td>Automata Theory</td>
<td>CS 396</td>
</tr>
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<td>CS 386</td>
<td>Software Engineering</td>
<td>CS 480</td>
</tr>
<tr>
<td>CS 301</td>
<td>Social &amp; Ethical Issues</td>
<td>MAT 316 or MAT 362</td>
</tr>
<tr>
<td>CSE</td>
<td>CS Elective ****</td>
<td>ENG 302W</td>
</tr>
<tr>
<td>CSE</td>
<td>CS Elective ****</td>
<td>CSE</td>
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<tr>
<td>TE</td>
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<td><strong>Total units</strong></td>
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<td><strong>Total units</strong> 15</td>
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<table>
<thead>
<tr>
<th>Senior Year</th>
<th>7&lt;sup&gt;th&lt;/sup&gt; Term</th>
<th>8&lt;sup&gt;th&lt;/sup&gt; Term</th>
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<tr>
<td>CS 421</td>
<td>Algorithms</td>
<td>CS 486C</td>
</tr>
<tr>
<td>CSE</td>
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<td>CSE</td>
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<td>CSE</td>
<td>CS Elective ****</td>
<td>TE</td>
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<tr>
<td>TE</td>
<td>Technical Elective ****</td>
<td>LS</td>
</tr>
<tr>
<td>LS</td>
<td>Liberal Studies **</td>
<td></td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td>15</td>
<td><strong>Total units</strong> 13</td>
</tr>
</tbody>
</table>

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- Submit graduation application during 7<sup>th</sup> 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>

Revised 11/27/2007
PROGRAM INFORMATION

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- BIO 181/181L, BIO 182 & 4 additional units in AST, BIO, CHM, GLG or PHY (Be aware that BIO 182 is not a liberal studies course, so the additional science course must be an approved Lab Science or Science/Applied Science course.)

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  - 35 units of liberal studies courses: http://www4.nau.edu/aio/Articulation/LScourselist.htm
  - 6 units of diversity courses: (3 units in Global & 3 units in Ethnic): The diversity requirement may be fulfilled in any part of the program of study.
    http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: http://www.nau.edu/comp/placement.html

CONTACT INFORMATION

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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.  
   Fall, 2008

3. College  CENS  4. Academic Unit /Department  Biological Sciences

5. Course subject/catalog number  BIO 416  6. Units/Credit Hours  4

7. Long course title  Human Anatomy
   (max 100 characters including spaces)

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

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

   Investigation of human anatomy through hands-on study of human cadavers, models, and prosections. 
The course will cover skeletal, muscular, nervous, cardiopulmonary, digestive and urogenital anatomy.

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

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

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

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

14. Prerequisites (must be completed before proposed course)  
   BIO 201, BIO 202

15. Corequisites (must be completed with proposed course)  
   N/A

16. Is the course needed for a new or existing plan of study (major, minor, certificate)?  yes □  no X
    Name of plan?  (new) Biomedical Sciences (recommended elective)
    *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: A. Gibb, P. Hannon, C. Baldi, S.
   Warburton could all contribute, but a search for a full time lecturer for the
   course is being conducted.

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

   The proposed Human Anatomy class will be a key component of the proposed
   Biomedical Science plan.

   In a 2006 report, NAU’s consultant on allied health education needs in Arizona, Dr.
   Stephen Collier, recommended that NAU develop an undergraduate major in Biomedical
   Sciences. The Department of Biomedical Sciences is developing this program (see New
   Plan proposal). The Human Anatomy laboratory class, with dissection of human cadavers,
   will be a cornerstone of this new program. Few US universities offer cadaver anatomy to
   undergraduate students. This unique course is expected to attract students to NAU.

   The course will build on the foundation in anatomy and physiology that students receive in
   BIO 201 and 202. As a comprehensive course focused on anatomy, it will help prepare
   students for graduate education in medicine and allied health fields, such as physician’s
   assistant, occupational therapy, physical therapy, and imaging fields.

   At this time, the course will be a recommended, but not required, component of the major.
   The rationale is that the department cannot guarantee that supply (available seats in the
   course) will meet a potentially heavy demand for this course.

   NAU has committed the necessary funds for both a new faculty member with expertise in
   vertebrate anatomy and for space and supplies associated with this course. The salary for
   this lecturer is part of a new allocation of permanent state dollars.
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: _____
Dept. Chair name: _____
College Contact name: _____
Contact email: _____
Dept. Chair email: _____
College Contact email: _____

20. This course is a ☐ Single section ☐ Multi-section
21. List names of faculty who may teach this course: _____
22. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

23. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry ☐ Cultural Understanding ☐ Science ☐ Social and Political Worlds ☐

24. Skills (check two): If a topics course, must apply to ALL sections.
   Effective Oral Communication ☐ Effective Writing ☐ Critical Thinking ☐
   Quantitative Reasoning ☐ Scientific Inquiry ☐

25. Is this a topics course? ☐ Yes ☐ No ☐
   If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

26. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

27. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. _____

28. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 35

revised 9/07
29. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.  

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

35. Approvals

Maribeth Watwood  
Department Chair (if appropriate)  12.04.07

Wayne K. Washuleck  
Chair of college curriculum committee  12-5-07

Dean of college  5 Dec 07

For Committees use only  
1/15/08

For Liberal Studies Committee  
Date

Action taken:  Approved as submitted  
modified  1/15/08

For University Curriculum Committee  
Date

Action taken:  Approved as submitted  
Approved as modified

revised 9/07
MASTER SYLLABUS
College of Engineering and Natural Sciences - Department of Biological Sciences
BIO 416 Human Anatomy
Fall, 2008

Credit hours: 4 – MW 10:20-12:00 (or similar)

Instructor: TBA
Office: Biology TBD

Office Hours: TBD

Pre-requisites: BIO 201 and BIO 202

Course Description:
Students will investigate human anatomy through hands-on study of human cadavers, models, and projections. The lecture is designed to complement the laboratory.

Student Learning Expectations/Outcomes:

- Describe the structure, composition and functions of the organ systems of the human body.
- Describe how the organ systems function and interrelate.
- Learn basic technical terminology and language associated with anatomy.
- Describe how the anatomy of humans relates to that of other vertebrate animals.
- Describe how human structure is unique and adaptive.
- Use the process of dissection to investigate anatomical structure.
- Learn how to study, interpret and care for anatomical specimens.
- Be aware of laboratory safety concern and how to apply safe practices in the laboratory.

Course Structure/Approach:
This course structure is laboratory supplemented with lecture.

Textbooks:

Course Outline: (TENTATIVE)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Text Chpt</th>
<th>Lab Bk</th>
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<tbody>
<tr>
<td>1</td>
<td>Axial Skeleton: Vertebral Column &amp; rib cage</td>
<td>1, 6</td>
<td>Units 1, 2</td>
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<td>2</td>
<td>Axial Skeleton: Skull</td>
<td>6</td>
<td>Unit 3</td>
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<td>3</td>
<td>Superior Appendicular Skeleton</td>
<td>7, 8</td>
<td>Unit 4</td>
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<td>4</td>
<td>Inferior Appendicular Skeleton</td>
<td>9</td>
<td>Unit 5</td>
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<td>Exam 1 covering skeleton</td>
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<td>1-5</td>
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<td></td>
<td>Muscles: chest, shoulder &amp; brachium</td>
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<td>Unit 6</td>
</tr>
<tr>
<td>6</td>
<td>Muscles: forearm, wrist &amp; hand</td>
<td>10</td>
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<td>Unit 8</td>
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<td>8</td>
<td>Muscles: leg, ankle &amp; foot</td>
<td>11</td>
<td>Unit 9</td>
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<tr>
<td>9</td>
<td>Cardiovascular System</td>
<td>14-16</td>
<td>Unit 11</td>
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<td>Respiratory System</td>
<td>24</td>
<td>Unit 12</td>
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<td><strong>Exam 2 covering muscles, CV, respiratory</strong></td>
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<td>6-9, 11 &amp; 12</td>
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<td>11</td>
<td>Celom and Digestive System</td>
<td>25</td>
<td>Unit 10</td>
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<td>Unit 13</td>
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<td>26</td>
<td>Unit 14</td>
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<td>Reproductive System</td>
<td>27</td>
<td>Unit 14</td>
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<tr>
<td></td>
<td><strong>Final Exam</strong></td>
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<td>1-14</td>
</tr>
</tbody>
</table>

**Assessment of Student Learning Outcomes**
Assessment will be based on three exams and 14 group laboratory reports. Lab reports are due on the Monday of the subsequent week. The final lab report is due at the final exam.

**Grading policy:**
Your grade will be based on three exams and 14 laboratory reports.

**Exams:**
There are two exams worth 100 points each and a final exam worth 150 points.

**Assignments:**
14 group lab reports worth a total of 280 points.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>A ≥90%</td>
</tr>
<tr>
<td>Exam II</td>
<td>B 80-89%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>C 70-79%</td>
</tr>
<tr>
<td>Lab Reports</td>
<td>D 60-69%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>F &lt;60%</td>
</tr>
</tbody>
</table>

**Course Policies**

**Make up tests:**
Exams may be made up only in cases of institutional or valid medical excuses. Exams must be made up within 1 week of the regularly scheduled date.

**Attendance policy:**
Attendance at all regular class meetings is strongly encouraged. Your attendance and participation not only improves your understanding of the subject (and thus, your grade), but also helps your fellow classmates by the sharing of scientific ideas and explanations. Also, not all topics covered in class will be in the textbook. Excused absences will be accepted as noted in your student handbook.

**Plagiarism/cheating policy:**
Plagiarism and cheating will not be tolerated. You will receive an F for the course.
Lab reports are a group exercise. I expect that the work you turn in is original. This Indiana University web page is an excellent source for avoiding plagiarism:
http://www.indiana.edu/~wts/wts/plagiarism.html
Other Policies:

Materials & Supplies
Students will conduct dissections on human cadavers during laboratory. In laboratory, students will need to bring the following materials (available from the campus bookstore):
• Scalpel with scalpel blades, large (6)
• Forceps, blunt point, heavy duty (1)
• Dissecting needles or probes (2)
• Examination gloves (12-20 pair)
• Eye protection (e.g. goggles)
• Protective clothing (e.g. lab coat)
• Lab manual (see required text)

University Policies:
University drop and withdrawal policies:
The last day to drop without a W is . The last day to drop and receive a “W” is . A student that stops coming to class and does not officially drop the course will receive an F.
The following NAU policies: Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity, may be obtained on the following website:
http://jan.ucc.nau.edu/academicadmin/plcystmt.html
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 CENS
   4. Academic Unit/Department Biological Sciences

5. Course subject/catalog number BIO 450
   6. Units/Credit Hours 3

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

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

9. Catalog course description (max. 30 words, excluding requisites).
   Bioinformatics focuses on the analysis of DNA sequence data, and this class will include discussion of the mathematical, statistical, and computational techniques used in studying genomes and proteomes.

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

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

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

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

14. Prerequisites (must be completed before proposed course) BIO 344

15. Corequisites (must be completed with proposed course) N/A

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes X no □
    Name of plan? (new) Biomedical Sciences (recommended elective)
    Note: If required, a new plan or plan change form must be submitted with this request.

revised 9/07
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:  S. Beckstrom-Sternberg, D. Wagner,
   P. Keim, G. Allen

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

   The proposed Bioinformatics class will be a highlighted component of the proposed
   Biomedical Science plan. Bioinformatics has previously been offered as BIO 499.

   In a 2006 report, NAU’s consultant on allied health education needs in Arizona, Dr.
   Stephen Collier, recommended that NAU develop an undergraduate major in Biomedical
   Sciences. The Department of Biomedical Sciences is developing this program (see New
   Plan proposal). This new plan will emphasize NAU’s nationally recognized expertise in
   human genetics and genomics analysis. Two new courses in the program, Bioinformatics
   and Human Genomics, will uniquely prepare our students in modern techniques for analysis
   of human infectious and non-infectious diseases.

   The course will help prepare students for graduate education in medicine and allied
   health fields, such as pharmacy, genetic counseling, and epidemiology, which are
   increasingly informed by developments in bioinformatics.

   Funds for space and supplies associated with this course are included as part of new
   permanent state budget allocations.
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: ______
Dept. Chair name: ______
College Contact name: ______

Contact email: ______
Dept. Chair email: ______
College Contact email: ______

20. This course is a □ Single section □ Multi-section
21. List names of faculty who may teach this course: ______
22. Section enrollment cap: ______

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

23. Distribution Block (check one): *If a topics course, must apply to ALL sections.*
    Aesthetic and Humanistic Inquiry □ Cultural Understanding □ Science □ Social and Political Worlds □

24. Skills (check two): *If a topics course, must apply to ALL sections.*
    Effective Oral Communication □ Effective Writing □ Critical Thinking □
    Quantitative Reasoning □ Scientific Inquiry □

25. Is this a topics course? Yes □ No □
    If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

26. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. ______

27. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. ______

28. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 35

revised 9/07
29. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.  

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

35. Approvals

Maribeth Watwood  12.04.07
Department Chair (if appropriate)

Wayne R. Harper  12.05.07
Chair of College Curriculum Committee

L. Schneller  5 Dec 07
Dean of College

For Committees use only

1/15/08

For Liberal Studies Committee

Action taken: Approved as submitted  1/15/08

For University Curriculum Committee

Action taken: Approved as modified

revised 9/07
Credit Hours – 3  MWF 10:20 – 11:10 am (or similar)
Instructor: Steve Beckstrom-Sternberg
Office: ARD Building Office Phone: 602-343-8738
E-mail: sbeckstrom@igen.org
Office Hours:

Pre-requisites: Bio 344

Course Description:
This course will be an overview of the exciting, fast-moving field of bioinformatics! Bioinformatics focuses on the analysis of DNA sequence data, and this class will include discussion of the mathematical, statistical, and computational techniques used in studying genomes and proteomes.

Student learning expectations/outcomes:
Students will be required to demonstrate proficiency with the various topics and programming models covered in class and listed below on the tentative course schedule.

Course structure/approach:
Some lecture and laboratory activities, in class and homework problem sets.


Tenatative Course Schedule

<table>
<thead>
<tr>
<th>Week – Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - August</td>
<td>Introduction to Bioinformatics</td>
<td>Ch. 1 (p. 1-27)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No Problems</td>
</tr>
<tr>
<td>2 – Sept</td>
<td>Sequence Databases</td>
<td>Ch. 2 (p. 29-63)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Probs. Ch. 2</td>
</tr>
<tr>
<td>3 – Sept</td>
<td>Aligning Sequence Pairs</td>
<td>Ch. 3 (p. 65-119)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Probs. Ch. 3</td>
</tr>
<tr>
<td>4 – Sept</td>
<td>Probability &amp; Statistics of Sequence Alignment (intro)</td>
<td>Ch. 4 (p. 121-161)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Probs. Ch. 4</td>
</tr>
<tr>
<td>5 – Sept</td>
<td>Multiple Sequence Alignment</td>
<td>Ch. 5 (p. 163-225)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Probs. Ch. 5</td>
</tr>
<tr>
<td>6 – Oct</td>
<td>Sequence Database Searching</td>
<td>Ch. 6 (p. 227-279)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Probs. Ch. 6</td>
</tr>
<tr>
<td>7 – Oct</td>
<td>Phylogenetic Prediction</td>
<td>Ch. 7 (p. 281-325)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Probs. Ch. 7</td>
</tr>
<tr>
<td>8 – Oct</td>
<td>RNA Secondary Structure Prediction</td>
<td>Ch. 8 (p. 327-359)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Probs. Ch. 8</td>
</tr>
<tr>
<td>9 – Oct</td>
<td>Gene Prediction and Regulation</td>
<td>Ch. 9 (p. 361-407)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Probs. Ch. 9</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>10 – Nov</td>
<td>Genome Analysis</td>
<td>Ch. 11 (p. 495-547)</td>
</tr>
<tr>
<td>11 – Nov</td>
<td>Protein Classification and Structure Prediction</td>
<td>Ch. 10 (p. 465-537)</td>
</tr>
<tr>
<td>12 – Nov</td>
<td>Bioinformatics Programming with Perl</td>
<td>Ch. 12 (p. 549-609)</td>
</tr>
<tr>
<td>13 – Nov</td>
<td>Programming with Perl Thanksgiving Break</td>
<td>Ch. 13 (p. 611-665)</td>
</tr>
<tr>
<td>14 – Nov</td>
<td>Microarray Analysis</td>
<td></td>
</tr>
<tr>
<td>15 – Dec</td>
<td>Review for Final exam</td>
<td></td>
</tr>
<tr>
<td>16 – Dec</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment of Student Learning Outcomes:**
Assessment will be based on three exams and 14 homework assignments. Homework assignments are due on the Monday of each week.

**Grading policy:**
Your grade will be based on three exams and 14 homework assignments.
Exams: There are two exams worth 100 points each and a final exam worth 150 points.
Assignments: 14 homework assignments worth a total of 280 points.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>A &gt;90%</td>
</tr>
<tr>
<td>Exam II</td>
<td>B 80-89%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>C 70-79%</td>
</tr>
<tr>
<td>Homework assignments</td>
<td>D 60-69%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>F &lt;60%</td>
</tr>
</tbody>
</table>

I will assign readings from the text with additional supplemental readings. The readings are best completed before class so that the lecture will reinforce what you have read. The final exam will be held as per the official university schedule.

**Course Policies**

**Make up tests:**
Exams may be made up only in cases of institutional or valid medical excuses. Exams must be made up within 1 week of the regularly scheduled date.

**Attendance policy:**
Attendance at all regular class meetings is strongly encouraged. Your attendance and participation not only improves your understanding of the subject (and thus, your grade), but also helps your fellow classmates by the sharing of scientific ideas and explanations. Also, not all topics covered in class will be in the textbook. Excused absences will be accepted as noted in your student handbook.

**Plagiarism /cheating policy:**
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Unless it is a collaborative group exercise, I expect that the work you turn in is yours alone. This Indiana University web page is an excellent source for avoiding plagiarism <http://www.indiana.edu/~wts/wts/plagiarism.html>

Other Policies:
Your responsibilities:
1. Come to class having read and tried to understand the assigned material.
2. Be attentive and participate in class and lab.
3. Turn in your work on time.

University Policies:
University drop and withdrawal policies:
The last day to drop without a W is . The last day to drop and receive a “W” is . A student that stops coming to class and does not officially drop the course will receive an F.

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http://jan.ucc.nau.edu/academicadmin/plcystmt.html
MASTER SYLLABUS
College of Engineering and Natural Sciences - Department of Biological Sciences
BIO 482C Human Genomics
Fall, 2008

Credit hours: 3 – MWF 10:20 – 11:10 (or similar)

Instructor: TBA
Office: Biology TBD

Office Hours: TBD

Pre-requisites: BIO 344

Course Description:
This course is designed to convey the basic ideas in human genomics. These include:
1. how genetic information determines a phenotype,
2. molecular mechanisms of recessiveness and dominance,
3. theories of genetic diagnosis,
4. the basis of non-Mendelian inheritance and its importance to humans,
5. the role of genes in cancer and developmental abnormalities, and
6. gene frequencies in human populations.

Student Learning Expectations/Outcomes: Students are expected to develop proficiency with the various topics indicated below on the tentative course outline. This proficiency will be assessed using examinations and homework assignments.

Course Structure/Approach:
This course will include, lecture, discussion and demonstrations.

Textbook:

Course Outline: (TENTATIVE)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introductions and problem-based learning and bioinformatics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inborn errors of metabolism I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Inborn errors of metabolism II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Martin Luther King Day, no class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inborn errors of metabolism III, homework 1 due</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Genes to Enzymes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Structural gene mutations I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Structural gene mutations II, DNA fingerprinting</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DNA fingerprinting, Structural gene mutations III</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Structural gene mutations IV and review</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Exam 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tissue specific isoenzymes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human genome I (Article/paragraph/abstract 1 due)</td>
<td>3</td>
</tr>
<tr>
<td>Human genome II</td>
<td>3</td>
<td></td>
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<tr>
<td>----------------</td>
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<tr>
<td>Human genome III</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>X-linked genetic transmission I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>X-linked genetic transmission II, homework 2 due</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>X-linked genetic transmission III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Chromosomes and chromosome abnormalities I</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Barr Body staining</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Chromosomes and chromosome abnormalities II</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Chromosomes and chromosome abnormalities III</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Bioethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exam II</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multifactorial inheritance I</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Multifactorial inheritance II</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Multifactorial inheritance III</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Mitochondrial inheritance I, homework 3 due</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Mitochondrial inheritance II</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Mitochondrial inheritance III or open discussion</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Cell culture, Cancer genetics I</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Cell culture, Cancer genetics II (Article/paragraph/abstract 2 due)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Spring Break, no class</td>
<td></td>
<td></td>
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<tr>
<td>Cancer genetics III</td>
<td>8</td>
<td></td>
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<tr>
<td>Genetic counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exam III</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental genetics I</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Developmental genetics II</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Developmental genetics III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population genetics I</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Good Friday, no class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population genetics II</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Population genetics III</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Quantitative genetics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review and finish up</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment of Student Learning Outcomes:
- Methods of Assessment – Examinations and homework assignments
- Timeline for Assessment – exams and homework assignments will be scheduled at regular intervals throughout the semester. The final examination will be scheduled as per the official university schedule for final examinations.

Grading policy:
Your grade will be based on four exams and five 20 point assignments.

Exams:
There are four exams worth 100 points each. The exams are not cumulative. The fourth exam will be given during the final exam time slot.

Assignments:
Five 20 point homework assignments will be given throughout the semester. Two of these assignments will be to turn in a “news-type” article on human genetics and a paragraph description that will be considered for class
discussion. Your grade is based on turning in the assigned work and participating in the discussion the scheduled day. The remaining three assignments will be questions based on material presented during class sessions.

<table>
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<tr>
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<tbody>
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<td>C 70-79%</td>
</tr>
<tr>
<td>Exam IV</td>
<td>D 60-69%</td>
</tr>
<tr>
<td>Assignments</td>
<td>F &lt;60%</td>
</tr>
</tbody>
</table>

Course Policies:
Make up tests: Make up tests will be scheduled at mutually convenient times, provided that reasonable excuses are provided in advance of the missed test.

Attendance policy:
Attendance at all regular class meetings is strongly encouraged. Your attendance and participation not only improves your understanding of the subject (and thus, your grade), but also helps your fellow classmates by the sharing of scientific ideas and explanations. Also, not all topics covered in class will be in the textbook. Excused absences will be accepted as noted in your student handbook.

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Your responsibilities:
1. Come to class having read and tried to understand the assigned material.
2. Be attentive and participate in class and lab.
3. Ask questions about anything you find confusing or do not understand. Talk to me if you are having problems. I can't help if I don't know you are struggling.
4. Do not wait until the last minute to prepare for an exam, report, or homework assignment.
5. Turn in your work on time.

University Policies:
University drop and withdrawal policies:
The last day to drop without a W is . The last day to drop and receive a “W” is . A student that stops coming to class and does not officially drop the course will receive an F.

The following NAU policies: Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity, may be obtained on the following website:
http://jan.ucc.nau.edu/academicadmin/picystmt.html
1. Is this course being proposed for Liberal Studies designation? Yes X No
   If yes, route completed form to Liberal Studies.
   CAPSTONE


3. College CENS 4. Academic Unit /Department Biological Sciences

5. Course subject/catalog number BIO 482C 6. Units/Credit Hours 3

7. Long course title Human Genomics (max 100 characters including spaces)

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

9. Catalog course description (max. 30 words, excluding requisites).
   This course will convey basic ideas in human genomics, including how genetic information determines phenotype, theories of genetic diagnosis, and the role of genes in cancer and other diseases.

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

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

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

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

14. Prerequisites (must be completed before proposed course) BIO 344

15. Corequisites (must be completed with proposed course) N/A

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

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:
   Dr. G. Allen, Dr. P. Keim, Dr. D. Wagner could all contribute, but a search for a full time tenure-track faculty member with primary responsibility for the course is being conducted.

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

   The proposed Human Genomics class will be the highlighted capstone of the proposed Biomedical Science plan.

   In a 2006 report, NAU's consultant on allied health education needs in Arizona, Dr. Stephen Collier, recommended that NAU develop an undergraduate major in Biomedical Sciences. The Department of Biomedical Sciences is developing this program (see New Plan proposal). The Human Genomics capstone will prepare students for modern analysis of human disease etiology. Few US universities offer Human Genomics to undergraduate students. The Biomedical Sciences program will emphasize NAU's nationally recognized expertise in human genetics and genome analysis; this 'value added' component of the degree program will distinguish our program from other similar programs and should help recruit interested students to NAU.

   The course will help prepare students for graduate education in medicine and allied health fields, such as pharmacy, physician's assistant, genetic counseling, and epidemiology. A basic understanding of the human genome related to human health, disease and treatment will be emphasized.

   At this time, the course will be the recommended, but not required, capstone of the major. The rationale is that the department cannot guarantee that supply (available seats in the course) will meet potentially heavy demand for this course.

   Funds for both a new faculty member with expertise in human genomics and for space and supplies associated with this course are included in new permanent state budget allocations.
If the course being submitted for approval is **NOT** a **LIBERAL STUDIES** course, please go to step 41.

**LIBERAL STUDIES ONLY**

Contact name: **Dr. Maribeth Watwood**  
Dept. Chair name: **Dr. Maribeth Watwood**  
College Contact name:  
Contact email: maribeth.watwood@nau.edu  
Dept. Chair email: maribeth.watwood@nau.edu  
College Contact email:  

20. This course is a  
   □ Single section  
   □ Multi-section  

21. List names of faculty who may teach this course: **New Hire (current search), P. Keim, D. Wagner, J. Leid**

22. Section enrollment cap:  

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 23-25.  
OR  
If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 30-31.  
OR  
If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 32-34.

**NEW LIBERAL STUDIES COURSE**

23. Distribution Block (check one): **If a topics course, must apply to ALL sections.**
   □ Aesthetic and Humanistic Inquiry  
   □ Cultural Understanding  
   □ Science  
   □ Social and Political Worlds  

24. Skills (check two): **If a topics course, must apply to ALL sections.**
   □ Effective Oral Communication  
   □ Effective Writing  
   □ Critical Thinking  
   □ Quantitative Reasoning  
   □ Scientific Inquiry  

25. Is this a topics course?  
   Yes □  
   No □  

   If YES, please complete questions 34-36.  
   If NO, please go to question 42.

**TOPICS COURSE ONLY**

26. Identify the **Student Learning Outcomes** that will be found in **ALL** topic syllabi offered under this course number.  

27. Explain by what method(s) Student Learning Outcomes will be **assessed** in **ALL** topic syllabi offered under this course number.  

28. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 35
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

30. To which degree programs offered by your department/academic unit does this proposal apply?  
   yes □  no □
   If no, please submit a course delete form for the ABC 300.

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

32. To which degree programs offered by your department/academic unit does this proposal apply?  B.S. Biomedical Science, B.S. Biology

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

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

35. Approvals

   [signature]  12/04/07
   Department Chair (if appropriate)

   [signature]  1/15/08
   Date
   Chair of college curriculum committee

   [signature]  1/15/08
   Date
   Dean of college

For Committees use only

For Liberal Studies Committee

Action taken: 
modified
Approved as submitted
Approved as
modified

For University Curriculum Committee

Action taken:
Approved as submitted

revised 9/07
Please attach Syllabus here.
MASTER SYLLABUS
College of Engineering and Natural Sciences - Department of Biological Sciences
BIO 482C Human Genomics
Fall, 2008

Credit hours: 3 – MWF 10:20 – 11:10 (or similar)

Instructor: TBA
Office: Biology TBD

Office Hours: TBD

Pre-requisites: BIO 344

Course Description:
This course is designed to convey the basic ideas in human genomics. These include:
1. how genetic information determines a phenotype,
2. molecular mechanisms of recessiveness and dominance,
3. theories of genetic diagnosis,
4. the basis of non-Mendelian inheritance and its importance to humans,
5. the role of genes in cancer and developmental abnormalities, and
6. gene frequencies in human populations.

Student Learning Expectations/Outcomes: Students are expected to develop proficiency with the various topics indicated below on the tentative course outline. This course stresses scientific inquiry, logic, and analysis of data. Proficiency will be assessed using examinations, homework assignments, and a writing assignment.

Course Structure/Approach:
This course will include lecture, discussion and demonstrations.

Textbook:

Course Outline: (TENTATIVE)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
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<tbody>
<tr>
<td></td>
<td>Introductions and problem-based learning and bioinformatics</td>
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<tr>
<td></td>
<td>Inborn errors of metabolism I</td>
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<tr>
<td></td>
<td>Inborn errors of metabolism II</td>
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<td></td>
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<tr>
<td></td>
<td>Genes to Enzymes</td>
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<tr>
<td></td>
<td>Structural gene mutations I</td>
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<tr>
<td></td>
<td>Structural gene mutations II, DNA fingerprinting</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DNA fingerprinting, Structural gene mutations III</td>
<td>2</td>
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<tr>
<td></td>
<td>Structural gene mutations IV and review</td>
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</tr>
<tr>
<td></td>
<td>Exam I</td>
<td>1 &amp; 2</td>
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<tr>
<td></td>
<td>Tissue specific isoenzymes</td>
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<tr>
<td></td>
<td>Human genome I, homework 2 due</td>
<td>3</td>
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<tr>
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<td></td>
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<td>---------------------</td>
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<td>Human genome II</td>
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<td>Human genome III</td>
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<td></td>
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<td>X-linked genetic transmission I</td>
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<td></td>
</tr>
<tr>
<td>X-linked genetic transmission II</td>
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<td></td>
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<tr>
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<tr>
<td>Chromosomes and chromosome abnormalities I</td>
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<tr>
<td>Barr Body staining</td>
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<td>Chromosomes and chromosome abnormalities II</td>
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**Exam II**

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<tr>
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<td>Multifactorial inheritance III</td>
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<td>Mitochondrial inheritance II</td>
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<tr>
<td>Mitochondrial inheritance III or open discussion</td>
<td>7</td>
</tr>
<tr>
<td>Cell culture, Cancer genetics I</td>
<td>8</td>
</tr>
<tr>
<td>Cell culture, Cancer genetics II</td>
<td>8</td>
</tr>
<tr>
<td>Cancer genetics III</td>
<td>8</td>
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<tr>
<td>Genetic counseling</td>
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**Exam III**

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<tr>
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<tr>
<td>Developmental genetics II</td>
<td>9</td>
</tr>
<tr>
<td>Developmental genetics III</td>
<td></td>
</tr>
<tr>
<td>Population genetics I</td>
<td>10</td>
</tr>
<tr>
<td>Thanksgiving Break – no class</td>
<td></td>
</tr>
<tr>
<td>Population genetics II, Writing assignment due</td>
<td>10</td>
</tr>
<tr>
<td>Population genetics III</td>
<td>10</td>
</tr>
<tr>
<td>Quantitative genetics</td>
<td></td>
</tr>
<tr>
<td>Review and finish up</td>
<td></td>
</tr>
</tbody>
</table>

**Exam IV**

**Assessment of Student Learning Outcomes:**

- Methods of Assessment – Examinations, homework assignments, writing assignment
- Timeline for Assessment – exams and homework assignments will be scheduled at regular intervals throughout the semester. The fourth examination will be scheduled as per the official university schedule for final examinations.

**Grading policy:**

Your grade will be based on four exams, four 25 point assignments, and one 100 point writing assignment.

**Exams:**

There are four exams worth 100 points each. The exams are not cumulative. The fourth exam will be given during the final exam time slot.
Assignments:
Four 25 point homework assignments will be given throughout the semester (see syllabus). Two of these assignments will be to turn in a "news-type" article on human genetics and a paragraph description that will be considered for class discussion.
One 100 point writing assignment will be due the Friday before reading week. This assignment will be to discuss a current topic in human genetics/genomics, including the scientific theory and the potential implications.

<table>
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<tr>
<th>Exercise</th>
<th>Distribution</th>
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<tbody>
<tr>
<td>Exam I</td>
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</tr>
<tr>
<td>Exam II</td>
<td>B 80-89%</td>
</tr>
<tr>
<td>Exam III</td>
<td>C 70-79%</td>
</tr>
<tr>
<td>Exam IV</td>
<td>D 60-69%</td>
</tr>
<tr>
<td>HW Assignments</td>
<td>F $&lt;$60%</td>
</tr>
<tr>
<td>Writing Assignment</td>
<td></td>
</tr>
<tr>
<td>TOTAL POINTS:</td>
<td>600</td>
</tr>
</tbody>
</table>

Course Policies:
Make up tests: Make up tests will be scheduled at mutually convenient times, provided that reasonable excuses are provided in advance of the missed test.

Attendance policy:
Attendance at all regular class meetings is strongly encouraged. Your attendance and participation not only improves your understanding of the subject (and thus, your grade), but also helps your fellow classmates by the sharing of scientific ideas and explanations. Also, not all topics covered in class will be in the textbook. Excused absences will be accepted as noted in your student handbook.

Plagiarism /cheating policy:
Plagiarism and cheating will not be tolerated. You will receive an F for the course. Unless it is a collaborative group exercise, I expect that the work you turn in is yours alone. This Indiana University web page is an excellent source for avoiding plagiarism <http://www.indiana.edu/~wts/wts/plagiarism.html>

Other Policies:
Your responsibilities:
1. Come to class having read and tried to understand the assigned material.
2. Be attentive and participate in class and lab.
3. **Ask questions about anything you find confusing or do not understand.** Talk to me if you are having problems. I can't help if I don't know you are struggling.
4. Do not wait until the last minute to prepare for an exam, report, or homework assignment.
5. Turn in your work on time.

University Policies:
**University drop and withdrawal policies:** The last day to drop without a W is . The last day to drop and receive a "W" is . A student that stops coming to class and does not officially drop the course will receive an F.

The following NAU policies: Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity, may be obtained on the following website:
http://jan.ucc.nau.edu/academicadmin/picystmt.html
<table>
<thead>
<tr>
<th>1. College</th>
<th>Engineering and Natural Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>B.S. Biomedical Science (extended major)</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2008</td>
</tr>
<tr>
<td>6. Is this proposal for a:</td>
<td>X New Plan</td>
</tr>
<tr>
<td></td>
<td>□ Plan Change</td>
</tr>
<tr>
<td></td>
<td>□ New Subplan</td>
</tr>
<tr>
<td></td>
<td>□ Plan Deletion</td>
</tr>
<tr>
<td></td>
<td>□ Subplan Deletion</td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: (<a href="http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm">http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm</a>) Be sure you include all catalog text that pertains to this plan change.</td>
<td>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.)</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>For New Plans, leave this column blank.</td>
<td>To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:</td>
</tr>
<tr>
<td></td>
<td>• at least 35 units of liberal studies requirements. Be aware that you may not use courses with a BIO prefix to satisfy these liberal studies requirements.</td>
</tr>
<tr>
<td></td>
<td>• 68-76 units of major requirements</td>
</tr>
<tr>
<td></td>
<td>• elective courses, if needed, to reach an overall total of at least 120 units</td>
</tr>
<tr>
<td></td>
<td>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.)</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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).</td>
</tr>
<tr>
<td></td>
<td>Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet</td>
</tr>
</tbody>
</table>
the total of at least 120 units to graduate. Contact your advisor for details.

**Major Requirements**

For this major, complete at least the following 41-49 units of biology and science support courses.

- BIO 181:181L and 182 with a grade of C or better (8 units)
- BIO 205 with a grade of C or better (4 units)
- BIO 305W, which meets NAU’s junior writing requirement, with a grade of C or better (1 unit)
- CHM 151, 151L, 152, and 152L (9 units)
- CHM 230 and 230L (4 units)
  **or** CHM 235 and 235L (5 units)
  **or** CHM 235, 235L, and 238 (8 units)
- CHM 360 **or** 461 (3 units)
- MAT 125 plus either STA 270 or PSY 230 (7-8 units)
  **or** only MAT 136 (4 units)
- PHY 111, 111L, 112, and 112L (8 units)
  **or** PHY 161, 161L, 262, and 262L (8 units)

Note: if you choose the PHY 161/262 option, PHY 263 is strongly recommended.

In addition, you must complete at least the following 27 units of biology courses with a grade of C or better in each course:
- 3-4 units. At least one of the
following courses which will satisfy NAU’s senior capstone requirement:
Recommended: BIO 482C (Human Genomics)
or one of the following: BIO 401C, 420C, 444C, 465C, 488C

Major Electives
- Recommended: BIO 201, 202, 344, 450 (bioinformatics), 416 (human anatomy) (18 units)
*maximum of 3 units of BIO 300
**maximum of 6 units total of BIO 485, 497, 498

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.


1) Students will demonstrate knowledge of basic biological principles related to human health and biomedical science

Revised 09/07
2) Students will communicate effectively in written and oral formats.
3) Students will develop critical thinking skills.
4) Students will develop the ability to carry out important laboratory procedures
5) Students will be satisfied with their preparation relative to further education / careers in biomedical sciences

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

In 2006, consultant Stephen N. Collier was engaged by NAU to determine how NAU might serve the State of Arizona meet growing needs of the state with respect to allied health professions. Dr. Collier’s report (“A Study of Allied Health Education Program Needs in Arizona”) detailed the extreme need for allied health educational programs and the steps NAU should take to help meet this need. Among his recommendations are that NAU establish an undergraduate Biomedical Science program. There are two basic models for Biomedical Science degree programs in the US. One model is rather narrowly defined and prepares students for entry into specific professional programs. The other model is broadly defined as preparing students for entry into a variety of professional programs, graduate school or entry level positions in the workforce. This is the model that Dr. Collier recommended as part of NAU’s phase one allied health program expansion, and this is the model that we have followed. Our program will provide students with firm grounding in basic biological sciences, as well as prepare students for professional or graduate study in a number of health professions, such as medicine, dentistry, pharmacy, physical therapy, genetic counseling, occupational therapy, and optometry. President Haeger has approved a budget to support development of this degree program.

We have specifically crafted this program proposal based on using existing strengths of our BS in Biology, with respect to basic requirements, including strong grounding in the biological sciences. There are two additional components that will distinguish this degree program from the BS in Biology – a cadaver-based anatomy laboratory and a course in human genomics. These courses will offer students unique experiences that will help prepare them for further education or careers in the biomedical sciences.

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

The proposed plan will require two additional faculty – a human genomicist (tenure track assistant or associate professor) and an human cadaver-based anatomist (non-tenure track lecturer). The ads for both of these positions are currently being placed. The cadaver-based anatomy class will require additional equipment and supplies. Arrangements have been made with the Department of Physical Therapy to integrate the new course into their existing space. The ENGGGEN (Environmental Genetics and Genomics) facility will expand its scope to provide services to biomedical science students working on mentored research projects in individual faculty laboratories; this will require additional resources to purchase equipment and supplies. All of these costs, as well as general operations to support the new program have been approved by the Provost and President and are available as new, permanent state allocations.

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 proposed plan is expected to affect the distribution of students among the five majors offered by the Department of Biological Sciences. For example, some individuals who previously may have chosen a B.S. in Biology with a pre-health emphasis may now chose this major. This shift in enrollment will not impact other courses, since the same courses were also required for the BS in Biology.

The proposed plan is also expected to serve as a recruiting tool and enhance NAU’s enrollment. Courses impacted will include: CHM 151, 152, 230, 235, and possibly 238; PHY 111, 112, and possibly 161, 262, and 263; MAT 125 and 270. We have brief memos of support from each of the affected department’s chairs, acknowledging the possibility for increased enrollment in these courses.

Revised 09/07
14. Will present library holdings support this academic plan/subplan?
Library holdings will need to be expanded to support this program. The main expansion needed is the
JSTOR electronic database. Acquisition of this database has been approved, and Dr. Cynthia Childrey, Dean
of the Library, anticipates that the complete database will be online starting Spring 2008.

Certifications

Maribeth Watwood 12.04.07
Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee 12-5-07
Date

Dean of college
5-DEC-07

For committee use only 1-15-08

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
# Bachelor of Science

**BIOMEDICAL SCIENCE**  
*2008-2009 Undergraduate Catalog*

## Degree Progression Plan

### Freshman Year

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<tr>
<th>1st term</th>
<th>2nd term</th>
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<tbody>
<tr>
<td>BIO 181/181L or BIO 182</td>
<td>BIO 181/181L or BIO 182</td>
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<td>CHM 151</td>
<td>CHM 152</td>
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<td>CHM 151L</td>
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**Total units: 16**

### Sophomore Year

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**Total units: 13-14**

### Junior Year

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<td>PHY 111L</td>
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<td>LS</td>
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**Total units: 14-15**

### Senior Year

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<td>LS</td>
</tr>
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<td>LS</td>
<td>LS</td>
</tr>
<tr>
<td>GE</td>
<td>GE</td>
</tr>
</tbody>
</table>

**Total units: 16**

### Notes
- 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 prerequisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during the 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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>CHM 151/L. (5)</td>
<td>CHM 152 (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PHY 111 (3)</td>
</tr>
</tbody>
</table>

*Revised 11/26/2007 dw*
 PROGRAM INFORMATION

A minimum of 120 units are required for this degree.

* Recitations are available and strongly encouraged for BIO 181, BIO 182, CHM 151, CHM 152, CHM 235, CHM 238, PHY 111, PHY 112, PHY 161 & PHY 262; however they are not required.

It is required to complete biology and major electives with a grade of C or better.

**Major electives include 23-24 units of additional coursework from:

- BIO 201, 202, 344, 450, 416 (highly recommended)
- Up to 3 units of BIO 300
- BIO 320, 331, 334, 338 338L, 340, 343, 346, 350, 360, 375, 376, 424, 440, 440L, 460, 460L, 475
- Up to 6 units total of BIO 485, BIO 497 or BIO 498
- CHM 238L, CHM 462, NTS 256, NTS 370, PHI 332

***Science Support includes 28-36 units from the following courses. The recommended courses are listed on the progression plan and in bold below. Discuss options with an advisor. If you are not prepared to take Pre-calculus (MAT 125), MAT 108 must be taken in preparation. However, MAT 108 is not a requirement for this degree and will satisfy a general elective.

- CHM 151, 151L, 152, 152L
- CHM 230 and 230L OR CHM 235, 235L, and 238 OR CHM 235 and CHM 235L
- CHM 360 OR CHM 461
- MAT 125 plus STA 270 or PSY 230 OR MAT 136 only
- PHY 111, 111L, 112, and 112L OR PHY 161, 161L, 262, and 262L
  - If you choose PHY 161 and 262, PHY 263 is strongly recommended

Once the Science Support classes are fulfilled, you can take general electives to satisfy the units

**** Capstone courses include 3-4 units from the following:

- BIO 482C (recommended), BIO 401C, BIO 420C, BIO 444C, BIO 465C or BIO 488C

 GENERAL INFORMATION

- Honors students complete different requirements to meet NAU's liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses:  http://www4.nau.edu/aio/Articulation/1,Scoursetlist.htm
  - 6 units of diversity courses: (3 units in Global & 3 units in Ethnic): The diversity requirement may be fulfilled in any part of the program of study.  http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement:  http://www.nau.edu/comp/placement.html

 CONTACT INFORMATION
Biology Advisement Center
Building 21, Room 144
Phone: 928-523-9304
Department Chair: Maribeth Watwood
Phone: 928-523-9322
EMAIL: Maribeth.Watwood@nau.edu

Debbie Wildermuth
Academic Services Coordinator
College of Engineering and Natural Sciences
Building 21, Room 102
Phone: 928-523-3842
EMAIL: Debbie.Wildermuth@nau.edu
Date: 26 November 2007  
To: Maribeth Watwood, Chair, Department of Biological Sciences  
From: Janet McShane, Chair, Department of Mathematics & Statistics  
Subject: Letter of Support for the B.S. in Biomedical Science

I have reviewed the new undergraduate plan for a B.S. in Biomedical Science proposed by your department. The Department of Mathematics & Statistics supports your proposal which includes the requirement that a student pursuing this degree take either (1) MAT 125 and STA 270 or (2) MAT 136. We understand that enrollment in the above listed courses will be impacted by this new program. We are willing to work with your department and the administration to ensure that our courses remain available for all students. Depending on the number of students that actually pursue this degree, our department may need to secure additional resources to handle the increased enrollment.

Good luck with your proposal!
support for biomed sci.eml.txt

Subject:
Re: support for biomed sci
From:
David Cornelison <David.Cornelison@nau.edu>
Date:
Tue, 20 Nov 2007 11:31:30 -0700
To:
maribeth.watwood@NAU.EDU

Maribeth,

The Department of Physics and Astronomy has been advised of the new undergraduate program in biomedical science proposed by your department. We support your proposal, and understand that each of our introductory physics sequences (either 111, 111L, 112, 112L or 161, 161L, 262, 262L, 263) may be impacted by an increase in enrollment. We are willing to work with you and the administration to ensure that our courses remain available for all students.

Regards

Dave Cornelison
Chair, Physics and Astronomy

Maribeth Watwood wrote:
> Hi Dave
> Following up on our earlier conversation, can you please respond to this with a brief email indicating your support of our curriculum proposal for a new undergraduate degree program in biomedical science. We need you to state that you understand that the following courses could experience enrollment increases, since they are in the options available to fulfill the basic physics requirement. I think it would also be fine to say that if necessary, you will work with the administration to secure additional resources to support increased enrollment in these courses. I wish I could give you an estimate of what to expect, but we really don't have any idea. The only thing we think we are sure of is that at least for the first year, many of the students will switch over from our existing major, and if that is the case, then your numbers won't be impacted so much.
> We are short on our timeline, so if possible, can you send this quickly. I really appreciate it.
>
> Thanks very much and Happy Thanksgiving,
> Maribeth

> courses that could be impacted:  PHY 111, 111L, 112, and 112L (8 units)
> or PHY 161, 161L, 262, 262L, and 263 (11 units)
>
> 

Page 1
chemistry letter of support.eml.txt

Subject: chemistry letter of support
From: Maribeth Watwood <maribeth.watwood@nau.edu>
Date: Mon, 26 Nov 2007 15:27:46 -0700
To: Barry L Lutz <Barry.Lutz@NAU.EDU>

from Brandon, attached. I think that, other than the ABOR form, I've sent you everything. If not, please let me know. Thanks again, Maribeth

Subject: Chemistry support for biomedical science degree
From: "Brandon Cruickshank" <brandon.cruickshank@nau.edu>
Date: Mon, 26 Nov 2007 15:20:33 -0700
To: "Maribeth Watwood" <maribeth.watwood@nau.edu>

Maribeth,

The Department of Chemistry and Biochemistry supports your proposed undergraduate degree program in biomedical science. We are aware that this major may impact enrollments in a number of our chemistry courses: CHM 151, 151L, 152, 152L, 230, 230L, 235, 235L, 238, 360, and 461. If enrollments in these courses were to increase markedly, we would need to work with the administration to find ways to cover this increased enrollment.

Brandon

Brandon Cruickshank, Ph.D.
Professor and Chair
Box 5698
Department of Chemistry and Biochemistry
Northern Arizona University
Flagstaff, AZ 86011-5698
(928)523-9602
Fax: (928)523-8111
**Northern Arizona University: Request to Implement/Expeditied Review: Unique Program**

<table>
<thead>
<tr>
<th>Program Name / Degree:</th>
<th>B.S. in Biomedical Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Request</td>
<td>Authorization to Implement New Academic Program/Expeditied: Unique</td>
</tr>
<tr>
<td>Planning/Expeditied Approval Date</td>
<td>December 13, 2007</td>
</tr>
<tr>
<td>Requested by</td>
<td>Northern Arizona University</td>
</tr>
<tr>
<td>CIP Code</td>
<td>26.0102</td>
</tr>
</tbody>
</table>

**Purpose of Program**

This program will provide undergraduate students with rigorous biological training, focused on biomedical science, to prepare them for entry into jobs or further graduate or professional programs in the biomedical sciences. The combination of strong fundamental science preparation and unique, value added, courses in human cadaver anatomy and human genomics will equip students for numerous career paths in the biomedical sciences, including, but not limited to medical school, dental school, veterinary school, as well as post-graduate programs in physical therapy, clinical laboratory science, physicians assistants, etc. The laboratory course in human cadaver anatomy will offer a unique and powerful experience for all students considering the biomedical fields, and the capstone course in human genomics will capture the 21st century direction of medicine for these students. Graduates from this program will enter professional programs extremely well prepared for more specialized training, and those who choose to pursue graduate education in the biological sciences will have unique preparation that will increase their competitiveness. Finally, graduates who choose to enter the workforce will do so having studied human anatomy first-hand and with a clear understanding of the role of genomics in driving new breakthroughs in the practice of medicine.
<table>
<thead>
<tr>
<th>Learning Outcomes and Plan for Assessment</th>
</tr>
</thead>
</table>

Learning outcomes:
1) Students will demonstrate knowledge of basic biological principles related to human health and biomedical science
2) Students will communicate effectively in written and oral formats.
3) Students will develop critical thinking skills.
4) Students will develop the ability to carry out important laboratory procedures
5) Students will be satisfied with their preparation relative to further education / careers in biomedical sciences

Plan for assessment – A formal plan will be submitted to the NAU Office of Academic Assessment for approval. Based on a previously approved plan for the B.S. in Biology, we will include both direct and indirect indicators for assessment. These will include specific development of assessment rubrics. In our junior level writing courses we will assess written communication skills using straightforward rubrics designed for this purpose. Rubrics will also be used to evaluate critical thinking skills and mastery of laboratory procedures in a variety of our laboratory courses. We will develop a specific survey instrument to use to gage student satisfaction with the program and the level of preparation mastered; this will be administered shortly before graduation and at least once as a follow-up assessment two years after graduation. We will also use pre and post test measures and track numbers of undergraduates involved in mentored research to assess basic knowledge and laboratory procedure mastery. Student input on the assessment plan will be collected via our Tri Beta honor society for biology students. The plan and results will also be presented to our general faculty for feedback and suggestions. Further details of this plan, based on the existing plan for the B.S. in Biology, will be developed by the departmental assessment committee and submitted for approval.
Justification for Expedited Review

Northern Arizona University is requesting an expedited review of our proposal for the Bachelor of Science in Biomedical Science, one of the areas of proposed program development within NAU’s health expansion plans. Biomedical sciences is a critical field for health care professionals seeking advanced training in pre-med, pre-vet, biotechnology or other health delivery fields which are in high demand in Arizona. Any delay in the implementation will affect our ability to market this highly sought program in the spring to recruit students for fall 2008. In addition, many of our current students are interested in transferring from their current program (e.g., BS Biology - pre-health) into this new major.

<table>
<thead>
<tr>
<th>Projected Student Demand</th>
<th>5-year projected annual enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

Sources of Funding

<table>
<thead>
<tr>
<th>Budget Summary Bottom Line</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increments</td>
<td>Increments</td>
<td></td>
<td>203,600</td>
</tr>
<tr>
<td>+ Previous Year</td>
<td>+ Previous Year</td>
<td></td>
<td>170,000</td>
</tr>
<tr>
<td>Total Yearly Budget</td>
<td>Total Yearly Budget</td>
<td>170,000</td>
<td>373,600</td>
</tr>
</tbody>
</table>

Contact: Name, Title, University, Phone #, E-mail Address

Revised 05/21/07
Requests for Implementation Authorization must be submitted in a timely manner to receive approval by the Chief Academic Officers prior to submission to the Arizona Board of Regents for approval at a regular Board meeting. In each request, please provide the following information.

I. PROGRAM NAME, DESCRIPTION and CIP CODE*

A. UNIVERSITY, COLLEGE, PROGRAM, DEGREE(S) AND CIP CODE

Northern Arizona University, College of Engineering and Natural Sciences, Department of Biological Sciences, B.S. in Biomedical Science. CIP = 26.0102

B. PURPOSE AND NATURE OF PROGRAM

This program will provide undergraduate students with rigorous biological training, focused on biomedical science, to prepare them for entry into jobs or further graduate or professional programs in the biomedical sciences. The combination of strong fundamental science preparation and unique, value added, courses in human cadaver anatomy and human genomics will equip students for numerous career paths in the biomedical sciences, including, but not limited to medical school, dental school, veterinary school, as well as post-graduate programs in physical therapy, clinical laboratory science, physicians assistants, etc. The laboratory course in human cadaver anatomy will offer a unique and powerful experience for all students considering the biomedical fields, and the capstone course in human genomics will capture the 21st century direction of medicine for these students. Graduates from this program will enter professional programs extremely well prepared for more specialized training, and those who choose to pursue graduate education in the biological sciences will have unique preparation that will increase their competitiveness. Finally, graduates who choose to enter the workforce will do so having studied human anatomy first-hand and with a clear understanding of the role of genomics in driving new breakthroughs in the practice of medicine.

C. PROGRAM -- List the program requirements, including minimum number of credit hours, required courses, and any special requirements, including theses, internships, etc.
To earn this degree, students must complete at least 120 units of coursework, as described below:

- at least 35 units of liberal studies requirements (courses with a BIO prefix may not be used to satisfy these liberal studies requirements).
- 68-76 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Courses required for the degree may have prerequisites that are also required.

**Major Requirements**

- BIO 181:181L and 182 with a grade of C or better (8 units)
- BIO 205 with a grade of C or better (4 units)
- BIO 305W, which meets NAU's junior writing requirement, with a grade of C or better (1 unit)
- CHM 151, 151L, 152, and 152L (9 units)
- CHM 230 and 230L (4 units)
  - or CHM 235 and 235L (5 units)
  - or CHM 235, 235L, and 238 (8 units)
- CHM 360 or 461 (3 units)
- MAT 125 plus either STA 270 or PSY 230 (7-8 units)
  - or only MAT 136 (4 units)
- PHY 111, 111L, 112, and 112L (8 units)
  - or PHY 161, 161L, 262, and 262L (8 units)
  
  Note: if you choose the PHY 161/262 option, PHY 263 is strongly recommended.

In addition, the following 27 units of biology courses with a grade of C or better in each course is required:

- 3-4 units. At least one of the following courses which will satisfy NAU’s senior capstone requirement:
  
  Recommended: BIO 482C (Human Genomics)
  
  or one of the following: BIO 401C, 420C, 444C, 465C, 488C
Major Electives

- Recommended: BIO 201, 202, 344, 450 (bioinformatics), 416 (human anatomy) (18 units)
  *maximum of 3 units of BIO 300
  **maximum of 6 units total of BIO 485, 497, 498

D. CURRENT COURSES AND EXISTING PROGRAMS –List current course and existing university programs which will give strength to the proposed program.

This program will take advantage of numerous existing courses, including liberal studies offerings and supporting courses in the sciences and mathematics. Many existing courses in the biological sciences will also be included in this degree program, and will take advantage of existing faculty and staff expertise in human physiology and anatomy, molecular biology and genetics, and microbiology to provide upper division courses and specialized mentoring to students.

E. NEW COURSES NEEDED –List any new courses which must be added to initiate the program; including a catalog description for each of their courses.

1) BIO 482C. Human Genomics. This course will convey basic ideas in human genomics, including how genetic information determines phenotype, theories of genetic diagnosis, and the role of genes in cancer and other diseases.

2) BIO 416. Human Anatomy. Investigation of human anatomy through hands-on study of human cadavers, models, and prossections. The course will cover skeletal, muscular, nervous, cardiopulmonary, digestive and urogenital anatomy.

3) BIO 450. Bioinformatics. Bioinformatics focuses on the analysis of DNA sequence data, and this class will include discussion of the mathematical, statistical, and computational techniques used in studying genomes and proteomes.

F. REQUIREMENTS FOR ACCREDITATION –Describe the requirements for accreditation if the program will seek to become accredited. Assess the eligibility of the proposed program for accreditation.

This program is unique and is not subject to accreditation.

II. STUDENT LEARNING OUTCOMES AND ASSESSMENT
A. What are the intended student outcomes, describing what students should know, understand, and/or be able to do at the conclusion of this program of study?

1) Students will demonstrate knowledge of basic biological principles related to human health and biomedical science.
2) Students will communicate effectively in written and oral formats.
3) Students will develop critical thinking skills.
4) Students will develop the ability to carry out important laboratory procedures.
5) Students will be satisfied with their preparation relative to further education / careers in biomedical sciences.

B. Provide a plan for assessing intended student outcomes.

Plan for assessment – A formal plan will be submitted to the NAU Office of Academic Assessment for approval. Based on a previously approved plan for the B.S. in Biology, we will include both direct and indirect indicators for assessment. These will include specific development of assessment rubrics. In our junior level writing courses we will assess written communication skills using straightforward rubrics designed for this purpose. Rubrics will also be used to evaluate critical thinking skills and mastery of laboratory procedures in a variety of our laboratory courses. We will develop a specific survey instrument to use to gauge student satisfaction with the program and the level of preparation mastered; this will be administered shortly before graduation and at least once as a follow-up assessment two years after graduation. We will also use pre and post test measures and track numbers of undergraduates involved in mentored research to assess basic knowledge and laboratory procedure mastery. Student input on the assessment plan will be collected via our Tri Beta honor society for biology students. The plan and results will also be presented to our general faculty for feedback and suggestions. Further details of this plan, based on the existing plan for the B.S. in Biology, will be developed by the departmental assessment committee and submitted for approval.

III. STATE'S NEED FOR THE PROGRAM

A. How does this program fulfill the needs of the state of Arizona and the region?

A consultant from the department of Professions and Workforce Development at the School of Health Professions, University of Alabama at Birmingham, was hired by NAU to assess state needs and make recommendations to NAU regarding how to address the needs. His report, submitted in July 2006, focuses on pressing needs in the state in the area of allied health professions.
The report recommends an expansion of allied health educational programs, to include a B.S. in Biomedical Science. This program is designed to provide students with strong fundamental scientific background and specific curriculum to prepare them for entry into the workforce in biomedical science fields or into graduate or professional programs. This will serve Arizona by providing a pipeline of professionals trained to work in the biomedical field, so that the state is not faced with a shortage of workers in this area.

Is there sufficient student demand for the program? -- Explain and please answer the following questions.

1. What is the anticipated student enrollment for this program? (Please utilize the following tabular format).

<table>
<thead>
<tr>
<th>5-YEAR PROJECTED ANNUAL ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
</tr>
<tr>
<td>No. Student Majors</td>
</tr>
</tbody>
</table>

2. What is the local, regional and national need for this program? Provide evidence of the need for this program. Include an assessment of the employment opportunities for graduates of the program during the next three years.

According to the Collier report, “A study of allied health education program needs in Arizona”, most states are experiencing significant shortages of health professionals, including allied health professionals. Arizona is no exception. In fact, the current shortages and future projections show Arizona to have more severe shortages than most states.

Allied health groups are often overlooked not due to a lack of importance, but because the grouping contains many disciplines at a variety of postsecondary education levels from one year technical training through associate, baccalaureate, masters and doctoral degrees. Approximately one third of the over 12 million workers employed in some capacity in the US health care system are degree graduates from an allied health program. Data from the AMA indicates that in 2004-05 in Arizona there were 2,099 students enrolled in 65 programs at varying levels, mostly at the associate degree level, with 1,335 graduates. On a per capita basis, Arizona has far fewer allied health students enrolled than most other states.

The Arizona Department of Economic Security, Research Administration, makes workforce projections based on state data and data coordinated with the US Bureau of Labor Statistics. According to this organization,
Arizona appears to be in short supply for many of the health professions. Their projection for workforce need in a number of the allied health fields is larger than that for nursing or pharmacy.

As is widely known, Arizona is experiencing rapid population growth. According to the US Bureau of Census, between 2000 and 2004, Arizona ranked second among all states in the rate of population growth (12.2 per 1000 net domestic migration) and the actual number of people moving to the state (66,344 annually). With such rapid growth, having an adequate supply of health professionals is essential to the health of Arizona residents as well as to the general economic development of the state. The only way to increase the number of health professionals to keep pace with population growth is to produce them from educational programs within the state or import them from outside of the state. The latter option is increasingly difficult since other states are also experiencing shortages. Like with most occupations, graduates of health profession programs tend to remain in the state where they were educated. The availability of educational programs in the allied health professions in Arizona is severely lacking.

Programs in biomedical science, as opposed to overall animal and plant biology, are becoming increasingly popular as undergraduate majors. Such programs serve a very useful purpose in the current context for satisfying prerequisite coursework and preparing students for professional and graduate study in a number of health professions, such as medicine, dentistry, pharmacy, physical therapy, genetic counseling, occupational therapy and optometry. This program is recommended for the first phase of our development of new degree programs in the health related fields. This program is expected to have a large demand in Arizona and will serve as a launching point for preparation of an enhanced state workforce in the area of health professions.

3. Beginning with the first year in which degrees will be awarded, what is the anticipated number of degrees that will be awarded each year for the first five years? (Please utilize the following tabular format).

<table>
<thead>
<tr>
<th>PROJECTED DEGREES AWARDED ANNUALLY</th>
</tr>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>No. Degrees</td>
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<tr>
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</table>
IV. APPROPRIATENESS FOR THE UNIVERSITY -- Explain how the proposed program is consistent with the University mission and strategic direction statements of the university is the most appropriate location within the Arizona

This program is an ideal match with the NAU mission of providing outstanding undergraduate residential education. This program will offer a uniquely positive experience for undergraduates interested in biomedical science. NAU is the perfect choice for such a program because of our primary commitment to a premier undergraduate experience, our deep involvement with individualized mentoring of undergraduate students, and our strong existing programs and curriculum that can support this new degree program. NAU already has an active cadaver laboratory facility, which we are able to use for this program, and other facilities, such as ENGGEN multi-user molecular facility, the Department of Biological Sciences Imaging and Histology laboratory facility, our departmental advisement center, and other student-focused support facilities will all contribute to the success of this program. NAU has expressed a strong commitment to allied health program expansion, and this program will be an important step in this direction.

V. EXISTING PROGRAMS AT OTHER CAMPUSES

A. EXISTING PROGRAMS IN ARIZONA

This program is a non-duplicative, unique program within the State of Arizona.

1. Arizona University System -- List all programs with the same CIP code definition at the same academic level (Bachelor's, Master's, Doctoral) currently offered in the Arizona University System. (Please utilize the following tabular format).

2. Other Institutions -- List all programs at the same academic level currently offered by private institutions in the state of Arizona, and indicate whether the institution and the program are accredited. (A list of institutions will be provided by Board staff. Please utilize the following tabular format and contact Board staff for assistance, if needed).

<table>
<thead>
<tr>
<th>Program</th>
<th>Private Institution</th>
<th>NCA Accreditation? (Y or N)</th>
<th>Program Accreditation? (Y or N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
3. Programs Offered in Other WICHE States -- Identify WICHE institutions that currently offer this program. If appropriate, briefly describe the program(s). (Please utilize the following tabular format).

<table>
<thead>
<tr>
<th>Program</th>
<th>WICHE Institution &amp; Location</th>
<th>NAC Accreditation? (Y or N)</th>
<th>Program Accreditation? (Y or N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td></td>
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<tr>
<td>2</td>
<td></td>
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</tr>
</tbody>
</table>

VI. EXPECTED FACULTY AND RESOURCE REQUIREMENTS

A. FACULTY

Each of the following faculty will be involved in instruction of courses included in the program and will potentially mentor students in research experiences:

Alison Adams, Associate Professor, PhD; Gery Allan, Assistant Professor and ENGGEN Director, PhD; Syl Allred, Principal Instructor, PhD; Richard Coast, Professor, PhD; Cheryl Dyer, Research Professor, PhD; Pauline Entin, Associate Professor, PhD; Alice Gibb, Associate Professor, PhD; Pat Hannon, Associate Professor, PhD; Steve Hempleman, Professor, PhD; Paul Keim, Regents’ Professor, PhD; Jeff Leid, Associate Professor, PhD; Stan Lindstedt, Regents’ Professor, PhD; Loretta Mayer, Assistant Research Professor, PhD; Fernando Monroy, Associate Professor, PhD; Kiisa Nishikawa, Regents’ Professor, PhD; Lon Owen, Professor, PhD; Dave Pierotti, Associate Professor, PhD; Rich Posner, Professor, PhD; Catherine Propper, Professor, PhD; Egbert Schwartz, Assistant Professor, PhD; Stephen Shuster, Professor, PhD; Catherine Ueckert, Associate Professor, PhD; Karen VanWinkle-Swift, Regents’ Professor, PhD; Steve Warburton, Associate Professor, PhD; Maribeth Watwood, Professor and Chair, PhD.

1. Additional Faculty -- Describe the additional faculty needed during the next three years for the initiation of the program and list the anticipated schedule for addition of these faculty.

We will need an additional tenure track faculty member with expertise in human genomics in order to offer coursework in this area and to provide program leadership. We are currently searching for this person; salary, ERE and startup funds are included in our approved budget.
We will also need a non-tenure track lecturer to coordinate and teach the laboratory course in human anatomy. This person will have primary responsibility for curatorial aspects of the cadaver laboratory and for working with students in the laboratory course. This person will work closely with faculty from the College of Health and Human Services, and we are already working with them to insure that our activities mesh seamlessly with theirs in the cadaver facility. We are currently searching for this person; salary and ERE are included in our approved budget.

2. **Current FTE Student and Faculty** -- Give the present numbers of FTE students and FTE faculty in the department or unit in which the program will be offered.

   Current student FTE in the Department of Biological Sciences = 916
   Current faculty FTE in the Department of Biological Sciences = 37

3. **Projected FTE Students and Faculty** -- Give the proposed numbers of FTE students and FTE faculty for the next three years in the department or unit in which the program will be offered.

   Estimated student FTEs in the Department of Biological Sciences:
   FY09: 976, FY10: 1056, FY11: 1136
   Estimated faculty FTEs in the Department of Biological Sciences:
   FY09: 39, FY10: 39, FY11: 39

**B. LIBRARY**

1. **Current Relevant Holdings**

   The NAU Cline library supports a variety of hard copy and electronic collections, search engines and databases relevant to this program. ScienceDirect, SciSearch, Academic Search Premier, Health Source and Medline are all valuable resources that will support student's academic needs as well as associated research projects. Combined with a vigorous interlibrary loan program, these resources will go far in supporting the biomedical science program, but a few critical needs remain, especially with respect to access to electronic databases.

2. **Additional Acquisitions Needed** -- Describe additional library acquisitions needed during the next three years for the successful initiation of the program.

   Northern Arizona University Cline library supports a variety of hard copy and electronic collections, search engines and databases relevant to this program. ScienceDirect, SciSearch, Academic Search Premier, Health
Source and Medline are all valuable resources that will support student’s academic needs as well as associated research projects. Combined with a vigorous interlibrary loan program, these resources will go far in supporting the biomedical science program, but a few critical needs remain, especially with respect to access to electronic databases.

The JSTOR database is a pivotal scientific collection that is pivotal to students and faculty working in the biological sciences. Acquisition of this resource base has been approved by the NAU administration in order to support expansion of allied health programs, including the biomedical science degree program. This will be an important addition to the library resources, and it should be online in spring 2008. Additional acquisitions that will be important to support the program will include electronic versions of Nature and Science as well as the Web-of-science database.

C. PHYSICAL FACILITIES AND EQUIPMENT

This program will make use of the existing cadaver laboratory facility in the NAU College of Health and Human Services. We have worked with faculty in that college to insure that we can have adequate space to offer our cadaver-based human anatomy course. Included in our approved budget from a permanent state allocation is funding for additional cadavers and supporting equipment/supplies for this laboratory course.

Adequate classroom facilities exist within the College of Engineering and Natural Sciences, and we have funds budgeted to upgrade these rooms with respect to audio visual equipment, furnishings, etc.

The new Laboratory Science building on north campus houses our microbiology and immunobiology teaching laboratories, which these students will make use of. There are also faculty research laboratories in that facility where it is anticipated that many of these students will participate in supervised research projects. This state-of-the-art facility has an automated HVAC system to insure appropriate air flow throughout the building, and the design facilitates casual, small group discussions and scientific collaborations.

The ENNGEN facility, a multi-user facility that supports molecular and genomic analysis, is housed in the Laboratory Science building. This facility boasts state-of-the-art instrumentation, including DNA sequencers, thermal cyclers, electrophoretic equipment, imaging equipment, and all of the supporting instrumentation necessary for molecular work. We have funding budgeted for equipment upgrades and additional instrumentation in order to accommodate the needs of additional students and faculty associated with this new program.
There are plentiful computer resources available within the department and the college to support students and faculty associated with the program. In addition, funding is included in the budget to provide additional resources if necessary.

1. Additional Facilities Required or Anticipated -- Describe physical facilities and equipment that will be required or are anticipated during the next three years for the proposed program.

As mentioned above, we have funding for facilities enhancements, on-going operations, and upgrades to insure that programmatic needs are met and that our physical facilities are sufficient to provide students with a premier undergraduate educational experience.

D. OTHER SUPPORT

1. Other Support Now Available -- List support staff, university and non-university assistance.

We have a strong office and support staff in the Department of Biological Sciences; these professionals will be available to support the new program. Additional operations have also been included in the approved program budget. Specifically, we have a departmental business manager, who will handle our accounting needs, an office manager, who assists with various programmatic needs, a full time academic advisor, who will play a lead role in the advisement of biomedical science students, and two laboratory managers, who organize and supervise all aspects of laboratory instruction.

2. Other Support Needed, Next Three Years -- List additional staff needed and other assistance needed for the next three years.

We have salary and ERE included in the approved budget, beginning in FY10, for an additional staff person. It is likely that this person will be needed to assist with laboratory management for our introductory laboratories, the cadaver laboratory, or the ENNGEN operations. After the first year of the program, we will be better able to assess and prioritize programmatic needs and decide where to allocate those dollars.

VII. FINANCING

A. SUPPORTING FUNDS FROM OUTSIDE SOURCES -- List.
This program is being supported by newly approved state budget allocations.
B. NEW ACADEMIC DEGREE PROGRAM BUDGET PROJECTIONS FORM –

The budget form is included as a separate attachment.

VIII. OTHER RELEVANT INFORMATION --Explain.

ADDITIONAL INSTRUCTION FOR HOW TO FORMAT THE REPORT

- In order to ensure consistency, headings and bolding should follow the format of this guideline. Leave a one-inch margin at the top so that the Board office can paginate all documents.

***For the New Academic Program Budget Projections Worksheet, please see: http://www.azregents.edu/7_for_faculty/forms/Item-07-May07-Update-Budget-Form.xls and choose Implementation Authorization Excel Worksheet ***
The Liberal Studies committee met on Friday, December 7 and recommended approval of the following courses:

WLLC 141 (CU)  
REL 365 (AHI)  
BIO 482C (capstone)  
GLG 202 (Science)

The LSC recommends approval for these courses to be offered at the time specified in their UCC new course forms.

Ron Cut
1-15-08
for UCC