# OLD BUSINESS

## I. MINUTES OF THE January 16, 2007 MEETING

# NEW BUSINESS

## I. CONSENT ITEMS

### A. CONSORTIUM OF PROFESSIONAL SCHOOLS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 471</td>
<td>Health Issues of the Southwest</td>
<td>Course Change</td>
<td>description</td>
</tr>
<tr>
<td>NUR 190</td>
<td>Transition Into Nursing</td>
<td>Course Change</td>
<td>number, requisites</td>
</tr>
<tr>
<td>NUR 195</td>
<td>Pharmacology</td>
<td>Course Change</td>
<td>number, requisites</td>
</tr>
<tr>
<td>NUR 208</td>
<td>Health-Illness Transitions in Chronic Illness</td>
<td>Course Change</td>
<td>requisite</td>
</tr>
<tr>
<td>NUR 211</td>
<td>Developmental and Health-Illness Transitions of Child-Bearing and Child-Rearing Families</td>
<td>Course Change</td>
<td>units, requisites</td>
</tr>
<tr>
<td>NUR 212</td>
<td>Transition: Acute Health-Illness</td>
<td>Course Change</td>
<td>requisites</td>
</tr>
<tr>
<td>NUR 302</td>
<td>Baccalaureate Nursing Transitions</td>
<td>Course Change</td>
<td>units</td>
</tr>
<tr>
<td>NUR 307</td>
<td>Nursing Assessment</td>
<td>Course Change</td>
<td>units, title</td>
</tr>
<tr>
<td>NUR 320</td>
<td>Death and Dying</td>
<td>Course Change</td>
<td>units, title, description</td>
</tr>
<tr>
<td>NUR 350</td>
<td>Family Nursing</td>
<td>Course Change</td>
<td>units, title, descrip, requisite</td>
</tr>
<tr>
<td>NUR 390</td>
<td>Nursing Research</td>
<td>Course Change</td>
<td>title, descrip, requisites</td>
</tr>
<tr>
<td>NUR 427</td>
<td>Public Health Nursing</td>
<td>Course Change</td>
<td>requisites</td>
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</table>

### B. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 391</td>
<td>Special Topics in Ethnic Studies</td>
<td>Course Change</td>
<td>description, repeat rules</td>
</tr>
<tr>
<td>ES 391H</td>
<td>Special Topics in Ethnic Studies – Honors</td>
<td>Course Change</td>
<td>description, repeat rules</td>
</tr>
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### C. COLLEGE OF ENGINEERING AND NATURAL SCIENCES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Action</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>BIO 345</td>
<td>Plant Propagation</td>
<td>Course Change</td>
<td>title, descrip, component, requisite</td>
</tr>
<tr>
<td>BIO 284</td>
<td>Botany</td>
<td>Course Change</td>
<td>units, descrip, component</td>
</tr>
<tr>
<td>BIO 284H</td>
<td>Botany – Honors</td>
<td>Course Change</td>
<td>units, descrip, component</td>
</tr>
<tr>
<td>EXS 490</td>
<td>Musculoskeletal Exercise Testing and Prescription</td>
<td></td>
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</tr>
<tr>
<td>CENE 150</td>
<td>Intro to Environmental Engineering</td>
<td>Course Change</td>
<td>descrip, requisites</td>
</tr>
<tr>
<td>CENE 450</td>
<td>Geotechnical Evaluation and Design</td>
<td>Course Change</td>
<td>title, descrip, component</td>
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<tr>
<td>ENV 110</td>
<td>Earth’s Dynamic Atmospheric Environment</td>
<td>Course Change</td>
<td>title</td>
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<tr>
<td>ENV 120</td>
<td>Perspectives in Environmental Science</td>
<td>Course Deletion</td>
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<tr>
<td>ENV 230</td>
<td>Foundations of Environmental Science: Humans and the Environment</td>
<td>Course Change</td>
<td>requisites</td>
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<tr>
<td>ENV 285</td>
<td>Intermediate Environmental Lab</td>
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### II. ACTION ITEMS

#### A. COLLEGE OF EDUCATION

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ETC 320</td>
<td>Intro to Education Technologies</td>
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<tr>
<td>ETC 450</td>
<td>Integration of Technology in Education</td>
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<tr>
<td>3. Teacher Education Admissions</td>
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<td>Plan Change</td>
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#### B. CONSORTIUM OF PROFESSIONAL SCHOOLS

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NUR 113</td>
<td>Current Issues for Health professions</td>
<td>New Course</td>
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<tr>
<td>NUR 214</td>
<td>Introduction to Health Assessment</td>
<td>New Course</td>
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<td>NUR 304</td>
<td>Baccalaureate Nursing Role Development</td>
<td>New Course</td>
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<tr>
<td>NUR 321</td>
<td>Gerontology</td>
<td>New Course</td>
</tr>
<tr>
<td>NUR 324</td>
<td>Nursing Informatics</td>
<td>New Course</td>
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<td>NUR 325</td>
<td>Genomics in Contemporary Nursing and Health Care</td>
<td>New Course</td>
</tr>
<tr>
<td>NUR 329</td>
<td>Introduction to U.S. Health Policy</td>
<td>New Course</td>
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<tr>
<td>NUR 426</td>
<td>Psychiatric/Mental Health Nursing</td>
<td>Course Change</td>
</tr>
<tr>
<td>NUR 450C</td>
<td>Advanced Applied Nursing</td>
<td>Course Change</td>
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<tr>
<td>NUR 451</td>
<td>Preceptorship</td>
<td>New Course</td>
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<tr>
<td>B.S. Nursing</td>
<td>accelerated option (extended major)</td>
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<tr>
<td>B.S. Nursing (extended major)</td>
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<td>Plan Change</td>
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<tr>
<td>B.S.N. – Option for Registered Nurses (extended major)</td>
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<td>Plan Change</td>
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### C. COLLEGE OF ENGINEERING AND NATURAL SCIENCES

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIO 441</td>
<td>Conservation Biology</td>
<td>New Course, cross list</td>
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<tr>
<td>ENV 440</td>
<td>Conservation Biology</td>
<td>Course Change - cross listing, requisites</td>
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<tr>
<td>BIO 441L</td>
<td>Conservation Biology Lab</td>
<td>New Course, cross list</td>
</tr>
<tr>
<td>ENV 440L</td>
<td>Conservation Biology Lab</td>
<td>Course Change - description</td>
</tr>
<tr>
<td>BIO 301</td>
<td>Science, Religion, and Reality</td>
<td>New Course</td>
</tr>
<tr>
<td>BIO 302</td>
<td>Relevance of Science</td>
<td>New Course</td>
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<tr>
<td>Minor in Biology, Secondary Education</td>
<td>Plan Change</td>
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<tr>
<td>EXS 460</td>
<td>Cardiopulmonary Exercise Testing and Prescription</td>
<td>Course Change - title, requisites</td>
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<tr>
<td>B.S. in Exercise Science</td>
<td>Plan Change</td>
<td></td>
</tr>
<tr>
<td>CENS 396</td>
<td>International Engineering and Science Experience</td>
<td>New Course</td>
</tr>
<tr>
<td>ENV 326</td>
<td>Ecology</td>
<td>New Course, cross list BIO 326</td>
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<tr>
<td>ENV 326L</td>
<td>Environmental Ecology Lab</td>
<td>New Course</td>
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<tr>
<td>BIO 326</td>
<td>Ecology</td>
<td>Course Change - cross list ENV 326, description</td>
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<tr>
<td>ENV 330</td>
<td>Environmental Ecology: Synthesis and Applications</td>
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<td>ENV 375</td>
<td>Environmental Sciences of the San Juan River Basin</td>
<td>New Course</td>
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<tr>
<td>ENV 409</td>
<td>Soil and Groundwater Bioremediation</td>
<td>New Course, cross list BIO 409</td>
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<td>17. BIO 409 – Soil and Groundwater Bioremediation</td>
<td>Course Change- cross list ENV 409, descrip</td>
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<tr>
<td>18. B.S. Environmental Sciences</td>
<td>Plan Change</td>
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<tr>
<td>19. Physics and Mathematics (Merged Major)</td>
<td>Plan Change</td>
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</tr>
<tr>
<td>20. BS Ed Physics: Secondary Education (extended major)</td>
<td>Plan Change</td>
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</tr>
<tr>
<td>23. International Engineering and Natural Science Certificate</td>
<td>New Certificate</td>
<td></td>
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</tbody>
</table>

**D. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES**

| 1. POS 456 – Topics in Global Environmental Politics | New Course |
| 2. ES 100 – Introduction to Ethnic Studies | New Course |
| 3. Minor in Ethnic Studies | Plan Change |
| 4. B.A. Liberal Studies: Ethnic Studies (Extended Major) | Plan Change |
| 5. PAS 330 – Adjudication Administration and Management | New Course |
| 6. PAS 356 – Applied Program Planning and Evaluation | New Course |
| 7. PAS 360 – Police and Community | New Course |
| 8. PAS 415 – Conflict Resolution and Mediation in the Public Sector | New Course |
| 9. PAS 450 – Leadership Concepts, Skills, and Models in the Public Sector | New Course |
| 10. Bachelor of Applied Science | Plan Change |
| 11. B.A.S. Public Agency Service | Plan Change, Subplan Change |
| 12. Bachelor of Interdisciplinary Studies | Plan Change |
| 13. Bachelor of Interdisciplinary Studies, Emphasis in Administration of Justice | Plan Change, Subplan Change |
| 14. Bachelor of Interdisciplinary Studies, Emphasis in Public Agency Service | Plan Change, Subplan Change |
| 15. Bachelor of Interdisciplinary Studies, Emphasis in Fire Science | New Plan |

**E. Diversity**

ES 100 – US Ethnic, Summer 07

**III. DISCUSSION**

**A. Curriculum Review of University Course Lines**
OLD BUSINESS

NEW BUSINESS
I. CONSENT ITEMS

A. CONSORTIUM OF PROFESSIONAL SCHOOLS – items 2, 4, 5, 6, 7, 9, 10, and 11 were moved to the Action agenda. Remaining items approved as presented.

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1. HS 471 – Health Issues of the Southwest</td>
<td>Course Change – description</td>
<td></td>
</tr>
<tr>
<td>2. NUR 190 – Transition Into Nursing</td>
<td>Course Change – number, requisites</td>
<td></td>
</tr>
<tr>
<td>3. NUR 195 – Pharmacology</td>
<td>Course Change – number, requisites</td>
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</tr>
<tr>
<td>4. NUR 208 – Health-Illness Transitions in Chronic Illness</td>
<td>Course Change – requisite</td>
<td></td>
</tr>
<tr>
<td>5. NUR 211 – Developmental and Health-Illness Transitions of Child-Bearing and Child-Rearing Families</td>
<td>Course Change – units, requisites</td>
<td></td>
</tr>
<tr>
<td>6. NUR 212 – Transition: Acute Health-Illness</td>
<td>Course Change – requisites</td>
<td></td>
</tr>
<tr>
<td>7. NUR 302 – Baccalaureate Nursing Transitions</td>
<td>Course Change – units</td>
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<td>8. NUR 307 – Nursing Assessment</td>
<td>Course Change – units, title</td>
<td></td>
</tr>
<tr>
<td>9. NUR 320 – Death and Dying</td>
<td>Course Change – units, title, description</td>
<td></td>
</tr>
<tr>
<td>10. NUR 350 – Family Nursing</td>
<td>Course Change – units, title, descrip, requisite</td>
<td></td>
</tr>
<tr>
<td>11. NUR 390 – Nursing Research</td>
<td>Course Change – title, descrip, requisites</td>
<td></td>
</tr>
<tr>
<td>12. NUR 427 – Public Health Nursing</td>
<td>Course Change – requisites</td>
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</table>

B. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES – both items moved to the Action agenda.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. ES 391 – Special Topics in Ethnic Studies</td>
<td>Course Change – description, repeat rules</td>
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<tr>
<td>2. ES 391H – Special Topics in Ethnic Studies Honors</td>
<td>Course Change – description, repeat rules</td>
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C. COLLEGE OF ENGINEERING AND NATURAL SCIENCES – items 1, 2 and 3 moved to the Action agenda.

Remaining items approved as presented.

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. BIO 345 – Plant Propagation</td>
<td>Course Change – title, descrip, component, requisite</td>
<td></td>
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<tr>
<td>2. BIO 284 – Botany</td>
<td>Course Change – units, descrip, component</td>
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<tr>
<td>3. BIO 284H – Botany – Honors</td>
<td>Course Change – units, descrip, component</td>
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<tr>
<td>4. EXS 490 – Musculoskeletal Exercise Testing and Prescription</td>
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<tr>
<td>5. CENE 150 – Intro to Environmental Engineering</td>
<td>Course Change – descrip, requisites</td>
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<td>6. CENE 450 – Geotechnical Evaluation and Design</td>
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<td>7. ENV 110 – Earth’s Dynamic Atmospheric Environment</td>
<td>Course Change – title</td>
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<td>8. ENV 120 – Perspectives in Environmental Science</td>
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<tr>
<td>10. ENV 285 – Intermediate Environmental Lab</td>
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</table>
II. ACTION ITEMS

A. COLLEGE OF EDUCATION – all items approved as presented.
1. ETC 320 – Intro to Education Technologies New Course
2. ETC 450 – Integration of Technology in Education New Course
3. Teacher Education Admissions Plan Change

B. CONSORTIUM OF PROFESSIONAL SCHOOLS – item 1 approved with change to P/F grading option. Remaining items approved as presented. All items approved for Fall 2007.
1. NUR 113 – Current Issues for Health Professions New Course
2. NUR 190 – Transition Into Nursing Course Change - number, requisites
3. NUR 208 – Health-Illness Transitions in Chronic Illness Course Change – requisite
4. NUR 211 – Developmental and Health-Illness Transitions of Child-Bearing and Child-Rearing Families Course Change- units, requisites
5. NUR 212 – Transition: Acute Health-Illness Course Change – requisites
6. NUR 214 – Introduction to Health Assessment New Course
7. NUR 302 – Baccalaureate Nursing Transitions Course Change – units
8. NUR 304 – Baccalaureate Nursing Role Development New Course
9. NUR 320 – Death and Dying Course Change- units, title, description
10. NUR 321 – Gerontology New Course
11. NUR 324 – Nursing Informatics New Course
12. NUR 325 – Genomics in Contemporary Nursing and Health Care New Course
13. NUR 329 – Introduction to U.S. Health Policy New Course
14. NUR 350 – Family Nursing Course Change – units, title, descrip, requisite
15. NUR 390 – Nursing Research Course Change – title, descrip, requisites
16. NUR 426 – Psychiatric/Mental Health Nursing Course Change – number, requisites
17. NUR 450C – Advanced Applied Nursing Course Change – units, title, description, component, requisite
18. NUR 451 – Preceptorship New Course
19. B.S. Nursing – accelerated option (extended major) Plan Change
20. B.S. Nursing (extended major) Plan Change
21. B.S.N. – Option for Registered Nurses (extended major) Plan Change

C. COLLEGE OF ENGINEERING AND NATURAL SCIENCES – All items were approved with the following: items 1 and 2, FOR 311 in prerequisite change to 313; item 7 change to one option; item 10 change to #14; items 11 and 13 changes to the prerequisites.
1. BIO 441 – Conservation Biology New Course, cross list
2. ENV 440 – Conservation Biology Course Change – cross listing, requisites
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<tr>
<td>3.</td>
<td>BIO 441L – Conservation Biology Lab</td>
<td>New Course, cross list</td>
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<td>4.</td>
<td>ENV 440L – Conservation Biology Lab</td>
<td>Course Change – description</td>
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<td>5.</td>
<td>BIO 301 – Science, Religion, and Reality</td>
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<td>7.</td>
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<td>8.</td>
<td>EXS 460 – Cardiopulmonary Exercise Testing and Prescription</td>
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<td>B.S. in Exercise Science</td>
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<td>10.</td>
<td>CENS 396 – International Engineering and Science Experience</td>
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<td>11.</td>
<td>ENV 326 – Ecology</td>
<td>New Course, cross list BIO 326</td>
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<td>12.</td>
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<td>BIO 326 – Ecology</td>
<td>Course Change – cross list ENV 326, descrip</td>
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<td>15.</td>
<td>ENV 375 – Environmental Sciences of the San Juan River Basin</td>
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<td>16.</td>
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<td>New Course, cross list BIO 409</td>
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**D. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES** – item 1 approved w/changes made to the form #14. Items 7, 9, 13, and 15 pulled by department. All other items approved as presented.

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<th>Course Code</th>
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<tbody>
<tr>
<td>1.</td>
<td>POS 456 – Topics in Global Environmental Politics</td>
<td>New Course</td>
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<td>2.</td>
<td>ES 100 – Introduction to Ethnic Studies</td>
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<tr>
<td>3.</td>
<td>ES 391 – Special Topics in Ethnic Studies</td>
<td>Course Change – description, repeat rules</td>
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<td>4.</td>
<td>ES 391H – Special Topics in Ethnic Studies – Honors</td>
<td>Course Change – description, repeat rules</td>
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<td>5.</td>
<td>Minor in Ethnic Studies</td>
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<td>6.</td>
<td>B.A. Liberal Studies: Ethnic Studies (Extended Major)</td>
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<td>7.</td>
<td>PAS 330 – Adjudication Administration and Management</td>
<td>New Course</td>
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<td>PAS 356 – Applied Program Planning and Evaluation</td>
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<td>PAS 360 – Police and Community</td>
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<td>B.A.S. Public Agency Service</td>
<td>Plan Change, Subplan Change</td>
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<td>15. Bachelor of Interdisciplinary Studies, Emphasis in Administration of Justice</td>
<td>Plan Change, Subplan Change</td>
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<td>16. Bachelor of Interdisciplinary Studies, Emphasis in Public Agency Service</td>
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<tr>
<td>17. Bachelor of Interdisciplinary Studies, Emphasis in Fire Science</td>
<td>New Plan</td>
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E. Diversity – approved as presented.  

ES 100 – US Ethnic, Summer 07

III. DISCUSSION

A. Curriculum Review of University Course Lines
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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


3. College Consortium of Professional Schools

4. Academic Unit Health Sciences

5. Current course subject/catalog number HS 471

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

   HS 471 HEALTH ISSUES OF THE SOUTHWEST (3)

   Provides an overview of health care issues in the southwestern United States, with a particular focus on primary care and public health services to vulnerable populations. Letter grade only. Prerequisite: (HP 200 or HS 200 with grade greater than or equal to B) or (HP 300 or HS 300 with grade greater than or equal to C)

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

   If yes, list course

   Will this continue? __________________________

8. Is course an elective? □ or required for an academic plan/subplan? □

   If required, for what academic plan/subplan? __________________________

   If required, also submit Proposal for New Plan or Plan Change.

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

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

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

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

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

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

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

    If revised, how should it be revised?

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)

  __________________________

  Proposed short course title
  (max 30 characters including spaces)

  __________________________

h. Proposed catalog course description (max. 30 words, excluding requisites)
   HS 471 HEALTH ISSUES OF THE SOUTHWEST (3)
   Provides an overview of health care issues in the southwestern United States, with a particular focus on primary care and public health services to American Indian and Hispanic/Latino populations. Letter grade only. Prerequisite: (HP 200 or HS 200 with grade greater than or equal to B) or (HP 300 or HS 300 with grade greater than or equal to C)

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)

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

Course was previously submitted for U.S. ethnic diversity consideration. Although the current course content focuses on American Indian and Hispanic/Latino populations in the Southwest, the course catalog description refers to them as "vulnerable" populations, rather than being more specific. The Diversity Committee recommended a change in course catalog description to more clearly articulate the focus on American Indian and Hispanic/Latino populations. Departmental and college curriculum committees concur and request the change in catalog wording.

13. Approvals

[Signatures and dates]

[For Committee use only]

[Signature and date]

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

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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


3. College Consortium of Prof Schools

4. Academic Unit School of Nursing

5. Current course subject/catalog number NUR 195

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

NUR 195 PHARMACOLOGY (3)
Introduces classifications, actions, and uses of pharmacotherapeutic agents. Includes administration skills, safety, and legal considerations. Emphasizes patient and nursing implications. Prerequisite: (CHM 130 and CHM 151L) or BIO 201 or (BIO 181 or BIO 181H) and (MAT 110 or MAT 114 or Math Placement 46 or Math Placement 55 or Math Placement 60) and NUR 190 with a grades greater than or equal to C and Corequisite: NUR 208

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

8. Is course an elective? □ or required for an academic plan/subplan? X
   If required, for what academic plan/subplan? BSN, BSN accelerated option
   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 XX
   If yes, explain in the justification and provide supporting documentation from the affected departments.

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

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

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

If revised, how should it be revised? Add NUR 215 to the CEG that have NUR 195. Do not remove NUR 195 at this time.

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

11. a. Proposed course subject/catalog number  **NUR 215**  
   b. Proposed units  
   c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved?  Yes ☐  No ☐
      If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.  
   d. Proposed to co-convene with  
      Date approved by UGC  
      **(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)**  
   e. Proposed to cross-list with  
      **(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)**  
   f. Proposed long course title  
      (max 100 characters including spaces)  
   g. Proposed short course title  
      (max 30 characters including spaces)  
   h. Proposed catalog course description (max. 30 words, excluding requisites)  
   i. Proposed grading option:  Letter grade ☐  Pass/Fail ☐  or Both ☐
      **(If both, the course may only be offered one way for each respective section.)**  
   j. May course be repeated for additional units?  yes ☐  no ☐
   j.1. If yes, maximum units allowed?  
   j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  yes ☐  no ☐  
   k. Please check ONE of the following that most appropriately describes the proposed course change(s):
      Lecture w/0 unit embedded lab ☐  Lecture only ☐  Lab only ☐  Clinical ☐  Research ☐
      Seminar ☐  Field Studies ☐  Independent Study ☐  Activity ☐  Supervision ☐  
   l. Proposed prerequisites (must be completed before)  
      **Admission to Nursing Program**  
   m. Proposed corequisites (must be completed with)  
   n. If course has no requisites, will all sections of the course require:  **(If course has pre or co requisite, skip to question 12)**
      Instructor consent ☐  Department consent ☐  No consent ☐
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

Change from 100 level course to 200 level course consistent placement in pre-license programs of study. Course name, description, content remain unchanged as entry level course for pre-license BSN program options. This course was previously offered as NUR 206 prior to curricular revisions in later 1990's and Healing Community combined nursing curricula.

13. Approvals

[Signatures and dates]

[Signatures and dates]

[For Committee use only]

[Signature and date]

For University Curriculum Committee

Action taken: √ approved as submitted  ______________ approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
PROPOSAL FOR COURSE CHANGE

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


3. College Consortium of Professional Schools
4. Academic Unit School of Nursing

5. Current course subject/catalog number NUR 307

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

NUR 307 NURSING ASSESSMENT (2-3)

Clinical lab course provides cognitive and psychomotor skills in health history, assessments, and physical exams across the life span. Prerequisite: NUR 195 and NUR 208 with grades greater than or equal to C and Corequisite: NUR 211

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? BS Nursing: Option for Registered Nurses
   If required, also submit Proposal for New Plan or Plan Change.

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

10. Does this change affect community college articulation? yes ☐ no ☐
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.
    Is the course a Common Course as defined by your Articulation Task Force? yes ☐ no ☐
    If yes, has the change been approved by the Articulation Task Force? yes ☐ No ☐

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

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

11. a. Proposed course subject/catalog number
b. Proposed units 2

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
   Health Assessment for Registered Nurses
   (max 100 characters including spaces)

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

h. Proposed catalog course description (max. 30 words, excluding requisites)
   Extends knowledge base and psychomotor skills in health history, assessments, and physical exams across the life span.

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/o 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. This is our current health assessment course that in the future will be taught only to registered nurse students. Along with new course NUR 214, the School of Nursing seeks to clearly differentiate levels of health assessment courses offered for registered nurse students from introductory course for beginning pre-license BSN students.

13. Approvals

[Signatures and dates]

For Committee use only

[Signature and date]

For University Curriculum Committee

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

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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


3. College Consortium of Prof Schools 4. Academic Unit School of Nursing

5. Current course subject/catalog number NUR 427

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
   NUR 427 PUBLIC HEALTH NURSING (5)
   Provides a foundation for developing and implementing public health promotion and disease prevention strategies for populations and communities within the context of a global society. Must be taken concurrently with NUR 450C. Prerequisite: (NUR 350 and NUR 426) or International Student Group

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

8. Is course an elective? ☐ or required for an academic plan/subplan? XXX
    If required, for what academic plan/subplan? All B.S.N. options
    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 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 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)

   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) NUR 350, or International Student Group

   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.

Revised pre-requisite reflects course sequencing changes in all B.S.N. options

13. Approvals

[Signatures and dates]

For Committee use only

[Signature and date]

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

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE DELETION


2. College Engineering and Natural Sciences

3. Academic Unit Biological Sciences

4. Current course subject and catalog number EXS 490

5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.)
MUSCULOSKELETAL EXERCISE TESTING AND PRESCRIPTION Muscle and skeletal physiology, exercise testing, and prescription; emphasizing musculoskeletal adaptations to exercise training, drugs, and disease. Prerequisite: (EXS 334 and EXS 336 and (NTS 256 or NTS 256H)) or International Student Group (3)

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

7. Is course currently cross-listed or co-convened? yes ☐ no X
   If yes, list course

8. Is course an elective? ☐ or required for an academic plan/subplan? X
   If required, for what academic plan/subplan? BS in Exercise Science

   If required, also submit Proposal for 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 X
    If yes, has the change been approved by the Articulation Task Force? yes ☐ no ☐

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

Revised 8/06
11. Justification for course deletion.

This course is being combined with EXS 460, Cardiopulmonary Exercise Testing and Prescription, to more closely follow guidelines by the American College of Sports Medicine for certification. This will also bring the Exercise Science major closer to the university’s 120 hour credit for graduation.

12. Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marilyn Watwood</td>
<td>11/27/06</td>
</tr>
<tr>
<td>Department Chair/Unit Head (if appropriate)</td>
<td>12/5/06</td>
</tr>
<tr>
<td>Chair of college curriculum committee</td>
<td>12/5/06</td>
</tr>
<tr>
<td>Dean of college</td>
<td>22 Dec 06</td>
</tr>
</tbody>
</table>

For Committee use only

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ron Boll</td>
<td>1/31/07</td>
</tr>
</tbody>
</table>

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 college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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


3. College CENS 4. Academic Unit CENE

5. Current course subject/catalog number CENE 150

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

INTRODUCTION TO ENVIRONMENTAL ENGINEERING (3)

Scientific and technical introduction to contemporary environmental and ecological issues. Pollution prevention, common contaminants, measurements, sources, and regulatory policies. Prerequisite or Corequisite: (CHM 130 or CHM 151) and MAT 108 or higher with a grade greater than or equal to C or Math Placement 43 or higher

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? Civil Engr., Environmental Engr.
   If required, also submit Proposal for New Plan or Plan Change.

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

10. Does this change affect community college articulation? yes ☐ no ☑
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.
    Is the course a Common Course as defined by your Articulation Task Force? yes ☐ no ☑
    If yes, has the change been approved by the Articulation Task Force? yes ☐ no ☑
    If this course has been listed in the Course Equivalency Guide, should that listing be left as is, ☑ or be revised? ☐
    If revised, how should it be revised?
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

As part of our preparation for an upcoming accreditation visit, we have reviewed all of our course descriptions. Course content has been modified gradually to reflect current practice in engineering. The proposed changes reflect the current content of the course.

Content has also changed to reflect addition of CENE 150L, a separate laboratory section of this course to be required for Environmental Engineering students only. Plan change documents have already been submitted.

Corequisite of chemistry added to improve student accessibility to the course. Instructors determined that necessary chemistry content of CENE 150 occurs late enough in course that chemistry requisites can be corequisite.

Prerequisites not changed, but repeated in Line 11-1 to clarify that prerequisites have not been dropped.

13. Approvals

\[Signature\] 11/15/06

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: \[Signature\] approved as submitted \[Signature\] approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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


3. College CENS

4. Academic Unit CENE

5. Current course subject/catalog number CENE 450

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

GEOTECHNICAL EVALUATION AND DESIGN (3)

Advanced methods in geotechnical evaluation and design, with applications in foundations, earth retention systems, slope stability, underground construction, ground improvement, and geosynthetics (varies from semester to semester). Coconvenes with CENE 550. 2 hrs. lecture, 3 hrs. lab. Prerequisite: CENE 383 with grade greater than or equal to C

7. Is course currently cross-listed or co-convened? yes ☒ no □
   If yes, list course CENE 550
   Will this continue? Yes

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

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

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

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

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

Revised 8/06  CENE 450
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
   GEOTECHNICAL ENGINEERING II
   (max 100 characters including spaces)

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

h. Proposed catalog course description (max. 30 words, excluding requisites)
   Advanced methods in geotechnical evaluation and design, with applications in foundations, earth retention systems, slope stability, ground improvement, and geosynthetics (varies from semester to semester).

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

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

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

l. Proposed prerequisites (must be completed before)

m. Proposed corequisites (must be completed with)

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
   Instructor consent □ Department consent □ No consent □
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

As part of our preparation for an upcoming accreditation visit, we have reviewed all of our course descriptions. Course content has been modified gradually to reflect current practice in engineering. The proposed changes reflect the current content of the course.

Designation of Lecture + Lab changed to Lecture only. The lab component was part of the original proposal for the course, but has never actually been included in the course. Removing the lab designation reflects the past and current content of the course.

Note that co-convening has already been approved by the UGC, so the CENE 550 syllabus is not attached.

13. Approvals

[Signatures and dates]

Department Chair/ Unit Head (if appropriate) 11/15/06

Chair of college curriculum committee 12/15/06

Dean of college 22 Dec 06

For Committee use only 1/31/07

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 college dean, department chair, and Academic Information Office.

Revised 8/06  CENE 450
# Course Syllabus

**CENE 450 Geotechnical Engineering II**

<table>
<thead>
<tr>
<th>General Information:</th>
<th>Name of College and Department: Civil &amp; Environmental Engineering, College of Engineering and Natural Sciences</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Course Prefix, Number, and Title: CENE 450 Geotechnical Engineering II</td>
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<tr>
<td></td>
<td>Semester: Fall 2007</td>
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<tr>
<td></td>
<td>Clock Hours / Credit Hours: 3 clock hours, 3 credit hours.</td>
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<tr>
<td></td>
<td>Instructor: Charlie Schlinger, Ph.D., P.E., P.G.</td>
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<tr>
<td></td>
<td>Office Address: Bilby Research Center, Room 154 (928) 523-0652 <a href="mailto:charles.schlinger@nau.edu">charles.schlinger@nau.edu</a></td>
</tr>
<tr>
<td></td>
<td>Office Hours: Monday: 9:00-11:30 AM; Tuesday: 9:30-10:30 AM</td>
</tr>
</tbody>
</table>

| Course Prerequisites: | CENE 383 with grade greater than or equal to C. |

| Course Description: | Advanced methods in geotechnical evaluation and design, with applications in foundations, earth retention systems, slope stability, ground improvement, and geosynthetics (varies from semester to semester). Co-convened with CENE 550. 3 hours lecture |

<table>
<thead>
<tr>
<th>Student Learning Expectations / Outcomes for this Course:</th>
<th>Learning Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. The ability to estimate lateral earth pressures and to design earth retention structures using methods appropriate to the problem at hand.</td>
</tr>
<tr>
<td></td>
<td>2. The ability to estimate bearing capacity, settlement and allowable bearing pressure for conventional spread footing foundations, as well as for drilled shafts and piers.</td>
</tr>
<tr>
<td></td>
<td>3. The ability to use software for earth retention design.</td>
</tr>
<tr>
<td></td>
<td>4. Advanced knowledge and understanding of one or more contemporary issues in related to geotechnical engineering.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Structure and Approach:</th>
<th>This is a lecture-based course with the following objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. To acquaint students with intermediate to advanced methods in geotechnical engineering by means of instructor-led and cooperative classroom, field and project-based learning.</td>
</tr>
<tr>
<td></td>
<td>2. To acquaint students with the basic principles of geotechnical evaluation and design for earth retention systems, foundations, geosynthetics, slope stability, ground improvement and underground construction.</td>
</tr>
<tr>
<td></td>
<td>3. To prepare students for research and careers in civil/environmental engineering or construction management.</td>
</tr>
<tr>
<td></td>
<td>4. To provide students with the training necessary for solving geotechnical engineering problems given on professional registration exams.</td>
</tr>
<tr>
<td></td>
<td>5. To provide hands-on experience with field and computational methods in geotechnical engineering.</td>
</tr>
</tbody>
</table>


| Recommended Optional Material / References: | Coduto, *Geotechnical Engineering*, Prentice-Hall |

<table>
<thead>
<tr>
<th>Course Outline:</th>
<th>Tentative Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Topic</td>
</tr>
<tr>
<td></td>
<td>Earth Retention – Basic Principles</td>
</tr>
<tr>
<td></td>
<td>Earth Retention – Applications and Design</td>
</tr>
</tbody>
</table>
Methods
Introduction to Foundation Design 5
Bearing Capacity – Foundations on Soil 6
Settlement – Foundations on Soil 7
Foundations on Rock 8
Drilled Shafts and Piers 9
Drilled Shafts and Piers 10
Geosynthetics – Weak Subgrades 12
Katrina & New Orleans 13
Katrina & New Orleans 14
Segmental/Modular Retaining Wall Design 15
Field Trips

Assessment of Student Learning Outcomes:

Methods of Assessment
Evaluation
Assignments/projects (30%), midterm exam (30%) and final exam (40%)

Grading
Grades will be determined by the relationship, in percentage, of points earned to total possible points. Semester grades will be assigned according to the following scales: 90%-100% = A, 80%-89% = B, 70%-79% = C, 60%-69% = D, < 60% = F.

Policies
Exams will be given only at the scheduled times and places. Assignments/projects are due on time. Late work will be given half credit (one week window), unless prior arrangements have been made; after 1 week, no credit will be given.

Reading and Research Assignments
The student, with direction from the instructor, is expected to complete reading assignments in advance of classroom and laboratory sessions. There may be a significant amount of outside research for this class.

Timeline for Assessment
Homework is assigned throughout the semester with due dates specified. The midterm exam will be given in Week 8. The final exam is given during week 16. The research project is due on Monday of Week 15 (Reading Week).

Grading System:

<table>
<thead>
<tr>
<th>Grading</th>
<th>Grading Scheme</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments / project</td>
<td>30</td>
<td>A</td>
<td>≥90%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>30</td>
<td>B</td>
<td>≥80%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40</td>
<td>C</td>
<td>≥70%</td>
</tr>
<tr>
<td>Total:</td>
<td>100</td>
<td>D</td>
<td>≥60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

Course Policies:

Deliverables Deadline
Late work (assignments, reports) will not be accepted for either the lab or classroom elements of this course.

Your answers to essay-type questions on exams should display original thought and an awareness of the question's relevance to surveying issues. On tests, all mathematical calculations must be shown on the test pages or supplemental pages handed in with the exam. Failure to show all work will result in a deduction of
points. Also, on tests, your work must be neat and easy to follow. Partial credit will not be given if work cannot be followed.

Thirty percent of the grade on all written assignments (homework, lab reports, and papers) and oral presentations will be based on quality of communication. Spelling, grammar, punctuation, and clarity of writing are evidence of written communication quality. Enunciation, voice projection, clarity and logical order of the presentation and effective use of visual aids are evidence of oral communication quality.

Any disputes over grading of tests, labs or homework must be handled within 1 week of the date the material is returned to the students.

Attendance Policy
Although your grade will not be lowered for lab or class absences, you will find it impossible to do well in this course unless you attend each lecture. You are responsible for all material covered during lab or lecture regardless of whether or not you are there.

Statement on Plagiarism and Cheating
Plagiarism, cheating, and other forms of misconduct are subject to the Arizona Board of Regents' Code of Conduct and the procedures outlined in the NAU Student Handbook Section 5-308. Websites for these documents may be consulted at:

Arizona Board of Regents' Code of Conduct:
http://www.abor.asu.edu/1_the_regents/policymanual/chap5/index.html

NAU Student Handbook:
http://www4.nau.edu/stulife/handbook.htm

NAU Student Code of Conduct:
http://www4.nau.edu/stulife/handbookcode.htm

Disciplinary Action:
http://www4.nau.edu/stulife/handbookdisciplinary.htm

University Policies:
Safe Working and Learning Environment:
http://oak.uce.nau.edu/dam1/Safe%20Policy.htm

Students with Disabilities:
http://www2.nau.edu/cess/

Institutional Review Board:
http://www4.nau.edu/crev/irb/index.htm

Academic Integrity Guidance:
http://www.nau.edu/library/information/guides/plagiarism.html

College of Engineering and Natural Sciences Policies:
Professional Ethics and Code of Conduct
Exceptionally high standards of honor and integrity are fundamental and essential to the study and practice of engineering. Academic preparation for the profession must be conducted in an atmosphere which fosters these values.

In addition to compliance with the Student Code of Conduct and Policy that apply to all students at NAU, engineering students are expected to conduct themselves professionally. Violation of the National Society of Professional Engineers (NSPE)
Code of Ethics, found at [http://www.nspe.org/ethics/ch1-code.asp](http://www.nspe.org/ethics/ch1-code.asp) or the Association of Computing Machinery (ACM) Code of Ethics and Professional Conduct, found at [http://www.acm.org/constitution/codes.html](http://www.acm.org/constitution/codes.html) may lead to dismissal from the College's academic programs.

Violations of any of these codes will be handled as detailed in the publications listed above, and will be documented in the student’s advisement file.

Faculty members may ask students to affirm in writing that they have neither given nor received unauthorized aid on an examination or assignment.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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


3. College CENS

4. Academic Unit Environmental Sciences

5. Current course subject/catalog number ENV 110

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

   ENV 110 EARTH'S DYNAMIC ATMOSPHERIC ENVIRONMENT (3)

   Explores basic physical and chemical atmospheric processes and how humans affect, and are affected by, atmospheric conditions. Includes study of thunderstorms, tornadoes, hurricanes, air pollution, ozone depletion, and global warming. SAS

7. Is course currently cross-listed or co-convened? yes ☐ no ☑

   If yes, list course

   Will this continue? __________________________

8. Is course an elective? ☐ or required for an academic plan/subplan? ☐

   If required, for what academic plan/subplan? __________________________

   If required, also submit Proposal for New Plan or Plan Change.

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

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

10. Does this change affect community college articulation? yes ☐ no ☑

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

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

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

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

    If revised, how should it be revised?

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

11. a. Proposed course subject/catalog number ________________________________

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

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

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

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

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

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

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

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

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

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

   l. Proposed prerequisites (must be completed before) ________________________________

   m. Proposed corequisites (must be completed with) ________________________________

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

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

The only change is to the name, the new title more accurately represents the emphasis on extreme, hazardous, and severe aspects of our weather and climate.

13. Approvals

Department Chair/Unit Head (if appropriate) 12/4/06

[Signature]

Chair of college curriculum committee 12/15/06

[Signature]

Dean of college 12/22 Dec 06

[Signature]

For Committee use only

Ron Smith 1/31/07

[Signature]

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 college dean, department chair, and Academic Information Office.

Revised 8/06
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE DELETION


2. College CENS

3. Academic Unit Environmental Sciences

4. Current course subject and catalog number ENV 120

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

**ENV 120 PERSPECTIVES IN ENVIRONMENTAL SCIENCE (1)**
Explores the different subfields of the environmental sciences from the perspectives of practitioners and teachers in the field.

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

7. Is 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. 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 is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit □ OR changed to elective credit □
11. Justification for course deletion.

We have replaced this course with ENV 181. Our faculty will now participate in teaching ENV 181 and no longer teach this course.

12. Approvals

12/4/06

Department Chair/Unit Head (if appropriate)  Date

Chair of college curriculum committee  Date

Dean of college  Date

For Committee use only  

For University Curriculum Committee  Date

Action taken: ______ approved as submitted ______ approved as modified

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

PROPOSAL FOR COURSE CHANGE

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


3. College CENS 4. Academic Unit Environmental Sciences

5. Current course subject/catalog number ENV 230

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

ENV 230 FOUNDATIONS OF ENVIRONMENTAL SCIENCE: HUMANS AND THE ENVIRONMENT (4)
Introduces scientific methods of investigating and solving environmental problems. Interdisciplinary analysis of interactions among living and nonliving environmental components, focusing on human interactions. Lab emphasizes experimental design and presentation. Majors only. 3 hrs. lecture, 3 hrs. lab. Prerequisite: CHM 151and CHM 151L and Corequisite: CHM 152 and CHM 152L

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

8. Is course an elective? ☐ or required for an academic plan/subplan? X
   Environmental Sciences and
   Environmental Studies

   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, ☐ 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)
       ENV 230 FOUNDATIONS OF ENVIRONMENTAL SCIENCE: HUMANS AND THE ENVIRONMENT (4)
       Introduces scientific methods of investigating and solving environmental problems. Interdisciplinary analysis of interactions among living and nonliving environmental components, focusing on human interactions. Lab emphasizes experimental design and presentation. Majors only. 3 hrs. lecture, 3 hrs. lab. Prerequisite: CHM-151 and CHM-151L and Corequisite: CHM-152 and CHM-152L
    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)
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

This course is required for the newly created Environmental Studies major. Students in this major will not require CHM 151 or CHM 152 in their subsequent courses. We do not require knowledge of chemistry for this course, but previously when only Environmental Science students took ENV 230, we made the chemistry a prerequisite so that they would be on track with their prerequisites for future courses in the Environmental Sciences curriculum.

We need to change this now so that the Environmental Studies majors do not need to get over-rides to enroll in this required course.

13. Approval

[Signatures]

Department Chair, Unit Head (if appropriate)  
Date

Chair of college curriculum committee  
Date

Dean of college  
Date

For Committee use only  
Date

For University Curriculum Committee  
Date

Action taken:  
Approved as submitted  
Approved as modified

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

Revised 8/06
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE DELETION


2. College CENS

3. Academic Unit Environmental Sciences

4. Current course subject and catalog number ENV 285

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

   ENV 285 INTERMEDIATE ENVIRONMENTAL LAB (1)
Lab and field experiences for all of the environmental major fields, demonstrating the interrelationships of the environmental subdisciplines. Prerequisite: ENV 101 or CENE 150

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

7. Is course currently cross-listed or co-convened? yes □ no X
   If yes, list course ________________

8. Is course an elective? □ or required for an academic plan/subplan? □
   If required, for what academic plan/subplan? ________________
   If required, also submit Proposal for 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 is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit □ OR changed to elective credit □

Revised 8/06
11. Justification for course deletion.

This course has not been taught since 1995. It is not required for our major. It was replaced by ENB 280 Lab.

12. Approvals

[Signatures and dates]

Department Chair/Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For Committee use only

[Signature and date]

For University Curriculum Committee

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

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
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 College of Education
   4. Academic Unit Educational Specialties

5. Course subject/catalog number ETC 320

6. Units 1

7. Co-convened with N/A
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

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

9. Long course title Introduction to Education Technologies
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Intro to Ed Tech

11. Catalog course description (max. 30 words, excluding requisites).
    Provides pre-service teachers with technology tools and skills to help them be successful during their academic experience at the College of Education.

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 X Lecture only ☐ Lab only ☐ Clinical ☐ Research ☐
    Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐

16. Prerequisites (must be completed before proposed course) Must be admitted in the Teacher Preparation Program

17. Corequisites (must be completed with proposed course)

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

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

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

---

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

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

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

23. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).
   
   As the Teacher Preparation program stands now, students do not take a technology for educators course until they are almost ready to student teach. This sequence of the curricula does not allow students to investigate ways of using computer software for teaching and learning so they are not able to use such software in the courses they take in their teacher preparation program.
   
   This new course will serve at least two purposes:
   
   One, it will provide a way for students to learn about (1) the uses of generic software, such as the Microsoft Office suite, for educational purposes, and (2) investigate and use computer software specifically design for teaching and learning in the PK-12 classroom.
   
   Two, it will give the students the structure to set up their TaskStream account and portfolio so they can add artifacts to it through their program of studies. Setting up a TaskStream account and learning how to use it is of utmost importance in the light of NCATE accreditation process because it provides a student with a place to collect artifacts while providing program administrators with a way to evaluate the teacher preparation program.

   Shadow Armfield, J. Michael
   Blocher, Gary Karez, Mary Lane-Kelso, Laura Sujo de Montes,
   Chih Tu, Elizabeth Willis.

24. Names of current faculty qualified to teach this course

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? The course will not require additional faculty neither additional resources.

26. Will present library holdings support this course? yes X no
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

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

27. This course is a □ Single section □ Multi-section
28. List names of faculty who may teach this course: _____________
29. Section enrollment cap: _____________

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

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

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

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

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

TOPICS COURSE ONLY

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

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

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

GO TO question 42
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

   [Signatures and dates]
   Department Chair (if appropriate)  Date

   [Signatures and dates]
   Chair of college curriculum committee  Date

   [Signatures and dates]
   Dean of college  Date

For Committees use only

For Liberal Studies Committee  Date

Action taken:

__________________________ Approved as submitted ___________________________ Approved as modified

[Signature]

Date 1/3/07

For University Curriculum Committee  Date

Action taken:

__________________________ Approved as submitted ___________________________ Approved as modified

[Signature]
Vision Statement
We develop educational leaders who create tomorrow's opportunities.

Mission Statement
Our mission is to prepare professionals to serve and lead education and human services organizations.

ETC 320
INTRODUCTION TO EDUCATION TECHNOLOGIES
Department of Educational Specialties
(Semester Year)

General Information
- 15 Clock hours, 1 credit hour
- Instructor
- COE Room:
- Office hours:

Course prerequisites
None

Course description
This course is designed to teach pre-service teachers technology tools and skills to help them be successful during their academic experience at the college of education.

Student Learning Expectations/Outcomes for this Course
The expectations and outcomes for this course are based on the Arizona’s Professional Teaching Standards and the general preparation profile of the National Educational Technology Standards for Teachers.

The Arizona’s Professional Teacher Standards are:
- Standard 1: The teacher designs and plans instruction that develops students’ abilities to meet Arizona’s academic standards and the district’s assessment plan.
- Standard 2: The teacher creates and maintains a learning climate that supports the development of students’ abilities to meet Arizona’s academic standards.
- Standard 3: The teacher implements and manages instruction that develops students’ abilities to meet Arizona’s academic standards.
- Standard 4: The teacher assesses learning and communicates results to students, parents and other professionals with respect to students’ abilities to meet Arizona’s academic standards.
- Standard 5: The teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop
students' abilities to meet Arizona's academic standards and transition from
school to work or post-secondary education.

- Standard 6: The teacher reviews and evaluates his or her overall performance and
  implements a professional development plan.
- Standard 7: The teacher has general academic knowledge as demonstrated by the
  attainment of a bachelor's degree. The teacher also has specific academic
  knowledge in his or her subject area or areas sufficient to develop student
  knowledge and performance to meet Arizona academic standards.
- Standard 8: The teacher demonstrates current professional knowledge sufficient to
effectively design and plan instruction, implement and manage instruction, create
and maintain an appropriate learning environment, and assess student learning.
- Standard 9: In collaboration with other professionals and parents, the special
  education teacher participates in the design, implementation, and assessment of
  individualized education programs.

Arizona's Professional Teaching Standards Addressed in this Course:

- 1.4. Addresses any physical, mental, social, cultural, and community differences
  among learners.
- 1.11. Includes learning experiences that are based upon principles of effective
  instruction.
- 2.4. Respects the individual differences among learners.
- 2.5. Facilitates people working productively and cooperatively with each other.
- 3.3. Links learning with students' prior knowledge, experiences, and
  backgrounds.
- 3.11. Uses technology and a variety of instructional resources appropriately.
- 3.12. Uses a variety of effective teaching strategies to engage students actively in
  learning.
- 4.4. Offers students and parents appropriate feedback on progress toward learning
  expectations.
- 6.5 Pursues professional activities to support development as a learner and a
  teacher.
- 8.2. Interdisciplinary learning experiences that integrate knowledge, skills, and
  methods of inquiry from several subject areas.
- 8.3. Principles and techniques associated with various instructional strategies.
- 8.9. The characteristics, uses, advantages, and limitations of different types of
  assessments for evaluating how students learn, determining what they know and
  are able to do, and identifying what experiences will support their further growth
  and development.
- 8.11. Services and resources to meet the needs of exceptional children and how to
  access the services and resources.
• 8.12. Schools as organizations within the larger community context and the operations of the relevant aspects of the educational system.
• 8.13. Laws and ethics related to student, parent, and teacher rights and responsibilities.
• 9.3. Demonstrates knowledge of and the ability to use a variety of assistive devices that support student learning.

National Educational Technology Standards for Teachers

Upon completion of the general preparation component of their program, prospective teachers:

1. Demonstrate a sound understanding of the nature an operation of technology systems. (I)

2. Demonstrate proficiency in the use of common input and output devices; solve routine hardware and software problems; and make informed choices about technology systems, resources, and services. (I)

3. Use technology tools and information resources to increase productivity, promote creativity, and facilitate academic learning. (I, III, IV, V)

4. Use content-specific tools (e.g., software, simulation, environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (I, III, V)

5. Use technology resources to facilitate higher order and complex thinking skills, including problem solving, critical thinking, informed decision making, knowledge construction, and creativity. (I, III, V)

6. Collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works using productivity tools. (I, V)

7. Use technology to locate, evaluate, and collect information from a variety of sources. (I, IV, V)

8. Use technology tools to process data and report results. (I, III, IV, V)

9. Use technology in the development of strategies for solving problems in the real world. (I, III, V)

10. Observe and experience the use of technology in their major field of study. (III, V)

11. Use technology tools and resources for managing and communicating information (e.g., finances, schedules, addresses, purchases, correspondence). (I, V)
12. Evaluate and select new information resources and technological innovations based on their appropriateness to specific tasks. (I, III, IV, V)

13. Use a variety of media and formats, including telecommunications, to collaborate, publish, and interact with peers, experts, and other audiences. (I, V)

14. Demonstrate an understanding of the legal, ethical, cultural, and societal issues related to technology. (VI)

15. Exhibit positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity. (V, VI)

16. Discuss diversity issues related to electronic media. (I, VI)

17. Discuss the health and safety issues related to technology use. (VI)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

I. Technology operations and concepts

II. Planning and Designing Learning Environments and Experiences

III. Teaching, Learning, and the curriculum

IV. Assessment and Evaluation

V. Productivity and Professional Practice

VI. Social, Ethical, Legal, and Human Issues

Adopted from the ISTE National Educational Technology Standards for Students (http://cnets.iste.org/teachers/t_profile-gen.html)

Course structure/approach

These objectives will be accomplished through:

- In-class demonstration.
- Small group activities.
- World Wide Web searches.
- Examination of existing software.
- Student presentations and demonstrations.

Textbook and required materials

- There is not a required textbook for this course, because the students will learn how to use technology skills through hands-on experiences.
• TaskStream, a web-based online portfolio. Students need to purchase an account to access TaskStream.

Recommended optional materials/references

Course outline (Note: number in parenthesis indicate objective being met by the assignment):
A. Operating Systems and File Management (1, 2, & 15)
   1) Mounting Servers
   2) Saving to Server
   3) Take Technology Attitude Survey (TAS)
B. TaskStream (1, 4, 9, 10, & 13)
   1) Self Enrollment
   2) Portfolio Builder (Self Reflection). Create the skeleton of an online portfolio and continue adding artifact throughout the semester.
C. Educational Resources - Internet Research (7, 12, & 17)
   1) Searching for Lessons
   2) Select 2-3 educational resources
   3) Appropriate Use Policy
D. What is learning? - Productivity Tools (3, 4, 5, 6, 8, 11, & 17)
   1) Web Search concept maps and learning (Save resources for concept map)
   2) Creation of Concept Map
   3) Export to Word and Develop short paper
   4) Export to PowerPoint for Presentation (Poster Session)
E. TaskStream (1, 4, 9, & 10)
   1) Add resources
   2) Add lesson plan
   3) Submit Concept Map to DRF (Direct Response Folio, an assessment instrument in TaskStream)
F. Software Evaluation and Ethical Issues (4, 12, 14, 16, & 17)
   1) Brainstorm and create concept map for software evaluation (in groups)
   2) Share Ideas with class and create a common evaluation rubric in Excel
   3) Distribute Rubric to groups, ask them to select three software titles and each group member evaluates all three Software Titles. Rank software evaluations in Excel
   4) As a group create a paper discussing results of individual software evaluations (include individual charts)
G. Assistive Technology (AT) (17)
   1) AT on the PC/Mac
   2) AT Lab (Talk with lab manager)?

Assessment of Student Learning Outcomes
<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection on Technology Attitude Survey</td>
<td>5</td>
</tr>
<tr>
<td>Educational Resources Internet Search</td>
<td>25</td>
</tr>
<tr>
<td>What is Learning Concept Map</td>
<td>10</td>
</tr>
<tr>
<td>What is Learning Paper</td>
<td>10</td>
</tr>
<tr>
<td>What is Learning PowerPoint</td>
<td>10</td>
</tr>
<tr>
<td>Software Evaluation Concept Map (group activity)</td>
<td>15</td>
</tr>
<tr>
<td>Software Evaluations (3 software titles) (group activity)</td>
<td>15</td>
</tr>
<tr>
<td>Software Evaluation (Chart)</td>
<td>10</td>
</tr>
<tr>
<td>Software Evaluation (Group Report)</td>
<td>10</td>
</tr>
<tr>
<td>Filed Trip to AT Lab (Attendance)</td>
<td>15</td>
</tr>
<tr>
<td>Self Reflection Portfolio</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>

**Grading System**

<table>
<thead>
<tr>
<th>Points Received</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>135 - 150</td>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>120 - 134</td>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>105 - 119</td>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>90 - 104</td>
<td>60% - 69%</td>
<td>D</td>
</tr>
<tr>
<td>0 - 89</td>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Course Policies**

- Attendance: Each class will model teaching strategies or group work and often is the base from which future sessions are built. Attendance is the student's responsibility. Group discussions require attendance and preparation of participants for success. A missed class means you have probably missed a step that is built on later. Points will be awarded for class attendance and participation.
- If you must be absent, arrange for another student to pick up handouts for you. You are responsible for getting class notes, announcements, etc., from another student.
- All assignments should be professional in appearance such as you would submit to your principal or other employer. USE SPELL CHECK. Writing errors, such as spelling, punctuation, grammatical errors, etc., will be taken into consideration and may lower the grade.
- Students are encouraged to proofread each others' assignments.
- Make a copy of every assignment before you submit it to the instructor.
- Assignments should be submitted on or before the due date to receive full credit.

**NAU 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 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 or recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.
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 College of Education 4. Academic Unit Educational Specialties
5. Course subject/catalog number ETC 450 6. Units 2
7. Co-convened with N/A 7a. Date approved by UGC N/A
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with N/A
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Integration of Technology in Education
   (max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Integration of Tech in Ed
11. Catalog course description (max. 30 words, excluding requisites).
   Provides pre-service teachers with technology strategies to successfully and seamlessly integrate technology into teaching.
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)
15. Please check ONE of the following that most appropriately describes the course:
   Lecture w/0 unit embedded lab X Lecture only ☐ Lab only ☐ Clinical ☐ Research ☐
   Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐
16. Prerequisites (must be completed before proposed course) ETC 320
17. Corequisites (must be completed with proposed course) ECI 321
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 X

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

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

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

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

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

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

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

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

As the Teacher Preparation program stands now, students do not take a technology for educators course until they are almost ready to student teach. At that course, students need to learn how to use computer software AND how to meaningfully integrate technology into the curriculum. Since these two course goals are too extensive to be covered in one semester, it was decided that the students take two courses: one to learn the computer software skills and one to learn how to integrate technology into teaching.

This new course will provide students with the opportunity to learn how to use technology for effective teaching and learning. Since the course prerequisite is ETC 320, a skills-based course, this proposed new course will focus only on technology integration, giving students the tools to be ready to use technology during their student teaching experience.

Shadow Armfield, J. Michael
Blocher, Gary Karez, Mary Lane-Kelso, Laura Sujo de Montes,
Chih Tu, Elizabeth Willis.

24. Names of current faculty qualified to teach this course

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? The course will not require additional faculty neither additional resources.

26. Will present library holdings support this course? yes no X
If the course being submitted for approval is **NOT** a LIBERAL STUDIES course, please go to step 42.

**LIBERAL STUDIES ONLY**

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

27. This course is a  [] Single section  
   [] Multi-section

28. List names of faculty who may teach this course: ____

29. Section enrollment cap: ____

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 30-33.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 37-38.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 39-41.

**NEW LIBERAL STUDIES COURSE**

30. Thematic Focus (check all that apply): **If a topics course, must apply to ALL sections.**

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

31. Distribution Block (check one): **If a topics course, must apply to ALL sections.**

   Aesthetic and Humanistic Inquiry  []  Cultural Understanding  []  Lab Science  []

   Science/Applied Science  []  Social and Political Worlds  []

32. Skills (check two): **If a topics course, must apply to ALL sections.**

   Creative Thinking  []  Critical Reading  []  Effective Oral Communication  []  Effective Writing  []  Critical Thinking  []

   Ethical Reasoning  []  Quantitative/Spatial Analysis  []  Scientific Inquiry  []  Use of Technology  []

33. Is this a topics course?  Yes  []  No  []

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

**TOPICS COURSE ONLY**

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

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

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

**GO TO question 42**
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

42. Approvals

[Signatures and dates]

Department Chair (if appropriate)  1/4/07  Date
Chair of college curriculum committee  1/5/07  Date
Dean of college  1/5/07  Date

For Committees use only

For Liberal Studies Committee  Date

Action taken: ____________________________ Approved as submitted

For University Curriculum Committee  1/7/07  Date

Action taken: ____________________________ Approved as submitted  ____________________________ Approved as modified

revised 8/06
College of Education

Vision Statement
We develop educational leaders who create tomorrow's opportunities.

Mission Statement
Our mission is to prepare professionals to serve and lead education and human services organizations.

ETC 450
Integration of Technology in Education
Department of Educational Specialties
(Semester Year)

General Information
- 30 Clock hours, 2 credit hour
- Instructor
- COE Room:
- Office hours:

Course prerequisites
ETC 320: Technology for Education

Course corequisites
ECI 321: Elementary School Curriculum

Course description
This course is designed to teach pre-service teachers technology strategies to successfully and seamlessly integrate technology into teaching.

Student Learning Expectations/Outcomes for this Course
The expectations and outcomes for this course are based on the Arizona’s Professional Teaching Standards and the first-year teaching performance profile of the National Educational Technology Standards for Teachers.

The Arizona's Professional Teacher Standards are:

- Standard 1: The teacher designs and plans instruction that develops students’ abilities to meet Arizona’s academic standards and the district’s assessment plan.
- Standard 2: The teacher creates and maintains a learning climate that supports the development of students’ abilities to meet Arizona’s academic standards.
- Standard 3: The teacher implements and manages instruction that develops students’ abilities to meet Arizona’s academic standards.
- Standard 4: The teacher assesses learning and communicates results to students, parents and other professionals with respect to students’ abilities to meet Arizona’s academic standards.
- Standard 5: The teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students’ abilities to meet Arizona’s academic standards and transition from school to work or post-secondary education.
• Standard 6: The teacher reviews and evaluates his or her overall performance and implements a professional development plan.
• Standard 7: The teacher has general academic knowledge as demonstrated by the attainment of a bachelor’s degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona academic standards.
• Standard 8: The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning.
• Standard 9: In collaboration with other professionals and parents, the special education teacher participates in the design, implementation, and assessment of individualized education programs.

Arizona’s Professional Teaching Standards Addressed in this Course:

• 1.4. Addresses any physical, mental, social, cultural, and community differences among learners.
• 1.11. Includes learning experiences that are based upon principles of effective instruction.
• 2.4. Respects the individual differences among learners.
• 2.5. Facilitates people working productively and cooperatively with each other.
• 3.3. Links learning with students’ prior knowledge, experiences, and backgrounds.
• 3.9. Encourages critical thinking.
• 3.11. Uses technology and a variety of instructional resources appropriately.
• 3.12. Uses a variety of effective teaching strategies to engage students actively in learning.
• 4.1. Promotes student self-assessment.
• 4.4. Offers students and parents appropriate feedback on progress toward learning expectations.
• 6.5 Pursues professional activities to support development as a learner and a teacher.
• 8.2. Interdisciplinary learning experiences that integrate knowledge, skills, and methods of inquiry from several subject areas.
• 8.3. Principles and techniques associated with various instructional strategies.
• 8.9. The characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, determining what they know and are able to do, and identifying what experiences will support their further growth and development.
• 8.11. Services and resources to meet the needs of exceptional children and how to access the services and resources.
• 8.12. Schools as organizations within the larger community context and the operations of the relevant aspects of the educational system.
• 8.13. Laws and ethics related to student, parent, and teacher rights and responsibilities.
• 9.3. Demonstrates knowledge of and the ability to use a variety of assistive devices that support student learning.

National Educational Technology Standards for Teachers

Upon completion of the course, teachers:
1. Assess the availability of technology resources at the school site, plan activities that integrate available resources, and develop a method for obtaining the additional necessary software and hardware to support the specific learning needs of students in the classroom. (I, II, IV)
2. Make appropriate choices about technology systems, resources, and services that are aligned with district and state standards. (I, II)
3. Arrange equitable access to appropriate technology resources that enable students to engage successfully in learning activities across subject/content areas and grade levels. (II, III, VI)
4. Engage in ongoing planning of lesson sequences that effectively integrate technology resources and are consistent with current best practices for integrating the learning of subject matter and student technology standards (as defined in the ISTE National Educational Technology Standards for Students). (II, III)
5. Plan and implement technology-based learning activities that promote student engagement in analysis, synthesis, interpretation, and creation of original products. (II, III)
6. Plan for, implement, and evaluate the management of student use of technology resources as part of classroom operations and in specialized instructional situations. (I, II, III, IV)
7. Implement a variety of instructional technology strategies and grouping strategies (e.g., whole group, collaborative, individualized, and learner centered) that include appropriate embedded assessment for meeting the diverse needs of learners. (III, IV)
8. Facilitate student access to school and community resources that provide technological and discipline-specific expertise. (III)
9. Teach students methods and strategies to assess the validity and reliability of information gathered through technological means. (II, IV)
10. Recognize students' talents in the use of technology and provide them with opportunities to share their expertise with their teachers, peers, and others. (II, III, V)
11. Guide students in applying self — and peer-assessment tools to critique student-created technology products and the process used to create those products. (IV)
12. Facilitate students' use of technology that addresses their social needs and cultural identity and promotes their interaction with the global community. (III, VI)
13. Use results from assessment measures (e.g., learner profiles, computer-based testing, electronic portfolios) to improve instructional planning, management, and implementation of learning strategies. (II, IV)
14. Use technology tools to collect, analyze, interpret, represent, and communicate data (student performance and other information) for the purposes of instructional planning and school improvement. (IV)
15. Use technology resources to facilitate communications with parents or guardians of students. (V)
16. Identify capabilities and limitations of current and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (I, IV, V)
17. Participate in technology-based collaboration as part of continual and comprehensive professional growth to stay abreast of new and emerging technology resources that support enhanced learning for PK-12 students. (V)
18. Demonstrate and advocate for legal and ethical behaviors among students, colleagues, and community members regarding the use of technology and information. (V, VI)
19. Enforce classroom procedures that guide students' safe and healthy use of technology and that comply with legal and professional responsibilities for students needing assistive technologies. (VI)
20. Advocate for equal access to technology for all students in their schools, communities, and homes. (VI)
21. Implement procedures consistent with district and school policies that protect the privacy and security of student data and information. (VI)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

I. Technology operations and concepts
II. Planning and Designing Learning Environments and Experiences
III. Teaching, Learning, and the curriculum
IV. Assessment and Evaluation
V. Productivity and Professional Practice
VI. Social, Ethical, Legal, and Human Issues

Revised 1/5/2007
Course structure/approach

These objectives will be accomplished through:

- In-class demonstration.
- Small group activities.
- World Wide Web searches.
- Examination of existing software.
- Completion of projects/assignments.
- Student presentations and demonstrations.

Textbook and required materials

- There is not a required textbook for this course, however, the following online readings are required to successfully complete the course requirements:
- Active account in TaskStream (http://www.taskstream.com)

Recommended optional materials/references


**Course outline**

A. Designing Learning Environments (3, 4, 5, 6, 7, 8, 10, & 12)
   1) Designing for Diverse Learners
   2) Differentiated Instruction
   3) Universal Design
   4) Inquiry-Based Technology Supported Instruction

B. Developing & Managing Learning Environments (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, & 15)
   1) Managing Group Work
   2) Technology Supported Lesson/Unit Implementation
   3) School Web Site Resource Development
   4) Assistive Technology Implementation
   5) Technology Mediated Presentations
   6) Classroom Management Tools (i.e. communication tools, newsletters)

C. Assessment & Evaluation (1, 9, 11, 14, 15, 16, & 17)
   1) Audit the school site technology resources & search out grant opportunities – appropriate use policy.
   2) School Web Site
   3) Student self/peer Assessment
   4) Classroom Management Tools (i.e. grade books & reports)

D. Ethical Issues (3, 9, 18, 19, 20, & 21)
   1) Copyright & Ethics
   2) Equal Access

E. Professional Portfolio

**Assessment of Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Assessment Rubrics</td>
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<tr>
<td>Lesson Plan</td>
<td>25</td>
</tr>
<tr>
<td>Teacher Resources (Website)</td>
<td>35</td>
</tr>
<tr>
<td>Grade Book</td>
<td>15</td>
</tr>
<tr>
<td>Teaching/Learning Experience</td>
<td>100</td>
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<tr>
<td>Professional Portfolio</td>
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<td><strong>Total</strong></td>
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</table>

**Grading System**

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<thead>
<tr>
<th>Points Earned</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>225 - 250</td>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>200 - 224</td>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>175 - 199</td>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>150 - 174</td>
<td>60% - 69%</td>
<td>D</td>
</tr>
<tr>
<td>0 - 149</td>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

Revised 1/5/2007

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Course Policies

- Attendance: Each class will model teaching strategies or group work and often is the base from which future sessions are built. Attendance is the student's responsibility. Group discussions require attendance and preparation of participants for success. A missed class means you have probably missed a step that is built on later. Points will be awarded for class attendance and participation.
- If you must be absent, arrange for another student to pick up handouts for you. You are responsible for getting class notes, announcements, etc., from another student.
- All assignments should be professional in appearance such as you would submit to your principal or other employer. USE SPELL CHECK. Writing errors, such as spelling, punctuation, grammatical errors, etc., will be taken into consideration and may lower the grade.
- Students are encouraged to proofread each others' assignments.
- Make a copy of every assignment before you submit it to the instructor.
- Assignments should be submitted on or before the due date to receive full credit.

NAU 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

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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 or recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.
# UNIVERSITY CURRICULUM COMMITTEE

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

| 1. College | College of Education |
| 2. Academic Unit | College of Education |
| 3. Academic Plan Name | Teacher Education Admissions |
| 4. Subplan (if applicable)? |  |
| 5. Effective Date | FALL 2007 |
| 6. Is this proposal for a: | □ New Plan |
| (Please refer to Plan and Subplan definitions) | □ New Subplan |
| | □ Plan Change |
| | □ Subplan Change |
| | □ Subplan Deletion |

Revised 08/06
ADMISSION TO TEACHER EDUCATION PROGRAM

If you are seeking a B.S.Ed. degree, you must apply for admission to our teacher education program. We accept applications at set times each year; contact the College of Education’s Student Services office to obtain an application packet, which indicates the exact application timelines. You must be admitted to teacher education to take education coursework other than EDF 200 and 301W, EPS 324 and 325, and ESE 380, BME 430 and 331W.

Please be aware that the College of Education is a professional college, and all plans under our jurisdiction are controlled by special admission and retention standards. Our faculty members may, under certain circumstances, recommend that a student be removed from a teacher education plan.

Also be aware that you must have a grade point average of at least 2.5 in all of your NAU coursework in order to graduate.

To be accepted in the teacher-education plan, you must meet criteria established by our teacher-education committee. Our admission screening committee recommends admission if you:

- have completed 45 units of coursework
- have completed educational foundations coursework (EDF 200 or equivalent) with a minimum grade of C.
- A copy of fingerprint clearance card OR verification of application for
or equivalent)
- have completed 15 units of liberal studies courses in the discipline studies with a minimum grade point average of 2.5
- have a grade of at least 3.0 in English foundations coursework (ENG 105 or equivalent)
(If you do not meet this requirement, you may take an approved writing course at the 200 level or higher to replace an English foundations course to achieve the 3.0 grade.)
- provide a written composition of at least two typed pages explaining why you want to be a teacher
(This composition should reflect autobiographical experiences that have influenced you to become a teacher.)
- provide a letter of recommendation
(This recommendation should be completed by someone who has observed your work with children or adolescents in a voluntary or paid capacity, for at least 15 hours. Family and personal friends are not considered professional references. It is our policy to not accept recommendations from university professors unless they have directly observed your work with children or adolescents.)

The remaining admission criteria differ for elementary and secondary education majors, as we explain in the following paragraphs.

**EARLY CHILDHOOD, ELEMENTARY EDUCATION AND SPECIAL EDUCATION**

If you are majoring in elementary education or in elementary and special education, you must meet the following additional admission requirements. You

- Verification of application to NAU.
- Completion of one of the following GPA requirements:
  a. cumulative 2.5 GPA in Liberal Studies courses
  b. cumulative 2.5 GPA in all courses
- A Recommendation Form (included with application) completed by someone who has directly observed the applicants work with children or adolescents within the age group of pre-school through high school. The work experience can be either voluntary or paid but must have occurred in a structured setting for a minimum of fifteen (15) hours. Acceptable experiences may include work as a camp counselor, swimming instructor, Sunday school teacher, volunteer in a classroom or another similar setting.
- Evidence of completion of a Teacher Education Orientation.

The remaining admission criteria differ for elementary and secondary education majors, as we explain in the following paragraphs.

**EARLY CHILDHOOD, ELEMENTARY EDUCATION AND SPECIAL EDUCATION**

If you are majoring in elementary education or in elementary and special education, you must meet the following additional admission requirements.

Your 45 semester hours must include:

- ENG 101 & 102, or ENG 105 with a minimum cumulative English GPA of 3.0

If after completing ENG 101 & 102, or 105, the cumulative English GPA
must:
- have completed two lab science courses with a minimum grade point average of 2.5
- have declared a content emphasis in elementary or early childhood education or a major in elementary and special education
- have at least a grade of C in MAT 150
- have at least a grade of C in MAT 155
- attend early childhood, elementary or special education orientation

**Secondary Education**

If you are majoring in secondary education, you must meet the following additional admission requirements. You must:
- have declared a major and minor or an extended major
- have completed at least 3 units in your major
- have a grade point average of at least 2.5 in all major coursework
- have a grade of at least C in one of MAT 110, 114, or 125
- attend secondary education orientation from the College of Education's Student Services office

is below 3.0, the applicant has the option of:
- repeating ENG 101, 102, or 105 to raise the cumulative English GPA to 3.0 (If you earned a C in ENG 105, you must utilize the second option below due to the University's course repeat policy.)

**OR**
- completing one or more of the following courses to replace the grade of either ENG 101, 102 or 105 and raise the cumulative English GPA to 3.0:
  - ENG 210, 211, 220, 270, 302 or 310

  b. MAT 150 or an acceptable equivalent with a minimum grade of C.
  c. MAT 155 or an acceptable equivalent with a minimum grade of C.
  d. Two lab science courses with a minimum grade of C in each course.

- Have a declared content emphasis in elementary or early childhood education or a major in elementary and special education.

**Secondary Education**

If you are majoring in secondary education, you must meet the following additional admission requirements:

- Your 45 hours must include:

  a. ENG 101 & 102, or ENG 105 with a minimum cumulative English GPA of 3.0

If after completing ENG 101 & 102, or 105, the cumulative English GPA is below 3.0, the applicant has the option of:
- repeating ENG 101, 102, or 105 to raise the cumulative English GPA to 3.0 (If you
earned a C in ENG 105, you **must** utilize the second option below due to the University's course repeat policy.)

OR

- completing one or more of the following courses to replace the grade of either ENG 101, 102 or 105 and raise the cumulative English GPA to 3.0:
  - ENG 210, 211, 220, 270, 302 or 310

  b. MAT 110, 114 or an acceptable equivalent with a minimum grade of C.
  c. Completion of at least three (3) hours of content major work.
  d. a minimum grade point average of 2.5 in all content major course work.

- Have declared a major and minor or an extended major

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

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

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

9. For undergraduate plans, will a milestone** be used to:
   □ a. verify satisfactory completion of a non course requirement.
   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.


N/A

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

   Updating admission criteria to follow state and NCATE standards and aligning catalog and admission requirements.

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

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?
   If so, attach supporting documentation from the affected departments/units and college dean.
   Yes secondary majors. Has been approved by USTEC (University Secondary Teacher Education Committee).

14. Will present library holdings support this academic plan/subplan?
   No

Certifications

Department Chair/Unit Head (if appropriate)  1/5/07
(Date)

Chair of college curriculum committee  1/5/07
(Date)

Dean of college  1/5/07
(Date)

For committee use only  1/31/07

For University Curriculum Committee

Action taken: Approved as submitted

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.
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  Consortium of Professional Schools  4. Academic Unit  Nursing

5. Course subject/catalog number  NUR 113  6. Units  1-3

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  Current issues for health professions
   (max 100 characters including spaces)

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

11. Catalog course description (max. 30 words, excluding requisites).
    This course examines the current issues and trends facing health professionals in the United States. Emphasizes standards for each health care profession.

12. Grading option:  Letter grade  □  Pass/Fail  X□  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 □
   a. If yes, maximum units allowed?  3
   b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) 
      yes □  no X□

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  X□  Field Studies  □  Independent Study  □  Activity  □  Supervision  □

16. Prerequisites (must be completed before proposed course)  none

17. Corequisites (must be completed with proposed course)  none

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

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instructor consent □
derpartment consent □
no consent X□
19. Is the course needed for a plan of study (major, minor, certificate)? yes [ ] no X [ ]
Name of new plan?

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

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

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

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

For two years a topics course in trends and issues has been offered by the School of Nursing as an elective. The course has been quite popular with never less than 16 students who need a one or two credit course to maintain a full credit load. The course has also received very positive evaluations. This new course would be a replacement for that topics course.

24. Names of current faculty qualified to teach this course Rosalinda Haddon

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

26. Will present library holdings support this course? yes 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: _____  
Dept. Chair name: _____  
College Contact name: _____  
Contact email: _____  
Dept. Chair email: _____  
College Contact email: _____

27. This course is a  
   [ ] Single section  
   [ ] Multi-section

28. List names of faculty who may teach this course: _____

29. Section enrollment cap: _____

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 30-33.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 37-38.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 39-41.

**NEW LIBERAL STUDIES COURSE**

30. Thematic Focus (check all that apply): *If a topics course, must apply to ALL sections.*

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

31. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

   [ ] Aesthetic and Humanistic Inquiry  
   [ ] Cultural Understanding  
   [ ] Lab Science

   [ ] Science/Applied Science  
   [ ] Social and Political Worlds

32. Skills (check two): *If a topics course, must apply to ALL sections.*

   [ ] Creative Thinking  
   [ ] Critical Reading  
   [ ] Effective Oral Communication  
   [ ] Effective Writing  
   [ ] Critical Thinking

   [ ] Ethical Reasoning  
   [ ] Quantitative/Spatial Analysis  
   [ ] Scientific Inquiry  
   [ ] Use of Technology

33. Is this a topics course?  
   [ ] Yes  
   [ ] No

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

**TOPICS COURSE ONLY**

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

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

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

**GO TO question 42**
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

42. Approvals

[Signatures and dates]

For Committees use only

For Liberal Studies Committee

Action taken:

Approved as submitted

Approved as modified

[Signature and date]

For University Curriculum Committee

Action taken:

_______ Approved as submitted

✓ Approved as modified

revised 8/06
Northern Arizona University
Northern Arizona University
Consortium of Professional Schools
School of Nursing
NUR113 Current Issues for Health Professions
Syllabus

Semester Offered: Fall 2007
Credit Hours: One to three credit hour(s)

Pre-requisites: None

Catalogue Description: This course examines the current issues and trends facing health professionals in the United States. Emphasizes standards for each health care profession.

Course Description: An introductory course for students enrolled in or interested in enrollment in a health professions program. Emphasis will be placed on each profession's role in achieving the goals of Healthy People 2010 and will explore current trends and issues that face each profession.

Instructor:
Rosalinda Haddon, MA, RN
Phone: 928-523-9210
Office Hours: Tuesdays 2-4PM and by appointment.
e-mail: Rosalinda.haddon@nau.edu
fax: 928-523-7171

Student Learning Expectations/Outcomes:

Accountability:
1. Evaluate the philosophy, beliefs and behaviors of Americans in relation to the health care delivery system and the goals of Healthy People 2010.
2. Evaluates personal philosophy, beliefs and behaviors in relation to professional practice.

Caring:
1. Integrate the concept of caring and quality into personal philosophy of practice.

Communication:
1. Communicates values and issues in a professional manner.
2. Demonstrate ability to effectively communicate with other health care professionals.

Critical Thinking:
1. Uses critical thinking to analyze ethical dilemmas.
2. Uses critical thinking to evaluate health care delivery issues.

Culture:
1. Discusses cultural implications related to health care practice

Management/leadership:
1. Analyzes current social, political, cultural and economic factors that influence health and the achievement of Healthy People 2010 goals.
2. Identifies the individual role of each health care professional as a change agent.

Course Structure/Approach:
In this face-to-face course, for one credit, students will conduct literature searches of pre-determined issues affecting health professions practice and education and engage in seminars/discussions about these issues.

For additional credits, students will submit a 20-30 page paper on the role of the health professions of choice in achieving the goals of Healthy People 2010, incorporating concepts discussed during the course.

Class meets every other Tuesday from 5:30-7:30PM.

Required textbook:


3. Students will select from journals, newspapers, web and magazine articles pertinent to each topic.

Teaching Strategies:
Seminar
Paper

Evaluation Methods:

For 1-2 credits: Grading is based solely upon class participation. Each student will bring to class a copy of articles for discussion and use these articles as evidence for discussion. A written paper will also be required for 3 credits.
10 points per class
80 = A
70 = B
60 = C
50 = D
40 = F

For two-three credits: Grading will be based on class participation and completion of a written paper.
80 = A
70 = B
60 = C
50 = D
40 = F

Course Outline:

Week 1: Introduction to course
- Review syllabus
- Topic discussions
  - What is Healthy People 2010?
  - What is health care quality?

Week 3: Topic Discussions: The Evolution of Health care in the U.S.
- Care of the Sick: How health professions began
- Health care systems in the U.S.
- Global health care systems
- Standards of practice for health care professions

Week 5: Topic Discussions: Health Indicators
- What are the leading health indicators?
- What is evidence based practice?
- How does each health profession address these indicators?
- How do standards of practice affect these indicators?

Week 7: Topic Discussions: Building coalitions
- What is a health care coalition?
- Creating an interdisciplinary vision of health for a community
- Identifying vulnerable populations

Week 9: Topic Discussions: Ethics and the Law
- Ethical Issues
Patients’ Rights
Politics and Public Policy
Credentialing and Licensure
Legal Aspects

Week 11:  Topic Discussions: Education
Does current health professions education prepare practitioners for the needs of vulnerable populations?
What changes need to occur in education?

Week 13:  Topic Discussions: Economics
Medicare/Medicaid
Fiscal Responsibility in Patient Care Management
Case Management

Week 15:  Topic Discussions: Career Success
Creating a resume and preparing for job interviews
Career Management and Self Care
PROPOSAL FOR COURSE CHANGE

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


3. College Consortium of Prof Schools 4. Academic Unit School of Nursing

5. Current course subject/catalog number NUR 190

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog). NUR 190 TRANSITION INTO NURSING (5)
Emphasis on development of student as a caring competent nurse at beginning level. Focuses on introduction to profession, skill development, and situational transition to nursing student role. 3 hrs. lecture, 6 hours lab. Prerequisite: ((ENG 105 or HON 190 or HON 191) and (MAT110 or 114) and (BIO 181 or BIO 181H or (CHM 130 and 151L)) and NTS 256 and PSY 101 and (8 hours of BIO 201 or 202 or 205)) or International Student Group

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

8. Is course an elective? ☐ or required for an academic plan/subplan? XX
   If required, for what academic plan/subplan?  B.S.N., B.S.N.—Accelerated option
   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 XX
   If yes, explain in the justification and provide supporting documentation from the affected departments.

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

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

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

    If revised, how should it be revised? Add NUR 205 to the CEG that have NUR 190 listed as an equivalency. Do not remove NUR 190 at this time.

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FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number □ NUR 205 □
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 □ N/A □ 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 □ N/A □
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
f. Proposed long course title □
   (max 100 characters including spaces)
g. Proposed short course title □
   (max 30 characters including spaces)
h. Proposed catalog course description (max. 30 words, excluding requisites)

i. Proposed grading option: Letter grade □ Pass/Fail □ or Both □
   (If both, the course may only be offered one way for each respective section.)
j. May course be repeated for additional units? □ yes □ no □
   j.1. If yes, maximum units allowed? ______
   j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
      □ yes □ no □

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

l. Proposed prerequisites (must be completed before) □ Admission to Nursing Program □
m. Proposed corequisites (must be completed with) □ NUR 214 and BIO 320 □

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
   Instructor consent □ Department consent □ No consent □
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

Change from 100 level course to 200 level course consistent placement at the end of the sophomore year. Course name, description, content remain unchanged as entry level course for pre-license BSN program options.

13. Approvals

[Signatures and dates]

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

Note: Submit original to associate provost's office. This office will provide copies to college dean, department chair, and Academic Information Office.
PROPOSAL FOR COURSE CHANGE

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


3. College  Consortium of Prof Schools  Academic Unit  School of Nursing

5. Current course subject/catalog number  NUR 208

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

   NUR 208 HEALTH-ILLNESS TRANSITIONS IN CHRONIC ILLNESS  (8)
   Focuses on beginning nursing care to promote healthy transitions for individuals exhibiting manifestations of chronic illness in well-defined practice setting. 4 hrs. lecture, 12 hrs. lab. Prerequisite: NUR 195 and Corequisite: NUR 190

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

8. Is course an elective? □ or required for an academic plan/subplan? XX
   If required, for what academic plan/subplan? B.S.N., B.S.N.—accelerated option
   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 XX
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. 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, XX or be revised? □
    If revised, how should it be revised?
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

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

    c. If subject/catalog number change, is there a course fee attached to the current subject/catalog
       number that needs to be moved? Yes □ No □

       If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog
       number change.

    d. Proposed to co-convene with ____________________________

       Date approved by UGC ____________________________

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

    e. Proposed to cross-list with ____________________________

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

    f. Proposed long course title ____________________________

       (max 100 characters including spaces)

    g. Proposed short course title ____________________________

       (max 30 characters including spaces)

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

    i. Proposed grading option: Letter grade □ Pass/Fail □ or Both □

       (If both, the course may only be offered one way for each respective section.)

    j. May course be repeated for additional units? Yes □ No □

       j.1. If yes, maximum units allowed? __________

       j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)

       Yes □ No □

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

       Lecture w/0 unit embedded lab XX Lecture only □ Lab only □ Clinical □ Research □

       Seminar □ Field Studies □ Independent Study □ Activity □ Supervision □

    l. Proposed prerequisites (must be completed before) ____________________________

       NUR 205, NUR 214, and BIO 320

    m. Proposed corequisites (must be completed with) ____________________________

       NUR 390 and NUR 215

    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.

Updating pre-requisites and co-requisites in revised programs of study for B.S.N. and B.S.N.—accelerated options.

13. Approvals

[Signatures and dates]

Department Chair/Unit Head (if appropriate) 1/8/07

Chair of college curriculum committee 1/8/07

Dean of college 1/9/07

For Committee use only

[Signature and date]

For University Curriculum Committee

[Signature and date]

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

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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


3. College Consortium of Prof Schools

4. Academic Unit School of Nursing

5. Current course subject/catalog number NUR 211

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

NUR 211 DEVELOPMENTAL AND HEALTH-ILLNESS TRANSITIONS OF CHILD-BEARING AND CHILD-REARING FAMILIES (8)
Focuses on nursing care for child-bearing and child-rearing families experiencing developmental, health, and illness transitions. 4 hrs. lecture, 12 hrs. lab. Prerequisite: NUR 195 and NUR 208 with grades greater than or equal to C and Corequisite: NUR 307

7. Is course currently cross-listed or co-convened? yes ☐ no XX

If yes, list course

Will this continue? ______________________

8. Is course an elective? ☐ or required for an academic plan/subplan? XX

If required, for what academic plan/subplan? B.S.N., B.S.N.—accelerated option

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 XX

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

10. 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, XXX or be revised? ☐

If revised, how should it be revised?
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number ____________________________
b. Proposed units 7

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

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

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

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

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

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

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

j. 1. If course be repeated for additional units? Yes ☐ No ☐
1. If yes, maximum units allowed? __________
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 XXX Lecture only ☐ Lab only ☐ Clinical ☐ Research ☐
   Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐

l. Proposed prerequisites (must be completed before) NUR 212

m. Proposed corequisites (must be completed with) NUR 350

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.

Decrease number of clinical hours from 12 to 9 hours weekly (from 4 to 3 clinical credits—didactic portion of the course remains at 4 credits). Changes in clinical requirements and clinical availability allow decrease; national trends in specialty clinical placements support change.

13. Approvals

[Signatures and dates]

Department Chair/Unit Head (if appropriate)  
Rosebinder Hardson  
1/8/07

Chair of college curriculum committee  
David R. Patton  
1/8/07

Dean of college  
1/8/07

For Committee use only

[Signature and date]

For University Curriculum Committee  
1/30/07

Action taken:  

[Check boxes for approval statuses]

[Check box for approval as submitted]

[Check box for approval as modified]

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
PROPOSAL FOR COURSE CHANGE

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


3. College Consortium of Prof Schools 4. Academic Unit School of Nursing

5. Current course subject/catalog number NUR 212

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

   NUR 212 TRANSITIONS: ACUTE HEALTH-ILLNESS (8)

   Focuses on nursing care of individuals and families in increasingly complex health-illness transitions. begins to develop professional nursing role. 4 hrs. lecture, 12 hrs. lab.

   Prerequisite: NUR 211 with grade greater than or equal to C and Corequisite: NUR 390

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

8. Is course an elective? □ or required for an academic plan/subplan? XXX
   If required, for what academic plan/subplan? B.S.N., B.S.N.—accelerated option
   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 XX
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. 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, XX or be revised? □
    If revised, how should it be revised?
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

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

c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes □ No □

   If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with ____________________________ Date approved by UGC ____________________________

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

e. Proposed to cross-list with ____________________________

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

f. Proposed long course title ____________________________

   (max 100 characters including spaces)

g. Proposed short course title ____________________________

   (max 30 characters including spaces)

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

i. Proposed grading option: Letter grade □ Pass/Fail □ or Both □

   (If both, the course may only be offered one way for each respective section.)

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

   j.1. If yes, maximum units allowed? ______

   j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)

      yes □ no □

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

   Lecture w/0 unit embedded lab □ Lecture only □ Lab only □ Clinical □ Research □

   Seminar □ Field Studies □ Independent Study □ Activity □ Supervision □

l. Proposed prerequisites (must be completed before) NUR 208 ____________________________

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.

**Updating pre-requisites and co-requisites in revised programs of study for B.S.N. and B.S.N.—accelerated options.**

<table>
<thead>
<tr>
<th>13. Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department Chair/Unit Head (if appropriate)</strong></td>
</tr>
<tr>
<td>[Signature]</td>
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<tr>
<td><strong>Chair of college curriculum committee</strong></td>
</tr>
<tr>
<td>[Signature]</td>
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<tr>
<td><strong>Dean of college</strong></td>
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<td>[Signature]</td>
</tr>
</tbody>
</table>

For Committee use only

| [Signature] | 1/31/07 |

For University Curriculum Committee

| Date |

Action taken: ☑ approved as submitted

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*Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.*

Revised 8/06
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 Consortium of Professional Schools
4. Academic Unit School of Nursing

5. Course subject/catalog number NUR 214
6. Units 2

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

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

9. Long course title Introduction to Health Assessment
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Intro Health Assmt

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

   **Introductory course emphasizes skills essential to the assessment aspects of the nursing process. Provides knowledge to recognize the wide range of "normal" health status in a clinical setting.**

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 X □

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) Admission to the nursing program

17. Corequisites (must be completed with proposed course) NUR 205 and BIO 320

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

   Name of new plan?

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

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

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

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

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

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

   This new course is created to better differentiate between the beginning assessment knowledge and skills needed by the entering BSN student from intermediate level course for Registered Nursing Students (Current NUR 307) and advanced level assessment course for graduate students.

   Angela Golden, Patsy McGeorge,
   Judith Sellers, Karen Plager,
   Jean Anderson, Ruth DeBoard

24. Names of current faculty qualified to teach this course

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

26. Will present library holdings support this course? yes ☐ no ☐
If the course being submitted for approval is **NOT** a LIBERAL STUDIES course, please go to step 42.

**LIBERAL STUDIES ONLY**

Contact name: ____
Dept. Chair name: ____
College Contact name: ____

Contact email: ____
Dept. Chair email: ____
College Contact email: ____

27. This course is a  □ Single section  □ Multi-section
28. List names of faculty who may teach this course: _____
29. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

**OR**

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

**OR**

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

**NEW LIBERAL STUDIES COURSE**

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

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

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

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

**TOPICS COURSE ONLY**

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

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

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

**GO TO question 42.**

Revised 8/06 3
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

   [Signatures and dates]

   [Names and dates]

   [Names and dates]

For Committees use only

[Blank lines]

For Liberal Studies Committee

[Signature and date]

Action taken: Approved as submitted

For University Curriculum Committee

[Signature and date]

Action taken: Approved as submitted
Northern Arizona University
Consortium of Professional Schools
School of Nursing

NUR 214: Introduction to Health Assessment

Semester: Spring, 2008

Credits: 2 credits. One credit hour theory,
         One credit hour/three clock hours lab weekly

Course Description: Introductory course emphasizes skills essential to the assessment
aspects of the nursing process. Provides knowledge to recognize the wide range of
"normal" health status in a clinical setting.

Prerequisite: Admission to the nursing program
Co-requisite: NUR 205
Credit Hours: 2
Instructor: Angela Golden
Office Hours: TBA
Office address: Nursing Building, #214
              Phone: 928.523.6770

Student Learning Outcomes
     Upon completion of the course, the successful student will be prepared to:

Accountability
1. Examine the role of the professional nurse in performing health assessments.
2. Demonstrate professional behavior in performing health assessments.

Caring
3. Demonstrate caring interactions in the health assessment process.

Clinical Competence
4. Identify the difference between normal vs. abnormal findings
5. Develop wellness and actual nursing diagnoses and outcome criteria based health
   assessments with individuals across the life span.

Communication
6. Demonstrate documentation of the assessment findings using correct terminology.
7. Demonstrate communication of findings to the individual and other appropriate referral
   sources.

Critical Thinking
8. Examine the bio-psycho-social, developmental cultural and spiritual dimensions of the
individual as a basis for nursing diagnosis.

Culture
9. Recognize the bio-psycho-social, development, cultural and spiritual dimensions of the individual using a variety of assessment tools appropriate for age and setting.

Management/Leadership
10. Describe the importance of environmental factors and constraints in the assessment of health.

Teaching/Learning
11. Identify needs for healthy behaviors and the effects of unhealthy behaviors on systems using the complete health assessment.

Course Approach

This course has two components. The first component is directed by the faculty to assist your learning using WebCT. In this section you will find reading assignments, online activities and videos (available on the CD with your book as well as linked in the online course). In order to prepare for the laboratory section, or the hands-on section, all of these items have been designed to allow you to obtain the didactic information to best learn skills. Through experience, the team of faculty who have created NUR 307 have found that students who complete the assigned activities learn the skills easier.

The lab section is designed to allow you to have ample time to practice all the skills that are required as well as many skills that may be of interest to you. Students who watch the videos have been more successful in the lab section as well – it is expected that you will have watched all the assigned videos prior to attending the lab section. You will be taking history's and examining your classmates during the lab time.

You will not be performing breast, gynecological, rectal or genitourinary exams on any of the your laboratory partners. You will be asking history questions related to this body systems.

Required Text and Reference:

- C. Jarvis, K. Robinson, & T. Mansen. Health Assessment Online to Accompany Physical Examination and Health Assessment (User Guide, Access Code, and Textbook Package) ISBN: 0-7216-0285-1 (This is a package with the textbook and the information you will need to access this site in WebCT)
- Any anatomy and physiology text
Course Outline

Module I: Introduction and foundations:
- Orientation to the Course/Online Learning
- Assessment Techniques
- General Survey
- Measurement, Vital Signs
- Critical thinking
- Holistic assessment
- Transcultural considerations
- Interviewing techniques
- Health history
- Nutritional Assessment

Module II: Skin, Hair, Nails, head, neck, lymphatics

Module III: Ears, Eyes, Nose, Throat

Module IV: Lungs, Thorax

Module V: Heart, Peripheral vascular

Module VI: Abdomen

Module VII: Mental Status, Neurological

Module VIII: Musculoskeletal Exam

Module IX: Specialty Exams
- Putting it all together

Assessment of Student Learning and Grading

Grading System for online portion of the course

Examinations
Orientation Quiz 5
Module Quizzes: 1-9 (20 points each) to be completed prior to the lab for that module; the lowest quiz grade is dropped – there are NO make-ups on the quizzes 160

Total Points 165

Grading System for lab portion
Attendance (15 sessions – 10 points each) 150
Orientation paper 10
Partial Assessments 1 and 2 (50 points each; due weeks 5 & 10) 100
Final Complete Assessment Paper (due week 14) 100
Final Assessment (Final lab check off during finals week) 50

Total Points for Lab Portion 410
The standard NAU School of Nursing grading scale will be used to assign grades for the course:

- **A** = 90% or greater
- **B** = 80 - 89%
- **C** = 70 - 79%
- **D** = 60-69%  **Must repeat to continue in Nursing program**
- **F** < 60%  **Must repeat to continue in Nursing program**

*NOTE: You must pass the final assessment with 80% or better to pass the course.*

Course Policies:

Please read these carefully so that you are aware of the requirements of the course:
The following expectations are required of every student enrolled in NUR 214:

- Papers must be submitted via VISTA course management system. There are NO late assignments allowed (except for extreme circumstances when prior arrangements have been made with instructor)
- Quizzes are taken online and textbooks may be used while taking the quizzes. The quizzes are to be done by the student alone. The quizzes close at 9:00am MST on the due date specified in the Course Calendar; they open at 5:00pm the day before the quizzes are due. **There are NO make-ups or re-tests on quizzes.**
- Your participation in the clinical lab is required weekly, and you are expected to attend the lab prepared to practice the skills.
- ABSOLUTELY no breast or GU/GYN exams are to be done
- The final assessment check-off is performing a head-to-toe physical exam. Students must score 80% or better on this assessment to pass the course.
- All work is to be your own. Correct citation of sources consulted is expected in all written work.
- Please refer to Appendix G of the NAU Student Handbook for policies related to Academic Dishonesty: [http://www4.nau.edu/stulife/handbookdishonesty.htm](http://www4.nau.edu/stulife/handbookdishonesty.htm)

University policies: Attach the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies or reference
PROPOSAL FOR COURSE CHANGE

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


3. College Consortium of Professional Schools

4. Academic Unit Nursing

5. Current course subject/catalog number NUR 302

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

NUR 302 BACCALAUREATE NURSING TRANSITIONS (5)

Analyzees transitions in professional nursing practice within the health-care system. Emphasizes self-awareness, cultural sensitivity, and interpersonal interactions. Prerequisite: registered nurse student or instructor's consent.

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

8. Is course an elective? ☐ or required for an academic plan/subplan? XX
   BS Nursing: Option for Registered Nurses (extended major)
   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 XX
   If yes, explain in the justification and provide supporting documentation from the affected departments.

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

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

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

   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 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 School of Nursing (SON) has an agreement with Healing Community (HC) Nursing Programs (Arizona Western College, Central Arizona College, Mohave Community College, Northland Pioneer College, and Yavapai College) whereby the curricula in Healing Community Nursing Programs are congruent with years one and two of the NAU School of Nursing pre-licensure curriculum. NUR 302 is required for non-Healing Community nursing program graduates and covers curricular concepts taught in the HC Nursing Programs and in years one and two of the NAU SON Nursing Program. Graduates of the Healing Community Colleges are not required to take the current NUR 302, Baccalaureate Nursing Transitions. The new course proposed, NUR 304, is in response to program evaluation findings that graduates of the HC Nursing Programs have not mastered some of the curricular concepts from years one and two of the NAU SON Nursing Program, in particular clinical reasoning, proficient writing, role theory, the professional role of the baccalaureate nurse, and socialization into the professional role. NUR 302 will continue to cover curricular concepts taught in the HC and years one and two of the Nursing Program of the SON for non HC graduates excluding clinical reasoning, professional writing, and professional role.

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: Y approved as submitted  N 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.
COURSE SYLLABUS – NUR 302
BACCAULAUREATE NURSING TRANSITIONS

General Information
- Name of college and department: Consortium of Professional Schools
- Course prefix, number, and title: NUR 302 Baccalaureate Nursing Transitions
- Semester in which course will be offered: Spring, Summer, Fall
- Clock hours, credit hours: 3 credit hours.
- Instructor’s name: TBA
- Office address: TBA
- Office hours: TBA

Course prerequisites: N/A

Course description: Analyze transitions in professional nursing practice within the healthcare system. Emphasizes self-awareness, cultural sensitivity, and interpersonal interactions.

Student Learning Expectations/Outcomes for this Course:
1. Apply ethical and legal principles and professional standards to nursing practice.
2. Demonstrate empathy and therapeutic use of self with individuals and families.
3. Demonstrate professional and therapeutic communication skills in learning situations.
4. Utilize evidence-based principles to plan safe and effective nursing.
5. Apply principles of cultural competency into nursing practice.
6. Assess client learning needs and readiness.
7. Develop client teaching plan and methods to evaluation learning.
8. Apply principles of collaboration, delegation, and advocacy to manage client care.

Course structure/approach: Lecture/Discussion

Textbook and required materials:

Recommended optional materials/references (attach reading list). To be developed.

Course outline:
1. Introduction
   a. Transitions
      i. Theory
      ii. Patient transitions
2. Transitions in Nursing (Nursing history)
3. Nursing Theory
   i. Definition of Nursing

Revised 04/22/03
ii. Nursing’s unique focus
iii. Elements of a Theory
iv. Selected Nursing Theories

4. Caring and Communication
   a. Caring with patients
   b. Caring with nurses
   c. Caring with other members of the healthcare team (collaboration)

5. Culture

6. The Political Process and Nursing

7. Ethical Dilemmas
   a. With patients
   b. With nurses
      i. Substance abuse

8. Legal concepts

9. Empowerment (advocacy)
   a. Education

Assessment of Student Learning Outcomes
- Methods of Assessment: Exams, Papers, Discussion Postings.
- Timeline for Assessment To Be Developed.

Grading System: Letter Grade

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60%</td>
<td>F</td>
</tr>
</tbody>
</table>

Course policy
- Retests/makeup tests: To be developed.
- Attendance: Completely Online Course.
- Statement on plagiarism and cheating: NAU Student Handbook Appendix G.

University policies: Attach the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies or reference them on the syllabus.

Other

Revised 04/22/03
Proposal for New Course

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

   *See effective dates schedule.

3. College  Consortium of Prof Schools  4. Academic Unit School of Nursing

5. Course subject/catalog number NUR 304  6. Units 3

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

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

9. Long course title  Baccalaureate Nursing Role Development
   *(max 100 characters including spaces)*

10. Short course title (max. 30 characters including spaces) Bacc Nsg Role Dev

11. Catalog course description (max. 30 words, excluding requisites).
    
    Analyze the baccalaureate nursing role. Emphasis on clinical reasoning, proficient writing, role theory, the professional role of the baccalaureate nurse, and socialization into the professional role.

12. Grading option: Letter grade XX 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 XX

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

   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 XX Lab only ☐ Clinical ☐ Research ☐

Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐

16. Prerequisites (must be completed before proposed course) Registered nurse, or instructor permission

17. Corequisites (must be completed with proposed course)

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? [B.S.N.—Registered nurse option]
Note: A new plan or plan change form must be submitted with this request.

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

---

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

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

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

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

The School of Nursing (SON) has an agreement with Healing Community (HC) Nursing Programs (Arizona Western College, Central Arizona College, Mohave Community College, Northland Pioneer College, and Yavapai College) whereby the curricula in Healing Community Nursing Programs are congruent with years one and two of the NAU School of Nursing pre-licensure curriculum. NUR 302 is required for non-Healing Community nursing program graduates and covers curricular concepts taught in the HC Nursing Programs and in years one and two of the NAU SON Nursing Program. Graduates of the Healing Community Colleges are not required to take the current NUR 302, Baccalaureate Nursing Transitions. The new course proposed, NUR 304, is in response to program evaluation findings that graduates of the HC Nursing Programs have not mastered some of the curricular concepts from years one and two of the NAU SON Nursing Program, in particular clinical reasoning, proficient writing, role theory, the professional role of the baccalaureate nurse, and socialization into the professional role. NUR 302 will continue to cover curricular concepts taught in the HC and years one and two of the Nursing Program of the SON for non HC graduates excluding clinical reasoning, professional writing, and professional role

24. Names of current faculty qualified to teach this course
   Rieck, Byrne, Doshier, Glennon, Ellermann, Rees-McGee, Sellers, Decker

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

26. Will present library holdings support this course? Yes ☑ No ☐
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

Contact name: ____
Dept. Chair name: ____
College Contact name: ____

Contact email: ____
Dept. Chair email: ____
College Contact email: ____

☐ Single section
☐ Multi-section

List names of faculty who may teach this course: ____
Section enrollment cap: ____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

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

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

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

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

TOPICS COURSE ONLY

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

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

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

GO TO question 42
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

42. Approvals

\[\text{Date} \] 1/8/07

\[\text{Date} \] 1/9/07

\[\text{Date} \] 1/9/07

For Committees use only

For Liberal Studies Committee

Action taken: □ Approved as submitted \[\text{Date} \] 1/31/07

\[\text{Date} \]

For University Curriculum Committee

Action taken: □ Approved as submitted \[\text{Date} \]

\[\text{Date} \]

 revised 8/06
Northern Arizona University
Consortium of Professional Schools
School of Nursing

NUR 304: Baccalaureate Nursing Role Development

**Semester:** Spring, 2008  
**Credit hours:** 3 credit hours.  
**Instructor’s name:** TBA  
**Location:** Online  
**Office hours:** TBA

**Pre-requisite:** Registered nurse or instructor’s permission

**Course description:**
Analyze the baccalaureate nursing role. Emphasis on clinical reasoning, proficient writing, role theory, the professional role of the baccalaureate nurse, and socialization into the professional role.

**Student Learning Outcomes:**

Upon completion of NUR 304, the successful student will be prepared to:

**Accountability**
1. Analyze the baccalaureate nursing role using role and socialization theories.  
2. Explore differentiated levels of nursing practice and identify professional goals.

**Caring**
3. Examine expanded baccalaureate nursing roles and implications for the delivery of care.

**Communication.**
4. Apply principles of exposition to clearly express ideas.  
5. Utilize accepted writing and reference citation style (APA) in written professional communication.  
6. Discuss use of standardized language in professional nursing.

**Clinical Competence**
7. Incorporate evidence-based principles when planning and evaluating nursing care.  
8. Utilize standard outcomes and interventions classifications for planning and evaluating nursing care.

**Critical Thinking**
9. Utilize clinical reasoning web tool to identify and describe multi-dimensional aspects of a clinical issue  
10. Analyze multi-dimensional human responses to formulate clinical judgments and guide nursing practice.

**Leadership/Management**
11. Synthesize role and socialization theory in understanding of developing professional role.

**Course structure/approach:**
This online course will present an overview of topics involved in the continuing role development of the registered nurse at the baccalaureate level. Weekly lessons will include online discussions. Course assignments will include practice and application exercises for professional writing and utilizing APA format, using standardized language and classifications systems, clinical reasoning web. A final course paper will provide the student the opportunity to synthesize new understanding of the developing role as they utilize new “tools” provided.
Textbooks (required):


Course outline:
1) Introduction
2) Professional Writing
   a) Principles of technical/scientific writing
   b) Clear Expression of Ideas
   c) Referencing and Plagiarism
3) The Baccalaureate Nursing Role
   a) Transitions in Nursing Education
      i) Differentiated Practice
      ii) Advanced Practice Nursing Roles
      iii) Regulation of Nursing Practice
   b) Characteristics of a Profession
      i) Credentials
      ii) Professional Associations
      iii) Research
      iv) Expertise
   c) Role Theory
   d) Socialization Theory
   e) The Baccalaureate Nursing Role: Value added
      i) Research
      ii) Public Health
      iii) Leadership
4) Clinical Reasoning
   a) Nursing Classification Systems
      i) Interventions
      ii) Outcomes
   b) Clinical Reasoning Web
      i) Assessment
      ii) Pattern Recognition
   c) Outcome Present State
      i) Gap analysis
      ii) Interventions
      iii) Evaluation
      iv) Closing the loop: Revisions
5) Future of Nursing
   a) Education
   b) Practice

Assessment of Student Learning and Grading:

Weekly formative assessment approaches will utilize both online discussions and additional assignments. A final course paper offers the opportunity for summative assessment of student learning.
Assignments
Weekly Discussions (14 @ 5 points each) 70 points
APA formatting assignment (Week 3) 20 points
Web exercise: regulation and credentialing (Week 5) 20 points
Mid-term assignment: Reflection on professional goals and BSN 25 points
Clinical Reasoning Web (Week 10) 20 points
Applying classifications Case Study (week 12) 20 points
Final course synthesis paper (Week 14) 75 points
Total course Points possible 250 points

Grading Scale:
A = 90-100% of possible points
B = 80-89% of possible points
C = 70-79% of possible points
D = 69-60% Must repeat in order to progress in BSN program
F = < 60% Must repeat in order to progress in BSN program

Course policies
- Participation in weekly discussions/class assignments is an expectation of the course. No points will be awarded when weekly discussion/other activities are not completed.
- Discussions and assignments are expected to completed by dates published in the Course Calendar. Prior arrangements must be made in advance with instructor to negotiate alternative/late assignment submissions, otherwise no points will be awarded to that assignment.
- All work is to be your own. Correct citation of sources consulted is expected in all written work.
- Please refer to Appendix G of the NAU Student Handbook for policies related to Academic Dishonesty: http://www4.nau.edu/stulife/handbookdishonesty.htm

University policies: Attach the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies or reference them on the syllabus.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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


3. College Consortium of Professional Schools
4. Academic Unit Nursing

5. Current course subject/catalog number NUR 320 (3)

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

Overview of the core principles for end-of-life care. Emphasizes strategies to improve end-of-life care and the role of the nurse as a member of an interdisciplinary team. Prerequisite: admission to the nursing program or instructor's consent.

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? All B.S.N. options
   If required, also submit Proposal for New Plan or Plan Change.

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

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

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

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

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

11. a. Proposed course subject/catalog number
   b. Proposed units 2
   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 ☐
   (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 ☐
   (Basic Principles in Palliative Care)
   (max 100 characters including spaces)

g. Proposed short course title ☐
   (Basic Prin in Palliative Care)
   (max 30 characters including spaces)

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

Provides an overview of core principles of palliative care. Emphasizes strategies to improve palliative care and the nurse as a member of an interdisciplinary team. Prerequisite: admission to the nursing program or instructor's consent.

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)

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

The focus of the course has changed from a narrow perspective of end of life care to a broader perspective of palliative care which encompasses providing care for life limiting as well as life threatening illness.

13. Approvals

[Signatures and dates]

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.
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 Consortium of Prof Schools
   4. Academic Unit School of Nursing

5. Course subject/catalog number NUR 321
   6. Units 2

7. Co-convened with N/A
   *(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)*

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

9. Long course title Gerontology
   *(max 100 characters including spaces)*

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

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

   *Explore beliefs, attitudes, stereotypes about the elderly. Includes theories of aging, normal aspects and changes, ethical issues, and successful aging through interdisciplinary health promotion and risk reduction strategies.*

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

16. Prerequisites (must be completed before proposed course) Admission to the nursing program.

17. Corequisites (must be completed with proposed course)

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

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)?  yes ☐ no ☐
Name of new plan?  All BSN options

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

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


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

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

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

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

School of Nursing curriculum review in 2005 identified curricular gaps in required content. In order to assure inclusion of this important material, a new course is proposed for all students earning BSN through all program options.

24. Names of current faculty qualified to teach this course

Judith Sellers, Enid Rossi, Ro
Haddon, Ilene Decker

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

26. Will present library holdings support this course?  yes ☐ no ☐
If the course being submitted for approval is **NOT a LIBERAL STUDIES** course, please go to step 42.

**LIBERAL STUDIES ONLY**

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

27. This course is a □ Single section □ Multi-section
28. List names of faculty who may teach this course: _____
29. Section enrollment cap: _____

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 30-33.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 37-38.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 39-41.

**NEW LIBERAL STUDIES COURSE**

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

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

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

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

**TOPICS COURSE ONLY**

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

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

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

**GO TO question 42.**
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

42. Approvals

[Signatures and dates for approvals]

For Committees use only

For Liberal Studies Committee

Action taken: ___________________ Approved as submitted ___________________ Approved as modified

[Signature and date]

For University Curriculum Committee

Action taken: ___________________ Approved as submitted ___________________ Approved as modified

[Signature and date]
Northern Arizona University
Consortium of Professional Schools
School of Nursing

NUR 321: Gerontology

Credits: 2

Semester: Fall, 2007

Instructor: Judith B. Sellers, DNSc, CFNP

Course prerequisites: None. Required course for all nursing majors. May be taken by other disciplines if space available.

Course description:
This course will introduce students to the elderly population and life after 65. Students will explore beliefs, attitudes, stereotypes held about the elderly and how these impact older adults and their families. There will be a multidisciplinary focus and include theories of aging, normal physiological, psychological, and social aspects of growing older, ethical issues, and successful aging through interdisciplinary health promotion and risk reduction strategies.

Student Learning Outcomes:
Upon completion of NUR 205, the successful student will be prepared to:

Caring
1. Recognize the benefits of an interdisciplinary approach to work with elderly clients.
2. Discuss life experiences of elders with respect for cultural differences, biopsychosocial changes, historical events, and importance of personal milestones.

Communication
3. Demonstrate clear, effective, respectful, and compassionate communication with the elderly.
4. Demonstrate individualized communication styles as determined by the elder’s age related changes, cultural beliefs, and values.

Clinical Competence:
5. Differentiate between everyday autonomy and safety for older adults and their families and/or caregivers.
6. Begin to differentiate between common normal changes and pathologic changes among elderly people.
7. Discuss common health related factors and issues affecting seniors.
8. Recognize common risk factors that contribute to functional decline, impaired quality of life, and excess disability in older adults.

Critical Thinking:
9. Identify myths and stereotypes of aging and their impact on older people and their families.
10. Analyze the impact of attitudes and cultural, social, physical, emotional, and economic factors on the care of older adults.
11. Discuss how the social, biologic, and psychological theories of aging relate to health promotion.

Culture
12. Recognize the influence of attitudes, language, culture, race, religion, gender, and lifestyle on the experience of aging for the individual and the family.
Leadership/Management

13. Understand current and projected demographic characteristics of the population age 65 and older and discuss their relationship with the health care system.

Course structure/approach:
This course will be taught in both a traditional/ITV classroom and online for distance students in the RN-BSN option.

For students in pre-license program options, the course will be offered in traditional and ITV classrooms. A variety of teaching strategies will be employed, including lecture, group discussions, role play, video, critical thinking exercises, and self assessment projects.

For registered nurse students in the online RN-BSN program, the course will consist of weekly lessons and discussion activities based on readings and online web searching activities.

Assessment activities for all sections will include participation/discussion, two papers, and a mid-term examination.

Textbooks (required):


Content Outline

I. Introduction
   A. Demographics of aging
   B. Attitudes, values, stereotypes
   C. Ageism

II. Theoretical perspectives
    A. Biological
    B. Psychological/Developmental
    C. Sociological

III. Normal aging and quality of life
    A. Definitions
    B. Components of quality of life
    C. Physical
       1. Systems
       2. Abnormal changes
    D. Social
       1. Retirement
       2. Losses
    E. Psychological
       1. Sensory input
       2. Memory
    F. Impact of changes on quality of life

IV. Successful Aging
    A. Goals of Healthy People 2010
    B. Risk factors
C. Health promotion strategies
D. Cultural differences in health practices
E. Barriers to health promotion

Assessment of Student Learning Outcomes

Approaches to Assessment: Weekly participation/in class exercises, two major papers, one midterm exam.

Timeline for Assessment: Weekly activities, paper #1 before midterm, midterm examination, Paper #2 end of term

Grading:
- Participation/discussion activities 25%
- Paper #1 25%
- Midterm exam 25%
- Paper #2 25%

Grading Scale:
- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 69-60% Must repeat in order to progress in BSN program
- F = < 60% Must repeat in order to progress in BSN program

Course policies

- Participation in weekly discussions/in class activities is an expectation of the course. No points will be awarded when class is missed or weekly discussion/other activities are not completed.
- Discussions, assignments, and exams are expected to be completed by dates published in the Course Calendar. Prior arrangements must be made in advance with instructor to negotiate alternative/late assignment submissions, otherwise no points will be awarded to that assignment.
- Re-tests and make-up tests will not be offered.
- All work is to be your own. Correct citation of sources consulted is expected in all written work.
- Please refer to Appendix G of the NAU Student Handbook for policies related to Academic Dishonesty: http://www4.nau.edu/stulife/handbookdishonesty.htm

University policies: Attach the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies or reference them on the syllabus.
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   Consortium of Prof Schools
4. Academic Unit   School of Nursing

5. Course subject/catalog number   NUR 324
6. Units   1

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

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

9. Long course title   Nursing Informatics
   (max 100 characters including spaces)

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

11. Catalog course description (max. 30 words, excluding requisites).
   Introduction to key elements of informatics/information technology in the health care setting. Issues and policies related to ethics and privacy regarding the treatment of patient information will be addressed.

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 X□

14. May course be repeated for additional units? yes □ no X□
   a. If yes, maximum units allowed? yes □ no □
   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 only X
   Lecture w/0 unit embedded lab □ □
   Lab only □
   Clinical □
   Research □
   Seminar □
   Field Studies □
   Independent Study □
   Activity □
   Supervision □

16. Prerequisites (must be completed before proposed course)   Admission to the nursing program.

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

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

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)? yes X no □
   Name of new plan? □ Required in all BSN program options
   Note: A new plan or plan change form must be submitted with this request.

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

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

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

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

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

   School of Nursing curriculum review in 2005 identified curricular gaps in required content. In order to assure inclusion of this important material, a new course is proposed for all students earning BSN through all program options.

24. Names of current faculty qualified to teach this course

   Kim Starr, Ruth DeBoard

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

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

revised 8/06
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

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

27. This course is a  □ Single section  □ Multi-section
28. List names of faculty who may teach this course: _______
29. Section enrollment cap: _______

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

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

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

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

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

TOPICS COURSE ONLY

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

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

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

GO TO question 42
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

42. Approvals

[Signatures and dates]

For Committees use only

[Signature and date]

For Liberal Studies Committee

Action taken: Approved as submitted Approved as modified

[Signature and date]

For University Curriculum Committee

Action taken: Approved as submitted Approved as modified

revised 8/06
Northern Arizona University
Consortium of Professional Schools
School of Nursing

NUR 324: Nursing Informatics

Credits: 1 credit hour

Semester Offered: Spring, 2008

Instructor: Kimberley Starr

Location: Online

Office Hours: TBA

Pre-requisites: Admission to the nursing program. May be taken by other disciplines if space available.

Course Description:

This course is designed to introduce key elements of Nursing Informatics and technology in the health care setting. Computer skills utilized in clinical practice, communication, data access, decision support, and data management will be reviewed. Concepts and issues relevant to nursing informatics and the use of computerized information systems and decision support systems in health care areas will be examined. Issues and policies related to ethics and privacy regarding the treatment of patient information (HIPAA) and the impact of informatics related to data, technology, privacy, security, and systems will be addressed.

Location: On-Line

Student Learning Outcomes:

Upon completion of NUR 304, the successful student will be prepared to:

Accountability:
1. Incorporate ethical and legal principles and professional standards related to information system in practice.
2. Examine ethical/legal issues that arise in using, designing, and managing health care information systems.

Caring:
3. Discuss informatics in health care and describe aspects of the design, use and storage of data in computerized information systems that facilitate caring behaviors.

Communication:
4. Discuss taxonomy, nomenclature, and nursing language relating to nursing and health care information systems.

**Clinical Competency:**
5. Identify and describe computer applications used in clinical practice.
6. Demonstrate use of nursing languages to create data, information, and knowledge.

**Critical Thinking:**
7. Identify key trends and issues in nursing informatics and the impact on health care information systems.

**Learning/Teaching:**

**Management/Leadership:**
9. Identify and describe policy ramifications of computerized information systems, including data integrity, ethical implications, legal requirements, and professional practice standards, trends, and issues.
10. Discuss issues associated with implementing an electronic health record/management information system.
11. Integrate application of nursing informatics to professional roles.

**Course Structure/Approach:**
This online course will present an overview of key concepts related to the developing area of informatics/information management in health care. Weekly lessons will include online discussions, application exercises, and open-book quizzes. A final course paper will provide students the opportunity to demonstrate understanding of course material in a clinical application.

**Course Textbook (required):**

**Course Content Outline**

**Unit 1**
Computers and Nursing
   - Overview of Computer and Nursing
   - Historical Perspectives of Nursing and the Computer

Computer Systems
   - Computer Hardware, Software, Data Processing, Systems, Internet

**Unit 2**
Issues in Informatics
   - Nursing Informatics and Healthcare Policy
   - Privacy, Confidentiality, and Security
   - Data Standards

Informatics Theory
Unit 3
Practice Applications
  Practice Applications: Critical Care, Community Health,
  Ambulatory Care, Long-term Care
Administrative Applications for Nursing Managers
  Translating Evidence into Practice

Unit 4
Consumers Use of Informatics
  Consumers in Healthcare
  Health-Related Decision-Making by Patients
  Innovations in Telehealth

Unit 5
Research Applications
  Computer use in Nursing Research
  Computerized Information Resources
  The Future of Informatics

Assessment of Learning and Grading:

Weekly formative assessment approaches will utilize both online discussions and online
open-book quizzes. Additional assignments across the semester will include both
formative and summative assessment.

Assignments
Weekly Discussions  (14 @ 5 points each)  70 points
Weekly quizzes  (14 @ 5 points each)  70 points
Course Acknowledgement (Week 1)  5 points
Informatics Literacy: Self-assessment (Week 3)  10 points
HIPPA Tutorial (Week 5)  10 points
Web search: Consumer information (Week 10)  10 points
Final course application paper (Week 13)  75 points

Total course Points possible  250 points

Grading Scale:
A = 90-100% of possible points
B = 80-89% of possible points
C = 70-79% of possible points
D = 69 -60% Must repeat in order to progress in BSN program
F = < 60% Must repeat in order to progress in BSN program

Course policies

- Participation in weekly discussions/class assignments is an expectation of the
course. No points will be awarded when class is missed or weekly
discussion/other activities are not completed.
- Discussions, assignments, and quizzes are expected to completed by dates
  published in the Course Calendar. Prior arrangements must be made in
advance with instructor to negotiate alternative/late assignment submissions, otherwise no points will be awarded to that assignment.

- Re-tests and make-up tests will not be offered.
- All work is to be your own. Correct citation of sources consulted is expected in all written work.
- Please refer to Appendix G of the NAU Student Handbook for policies related to Academic Dishonesty:
  http://www4.nau.edu/stulife/handbookdishonesty.htm

University policies: Attach the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies or reference them on the syllabus.
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 ☐ Consortium of Prof Schools ☐ 4. Academic Unit School of Nursing

5. Course subject/catalog number NUR 325

6. Units 2

7. Co-convened with N/A
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

7a. Date approved by UGC N/A

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

9. Long course title Genomics in Contemporary Nursing and Health Care
   (max 100 characters including spaces)

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

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

   Provides foundation in genetic and genomic information and developments in order to integrate genomic competencies into contemporary professional nursing practice.

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

16. Prerequisites (must be completed before proposed course) BIO 320

17. Corequisites (must be completed with proposed course) N/A

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

   instructor consent ☐ department consent ☐ no consent ☐

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)? yes ☑ no ☐
   Name of new plan?
   All BSN options
   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:

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

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

23. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).
   Genomic competencies for Registered Nurses were developed and approved in 2005 (National Institute of Health and American Nurses’ Association), with a recommendation for incorporation into nursing curricula. Our accrediting agency, Collegiate Center for Nursing Education (CCNE) also requires core knowledge in genetics and genomics related to nursing care. A curriculum review process in the School of Nursing in 2005 identified this gap in the curriculum, so we are proposing this new course to address the educational need of all students earning the BSN.

24. Names of current faculty qualified to teach this course
   Ruth Sieperman, Sally Doshier, Gina Long

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

26. Will present library holdings support this course? yes ☑ no ☐
If the course being submitted for approval is **NOT** a LIBERAL STUDIES course, please go to step 42.

**LIBERAL STUDIES ONLY**

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

27. This course is a □ Single section  
   □ Multi-section  
28. List names of faculty who may teach this course: ____  
29. Section enrollment cap: ____  

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 30-33.  
OR  
If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 37-38.  
OR  
If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 39-41.

**NEW LIBERAL STUDIES COURSE**

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

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

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

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

**TOPICS COURSE ONLY**

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

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

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

**GO TO question 42.**
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

42. Approvals

[Signatures and dates]

[Signatures and dates]

[Signatures and dates]

For Committees use only

[Blank space for comments]

For Liberal Studies Committee

Action taken:

Approved as submitted

Approved as modified

[Signature] 1/31/07

For University Curriculum Committee

Action taken:

Approved as submitted

Approved as modified

revised 8/06
Northern Arizona University
Consortium of Professional Schools
School of Nursing

NUR 325: Genomics in Contemporary Nursing and Health Care

Credits: 2 Credit Hours

Semester: Spring, 2008

Instructor’s Name: TBA

Office Address: TBA

Office Hours: TBA

Course Prerequisites: BIO 320

Course Description: This course will incorporate genetic and genomic information along the pathways of prevention, screening, diagnostics, prognostics, selection of treatment and monitoring of treatment effectiveness in the care of patients and their families. In addition, legal, ethical, social, economic, cultural, ethnic/ancestral, and religious issues will be explored.

Student Learning Outcomes:
Upon completion of NUR 351, the successful student will be prepared to:

  Accountability:
  1. Incorporate the ethical and legal aspects of genetic- and genomic-related information and technologies in the care of individuals and families.
  2. Recognize when one’s own attitudes and values about genetics and genomic science may affect care provided to clients.

  Caring:
  3. Advocate for clients’ access to genomic-science related services and/or resources.
  4. Advocate for the rights of all clients for autonomous, informed genomic-science-related decision making.

  Clinical Competency:
  5. Conducts comprehensive health and physical assessments which incorporate knowledge about genetic, environmental, and genomic influences and risks.

  Communication:
  7. Incorporate effective professional communication with client’s, families, members of the interdisciplinary team, and referral agencies.

  Critical Thinking:
  8. Demonstrates understanding of the relationship of genetics and genomics to health, prevention, screening, diagnostics, prognostics, selection of treatment, and monitoring of treatment effectiveness.
8. Demonstrates understanding of the relationship of genetics and genomics to health, prevention, screening, diagnostics, prognostics, selection of treatment, and monitoring of treatment effectiveness.

9. Critically analyzes the history and physical assessment findings for genetic, environmental, and genomic influences and risk factors.

**Culture:**

10. Identifies cultural, ethnic/ancestral, religious, and societal issues related to genetics and genomic science technologies.

**Management/Leadership:**

11. Collaborate with health care providers, interdisciplinary team, and third-party payers in order to access and provide genomic healthcare services.

**Learning/Teaching:**

12. Provide clients with current, accurate, credible, and appropriate genetics and genomic-related information, resources, and services to facilitate decision-making.

**Course Structure and Approach:**

This online course will utilize weekly lessons, readings, and online discussions to examine the topics outlined. In addition, a cumulative course paper will provide students the opportunity to incorporate key concepts in the assessment and planning for a selected genomics case study. Mid-term and final course exams (offered in person or online depending on the BSN option that the student is pursuing) will also be required.

**Textbook (required)**


**Course Outline:**

**Week 1 Genomics and Biology**

A. Introduction: Past, Present & Future
B. Basic Genetics Terminology
C. The Human Genome Project

**Week 2 Genomics and Practice:**

A. Family History
B. Ethical Issues Related to Family History Documentation
C. Genetics and Genomics in Practice
D. Public Information

**Week 3 Genomics and Health Benefits**

A. Prevention and Early Detection
B. Genetic Testing - How, What, & Why
C. Types of Genetic Testing – Clinical and Research
D. Oversight of Information
**Week 4 Genomics and Health Benefits (cont.)**  
A. Prescreening and Diagnosis  
B. Newborn Screening  
C. Carrier Testing  
D. Cultural and Economic Issues  

**Week 5 Pharmacogenetics and Pharmagenomics**  
A. Pharmacokinetics  
B. Pharmacodynamics  
C. Complications & Ethical Issues  
D. Nursing Role and Implications  

**Week 6 Putting the Pieces Together**  
A. Genetic Referrals- How to Decide When to Make a Referral  
B. Framework for Making Referrals  
C. Support- Peer and Family  
D. “Breaking the News”  

**Week 7 Resources**  
A. Counseling and Evaluation-Who Are the Providers,  
B. Counseling and Evaluation-Nurse’s Role  
C. Specialists in Genetics  
D. Future Models  

**Week 8 Transitions & Transformations**  
A. The Impact of Genetic Information  
B. To Share or Not to Share the Information  
C. Family Roles and Relationships  
D. Nursing Implications  

**Week 9 Genomics and Society**  
A. Race, Ethnicity, and Culture  
B. Concepts of Self  

**Week 10 Genomics and Society (cont.)**  
A. Family Traits and Behaviors  
B. Community Identity  
C. Genetics, Race, Ethnicity, and Research  

**Week 11 Genomics and Society (cont.)**  
A. Ethical Boundaries  
B. Translations of Research to Policy Integration  
C. Nursing Implications  

**Week 12 Genomics and Spirituality & Religious Traditions**  
A. Concepts of Normal: What is Normal?  
B. Concepts of Soul: When Does Life Begin?  

**Week 13 Genomics and Spirituality & Religious Traditions (cont.)**  
A. What Does It Mean To Be Human?  
B. Stem Cell Research  
C. Cloning
**Week 14  New Frontiers**
A. Profound Changes  
B. Power and Possibilities  
C. Possibilities  
D. Preventative and Predictive  

**Week 15  Final Exam**

Assessment of Student Learning and Grading:

1. Discussion Assignments On-Line (weekly)  
   75 points  
2. Family History and Case Study Paper  
   (Due Week 14)  
   75 points  
3. Mid-Term Exam  
   50 points  
4. Final Exam  
   50 points  

**Total Possible Points = 250**

**Grading Scale:**

A = 90-100% of possible points  
B = 80-89% of possible points  
C = 70-79% of possible points  
D = 69 -60% of possible points; Must repeat in order to progress in BSN program  
F = < 60% of possible points; Must repeat in order to progress in BSN program

The final exam will be administered on the designated day per the NAU finals week schedule. There is no make-up exam. The final exam must be passed with a grade of 70% in order to pass the course.

**Course Policies**

- Participation in weekly discussions is an expectation of the course.
- Discussions, assignments, and exams are expected to completed by dates published in the *Course Calendar*. Prior arrangements must be made in advance with instructor to negotiate alternative/late assignment submissions, otherwise no points will be awarded to that assignment.
- Re-tests and make-up tests will not be offered.
- All work is to be your own. Correct citation of sources consulted is expected in all written work.
- Please refer to Appendix G of the NAU Student Handbook for policies related to Academic Dishonesty: [http://www4.nau.edu/stulife/handbookdishonesty.htm](http://www4.nau.edu/stulife/handbookdishonesty.htm)
University policies: Attach the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies or reference them on the syllabus.
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 Consortium of Prof Schools ☐
4. Academic Unit School of Nursing ☐

5. Course subject/catalog number NUR 329

6. Units 1

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 U.S. Health Policy
   (max 100 characters including spaces)

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

11. Catalog course description (max. 30 words, excluding requisites).
   This course will provide a concise introduction to the basic structures and operations of the U.S. Health Care System.

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

16. Prerequisites (must be completed before proposed course) Admission to the nursing program.

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? 
   Required in all BSN program options
   Note: A new plan or plan change form must be submitted with this request.

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

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

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

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

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

An understanding of health care policy is necessary for nurses to function in today’s health care delivery system. Although some current courses touch on health policy there was no coordinated approach to integration of this content.

24. Names of current faculty qualified to teach this course
   Rosalinda Haddon, Laura Blank, Cheryl Glennon, Caroline Ellermann,

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

26. Will present library holdings support this course? yes ☑ no ☐
If the course being submitted for approval is **NOT** a **LIBERAL STUDIES** course, please go to step 42.

**LIBERAL STUDIES ONLY**

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

27. This course is a □ Single section □ Multi-section

28. List names of faculty who may teach this course: _____

29. Section enrollment cap: _____

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 30-33.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 37-38.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 39-41.

**NEW LIBERAL STUDIES COURSE**

30. Thematic Focus (check all that apply): **If a topics course, must apply to ALL sections.**

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

31. Distribution Block (check one): **If a topics course, must apply to ALL sections.**

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

32. Skills (check two): **If a topics course, must apply to ALL sections.**

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

33. Is this a topics course?  Yes □ No □

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

**TOPICS COURSE ONLY**

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

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

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

**GO TO question 42**
NEW JUNIOR LEVEL WRITING COURSE *(refer to question 19)*

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

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

GO TO question 42

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

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

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

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

42. Approvals

[Signature]  1/8/07
Department Chair (if appropriate)  Date

[Signature]  1/8/07
Chair of college curriculum committee  Date

[Signature]  1/9/07
Dean of college  Date

For Committees use only

For Liberal Studies Committee

Action taken: __________________________ Approved as submitted __________________________ Approved as modified

[Signature]  1/31/07
Date

For University Curriculum Committee

Action taken:

[Signature]  Approved as submitted __________________________ Approved as modified

revised 8/06
Northern Arizona University
Consortium of Professional Schools
School of Nursing

NUR 329: Introduction to U.S. Health Care Policy

**Credits:** 1 credit hour

**Instructor:** Rosalinda Haddon, MA, RN

**Office Address:** School of Nursing Office #

**Office Hours:** TBA

**Pre-requisites:** Admission to the nursing program. May be taken by other disciplines if space available.

**Course Description:**
A concise introduction to the basic structures and operations of the U.S. Health Care System. Issues of universality, access to care, the economics of health care delivery, vulnerable populations, politics and political action, quality improvement and health care reform will be addressed.

**Student Learning Outcomes**
Upon completion of NUR 329, the successful student will be prepared to:

**Accountability:**
1. Analyze the responsibility of nursing to quality health care outcomes.
2. Integrate research findings that support the synthesis of socio-political and legal parameters in nursing practice.

**Caring:**
3. Demonstrate an understanding of the complexities of providing care in the current Health Care Delivery System.

**Communication:**
4. Effectively communicate the nursing perspective to interdisciplinary groups and to achieve mutually defined goals for clients and organizations.
5. Synthesize relevant policy issues and disseminate among interdisciplinary colleagues.

**Clinical Competency:**
6. Synthesize theory and research findings in policy design and implementation.

**Critical Thinking:**
7. Demonstrate sequential thinking and analysis of policy issues and their effects on clients served and the profession of nursing

**Culture:**
8. Demonstrate an understanding of the U.S. culture regarding health care delivery, the values and goals of the system and the culture of reform.
9. Compare and contrast the health care delivery system in the U.S. with other country’s systems.

Management/Leadership:
10. Demonstrate an understanding of the social, political, financial, ethical, legislative and legal parameters of health care delivery in the global community.

Course Structure/Approach:
This online course will address a variety of topics related to health care policy through the use of prepared lessons, readings, web searches, weekly asynchronous online discussions, guest presentations, and a course paper.

Course Content Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Overview</td>
</tr>
<tr>
<td>2</td>
<td>Health Politics and Political Action</td>
</tr>
<tr>
<td>3</td>
<td>Health Status of the Population and Vulnerable Groups</td>
</tr>
<tr>
<td>4</td>
<td>Access to Care</td>
</tr>
<tr>
<td>5</td>
<td>Aging and Long Term Care</td>
</tr>
<tr>
<td>6</td>
<td>Health Care Delivery Organizations</td>
</tr>
<tr>
<td>7</td>
<td>Labor Issues and Professionalism</td>
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<tr>
<td>8</td>
<td>Quality Issues</td>
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<tr>
<td>9</td>
<td>Financing Health Care</td>
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<tr>
<td>10</td>
<td>Public Financing</td>
</tr>
<tr>
<td>11</td>
<td>Private Insurance and Managed Care</td>
</tr>
<tr>
<td>12</td>
<td>International Health Systems</td>
</tr>
<tr>
<td>13</td>
<td>Health Care Oversight</td>
</tr>
<tr>
<td>14</td>
<td>Health Care Reform</td>
</tr>
<tr>
<td>15</td>
<td>Policy Paper Due</td>
</tr>
</tbody>
</table>

Textbook (required):


Course Requirements:

Each student will select a health care topic of interest from a pre-determined list and prepare a policy statement of approximately 6 pages, using APA 5th edition standards, identifying why this is an issue that is deserving of a policy initiative and how it might be funded.
Assessment of Student Learning:

Formative assessment of student learning will be achieved with feedback on weekly discussion assignments. Summative assessment of student learning will be provided in the final course paper.

- On-line discussion assignments (weekly): 70 points (5 points/discussion)
- Health Care Policy Paper: 30 points
  Total Points: 100

Grading Scale:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%; Must repeat in order to continue in BSN program of study
F < 60%; Must repeat in order to continue in BSN program of study

Course policies

- Substantive participation in weekly discussions is an expectation of the course. Each student will discuss on line the weekly reading assignment and answer the questions at the end of the on-line discussion. Each student will also respond to another student on-line. Grading will be based upon analysis of content, evidence presented, ability to engage in academic discourse and ability to effectively communicate the information.
- Discussions and assignments are expected to completed by dates published in the Course Calendar. Prior arrangements must be made in advance with instructor to negotiate alternative/late assignment submissions, otherwise no points will be awarded to that assignment.
- All work is to be your own. Correct citation of sources consulted is expected in all written work.
- Please refer to Appendix G of the NAU Student Handbook for policies related to Academic Dishonesty: http://www4.nau.edu/stulife/handbookdishonesty.htm
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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


3. College Consortium of Professional Schools 4. Academic Unit School of Nursing

5. Current course subject/catalog number Nursing Care of Families NUR 350

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

NUR 350 FAMILY NURSING (9)

Features nursing care/case management of families experiencing complex health transitions within community settings as well as group teaching. 5 hrs. lecture, 12 hrs. lab. Prerequisite: (NUR 212 and NUR 307 and NUR 390) or International Student Group

7. Is course currently cross-listed or co-convened? yes ☐ no XX
   Will this continue? ☐

8. Is course an elective? ☐ or required for an academic plan/subplan? X
   If required, for what academic plan/subplan? All B.S.N. options
   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 XX
   If yes, explain in the justification and provide supporting documentation from the affected departments.
3 credits were removed from this course and 2 new courses were designed with those 3 credits, gerontology and health policy.

10. 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 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject /catalog number ________________  b. Proposed units 6

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) Family Case Management

g. Proposed short course title ____________________________
   (max 30 characters including spaces) Family Case Mgmt

h. Proposed catalog course description (max. 30 words, excluding requisites)
   Nursing care/case management of families experiencing complex health transitions within community settings.

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 XX Lecture only ☐ Lab only ☐ Clinical ☐ Research ☐
   Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐

l. Proposed prerequisites (must be completed before) NUR 390, or International Student Group

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.

Course change involves decreasing credit hours from current 9 credit course (5 units theory/didactic and 4 units/16 hours weekly in clinical) to 6 credit hours (3 units theory/didactic and 3 units/12 hours weekly in clinical.) Several factors influenced this proposed change.

In 2005 an extensive faculty review of the BSN curriculum identified content gaps, overlaps and sequencing inconsistencies. In addition, student exit interviews, especially RN-BSN students, indicated that the large number of credits and concomitant workload was burdensome for the working registered nurse or nursing student. As the faculty considered content included in this course, it was also recommended that some topics be addressed earlier in the BSN programs of study. New course proposal NUR 321, Gerontology, assumes some of the original NUR 350 content that will be covered earlier.

13. Approvals

[Signatures and dates]

For Committee use only

[Signature and date]

For University Curriculum Committee

[Signature and date]

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

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

Revised 8/06
Northern Arizona University  
Consortium of Professional Schools  
School of Nursing  

NUR 350: Family Case Management  

Credits: Six credit hours:  
• Didactic: 3 credit hours  
• Clinical: 3 credit hours (9 hours weekly)  

Semester: Fall, 2008  

Instructors:  

Enid Rossi, EdD, MSN, RN  Voice mail: 928-523-6716  Pager 556-7718  
Rosalinda Haddon, MA, RN  Voice mail: 928-523-9210 Pager: 928-913-6878  

Clinical Instructors: TBA  

Course pre-requisites: NUR 390  

Course description:  
Nursing care/case management of families experiencing complex health transitions within community settings.  

Student Learning Outcomes  

Upon completion of NUR 350, the successful student will be prepared to:  

Accountability  
1. Incorporate ethical and legal aspects of nursing care with clients/families in community settings.  
2. Demonstrate initiative in care/case management of clients and their families.  

Caring  
3. Integrate empathy and therapeutic use of self with clients and their families in community settings.  
4. Practice within a holistic framework incorporating spirit, mind and body.  

Clinical Competence  
5. Synthesize theory and evidence-based practice in the direct and indirect delivery of care/case management.  
6. Design care/case management and teaching based on client/family goals and related outcomes.  

Communication  
7. Incorporate effective communication with clients, families, members of the interdisciplinary team and referral agencies.
Critical Thinking
8. Integrate the essential aspects of critical thinking/clinical reasoning towards reflective nursing practice in care/case management and teaching for self-care and healthy lifestyle behavior changes.

Culture
9. Integrate a personal and professional value system with the value system of the client in care/case management.

Management/Leadership
10. Delineate innovative approaches and take action as an advocate and change agent to improve the health care delivery for clients/families through care/case management.
11. Development and implement an interdisciplinary team approach featuring group process, collaboration and coordination.

Learning/Teaching
12. Demonstrate effective teaching with clients, families and groups integrating concepts of self-care and healthy lifestyle changes that lead to client empowerment.

Textbooks (required):


Course outline

The course is organized around five Modules. As content in these modules is essential for clinical experiences, students will often need to access modules out of sequence in order to access guidance for clinical experiences and assignments as needed.

MODULE 1: FAMILY ASSESSMENT PART 1

A. Family Interview/Therapeutic Relationship in Home Settings  
B. Identifying Information  
C. Developmental Stages and Transitions  
D. Environmental Assessment

MODULE 2: FAMILY ASSESSMENT PART 2

A. Functional Health and Therapeutic Management  
B. Family Stress and Resiliency  
C. Analysis of Assessment Using Clinical Reasoning Web

MODULE 3: MUTUAL GOAL SETTING, INTERVENTIONS AND OUTCOMES WITH RELATED NURSING DIAGNOSES
A. Self Care Model in Community Settings  
B. Planning and Interventions Using NIC for Family Care Management  
C. Evaluation of Outcomes Using NOC for Care Management

MODULE 4: CARE/CASE MANAGEMENT

A. Health Care Delivery System  
B. Care/Case Management For Selected Complex Situations

MODULE 5: TEACHING WITH FAMILIES AND GROUPS

A. Teaching For Self-Care And Life Style Changes With Families and Small Groups  
B. Assessment Of Learners Related to Outcomes, Content, and Strategies  
C. Evaluation Of Teaching For Effectiveness And Areas To Improve  
D. Teaching With Families and Small Groups

Assessment of Student Learning

Assessment of Didactic Learning

1. Online Discussion Assignments (weekly)  39 points possible

Assessment of Clinical Learning

1. Teaching Project  16 points possible  
2. Family Case Management Project 45 points possible  
3. Reflective Journaling  Passing grade required

Total Possible Points  100

Grading:

A = 90 – 100 points and Pass in clinical  
B = 80 – 89 points and Pass in clinical  
C = 70 - 79 points and Pass in clinical  
D = 69 - 60 points; Must repeat in order to progress in BSN program of study  
F< 60 points; Must repeat in order to progress in BSN program of study

Students must pass each of the three graded assessment criteria C level, and achieve a passing grade in the reflective journaling, in order to pass the course. Decimals will not be used in determining grades. If student earns a D or F grade, she/he must repeat the course and achieve grade C or better grade in order to continue in BSN program of study.
Course and University Policies

Course Mail
Students are required to check their course mail at least every 48 hours during the week
days, excepting holidays. Faculty will respond to course mail by 48 hours during the
week days with the exception of holidays.

Participation in weekly discussions/class assignments is an expectation of the course. No
points will be awarded when weekly discussion/other activities are not completed.

Discussions and assignments are expected to completed by dates published in the Course
Calendar. Prior arrangements must be made in advance with instructor to negotiate
alternative/late assignment submissions, otherwise no points will be awarded to that
assignment.

All work is to be your own. Correct citation of sources consulted is expected in all
written work.

NUR 350 follows professional, legal and ethical standards and policies located in the
School of Nursing Undergraduate Student Handbook and the Northern Arizona
University Student Handbook.

The University Syllabus Policy Statements for the following can be accessed through this
web site: http://jan.uce.nau.edu/academicadmin/policy1.html

1. Safe Working and Learning Environment
2. Students with Disabilities
3. Academic Integrity
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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


3. College Consortium of Professional Schools 4. Academic Unit School of Nursing

5. Current course subject/catalog number NUR 390

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

   NUR 390 NURSING RESEARCH (3)

Focuses on research process as it relates to health and nursing practice. Emphasizes developing abilities to interpret research reports and assist in scientific investigations. Prerequisite: STA 270 or PSY 230 and Corequisite: NUR 212

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

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

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

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

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

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

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
    (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)
    Research & evidence-based practice

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

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

    Focuses on research process as it relates to interdisciplinary health care and nursing. Emphasizes developing abilities to search, interpret research reports and consider research evidence for application in practice.

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

    l. Proposed prerequisites (must be completed before)
    STA 270 or PSY 230, or equivalent

    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 corequisite, skip to question 12)

Instructor consent    ☐  Department consent    ☐  No consent    ☐

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

Updated title reflects necessary changes in course content and focus to include new material, library search skills, and appraisal of research evidence.

13. Approvals

[Signatures and dates]

For Committee use only

[Signature and date]

For University Curriculum Committee

[Signature and date]

Action taken:    ☑ approved as submitted    ☐ approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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


3. College Consortium of Prof Schools

4. Academic Unit School of Nursing

5. Current course subject/catalog number NUR 426

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

   NUR 426 PSYCHIATRIC/MENTAL HEALTH NURSING (5)
   Emphasis on nursing strategies for promoting, maintaining, and restoring mental health utilizing therapeutic nursing interventions for clients along the mental health/disorder continuum. 3 hrs. lecture, 6 hrs. lab. Prerequisite: NUR 350

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

8. Is course an elective? □ or required for an academic plan/subplan? XXX
   If required, for what academic plan/subplan? All BSN options
   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 XXX
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. 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 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject /catalog number  NUR 216  
    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  XX  No  
       If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change. 
    
    d. Proposed to co-convene with  
       Date approved by UGC  
       (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)  
    
    e. Proposed to cross-list with  
       (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)  
    
    f. Proposed long course title  
       (max 100 characters including spaces)  
    
    g. Proposed short course title  
       (max 30 characters including spaces)  
    
    h. Proposed catalog course description (max. 30 words, excluding requisites)  
    
    i. Proposed grading option: Letter grade  ☐  Pass/Fail  ☐  or Both  ☐  
       (If both, the course may only be offered one way for each respective section.)  
    
    j. May course be repeated for additional units?  yes  ☐  no  ☐  
       j.1. If yes, maximum units allowed?  
       j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
       yes  ☐  no  ☐  
    
    k. Please check ONE of the following that most appropriately describes the proposed course change(s):  
       Lecture w/o unit embedded lab  XXX  Lecture only  ☐  Lab only  ☐  Clinical  ☐  Research  ☐  
       Seminar  ☐  Field Studies  ☐  Independent Study  ☐  Activity  ☐  Supervision  ☐  
    
    l. Proposed prerequisites (must be completed before)  none  
    
    m. Proposed corequisites (must be completed with)  
    
    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.

Decrease to 200 level course is consistent with earlier placement in pre-license programs of study; course no longer required of RN-BSN students

13. Approvals

Department Chair/Unit Head (if appropriate)  
[Signature]  
1/8/07

Chair of college curriculum committee  
[Signature]  
1/9/07

Dean of college  
[Signature]  
1/9/07

For Committee use only  
[Signature]  
1/30/07

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 college dean, department chair, and Academic Information Office.
Northern Arizona University

Consortium of Professional Schools

School of Nursing

Course: NUR 216

Course Title: Psychiatric/ Mental Health Nursing

Semester Offered: Spring 2008

Credit/Clock Hours: 5 credit hours
Theory: 3 credit hours. (45 clock hours)
Clinical/Lab: 2 credit Hours. (90 clock hours)

Faculty: Canda Byrne, RN, ND, BC
Office: Tucson, AZ
Phone: 520-881-0899
520-390-2483 (cell)
1-800-273-0298 (pager)
E-mail: Use Course E-mail
Office hours: TBA

Clinical Faculty: TBA

COURSE DESCRIPTION: Emphasis on nursing strategies for promoting, maintaining, and restoring mental health utilizing therapeutic nursing interventions for clients along the mental health/ disorder continuum.

LEARNING OUTCOMES:
Upon completion of NUR 216, the successful student will be prepared to:

Accountability

1. Practice according to the legal and ethical principals of nursing in various clinical and community settings, incorporating psychiatric nursing standards in practice in working with clients as they identify their own goals and work toward their highest level of functioning.
2. Assume accountability for self and provide for safe, effective health care of clients in clinical settings and communities where they live.

Caring

1. Integrates empathy and therapeutic use of self in the comprehensive care of clients along the mental health/mental disorder continuum
2. Practice mental health nursing by taking time to be with clients and their families in deeply caring ways. Caring as a knowledgeable, deliberate, intervention using therapeutic communication skills.

Clinical Competence

1. Demonstrate the use of knowledge and learned therapeutic nursing skills in providing safe, effective therapeutic nursing interventions for clients, families, and groups in various practice settings.
2. Use psychiatric nursing body of knowledge, theory and evidence-based research to evaluate clients' mental health status, and implement appropriate interventions.

Communication:

1. Communicate effectively in complex situations to achieve mutually defined goals in collaboration with clients, families, peers, faculty, and other members of the health care team.
2. Integrate psychiatric nursing theories of communication into practice as developed by clinical interactions with clients with complex communication difficulties; differentiating between verbal and nonverbal, content and process, and therapeutic and social communication.

Critical Thinking:

1. Synthesize knowledge of neurobiology, psychological theories, and nursing theories in order to plan and prioritize nursing care for clients with mental disorders.
2. Apply nursing knowledge and skills gained in previous courses to care for the client in psychiatric settings.

Culture:

1. Describe how cultural beliefs and practices influence perceptions of mental disorders, etiologies of difficulties, and identify effective interventions.
2. Integrate personal cultural awareness and cultural competency in nursing care of clients in psychiatric/mental health practice settings.

Leadership/Management:

1. Collaborate with the members of the interdisciplinary mental health care team to plan for and manage client care through supervision, delegation, coordination, and procurement of available resources.
2. Articulate the specialty practice standards for psychiatric nursing care, and the expertise the psychiatric/mental health nurse brings to the interdisciplinary team, while integrating principles of management and leadership.
Learning-Teaching:

1. Assess the learning needs and readiness of clients with mental disorders and their families in various clinical and community settings. Plan, implement, and evaluate effective teaching to emphasize their strengths and adaptation, and facilitate their optimal level of understanding and functioning.
2. Demonstrate teaching strategies with groups of clients, utilizing knowledge of group dynamics.

COURSE APPROACH:
NUR 216 will utilize a variety of approaches to support the student’s meeting the course objectives. These instructional methods include, but are not limited to:

- Discussion
- Written assignments
- Quizzes
- Exercises from CD accompanying text
- Web pages that enhance topic
- Clinical Assignments
- Reading Assignments

Required Text:


RECOMMENDED READINGS AND OTHER MATERIALS:

An up-to-date Nurse's Drug Guide

Journal articles may be used as resources

Web Sites may also be used as resources

EVALUATION OF LEARNING:

Required Assignments:
Reading as assigned in each module
Quiz following each module
Discussion Questions for each module
Course paper

Clinical Assignments:
Patient Assessment which will be graded by points
Process Recording (pass/fail)
Journal reporting clinical rotations (pass/fail)
Attending two 12-Step meetings (pass/fail)

Final Exam

**Grading Scale:**
The following scale will be used to determine the final course grade:
- 90% to 100% and PASS in clinical: A
- 80% to 90% and PASS in clinical: B
- 70% to 80% and PASS in clinical: C
- 60% to 70% cannot progress
- 60% or lower cannot progress

**IMPORTANT NOTE:**
NUR 216 is one 5 cr. hr. course that includes theory/content and clinical/lab components. When the term NUR 216 is used, we are referring to the entire course. When the term NUR 216L (lab) is used, we are referring to the clinical/lab component of the overall course. The letter grade you will receive in NUR 216 is covered in the “Evaluation Methods” section. It is important to remember that you MUST PASS ALL COMPONENTS of this course in order to pass NUR 216. In other words, you must get a “Pass” in the NUR 216L component AND at least a “C” in the theory/lecture component in order to pass NUR 216 (For example, if you get an A in theory/lecture but a “No Pass” in clinical/lab, you do not pass NUR 216. Likewise, if you get a “Pass” in clinical/lab but a D or F in theory/lecture, you do not pass NUR 216.)

**Semester Schedule:**

**Module 1**

**Week 1: Unit 1, Chapters 1-4**
Unit 1: Foundations in Theory
Objectives:
After completion of this unit the students will be able to:
1. Summarize factors that can affect the mental health of an individual and the ways that these factors influence conducting a holistic nursing assessment.
2. Demonstrate how the DSM-IV-TR multiaxial system can influence a clinician to consider a broad range of information before making a DSM-IV-TR diagnosis.
3. Identify Peplau’s expectation of the nurse-patient relationship.
4. Discuss at least eight functions of the brain and the way these functions can be altered by psychotropic drugs.
5. Define psychiatric mental health nursing and discuss the client population served by the psychiatric nurse.
Module 2

Week 2: Unit 2, Chapters 5, 6, 7, 8
Unit 2: Foundations for practice
Objective:
After completing this unit the student will be able to:
1. Explain how the mental health team collaborates to plan and implement care for the hospitalized client.
2. Distinguish between the hospital and community settings with regard to characteristics, goals of treatment, and nursing interventions.
3. Describe the importance of culturally relevant care in mental health nursing practice.
4. Discuss the potential problems in applying American or Western psychological theory to clients of other cultures.
5. Provide explanations for situations in which health care professionals have a duty to break client confidentiality.

Module 3

Weeks 3 & 4: Unit 3, Chapters 9, 10, 11, 12, 13
Unit 3: Psychosocial Nursing Tools
Objectives:
At the completion of this unit the student will be able to:
1. Construct a plan of care for a client with a mental health problem
2. Identify two attitudes and four actions that may reflect the nurse’s positive regard for a client.
3. Discuss the difference between verbal and nonverbal communication and identify five areas of nonverbal communication.
4. Differentiate among four categories of coping and give at least two example of each.
5. Summarize five properties of the defense mechanisms.

Module 4

Weeks 5 & 6: Unit 4, Chapters 14, 15, 16, 17
Unit 4: Psychobiological Disorders Moderate to Severe
Objectives:
1. Describe five basic nursing interventions used with clients with anxiety disorders.
2. Explain the key symptoms of the four dissociative disorders.
3. Identify the three clusters of personality disorders.
4. Differentiate between the long-term prognosis of anorexia nervosa, bulimia nervosa, and binge eating disorder.
Module 5

Weeks 7 & 8: Unit 5, Chapters 18, 19, 20, 21
Unit 5: Psychobiological Disorders Severe to Psychotic
Objectives:
At the completion of this unit the student will be able to:
  1. Formulate five nursing diagnosis for a client who is depressed and include
     outcome criteria.
  2. Explain the rational behind five methods of communication that may be used with
     a manic client.
  3. Describe the progression of symptoms from the prepsychotic phase (prodromal
     symptoms) to the acute phase of schizophrenia.
  4. Discuss at least three of the neurobiological-anatomical-nongenetic findings that
     indicate that schizophrenia is a neurological disease.
  5. Compare and contrast the clinical picture of delirium and the clinical picture of
     dementia.

Module 6

Weeks 9 & 10: Unit 6, Chapters 22, 23, 24, 25, 26
Unit 6: Psychiatric Emergencies
Objectives:
After completing this unit the students will be able to:
  1. Delineate at least six aspects of crisis that have relevance for nurses involved in
     crisis intervention.
  2. Using the SAD PERSONS scale, explain ten risk factors to consider when
     assessing for suicide.
  3. Explain why behavioral and cognitive-behavioral techniques are useful modalities
     for anger management.
  4. Write out a safety plan, including the essential elements for an abused spouse.
  5. Identify three outcome criteria that would signify successful interventions for a
     person who has suffered a sexual assault.

Module 7

Week 11: Unit 7, Chapters 27, 28, 29, 30, 31
Unit 7: Interventions for Special Populations
Objectives:
Upon completing this unit the student will be able to:
  1. Compare and contrast the terms substance abuse and substance dependence, as
     defined by the DSM-IV-TR.
  2. Discuss treatment of a person who is withdrawing from alcohol delirium,
     including nursing care and pharmacological therapy.
  3. Explain the role of the nurse in the care of the severely mentally ill person.
4. Describe at least two common mental health sequelae and two psychological responses to a serious medical illness.
5. Discuss at least seven behavioral outcomes that indicate a successful bereavement.
6. Define forensic nursing, psychiatric forensic nursing, correctional nursing and correctional mental health nursing.

Module 8

Week 12: Unit 8, Chapters 32, 33, 34
Unit 8: Lifespan Issues and Interventions
Objectives:
At the completion of these units the student will be able to:
1. Identify characteristics of mental health in children and adolescents.
2. Explore areas in the assessment of suicide that may be unique to children or adolescents.
3. Discuss the significance of sleep deprivation with regard to social problems, medical conditions, and psychiatric disorders.
4. Discuss the importance of self-reporting questionnaires as well as family and spouse reports in the diagnosis of ADHD.
5. Discuss the facts and myths about aging.

Module 9

Week 13: Unit 9, Chapters 35, 36, 37
Unit 9: Other Intervention Modalities
Objectives:
Upon completion of these units the student will be able to:
1. Identify the requirements for the use of physical and chemical restraints.
2. Describe four types of groups commonly led by basic level registered nurses.
3. Discuss the characteristics of a healthy family using clinical examples.
4. Explore information resources available through literature and online sources.

COURSE POLICIES:
• Participation in weekly discussions is an expectation of the course.
• Discussions, assignments, and exams are expected to be completed by dates published in the Course Calendar. Prior arrangements must be made in advance with instructor to negotiate alternative/late assignment submissions, otherwise no points will be awarded to that assignment.
• Re-tests and make-up tests will not be offered.
• All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism are prohibited and subject to disciplinary action. Cheating means intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication means intentional and unauthorized falsification or invention of any
information or citation in an academic exercise. Plagiarism means intentionally or knowingly representing the words or ideas of another, as one's own in any academic exercise. For further explanation of academic dishonesty refer to the School of Nursing Undergraduate Student Handbook and Northern Arizona University Student Handbook.

"Whether paraphrasing or quoting an author directly, you must credit the source. For a direct quotation in the text, give the author, year, and page number in parentheses (paragraph numbers may be used in place of page numbers for electronic text.) Include a complete reference in the reference list. Depending on where the quotation falls within a sentence or the text, punctuation differs. When paraphrasing or referring to an idea contained in another work, authors are not required to provide a page number. Nevertheless, authors are encouraged to do so, especially when it would help an interested reader locate the relevant passage in a long or complex text" (APA Publication Manual, 1994, p 97, 98).

"Plagiarism: Quotation marks should be used to indicate the exact works of another. Summarizing a passage or rearranging the order of a sentence and changing some of the words is paraphrasing. Each time a source is paraphrased, a credit for the source needs to be included in the text ... The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words. If an author models a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else’s article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of psychology, an author may not know where an idea for a study originated. If the author does know, however, the author should acknowledge the source; this includes personal communications” (APA Publication Manual, 1994, p 292-294).

NAU policies: Northern Arizona University Policy statements.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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


3. College  Consortium of Professional Schools  4. Academic Unit  School of Nursing

5. Current course subject/catalog number  NUR 450C

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

   NUR 450C ADVANCED APPLIED NURSING  (8)

   Provides opportunity to synthesize and apply the art and science of nursing in varied clinical settings in the global community. 3 hrs. lecture, 18 hrs. lab. Prerequisite: NUR 350 and NUR 426 and Corequisite: NUR 427 CAP

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?  All BSN plans

   If required, also submit Proposal for New Plan or Plan Change.

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

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

10. Does this change affect community college articulation?  yes ☐  no ☒

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

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

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

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

    If revised, how should it be revised?

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

11. a. Proposed course subject/catalog number __________________________
   b. Proposed units 3
   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)

   This capstone course will provide students with the opportunity to synthesize leadership principles into the baccalaureate role in nursing.

   i. Proposed grading option: Letter grade ☒ Pass/Fail ☐ or Both ☐
   (If both, the course may only be offered one way for each respective section.)
   j. May course be repeated for additional units? yes ☐ no ☐
   j.1. If yes, maximum units allowed? __________
   j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100) yes ☐ no ☐
   k. Please check ONE of the following that most appropriately describes the proposed course change(s):
   Lecture w/0 unit embedded lab ☐ Lecture only ☒ Lab only ☐ Clinical ☐ Research ☐
   Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐
   l. Proposed prerequisites (must be completed before) __________________________
   m. Proposed corequisites (must be completed with) __________________________
   n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
   Instructor consent ☐ Department consent ☐ No consent ☐
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

The didactic portion of this capstone course, including capstone evidence-based practice project, remain unchanged for students in all BSN plans. The accompanying imbedded clinical portion of the course is being separated into a separate clinical course for pre-licensure students (NUR 451) in both B.S. Nursing (extended major) and B.S. in Nursing: Accelerated Option (extended major).

13. Approvals

Department Chair/ Unit Head (if appropriate) ________________________________ Date ________________________________

Chair of college curriculum committee ________________________________ Date ________________________________

Dean of college ________________________________ Date ________________________________

For Committee use only ________________________________ 1/31/07

For University Curriculum Committee ________________________________ Date ________________________________

Action taken: ☑ approved as submitted ☑ approved as modified

Note: Submit original to associate provost’s office. This office will provide copies to college dean, department chair, and Academic Information Office.
Northern Arizona University
Consortium of Professional Schools
School of Nursing
NUR450C: Advanced Applied Nursing
Spring, 2008

Semester: Spring, 2008

Credits: Three credit hours

Instructor: Kimberly Starr, MSN, BC, CEN, RN

- use course email for communication
- Home phone (719)336-5166
- Office Hours: TBA

Catalog Description:

This capstone course will provide students with the opportunity to synthesize leadership principles into the baccalaureate role in nursing.

Course Structure/Approach:

The focus of this course is the final synthesis in the development of the Baccalaureate nursing role. Online lessons will examine issues and integrate core concepts pertinent to Baccalaureate nursing practice. Student learning will be fostered by the use of reading, web and library searches, weekly discussions, and reflective writing about leadership issues in clinical practice. A capstone project, applying evidence-based practice principles to evaluate current nursing practice and recommend updates, will also be required.
Student Learning Outcomes:  
Upon completion, the successful student will be prepared to:

Accountability:

1. Incorporate ethical and legal principles and professional standards in practice.
2. Integrate research findings that support the synthesis of evidence into nursing and leadership practice.
3. Determine and plan for on-going personal and professional development and advancement.

Caring:

4. Integrates empathy and therapeutic use of self in professional practice.

Communication:

5. Incorporate effective communication in professional practice.

Clinical Competency:

6. Synthesize theory and evidence-based research in the direct and indirect delivery of care within professional practice.

Critical Thinking:

7. Integrates the essential aspects of critical thinking towards reflective professional practice.

Management/Leadership:

8. Analyze the need for change for individuals, families, teams, and organizations.
9. Distinguish between leadership and followership and utilize both effectively to facilitate personal, professional and organizational growth.
10. Integrate established principles of management and leadership into professional practice.

Course Readings:

Required Textbooks:


Electronic reserve:

Revised 8/06
Lesson 1: Evidence-based Practice


Lesson 2: Delegation


Lesson 3: Quality Management


Course Content Outline:

(see Course Calendar for specific dates of these lessons)

- Evidence-Based Practice - Week 1
  - Reading Assignment (in Electronic Course Reserves)

  
  - Course Agreement Due

- Delegation in Clinical Practice - Week 2
  
  - Reading Assignment (in Electronic Course Reserves)
  
  - Other online readings as noted

- Leadership Principles - Week 4 and 5
  
  - Reading Assignment
    - Week 4
      - Heim, Murphy & Golant: Chapters 1, 2, 10
    - Week 5
      - Grossman & Valiga: Chapters 9, 10
      - Heim, Murphy & Golant: Chapters 11
      - Porter-O-Grady & Malloch: Chapters 4, 6, 8, 9

- Conflict Resolution - Week 6 and 7
  
  - Reading Assignment
    - Week 6
      - Grossman & Valiga: Chapters 6
      - Heim, Murphy & Golant: Chapters 1-5
      - Porter-O-Grady & Malloch: Chapters 7
    - Week 7
      - Heim, Murphy & Golant: Chapters 6-9
      - Porter-O-Grady & Malloch: Chapters 3, 5
    - Evidence-Based Practice Assignment Due

- Change Theory - Week 8
  
  - Reading Assignment
    - Grossman & Valiga: Chapters 7, 8
    - Porter-O-Grady & Malloch: Chapters 1, 2, 8, 9, 10
    - Philosophy of Nursing Leadership Due

Grading and Evaluation

Revised 8/06
Your grade in this course will be calculated from numerous sources of work:

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>8 @ 10 points</td>
</tr>
<tr>
<td>Leadership Philosophy</td>
<td></td>
</tr>
<tr>
<td>Evidence-based Practice Project</td>
<td></td>
</tr>
</tbody>
</table>

**Total Course Points** 300

Using the standard NAU grading scale, grades will be calculated as follows:

- 270-300 points = A
- 240-269 points = B
- 210-239 points = C
- 180-209 points = D *Must repeat course*
- <180 points = F *Must repeat course*

**Please note: In order to complete the BSN, a minimum course grade of C is required.**

**Assignment due dates:**
Assignments, other than discussion postings and quizzes, are due no later than 8:00 a.m. MST on the dates described in the calendar. However, assignments may be turned in early. Assignments turned in after the due date and time will have a point reduction of 5% of the total possible points for the assignment for each day that the assignment is late.

**Online Discussion dates:** Online discussions are designed to take place over one week. It is expected that initial contributions to the discussion will occur earlier in the described time frame (Monday through Friday), and additional entries, responding to two classmates’ postings, is expected prior to the closing of the discussion topic (responses are accepted through the weekend until the Discussion closes on Monday morning). All topics will be opened on Mondays, and closed the following Monday. Please make sure that you are posting to the correct Discussion; misplaced discussion postings may not be counted. Discussion postings will be graded according to the stated Rubric. Contributions to online discussions after the described time frame will not be accepted, and grade credit will not be awarded.

**Please note:**
If you anticipate any delay or difficulty with the completion and/or submission of any assignment, please contact me *as soon as possible* to negotiate an alternate due date. Technology problems do occur! But I don’t always know about them, so please keep me posted about any difficulties or delays. We will make arrangements to make sure you can complete the needed work to be successful.

**Course Policies**

**ACADEMIC INTEGRITY**

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is
the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning.

It is the responsibility of individual faculty members to identify instances of academic dishonesty and recommend penalties to the department chair or college dean in keeping with the severity of the violation.

The School of Nursing has a responsibility to the public and to the nursing profession; thus, it reserves the privilege of retaining only those students who, in the judgment of the faculty, demonstrate high academic standards. These academic standards include honesty, accountability and accepting responsibility for one's own work. NAU and the School of Nursing regard acts of academic dishonesty as very serious offenses. These acts include, but are not limited to, plagiarism, forging an instructor’s signature, stealing tests, copying from other students, or using “crib notes.” If you are charged with academic dishonesty, you are subject to the Arizona Board of Regents’ Code of Conduct and procedures established by NAU that are outlined in the Student Handbook.

It is understood that in this class any written work, such as discussion postings or other assignments, should represent the student’s own best effort to express their views, though outside collaboration only in the form of editorial consultation should be considered acceptable.

It is also understood that in developing any required class projects, the student cites each reference source and gives the proper credit for an idea, quotation, or finding. Failure to follow these guidelines, including the citation of the source of referenced material is unprofessional and violates the code of conduct for professional student behavior. Disciplinary action will be at the discretion of the professor, following University guidelines.

You may refer to Appendix G in the NAU Student Handbook for further clarification: http://www4.nau.edu/stulife/handbookdishonesty.htm

Link to NAU policies

Revised 8/06
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  Consortium of Prof Schools  4. Academic Unit  School of Nursing

5. Course subject/catalog number  NUR 451  6. Units  4

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

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

9. Long course title  Preceptorship
   (max 100 characters including spaces)

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

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

   Clinical preceptorship for unlicensed nursing students provides clinical experience in preparation for transition into professional nursing practice.

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 the course may 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/o unit embedded lab ☐ Lecture only ☐ Lab only ☐ Clinical ☐ Research ☐
   Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐

16. Prerequisites (must be completed before proposed course) ___________

17. Corequisites (must be completed with proposed course)  NUR 450C

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 ☐
19. Is the course needed for a plan of study (major, minor, certificate)? yes XX no □
   Name of new plan? B.S.N., B.S.N.—accelerated option
   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 XX
   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 XX
   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 XX
   If yes, does it require listing in the Course Equivalency Guide? yes □ no □
   Please list, if known, the institution, subject/catalog number of the course.

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

   Clinical preceptorship is for unlicensed BSN students only; this clinical experience was removed from the capstone course NUR 450C that registered nurse students are also required to complete—but registered nurse students do not need to complete the same number of clinical hours or have the same kind of assignments as they are already practicing nurses.

Jean Anderson, Gina Long,
Donna Price, Cheryl Glennon,
Linda Paul, Laura Crough,
Donna Sutton,

24. Names of current faculty qualified to teach this course

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

26. Will present library holdings support this course? yes XX no □
If the course being submitted for approval is **NOT a LIBERAL STUDIES** course, please go to step 42.

**LIBERAL STUDIES ONLY**

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

27. This course is a □ Single section □ Multi-section

28. List names of faculty who may teach this course: _____

29. Section enrollment cap: _____

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 30-33.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 37-38.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 39-41.

**NEW LIBERAL STUDIES COURSE**

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

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

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

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

**TOPICS COURSE ONLY**

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

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

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

**GO TO question 42.**
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

42. Approvals

___
Department Chair (if appropriate)

___
Chair of college curriculum committee

___
Dean of college

1/8/07
Date

For Committees use only

For Liberal Studies Committee

Action taken: ___________________________ Approved as submitted ___________________________ Approved as modified

___
Date

For University Curriculum Committee

Action taken:

_____________ Approved as submitted ___________________________ Approved as modified

__

revised 8/06 4
Northern Arizona University
Consortium of Professional Schools
School of Nursing
NUR 451
Preceptorship
Fall 2007

Credit Hours: 4 credits/135 clinical & lab hours.

Faculty:

Jean Anderson, MS, RN
School of Nursing Office #121
Office phone: (928)523-0297: Pager: (928)913-7912
Jean.Anderson@nau.edu

Office Hours: TBA

Catalog Course Description:

Clinical preceptorship for unlicensed nursing students provides clinical experience in preparation for transition into professional nursing practice.

Clinical Course Structure/Approach:

This clinical course for pre-license students involves the following components:

1. Beginning of the semester orientation and clinical and medication administration pass-offs (approximately 15 hours)
2. Clinical preceptorship in assigned agency: an average of 24 hours weekly for 5 weeks (approximately 120 hours). During the preceptorship, you will be submitting:
   1. Weekly reflective journals (see template)
3. Weekly clinical exercises using Virtual Clinical Excursions
4. Evidence-based practice project completion (project is graded in NUR 450C)
NUR 451 Clinical Competencies:

Accountability:

1. Assume responsibility and accountability for personal actions and professional judgment.
2. Employ research findings to plan clinical practice and integrate into nursing practice.
3. Practice within ethical and legal frameworks of nursing reflecting current practice standards.
4. Plan for ongoing personal professional development and advancement.

Caring:

5. Integrate caring behaviors into holistic assessments and nursing therapeutics.
6. Demonstrate professional caring behaviors that lead to self-respect, accountability, self-discipline, empathy and the therapeutic use of self in nursing practice.

Clinical Competency:

7. Demonstrate integration of theoretical content and learned nursing therapeutics in planning, providing and evaluating comprehensive nursing care in diverse settings.

Communication:

8. Demonstrate effective communication skills with families and interdisciplinary teams in the planning, collaboration, coordination, delegation, delivery and evaluation of nursing care.

Critical Thinking:

9. Incorporate and apply theory, research, and critical thinking skills to make complex clinical decisions.

Culture:

10. Incorporate diverse cultural values and experiences into working with clients and other members of the health care team.
11. Respond to culture/diversity by designing and implementing nursing therapeutics that maximize the client’s well-being.

**Learning-Teaching:**

12. Develop and implement teaching plans that integrate learning/teaching principles to address the interests and needs of clients and health care team members.

**Management-Leadership:**

13. Collaborate with other personnel within the organizational structure to manage client care through supervision, delegation, coordination, and procurement of available resources.

14. Integrate the leadership role of the nurse as it influences the provision of health care to clients in diverse settings.

**Reference Texts for Clinical:**

- Any Medical-Surgical text book that is less than 5 years old
- Any recent Nursing Diagnosis text
- Any recent Drug reference book
- Any recent laboratory value interpretation manual

Please review the components of the course: the syllabus, the assignment descriptions and the content modules. Other course tools, including such things as the library links, Assignments submission tool, Help services, instructions for discussion and email tools, should be reviewed if you are unfamiliar with their use. The “TIPS Course” has several “how-to’s” for various techno-tasks, from basic computer skills to developing presentations.

You will also NEED to have a copy of the 5th edition of the APA (American Psychological Association) Style Manual, and locate the APA reference resources online through the NAU Cline Library (see link to Cline Library in Course Menu on the left column of the course page.)
Evaluation of Learning and Grading:

In order to determine satisfactory achievement of this clinical preceptorship and earn a grade of “Pass”, the successful completion of all the following assignments are required:

- Pass pre-clinical pass-offs with scores of 90% or greater in each segment
- Weekly clinical journals (see template). Each clinical journal must be completed with a “satisfactory” from clinical instructor. If a clinical journal is determined to be “unsatisfactory,” the student will have one opportunity to revise and re-submit that clinical journal to be re-evaluated. More than two “unsatisfactory” clinical journals will be considered a failure in the course.
- Completion of weekly *Virtual Clinical Excursion* assignments with perfect score. These exercises may be repeated as often as necessary to achieve a perfect score prior to submission.
- Completion of required clinical hours with satisfactory final clinical evaluation from preceptor and clinical instructor.
Clinical Journal Template: Pre-license students

Student Name:

Clinical Journal entry for the week of:

Clinical hours:

**Summarize your clinical experience this week.** (Include types and numbers of patients cared for, clinical issues of interest, delegation activities, and other pertinent experiences.)

Provide examples from clinical experiences and discuss how each demonstrates the attainment of specific *Clinical Competencies* listed for the course. **NOTE:** Each student must demonstrate accomplishment of each of the *Clinical Competencies* in order to successfully complete the clinical portion of NUR 450C.

Please reflect on the best and worst moments of your week. What will you do differently next week?
UNIVERSITY CURRICULUM COMMITTEE

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

1. College  
   Consortium Prof Schools

2. Academic Unit  
   School of Nursing

3. Academic Plan Name  
   B.S. Nursing—accelerated option (extended major)

4. Subplan (if applicable)?  
   N/A

5. Effective Date  
   FALL 2008

6. Is this proposal for a :
   (Please refer to Plan and Subplan definitions)
   □ New Plan  XXX Plan Change
   □ New Subplan □ Subplan Change
   □ Subplan Change □ Subplan Deletion

7.

Revised 08/06
<table>
<thead>
<tr>
<th>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/ao/AcademicCatalog/academiccatalogs.htm">http://www4.nau.edu/ao/AcademicCatalog/academiccatalogs.htm</a>) Be sure you include all catalog text that pertains to this plan change</th>
<th>Show the proposed changes in this column. Please 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.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For New Plans, leave this column blank.</strong></td>
<td></td>
</tr>
<tr>
<td>You are eligible for this option if you already have a bachelor’s degree from a regionally accredited college or university.</td>
<td>You are eligible for this option if you already have a bachelor’s degree from a regionally accredited college or university.</td>
</tr>
</tbody>
</table>
| For this option, you take:  
  - at least 27 units of preprofessional requirements  
  - at least 64 units of professional requirements | For this option, you take:  
  - at least 27 units of preprofessional requirements  
  - at least 67 units of professional requirements |
| Please note that because you already have a bachelor’s degree, you are not required to meet NAU’s 35 units of liberal studies requirements. | Please note that because you already have a bachelor’s degree, you are not required to meet NAU’s 35 units of liberal studies requirements. |
| Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. | Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. |
| Please note that you must complete NAU’s diversity requirements by taking two 3-unit courses, one in 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. | 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 at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above). | Also be aware that NAU requires at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above). |
| After completing this plan, you are eligible to take the State Board of Nursing licensure exam for registered | After completing this plan, you are eligible to take the State Board of Nursing licensure |
nurses (NCLEX-RN).

**Preprofessional Requirements**
You take at least 27 units of prerequisite courses before being admitted to the nursing program:
- BIO 201, 202, 205, and 320 (15 units)
- PSY 101 and 240 (6 units)
- NTS 256 (3 units)
- STA 270 or PSY 230 (3-4 units)

**Professional Requirements**
After being admitted to the nursing program, you take 64 units of sequenced nursing coursework in five terms:
- NUR 190, 195, 307, and 390 (13 units)
- NUR 208 and 212 (16 units)
- NUR 211 and 350 (17 units)
- NUR 426 and 444* (5-8 units)

(*NUR 444 is an optional course.)
- NUR 427 and 450C (13 units)

(Please note that NUR 450C meets NAU’s senior capstone requirement.)

exam for registered nurses (NCLEX-RN).

**Preprofessional Requirements**
You take at least 27 units of prerequisite courses before being admitted to the nursing program:
- BIO 201, 202, 205, and 320 (15 units)
- PSY 101 and 240 (6 units)
- NTS **135** or 256 (3 units)
- STA 270 or PSY 230 (3-4 units)

**Professional Requirements**
After being admitted to the nursing program, you take **67** units of sequenced nursing coursework in five terms:
- **NUR 205, 214, 215, and 321** (12 units)
- **NUR 208, 212, and 390** (19 units)
- **NUR 211, 320, 324, 325, and 350** (18 units)
- **NUR 216 and 444*** (5-8 units)

(*NUR 444 is an **elective** course.)
- NUR 329, **427, 450C, and 451** (13 units)

(Please note that NUR 450C meets NAU’s senior capstone requirement.)
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.


BSN Program Outcomes: (Reviewed and Revised Spring, 2005)
Accountability: Incorporates ethical and legal principles and professional standards in practice.
Caring: Integrates empathy and therapeutic use of self in professional practice.
Clinical Competence: Synthesize theory and evidence-based research in the direct and indirect delivery of care within professional practice.
Communication: Incorporates effective communication in professional practice.
Critical Thinking: Integrates the essential aspects of critical thinking towards reflective professional practice.
Culture: Incorporates cultural competency into professional practice in diverse settings.
Management/Leadership: Integrates established principles of management and leadership into professional practice.
Teaching/Learning: Integrates in practice effective client teaching and evaluation of learning.

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

In the Spring semester of 2005, the Nursing Curriculum Committee conducted an extensive review of current BSN courses using the AACN Essentials of Baccalaureate Education and newly revised program outcomes. Areas of content overlap and gaps in content were identified in this process. In the six years since the current “Healing Community Curriculum” was implemented, various minor revisions have been implemented in order to address NCLEX-related concerns. While some analysis of the curriculum has been ongoing, a systematic review using The Essentials had not been undertaken since its inception in 1999. These self-study activities were undertaken in anticipation and preparation for an accreditation review in 2008.

Along with content areas other forces have relevance to the curriculum, and were considered in the analysis. Additional concerns about content sequencing, level and depth of coverage, and consistency became evident. Further discussions and consultations with faculty members were undertaken to obtain more detailed information about assignments and clinical experiences, as well as what was working well in courses and what were ongoing challenges. Finally, various external, internal, and systems considerations have been identified that have impacts on the current BSN curriculum. Feedback and data from Student Affairs Committees, Administrative Team were offered and considered.

During the fall 2006 semester the Nursing Curriculum Committee and nursing faculty approved numerous changes for the B.S.N. plan that have ramifications for the B.S.N.-accelerated option. Some course re-sequencing and addition of new courses are reflected in this new plan.

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

Revised 08/06
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

[Signatures and dates]

For committee use only

[Signature and date]

Action taken: □ approved as submitted □ approved as modified

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

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

1. College: Consortium of Prof Schools  
2. Academic Unit: School of Nursing

3. Academic Plan Name: B.S. Nursing (extended major)

4. Subplan (if applicable)?

5. Effective Date: FALL 2007

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

7. 

Revised 08/06
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/dir/AcademicCatalog/academiccatalogs.htm)  
Be sure you include all catalog text that pertains to this plan change.

For New Plans, leave this column blank.

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

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

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an NUR prefix to satisfy these liberal studies requirements. Contact your department for information about liberal studies courses that are specific to this major.
- at least 18 units of preprofessional requirements
- at least 80 units of professional requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

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

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an NUR prefix to satisfy these liberal studies requirements. Contact your advisor for information about liberal studies courses that are specific to this major.
- at least 47 units of preprofessional requirements
- at least 73 units of professional requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

After completing this program, you are eligible to take the State Board of Nursing licensure exam for registered nurses (NCLEX-RN). We offer this extended major at NAU’s Flagstaff, Tucson, and reservation-based campuses.

**PREPROFESSIONAL REQUIREMENTS**

You take at least 18 units of prerequisite courses before being admitted to the nursing program:

- BIO 181:181L (or CHM 130 and 151L) (4-5 units)
- BIO 201 and 205 (8 units)
- PSY 101 (3 units)
- NTS 256 (3 units)

**PROFESSIONAL REQUIREMENTS**

You must take at least 80 units of support and nursing courses after being admitted to the nursing program.

You take at least 16 units of support courses in conjunction with the nursing courses listed in the following paragraph:

- BIO 202 and 320 (7 units)
- PSY 240 (3 units)
- STA 270 or PSY 230 (3-4 units)
- one of PHI 332W, SHP 300W, ENG 305W, HUM 345W, or other junior writing course as approved by the department to fulfill NAU’s junior writing requirement (3 units)

You take 64 units of sequenced nursing coursework in six terms:

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

After completing this program, you are eligible to take the State Board of Nursing licensure exam for registered nurses (NCLEX-RN). We offer this extended major at NAU’s Flagstaff, Tucson, and reservation-based campuses.

**PREPROFESSIONAL REQUIREMENTS**

You take at least **47 units** of prerequisite courses and complete liberal studies and diversity requirements before being admitted to the nursing program:

- BIO 181:181L (or CHM 130 and 151L) (4-5 units)
- BIO 201, **202, and 205** (12 units)
- PSY 101 and **240** (6 units)
- NTS **135 or 256** (3 units)
- STA **270 or PSY 230** (3-4 units)
- All other foundation, liberal studies and diversity courses

**PROFESSIONAL REQUIREMENTS**

You must take at least **73 units** of support and nursing courses after being admitted to the nursing program.

You must take at least **6 units** of support courses in conjunction with the nursing courses listed:

- BIO **320** (3 units)
- one of SHP 300W, ENG 305W, HUM 345W, or other junior writing course as approved by the School of Nursing to fulfill NAU’s junior writing requirement (3 units)

You take **67 units** of sequenced nursing
- NUR 190 and 307 (7 units)
- NUR 195 and 208 (11 units)
- NUR 211 (8 units)
- NUR 212 and 390 (11 units)
- NUR 350 and 426 (14 units)
- NUR 427 and 450C (13 units)

(Please note that NUR 450C meets NAU's senior capstone requirement.)

**GENERAL ELECTIVES**

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

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

coursework in five semesters:

- NUR 205, NUR 214, and NUR 321 (9 units)
- NUR 208, NUR 215, NUR 320, and NUR 390 (16 units)
- NUR 212, NUR 216, NUR 324, and NUR 329 (15 units)
- NUR 211, NUR 325 and NUR 350 (15 units)
- NUR 427, NUR 450C and NUR 451 (12 units)

(Please note that NUR 450C meets NAU’s senior capstone requirement.)

**GENERAL ELECTIVES**

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

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


   BSN Program Outcomes: (Reviewed and Revised Spring, 2005)
   Accountability: Incorporates ethical and legal principles and professional standards in practice.
   Caring: Integrates empathy and therapeutic use of self in professional practice.
   Clinical Competence: Synthesize theory and evidence-based research in the direct and indirect delivery of care within professional practice.
   Communication: Incorporates effective communication in professional practice.
   Critical Thinking: Integrates the essential aspects of critical thinking towards reflective professional practice.
   Culture: Incorporates cultural competency into professional practice in diverse settings.
   Management/Leadership: Integrates established principles of management and leadership into professional practice.
   Teaching/Learning: Integrates in practice effective client teaching and evaluation of learning.

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

   In the Spring semester of 2005, the Nursing Curriculum Committee conducted an extensive review of current BSN courses using the AACN Essentials of Baccalaureate Education and newly revised program outcomes. Areas of content overlap and gaps in content were identified in this process. In the six years since the current “Healing Community Curriculum” was implemented, various minor revisions have been implemented in order to address NCLEX-related concerns. While some analysis of the curriculum has been ongoing, a systematic review using The Essentials had not been undertaken since its inception in 1999. These self-study activities were undertaken in anticipation and preparation for an accreditation review in 2008.

   Along with content areas other forces have relevance to the curriculum, and were considered in the analysis. Additional concerns about content sequencing, level and depth of coverage, and consistency became evident. Further discussions and consultations with faculty members were undertaken to obtain more detailed information about assignments and clinical experiences, as well as what was working well in courses and what were ongoing challenges. Finally, various external, internal, and systems considerations have been identified that have impacts on the current BSN curriculum. Feedback and data from Student Affairs Committees, Administrative Team were offered and considered.

   In May, 2006, the Nursing Faculty voted to require all pre-professional requirements and liberal studies be completed prior to admission, and to condense the program of study course work from six to five semesters. During the fall 2006 semester, the School of Nursing Curriculum Committee and faculty members worked to develop new course offerings (as identified in aforementioned gap analysis), consider alternative sequencing of courses, re-allocate/re-balance credits and suggest additional streamlining of course offerings across all B.S.N. program options.

   The recommendations made in this plan change represent the recommendations of the School of Nursing faculty based on the intensive curriculum review and to address the changing requirements for the professional nurse in the contemporary health care environment.
12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
   N/A

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

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

<table>
<thead>
<tr>
<th>Certifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Miller</td>
</tr>
<tr>
<td>Department Chair/Unit Head (if appropriate)</td>
</tr>
<tr>
<td>Rosebud Arkela</td>
</tr>
<tr>
<td>Chair of college curriculum committee</td>
</tr>
<tr>
<td>Dean of college</td>
</tr>
</tbody>
</table>

For committee use only

| Booth Caff | 1/31/07 Date |
| For University Curriculum Committee |

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

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

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

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>1. College</td>
<td>Consortium Prof Schools</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>B.S.N.-Option for Registered Nurses (extended major)</td>
</tr>
<tr>
<td>2. Academic Unit</td>
<td>School of Nursing</td>
</tr>
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<td>4. Subplan (if applicable)?</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2007</td>
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<td>6. Is this proposal for a:</td>
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<td></td>
<td>☐ New Plan</td>
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<td>☐ New Subplan</td>
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<td></td>
<td>☐ XXX Plan Change</td>
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<tr>
<td></td>
<td>☐ Subplan Change</td>
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<td>7.</td>
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</table>

*Please refer to Plan and Subplan definitions*
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/pio/AcademicCatalog/academiccatalogs.htm)
Be sure you include all catalog text that pertains to this plan change.

For New Plans, leave this column blank.

You are eligible for this option if you are a registered nurse who has graduated from a state or nationally accredited associate degree or diploma nursing program. (Please note that if you are a diploma graduate, you need to contact an advisor to apply for 30 units of nursing credit.)

For this option, you take:
- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an NUR prefix to satisfy these liberal studies requirements. Contact your department for information about liberal studies courses that are specific to this major.
- at least 28 units of preprofessional requirements
- at least 38 units of professional requirements

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

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.)

You are eligible for this option if you are a registered nurse who has graduated from a state or nationally accredited associate degree or diploma nursing program. (Please note that if you are a diploma graduate, you need to contact an advisor to apply for 30 units of nursing credit.)

For this option, you take:
- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an NUR prefix to satisfy these liberal studies requirements. Contact your department for information about liberal studies courses that are specific to this major.
- at least 28 units of preprofessional requirements
- at least 38 units of professional requirements

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

Please note that you must complete NAU's
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.

We offer this web-based option to statewide students throughout Arizona. Contact your local NAU statewide office or the School of Nursing's Office of Student Services for information about admission and transcript evaluation.

**Preprofessional Requirements**
You take at least 28 units of preprofessional courses:
- BIO 181181L (or CHM 130 and 151L) (4-5 units)
- BIO 201, 202, and 205 (12 units)
- PSY 101 and 240 (6 units)
- NTS 256 (3 units)
- STA 270 or PSY 230 (3-4 units)

**Professional Requirements**
You take the following 38-43 units of professional coursework:
- NUR 302, 307, and 390 (10 units)

(Please note that you aren't required to take NUR 302 if you are a graduate of the Healing Community Educational Consortium Nursing Programs, because these programs share the same philosophy and curriculum plan as NAU.)
- BIO 320 (3 units)
- one of PHI 332W, SHP 300W, HUM 345W, or other junior writing course as approved by the department to fulfill 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.

We offer this web-based option to statewide students throughout Arizona. Contact your local NAU statewide office or the School of Nursing's Office of Student Services for information about admission and transcript evaluation.

**Preprofessional Requirements**
You take at least 28 units of preprofessional courses:
- BIO 181181L (or CHM 130 and 151L) (4-5 units)
- BIO 201, 202, and 205 (12 units)
- PSY 101 and 240 (6 units)
- NTS 135 or 256 (3 units)
- STA 270 or PSY 230 (3-4 units)

**Professional Requirements**

In Stage One of the RN-BSN option you take the following 22-25 units of professional coursework:
- BIO 320 (3 units)
- one of SHP 300W, ENG 305W, HUM 345W, or other junior writing course as approved by the department to fulfill NAU's
ENG 305W, HUM 345W, or other junior writing course as approved by the department to fulfill NAU's junior writing requirement (3 units)

- NUR 350 (9 units)
- NUR 426 (5 units)
- NUR 427 (5 units)
- NUR 450C, which meets NAU's senior capstone requirement (8 units)

junior writing requirement (3 units)

- NUR 302, 304, 307, 320, 321, 324, 325, 329, and 390 (19 units)

(Please note that you aren't required to take NUR 302 if you are a graduate of the Healing Community Educational Consortium Nursing Programs, because these programs share the same philosophy and curriculum plan as NAU.)

Upon completion of all liberal studies, pre-professional requirements, and Stage One courses, RN students are asked to apply for placement in Stage Two courses (16 credits) that have clinical components:

- NUR 350 (6 units)
- NUR 427 (5 units)
- NUR 450C, which meets NAU's senior capstone requirement (3 units)
- NUR 408 (2 units field work credit when completing capstone course)

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

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

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

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

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

Revised 08/06
**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.


**BSN Program Outcomes: (Reviewed and Revised Spring, 2005)**

**Accountability:** Incorporates ethical and legal principles and professional standards in practice.

**Caring:** Integrates empathy and therapeutic use of self in professional practice.

**Clinical Competence:** Synthesize theory and evidence-based research in the direct and indirect delivery of care within professional practice.

**Communication:** Incorporates effective communication in professional practice.

**Critical Thinking:** Integrate the essential aspects of critical thinking toward reflective professional practice.

**Culture:** Incorporates cultural competency into professional practice in diverse settings.

**Management/Leadership:** Integrates established principles of management and leadership into professional practice.

**Teaching/Learning:** Integrates in practice effective client teaching and evaluation of learning.

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

In the Spring semester of 2005, the Nursing Curriculum Committee conducted an extensive review of current BSN courses using the AACN Essentials of Baccalaureate Education and newly revised program outcomes. Areas of content overlap and gaps in content were identified in this process. In the six years since the current “Healing Community Curriculum” was implemented, various minor revisions have been implemented in order to address NCLEX-related concerns. While some analysis of the curriculum has been ongoing, a systematic review using The Essentials had not been undertaken since its inception in 1999. These self-study activities were undertaken in anticipation and preparation for an accreditation review in 2008.

Along with content areas other forces have relevance to the curriculum, and were considered in the analysis. Additional concerns about content sequencing, level and depth of coverage, and consistency became evident. Further discussions and consultations with faculty members were undertaken to obtain more detailed information about assignments and clinical experiences, as well as what was working well in courses and what were ongoing challenges. Finally, various external, internal, and systems considerations have been identified that have impacts on the current BSN curriculum. Feedback and data from Student Affairs Committees, Administrative Team were offered and considered. RN student exit interviews and evaluations, student surveys and feedback from course evaluations were considered. A continuing theme from these students addressed the hardship placed on many working nurses when taking large (8-9) credit courses with clinical expectations. Also, the Education Consultant of the Arizona State Board of Nursing recommended removal of the required Psych-mental health clinical course for Registered Nurse students.

During the fall 2006 semester, the School of Nursing Curriculum Committee and faculty members worked to develop new course offerings (as identified in aforementioned gap analysis), consider alternative sequencing of courses, re-allocate/re-balance credits and suggest additional streamlining of course offerings across all B.S.N. program options. The recommendations made in this plan change represent the recommendations of the School of Nursing faculty based on the intensive curriculum review and to address the changing requirements for the professional nurse in the contemporary health care environment.

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

N/A

Revised 08/06
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

[Signatures and dates]

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

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

[Dean of college]
[Signature]
[Date]

For committee use only

[Signature]
[Date]

For University Curriculum Committee

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

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

Proposal for New Course

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

   (See effective dates schedule)

3. College  CENS  4. Academic Unit  Biology

5. Course subject/catalog number  BIO 441

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

8. Cross-listed with  ENV 440
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses)

9. Long course title  Conservation Biology
   (max 100 characters including spaces)

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

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

   BIO 441 CONSERVATION BIOLOGY  (3)
   Scientific basis for conserving and managing biological diversity, emphasizing applications of ecology, drawing on other
   scientific disciplines, and integrating public policy and sociological issues. Crosslisted as ENV 440. Prerequisite: BIO 326 or
   FOR 317 or consent of instructor

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)

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)  BIO 326 or FOR 317

17. Corequisites (must be completed with proposed course)

18. If course has no requisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):
    instructor consent ☐  department consent ☐  no consent ☒
19. Is the course needed for a plan of study (major, minor, certificate)?  yes ☐  no ☐
   Name of new plan?
   Note: A new plan or plan change form must be submitted with this request.

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

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

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

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

23. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).
   This course has been taught for many years in Environmental Sciences, and it will be a great benefit for Biology majors if they can take it as an upper division Biology elective.

24. Names of current faculty qualified to teach this course
   Tom Sisk, Paul Beier, Tad Theimer, Carol Chambers

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

26. Will present library holdings support this course?  yes ☒  no ☐
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

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

27. This course is a  [] Single section  [] Multi-section
28. List names of faculty who may teach this course: ________
29. Section enrollment cap: ________

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

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

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

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

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

TOPICS COURSE ONLY

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

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

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

GO TO question 42
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

42. Approvals

   

   Department Chair (if appropriate) ___________________________ Date 12/11/06

   Chair of college curriculum committee ______________________ Date 12/15/06

   Dean of college ___________________________ Date 22 Dec 06

   For Committees use only

   Action taken:

   Approved as submitted ___________________________ Approved as modified

   Qon Cand ___________________________ Date 1/31/07

   For University Curriculum Committee

   Action taken:

   Approved as submitted ___________________________ Approved as modified

   revised 8/06
Center for Environmental Sciences and Education
College of Engineering and Natural Sciences

CONSERVATION BIOLOGY
BIO 441  ♦  SPRING 200X

Instructors:  Thomas D. Sisk, Ph.D.
Office: PS 118; Phone: 523-7183
Office Hours: Wednesdays, 10 a.m.-noon

Lab T.A.:  Eli Bernstein
Office: PS 123B; Phone: 523-2237
Office Hours: Thursdays, 1:30-3:30 p.m.

Lecture:  Tues. and Thurs. 4:00-5:15 p.m.
Room:  Building 19, Room 103 (may change, see web site)
Credit Hours: 3
Prerequisites:  ENV 330 or BIO 326 or Forestry 220 or equivalent course in general ecology
Web Site:  http://www.envsci.nau.edu/sisk/courses/env440

WHAT IS THIS COURSE ABOUT?

➢ The scientific basis for studying, protecting, and managing biological diversity.
➢ The applications of biology to the conservation of biodiversity.
   • emphasis on ecology.
   • examination of the role of science in advancing conservation goals.
➢ Understanding the diverse approaches and varied conditions under which new knowledge is obtained.
➢ Participatory learning. Coupling of lectures with on-line and in-class discussions will foster an interactive approach, and students will take on important responsibilities in the progress and development of the course.
➢ Writing and communication of science.
   • focus on the "translation" and communication of scientific understanding.
   • students will make oral presentations and write term papers that draw on advanced themes and present them in forms accessible to a non-technical audience.

HOW WILL THIS COURSE WORK?

A. Meetings
Lecture topics, as described in the syllabus, will cover the key points of this class. You are expected to attend and participate in all aspects of the class. If you are absent it is your responsibility to insure that you are comfortable with all the material covered during the sessions you missed. Attendance will be taken on four days, chosen at random, throughout the semester.

B. Readings
1. Textbook:  "Principles of Conservation Biology, 3rd edition"  —  Groom et al. This is a great textbook. It provides excellent treatments of most topics covered in lecture. Reading assignments from the text are intended to help you understand the lecture material, develop your term paper projects, and prepare for exams. Completion of readings prior to the Tuesday lectures is essential.

2. Readings from the scientific literature. Papers for the Thursday discussions will be posted to our class web site in .pdf format. You are responsible for this material. The instructors will be available during office hours to work through difficult readings and to help discussion leaders prepare for the Thursday sessions.

C. Discussion is a vital part of this course, and it will occur in two complementary formats: on-line and in class.
1. On-line Discussions
Class discussions, typically on Thursdays, will be preceded by a web-based discussion. The purposes of the web-based discussion are to provide a well developed foundation for in-class discussion and to make sure that all papers are read and considered in advance. The web-based discussion can be accessed through the NAU WebCT site at: http://webct.nau.edu You can access WebCT via the hot link on our web site.
You must first log onto WebCT using your NAU network login and password. Then you will be asked to register and select the appropriate conference for our class. Follow the online instructions. If you get lost,
click on the help button. Once you have made it to our class conference site, you can compose a new message or you can click on an existing item to read it and then reply. I have posted an introductory message, located in the "Main" folder, which you should read. Follow the instructions and post a brief message about yourself and your interests in the "Introductions" folder. This will let me (and you) know that everything is working properly. You will also be able to read the replies from your classmates, so you can learn a little bit about them, too.

Each week (after this week's introductory lectures), every student in the class will be responsible for posting one question on our conference site. This will involve 1) a 1-2 sentence summary of an interesting point that you identified from the readings assigned for that week's Thursday discussion (note: this does not have to be the "most important" point), 2) a 1-2-sentence original thought stimulated by the point you identify, and 3) given 1 and 2, above, a clear and concise question about the reading(s). Please check the questions that may already have been posted by your classmates, and we will not accept duplicate questions. Questions are due before class on Tuesday. I will provide feedback, especially early on, about the quality and content of questions. You will then be required to answer one of the questions posted by another student in the class. Again, you cannot give a duplicate answer. In addition, no more than 2 answers will be accepted for any question. Your answer is due before class on Thursday.

2. In-class Discussions, led by graduate students
With a few exceptions, the class will be organized such that there is one topic per week. Each week, Tuesday's class will be a lecture by Dr. Sick or Dr. Prather. Thursday's class will begin with some introductory comments by the instructors, or follow-up from Tuesday's lecture. This will give way to a discussion, led by a pair of graduate students, of the assigned papers from the scientific literature. The instructors and the student leaders will choose the papers at least one week prior to the discussion. The papers will be classic papers, recent research results, or case studies in conservation biology. In general, we will not read review papers, as this is covered well by our textbook. A .pdf version of each paper will be posted on our web site. Discussion leaders will be required to meet with the instructors twice: once at least a week before your discussion to choose papers, and once on the Tuesday or Wednesday before the discussion to discuss a plan for developing a meaningful and creative approach to the material.

D. Grading and Assessment of Student Learning
1. A term paper, discussing conservation applications of scientific theory, will be worth 25% of your course grade. This will develop in three stages: an outline, a draft, and a final submission. Topic selection will take place in consultation with the instructors.

2. Two take-home exams, each worth 20% of the course grade, will be assigned on two Tuesdays (28 Feb. and 11 April), and they will be due two days later, before class.

3. Class participation is an important part of the course, and it will account for 25% of your grade. Each student will participate in weekly on-line and in-class discussion (see below) and this will account for 85% of the participation grade. Graduate students registered for ENV 540 will lead two in-class discussions, which will account for 15% of their participation grade; for undergraduates, the final 15% will be based on their participation during in-class discussions. Students in ENV 440 may elect to lead a discussion, but this is not required and will not provide extra credit.

4. The final three class meetings will focus on an intensive class effort to synthesize knowledge gained throughout the semester by working on an emerging issue at the interface of biology and conservation policy. One possibility is to focus on the 30-year-old Endangered Species Act, which is the topic of considerable national debate; another is to address the Arizona Strip and prospects for the Kand-2Mile Project and other landscape level conservation efforts in the region. Other topics can be considered and the class will select the topic in early April. Students will work in small groups to research particular topics, and then we will work as a class to synthesize information into a meaningful commentary and proposal regarding our issue. Details of this effort, which will be worth 10% of your grade, will be provided following the return of the second exam.

5. An optional comprehensive final exam will be offered. This will provide an opportunity to improve on performance in earlier exams, but it will not serve as an opportunity for extra credit.

6. Course grades will be determined on a percentage basis. Grades will be assigned as follows: 90-100% = A; 80-89.9% = B; 70-79.9% = C; 60-69.9% = D; below 60% = F.

7. Challenges to assigned grades are welcomed because they demonstrate that you are thinking seriously about the material in the course. Only written challenges will be considered because a) the written format requires a well-reasoned argument, improving the odds that your challenge will result in an improved
grade; and b) a written request provides a record of the grading in case there are questions at a later time. Challenges must be submitted within one week of the return of a graded assignment. Students should be aware that their grade might be adjusted upward or downward, following careful review.

8. It is our policy not to assign a grade of “incomplete” except in extreme circumstances beyond the student’s control. Incompletes will not be given because of a student’s failure to complete an assignment on time or because of dissatisfaction with a grade.
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<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>17 Jan.</td>
<td>Introduction to Conservation Biology:</td>
<td>Text, Chapt. 1</td>
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<td>What It Is and Is Not</td>
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<td>Thursday</td>
<td>19 Jan.</td>
<td>The Role of Biodiversity:</td>
<td>Text: Chapt. 2, pp 27-43 and Chapt. 4</td>
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<td>Evolution, Ecosystem Function, and Social Value</td>
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<td>Evolutionary Perspectives, Global Patterns, and Threats</td>
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<td>Thursday</td>
<td>26 Jan.</td>
<td>Discussion: Biodiversity Hotspots</td>
<td>Papers TBA, see web site</td>
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<td>Current Rates, Costs, and Impacts</td>
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<td>Thursday</td>
<td>09 Feb.</td>
<td>Discussion: Extinction</td>
<td>Papers TBA, see web site</td>
</tr>
<tr>
<td>Tuesday</td>
<td>07 Feb.</td>
<td>Genetics of Small Populations</td>
<td>Text: Chapt 11</td>
</tr>
<tr>
<td>Thursday</td>
<td>09 Feb.</td>
<td>Discussion: Conservation Genetics</td>
<td>Papers TBA, see web site</td>
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<td><em><strong>Term paper topic due</strong></em></td>
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<td>Tuesday</td>
<td>14 Feb.</td>
<td>Captive Breeding and Reintroductions</td>
<td>Text: Chapt. 15, pp 565-590</td>
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<tr>
<td>Thursday</td>
<td>16 Feb.</td>
<td>Discussion: Captive Breeding Case Studies</td>
<td>Papers TBA, see web site</td>
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<tr>
<td>Thursday</td>
<td>23 Feb.</td>
<td>Discussion: PVA</td>
<td>Papers TBA, see web site</td>
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<td><em><strong>Term paper outline due</strong></em></td>
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<td>Tuesday</td>
<td>28 Feb.</td>
<td>Exotic Species and Biotic Invasions</td>
<td>Text: Chapt. 9</td>
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<td><em><strong>Exam #1 Assigned</strong></em></td>
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<tr>
<td>Thursday</td>
<td>02 March</td>
<td>Film: Invasions</td>
<td>No assigned readings</td>
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<td>***Exam #1 Due ***</td>
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<tr>
<td>Tuesday</td>
<td>07 March</td>
<td>Habitat fragmentation and Metapopulation Structure</td>
<td>Text: Chapt. 7 and Chapt. 12, pp424-432</td>
</tr>
<tr>
<td>Thursday</td>
<td>09 March</td>
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<td>Papers TBA, see web site</td>
</tr>
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<tr>
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<td><strong>21 &amp; 23 March: Spring Break - No Classes</strong></td>
<td></td>
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<tr>
<td>Tuesday</td>
<td>28 March</td>
<td>Landscape Analysis, Patches, and Connectivity</td>
<td>Text: Chapt. 12, pp 435-456</td>
</tr>
<tr>
<td>Thursday</td>
<td>30 March</td>
<td>Discussion: Corridors</td>
<td>Papers TBA, see web site</td>
</tr>
<tr>
<td>Tuesday</td>
<td>04 April</td>
<td>Reserve Design - Theory and Principles</td>
<td>Text: Chapt. 14</td>
</tr>
<tr>
<td>Thursday</td>
<td>06 April</td>
<td>Discussion: Reserve Design - Case Studies</td>
<td>Papers TBA, see web site</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em><strong>Term paper, rough draft due (Optional)</strong></em></td>
<td></td>
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<tr>
<td>Tuesday</td>
<td>11 April</td>
<td>Ecosystem Approaches to Conservation</td>
<td>Text: Chapt. 13 and Chapt. 15, pp53-564</td>
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<tr>
<td></td>
<td></td>
<td>***Exam #2 Assigned ***</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>13 April</td>
<td>Discussion: Restoration Ecology and Conservation</td>
<td>Papers TBA, see web site</td>
</tr>
<tr>
<td></td>
<td></td>
<td>***Exam #2 Due ***</td>
<td></td>
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<tr>
<td>Tuesday</td>
<td>18 April</td>
<td>Implications of Climate Change for Biodiversity</td>
<td>Text: Chapt. 10</td>
</tr>
<tr>
<td>Thursday</td>
<td>20 April</td>
<td>Discussion: Global Change and Conservation Planning</td>
<td>Papers TBA, see web site</td>
</tr>
<tr>
<td>Tuesday</td>
<td>25 April</td>
<td>Biological Diversity on a Changing Planet:</td>
<td>Text: Chapt. 17 &amp; 18, skim Chapt. 5</td>
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<td>Developing a Social Contract for Conservation</td>
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<td></td>
<td>***Term Paper Due ***</td>
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<td>Thursday</td>
<td>27 April</td>
<td>Class Case Study, Day 1: Presentations and Integration</td>
<td>Mini-reports posted to web</td>
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UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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


3. College CENS

4. Academic Unit Environmental Sciences

5. Current course subject/catalog number ENV 440

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

   ENV 440 CONSERVATION BIOLOGY (3)

   Scientific basis for conserving and managing biological diversity, emphasizing applications of ecology, drawing on other scientific disciplines, and integrating public policy and sociological issues. Prerequisite: ENV 330 or BIO 326 or FOR 312*

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? Environmental Sciences

   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 ☐

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

    If revised, how should it be revised?

Revised 8/06
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 BIO 441
      (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
   f. Proposed long course title ________________________________
      (max 100 characters including spaces)
   g. Proposed short course title ________________________________
      (max 30 characters including spaces)
   h. Proposed catalog course description (max. 30 words, excluding requisites)

   ENV 440 CONSERVATION BIOLOGY (3)
   Scientific basis for conserving and managing biological diversity, emphasizing applications of ecology, drawing on other scientific disciplines, and integrating public policy and sociological issues. Crosslisted as BIO 441. Prerequisite: ENV 330 326 or BIO-326 or FOR 312.

   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.

Cross listing this course is mutually beneficial to Biological Sciences and Environmental Sciences because it will expand the possible upper division electives for both degree programs.

The topic CONSERVATION BIOLOGY is equally relevant to both academic fields!

13. Approvals

[Signatures and dates]

For Committee use only

[Signature and date]

For University Curriculum Committee

[Signature]

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.
CONSERVATION BIOLOGY
ENV 440 ◇ SPRING 200X

Instructors: Thomas D. Sisk, Ph.D.
Office: PS 118; Phone: 523-7183
Office Hours: Wednesdays, 10 a.m.-noon

Lab T.A.: Eli Bernstein
Office: PS 123B; Phone: 523-2237
Office Hours: Thursdays, 1:30-3:30 p.m.

Lecture: Tues. and Thurs. 4:00-5:15 p.m.
Room: Building 19, Room 103 (may change, see web site)
Credit Hours: 3
Prerequisites: ENV 330 or BIO 326 or Forestry 417, or equivalent course in general ecology
Web Site: http://www.envsci.nau.edu/sisk/courses/env440

WHAT IS THIS COURSE ABOUT?

➤ The scientific basis for studying, protecting, and managing biological diversity.
➤ The applications of biology to the conservation of biodiversity.
  • emphasis on ecology.
  • examination of the role of science in advancing conservation goals.
➤ Understanding the diverse approaches and varied conditions under which new knowledge is obtained.
➤ Participatory learning. Coupling of lectures with on-line and in-class discussions will foster an interactive approach, and students will take on important responsibilities in the progress and development of the course.
➤ Writing and communication of science.
  • focus on the "translation" and communication of scientific understanding.
  • students will make oral presentations and write term papers that draw on advanced themes and present them in forms accessible to a non-technical audience.

HOW WILL THIS COURSE WORK?

A. Meetings
Lecture topics, as described in the syllabus, will cover the key points of this class. You are expected to attend and participate in all aspects of the class. If you are absent it is your responsibility to insure that you are comfortable with all the material covered during the sessions you missed. Attendance will be taken on four days, chosen at random, throughout the semester.

B. Readings
1. Textbook: “Principles of Conservation Biology, 3rd edition” – Groom et al. This is a great textbook. It provides excellent treatments of most topics covered in lecture. Reading assignments from the text are intended to help you understand the lecture material, develop your term paper projects, and prepare for exams. Completion of readings prior to the Tuesday lectures is essential.

2. Readings from the scientific literature. Papers for the Thursday discussions will be posted to our class web site in .pdf format. You are responsible for this material. The instructors will be available during office hours to work through difficult readings and to help discussion leaders prepare for the Thursday sessions.

C. Discussion is a vital part of this course, and it will occur in two complementary formats: on-line and in class.
1. On-line Discussions
Class discussions, typically on Thursdays, will be preceded by a web-based discussion. The purposes of the web-based discussion are to provide a well developed foundation for in-class discussion and to make sure that all papers are read and considered in advance. The web-based discussion can be accessed through the NAU WebCT site at: http://webct.nau.edu You can access WebCT via the hot link on our web site. You must first log onto WebCT using your NAU network login and password. Then you will be asked to register and select the appropriate conference for our class. Follow the online instructions. If you get lost,
click on the help button. Once you have made it to our class conference site, you can compose a new message or you can click on an existing item to read it and then reply. I have posted an introductory message, located in the "Main" folder, which you should read. Follow the instructions and post a brief message about yourself and your interests in the "Introductions" folder. This will let me (and you) know that everything is working properly. You will also be able to read the replies from your classmates, so you can learn a little bit about them, too.

Each week (after this week's introductory lectures), every student in the class will be responsible for posting one question on our conference site. This will involve 1) a 1-2 sentence summary of an interesting point that you identified from the readings assigned for that week's Thursday discussion (note: this does not have to be the "most important" point), 2) a 1-2-sentence original thought stimulated by the point you identify, and 3) given 1 and 2, above, a clear and concise question about the reading(s). Please check the questions that may already have been posted by your classmates, and we will not accept duplicate questions. Questions are due before class on Tuesday. I will provide feedback, especially early on, about the quality and content of questions. You will then be required to answer one of the questions posted by another student in the class. Again, you cannot give a duplicate answer. In addition, no more than 2 answers will be accepted for any question. Your answer is due before class on Thursday.

2. In-class Discussions, led by graduate students

With a few exceptions, the class will be organized such that there is one topic per week. Each week, Tuesday's class will be a lecture by Dr. Sisk or Dr. Prather. Thursday's class will begin with some introductory comments by the instructors, or follow-up from Tuesday's lecture. This will give way to a discussion, led by a pair of graduate students, of the assigned papers from the scientific literature. The instructors and the student leaders will choose the papers at least one week prior to the discussion. The papers will be classic papers, recent research results, or case studies in conservation biology. In general, we will not read review papers, as this is covered well by our textbook. A .pdf version of each paper will be posted on our web site. Discussion leaders will be required to meet with the instructors twice: once at least a week before your discussion to choose papers, and once on the Tuesday or Wednesday before the discussion to discuss a plan for developing a meaningful and creative approach to the material.

D. Grading and Assessment of Student Learning

1. A term paper, discussing conservation applications of scientific theory, will be worth 25% of your course grade. This will develop in three stages: an outline, a draft, and a final submission. Topic selection will take place in consultation with the instructors.

2. Two take-home exams, each worth 20% of the course grade, will be assigned on two Tuesdays (28 Feb. and 11 April), and they will be due two days later, before class.

3. Class participation is an important part of the course, and it will account for 25% of your grade. Each student will participate in weekly on-line and in-class discussion (see below) and this will account for 85% of the participation grade. Graduate students registered for ENV 540 will lead two in-class discussions, which will account for 15% of their participation grade; for undergraduates, the final 15% will be based on their participation during in-class discussions. Students in ENV 440 may elect to lead a discussion, but this is not required and will not provide extra credit.

4. The final three class meetings will focus on an intensive class effort to synthesize knowledge gained throughout the semester by working on an emerging issue at the interface of biology and conservation policy. One possibility is to focus on the 30-year-old Endangered Species Act, which is the topic of considerable national debate; another is to address the Arizona Strip and prospects for the Kand-2Mile Project and other landscape level conservation efforts in the region. Other topics can be considered and the class will select the topic in early April. Students will work in small groups to research particular topics, and then we will work as a class to synthesize information into a meaningful commentary and proposal regarding our issue. Details of this effort, which will be worth 10% of your grade, will be provided following the return of the second exam.

5. An optional comprehensive final exam will be offered. This will provide an opportunity to improve on performance in earlier exams, but it will not serve as an opportunity for extra credit.

6. Course grades will be determined on a percentage basis. Grades will be assigned as follows: 90-100% = A; 80-89.9% = B; 70-79.9% = C; 60-69.9% = D; below 60% = F.

7. Challenges to assigned grades are welcomed because they demonstrate that you are thinking seriously about the material in the course. Only written challenges will be considered because a) the written format requires a well-reasoned argument, improving the odds that your challenge will result in an improved
grade; and b) a written request provides a record of the grading in case there are questions at a later time. Challenges must be submitted within one week of the return of a graded assignment. Students should be aware that their grade might be adjusted upward or downward, following careful review.

8. It is our policy not to assign a grade of "incomplete" except in extreme circumstances beyond the student's control. Incompletes will not be given because of a student's failure to complete an assignment on time or because of dissatisfaction with a grade.
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>17 Jan.</td>
<td>Introduction to Conservation Biology: What It Is and Is Not</td>
<td>Text, Chapt. 1</td>
</tr>
<tr>
<td>Thursday</td>
<td>19 Jan.</td>
<td>The Role of Biodiversity: Evolution, Ecosystem Function, and Social</td>
<td>Text: Chapt. 2, pp 27-43 and Chapt. 4</td>
</tr>
<tr>
<td>Thursday</td>
<td>26 Jan.</td>
<td>Discussion: Biodiversity Hotspots</td>
<td>Papers TBA, see web site</td>
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<tr>
<td>Thursday</td>
<td>02 Feb.</td>
<td>Discussion: Extinction</td>
<td>Papers TBA, see web site</td>
</tr>
<tr>
<td>Tuesday</td>
<td>07 Feb.</td>
<td>Genetics of Small Populations</td>
<td>Text: Chapt. 11</td>
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<tr>
<td>Thursday</td>
<td>09 Feb.</td>
<td>Discussion: Conservation Genetics <strong>Term paper topic due</strong></td>
<td>Papers TBA, see web site</td>
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<tr>
<td>Tuesday</td>
<td>14 Feb.</td>
<td>Captive Breeding and Reintroductions</td>
<td>Text: Chapt. 15, pp 565-590</td>
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<tr>
<td>Thursday</td>
<td>16 Feb.</td>
<td>Discussion: Captive Breeding Case Studies</td>
<td>Papers TBA, see web site</td>
</tr>
<tr>
<td>Thursday</td>
<td>23 Feb.</td>
<td>Discussion: PVA <strong>Term paper outline due</strong></td>
<td>Papers TBA, see web site</td>
</tr>
<tr>
<td>Tuesday</td>
<td>28 Feb.</td>
<td>Exotic Species and Biotic Invasions *** Exam #1 Assigned ***</td>
<td>Text: Chapt. 9</td>
</tr>
<tr>
<td>Thursday</td>
<td>02 March</td>
<td>Film: Invasions <strong>Exam #1 Due</strong></td>
<td>No assigned readings</td>
</tr>
<tr>
<td>Tuesday</td>
<td>07 March</td>
<td>Habitat fragmentation and Metapopulation Structure</td>
<td>Text: Chapt. 7 and Chapt. 12, pp424-432</td>
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**21 & 23 March: Spring Break - No Classes**

| Tuesday     | 28 March   | Landscape Analysis, Patches, and Connectivity                        | Text: Chapt. 12, pp 425-466                   |
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|             |            | draft due (Optional)***                                             |                                               |
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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 CENS ☐
   4. Academic Unit Biology ☐

5. Course subject/catalog number BIO 441L ☐

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

8. Cross-listed with ENV 440L ☐
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title Conservation Biology Laboratory ☐
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Conservation Biology Laboratory ☐

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

   BIO 441L CONSERVATION BIOLOGY LAB (1)
   Combines class field studies and independent research investigating the scientific basis for conserving and managing biological diversity. Requires several extended weekend field trips. Cross listed with ENV 440L Corequisite: BIO 441

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? Yes ☐ No ☑
   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) BIO 326 or FOR 319 ☐

17. Corequisites (must be completed with proposed course) BIO 441 ☐

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

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)? yes □ no □
   Name of new plan?

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

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

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

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

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

   This course has been taught for many years in Environmental Sciences, and it will be a great benefit for Biology majors if they can take it as an upper division Biology elective.

24. Names of current faculty qualified to teach this course

   Tom Sisk, Paul Beier, Tad Theimer, Carol Chambers

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

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

revised 8/06
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

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

27. This course is a  □ Single section  □ Multi-section
28. List names of faculty who may teach this course: ____
29. Section enrollment cap: ____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

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

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

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

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

TOPICS COURSE ONLY

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

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

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

GO TO question 42.
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

42. Approvals

   [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

For University Curriculum Committee  
Date

Action taken:  
Approved as submitted

Approved as modified

revised 8/06
Conservation Biology is an applied science. The lab portion of the course is designed to bring the subject of conservation biology “down to Earth” by exposing the class to a variety of regional conservation issues, and by having each student investigate one issue in depth. The lab class will combine two types of activities: field trips and independent research projects.

Field trips will expose the class to some of the major land use and resource management issues affecting biological diversity in northern Arizona and the Colorado Plateau. We will do this through an intensive, hands-on collaboration with The Grand Canyon Trust and partnering land management agencies and organizations at the recently purchased Kane/2 Mile ranches on the Arizona strip. The goal is to explore how to develop and implement a conservation and restoration management plan for this remarkably diverse and politically contentious landscape. The ranches encompass nearly 900,000 acres of some of the most remote landscapes in the country and include large areas of the Kaibab and Paria Plateaus, linking many existing conservation areas and providing the opportunity for integrated conservation planning across very large areas. The Kaibab Plateau has the highest density of remaining old growth ponderosa in the Southwest, harbors the greatest concentration of the imperiled Northern Goshawk, and is the only place in the world where the endemic Kaibab squirrel can be found. It also has the purest remaining strain of endangered Apache trout known. The Vermillion Cliffs are the epicenter of the effort to reintroduce the endangered California condor in Arizona. The ranches have a long history of cattle grazing, which the GCT will continue, but with new management objectives, in an attempt to combine working landscapes with biodiversity conservation.

The course will focus research on five areas of emphasis: Arid Grassland Ecology & Grazing; Forest Management, focusing on Restoration, Fire and the Northern Goshawk; Disturbance Hydrology and Watershed Management focusing on the Colorado River; Endangered Species conservation, specifically the California Condor; and Biodiversity Hotspots, focusing on Seeps and Springs.

Students will keep a journal that will include background information, key points from each trip, their thoughts and ideas, and responses to questions posed by the T.A. during the field trip.
TENTATIVE SCHEDULE:

FIELD TRIP #1
March 30-April 2 (leaving and returning in the late afternoon/early evening).
This excursion will serve as an introduction to a variety of conservation issues at play on
the Kane/2 Mile landscape. What we learn on this trip will form the groundwork for
further discussion back in the classroom, and will help us plan our data collection for the
second field trip. Our learning will be facilitated by the company of experts in the
various subject areas. This should also be an excellent opportunity to see the world
through the eyes of working, professional conservation biologists.

GENERAL ITINERARY:
Thursday: travel to site.
Friday: one morning and one afternoon session, each on a particular area of
emphasis (e.g. Grazing/arid grassland ecology & Forest management). Evening
session on landscape-level planning and introduction to the Kane/2 Mile project.
Saturday: one morning and one afternoon session, each on a particular area of
emphasis (e.g. Endangered species-California Condor & Disturbance Hydrology
and Watershed Management). Evening revelry with barbeque and music.
Sunday: one morning session on a final area of emphasis (e.g. Biodiversity
Hotspots-Seeps and Springs). Travel back to Flagstaff in the afternoon.

FIELD TRIP #2
April 20-April 23 (leaving and returning in the late afternoon/early evening).
On our second field trip we will put the research plan we’ve developed from our first trip
and our class discussions into action. The emphasis will be on data collection and good
old-fashioned fieldwork. Students should be encouraged by the knowledge that, far from
being an academic exercise, our efforts will likely be part of a real-world, innovative
approach to landscape-level conservation. The daily itinerary for this trip will be
generally mimic that of the first trip but with an emphasis on carrying out research and
monitoring projects, collecting, analyzing, and discussing our data and results.

INDEPENDENT PROJECTS will be carried out by the student, in close consultation with the
T.A. and the course instructor. Students will develop a project relevant to the restoration and
conservation of the Kand/2Mile ranch project, and the final product will be an integrated report
to be submitted to the instructors and to the Grand Canyon Trust. The goal is to provide relevant
scientific information to managers who are making real conservation decisions. Details of these
requirements will be discussed in class and in meetings with the T.A., course instructors, and
representatives from the Grand Canyon Trust.
**PROJECT TIMELINE:**

- **16 March** Concept  
  Definition of Topic, Statement of Conservation Relevance, and Initial Project Design (2-3 pp)

- **13 April** Plan  
  A Work Plan for Second Field Trip

- **04 May** Report  
  Final Project Report

**OTHER ISSUES**

Special Needs. — Students with physical handicaps or learning disabilities who need to make special arrangements for class assignments and examinations should consult the instructors within the first two weeks of the semester.

Please feel free to ask for help, whenever needed, in understanding the readings, lectures, writing assignments, or for other course-related matters. I will be available during my posted office hours. If you have other commitments during my office hours, please make an appointment for another time (for example, you could make an appointment before or after class).

Several Important Policies:

1. **Attendance.**
   Laboratory Classes: Because the laboratory is such an important part of your educational experience, attendance at your assigned laboratory section is mandatory. Attendance will be taken at each laboratory meeting. Only formal institutional or medical excuses, submitted in writing to your lab graduate assistant, are acceptable excuses for missing lab classes. A student is expected to complete as much of each laboratory exercise as possible during the class period.
   Institutional Excuses: Institutional excuses permit students to be absent from classes in order to represent the university at athletic, extracurricular, or academic activities. These excuses must be approved and signed by the appropriate university staff. Institutional excuses must be presented to the instructor or graduate assistant before the absence takes place.

2. **Expectations for a Community of Learners.** — This course is structured to develop a community of learners. Open discussions will be encouraged and we will ask all students in the class to help build and sustain a working group focused on the study of Conservation Biology. Note that we have a class "virtual conference center" on the university network (http://jan.ucc.nau.edu/~caucus/nauovcc.html). This electronic bulletin board can be used to continue discussions begun in class, raise policy issues related to class topics, and to ask questions of other students and the instructors. Lecture notes will be posted.

3. **Challenges to Assigned Grades.** — Challenges to assigned grades are welcomed, because they demonstrate that you are seriously thinking about the material in the course. However, we will only consider challenges in writing. Our hope is that written challenges will accomplish two goals: (a) a written format provides you with the opportunity to present an articulate and well-considered argument (and therefore more likely that we will favor your challenge with an improved grade); and (b) a written request provides a record of the grading in case there are questions at a later time. Challenges must be submitted within one week of the return of a graded assignment.

4. **Plagiarism and Cheating.** — Cheating, fabrication, fraud, facilitating academic dishonesty, plagiarism, and other forms of academic misconduct will not be tolerated. Violators will be subject to a failing grade in this course. We encourage students to collaborate in studying and to review each other's written assignments, but all work turned in for a grade must be completed only by the student submitting the work. Please see the Student Code of Conduct and the section on Academic Dishonesty in the Northern Arizona University Student Handbook.

revised 8/06
5. Incompletes. — Our policy is not to assign an Incomplete except in extreme circumstances beyond a student's control. We never give an Incomplete because a student is dissatisfied with a final grade and hopes to complete additional post-course work to improve the grade.

6. Withdrawals. — The last day for Withdrawal (last day to drop with a W) is October 15, 1998. The last day for Drop/Delete is September 19, 1998. For other deadlines, please refer to the University Calendar in the Directory of Classes.

7. Safe Working and Learning Environment. — The Center for Environmental Sciences and Education is committed to a safe working and learning environmental for students, faculty, and staff. Any form of discrimination and/or sexual harassment will not be tolerated. Procedures for the resolution of complaints appear in the Student Handbook. We have a copy in the CESE Office (PS 119). You may also contact the Dean of Students at 523-5181.

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus. At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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


3. College CENS

4. Academic Unit Environmental Sciences

5. Current course subject/catalog number ENV 440L

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

ENV 440L CONSERVATION BIOLOGY LAB (1)
Combines class field studies and independent research investigating the scientific basis for conserving and managing biological diversity. Requires several Saturday field trips. 3 hrs. lab. Corequisite: ENV 440

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

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

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

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

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

    If this course has been listed in the Course Equivalency Guide, should that listing be left as is, ☐ or be revised? ☐
    If revised, how should it be revised?
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

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

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

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

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

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

h. Proposed catalog course description (max. 30 words, excluding requisites)
   ENV 440L CONSERVATION BIOLOGY LAB (1)
   Combines class field studies and independent research investigating the scientific basis for conserving and managing biological diversity. Requires several Saturday extended weekend field trips. 3-hrs.-lab. Crosslisted as BIO 441L Corequisite: ENV 440, or consent of instructor

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.

Cross listing this course is mutually beneficial to Biological Sciences and Environmental Sciences because it will expand the possible upper division electives for both degree programs.

The topic CONSERVATION BIOLOGY is equally relevant to both academic fields!

13. Approvals

Department Chair/ Unit Head (if appropriate)  

[Signature]  12/11/06  

Chair of college curriculum committee  

[Signature]  12/15/06  

Dean of college  

[Signature]  12/22/06  

For Committee use only  

[Signature]  1/31/07  

For University Curriculum Committee  

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
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  Engineering and Natural Science  4. Academic Unit  Department of Biological Sciences

5. Course subject/catalog number  BIO 301

6. Units  3

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

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

9. Long course title  Science, Religion & Reality
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces)  Science, Religion & Reality

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

   Important topics in today’s world showing significant differences of opinion or beliefs contrasting with scientific evidence or contemporary practice, such as life’s origin, beginning of an individual, sexual orientation, death.

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?
   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/o unit embedded lab ☐  Lecture only ☒  Lab only ☐  Clinical ☐  Research ☐
   Seminar ☐  Field Studies ☐  Independent Study ☐  Activity ☐  Supervision ☐

6. Prerequisites (must be completed before proposed course)  Junior Level Standing

7. Corequisites (must be completed with proposed course)

8. If course has no requisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):
   instructor consent ☐  department consent ☐  no consent ☐

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)?
   Name of new plan?  
   Bachelor of Interdisciplinary Studies
   Note: A new plan or plan change form must be submitted with this request.
   yes ☒  no ☐

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

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

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

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

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

   Issues, such as when individual life begins or ends, sexual orientation, genetic engineering, population migration, new diseases, etc., are clashing with opinions or beliefs while we try to make decisions about the future. This course will apply scientific process and scientific evidence to making an informed judgment about these issues as a model approach to dealing with our uncertain future. It appears that the general public could benefit from practicing making decisions based on data obtained through a reliable process.

24. Names of current faculty qualified to teach this course  
   William Gaud, Stefan Sommer

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

26. Will present library holdings support this course?  yes ☐  no ☒
If the course being submitted for approval is **NOT** a **LIBERAL STUDIES** course, please go to step 42.

**LIBERAL STUDIES ONLY**

Contact name: **William Gaud**  
Dept. Chair name: Maribeth Watwood  
College Contact name: Barry Lutz

Contact email: William.Gaud@nau.edu  
Dept. Chair email: Maribeth.Watwood@nau.edu  
College Contact email: Barry.Lutz@nau.edu

27. This course is a  
- Single section  
- Multi-section

28. List names of faculty who may teach this course: **William Gaud, Stefan Sommer**

29. Section enrollment cap: 999

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 30-33.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL, WRITING** course, please complete questions 37-38.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 39-41.

**NEW LIBERAL STUDIES COURSE**

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

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

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

33. Is this a topics course?  
- Yes  
- No

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

**TOPICS COURSE ONLY**

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

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

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

) TO question 42

(revised 5/06)
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

42. Approvals

[Signatures and dates]

For Committees use only

[Signatures and dates]

For Liberal Studies Committee

Action taken: [Signature] Approved as submitted  [Signature] Approved as modified

[Date]

[Name]

or University Curriculum Committee

Action taken: [Signature] Approved as submitted  [Signature] Approved as modified

[Date]

revised 8/06
Syllabus
College: College of Engineering and Natural Sciences
Department: Department of Biological Sciences
Course: BIO 301 Science, Religion, and Reality
Semester: Fall 2007
Credit: 3 credit hours online as a web course
Instructor: William S Gaud
Office: 20-203
Office Hours: email or call 928-523-7516

Course Prerequisites: Junior level standing.

Course Description: An examination of some of the important topics in today’s world in which there are significant differences of opinion, contrasting beliefs from various cultures with scientific evidence with contemporary practice. Topics may include: the origin of life and creation, when the life of an individual begins, the afterlife, sexual orientation, heavenly bodies, the age of the earth.

Thematic Focus: The three themes of Environmental Consciousness, Technology and Its Impact, and Valuing the Diversity of Human Experience will be addressed and assessed.

Distribution Block: Science/Applied Science

Essential Skills: Critical Thinking, Effective Writing, Critical Reading, Ethical Reasoning and Scientific Inquiry.

Student Learning Expectations/Outcomes for this Course:

- Articulate clearly and succinctly in writing a belief about a topic (valuing the diversity of human experience, critical reading, critical thinking, effective writing).
- Describe and explain the scientific method (environmental consciousness, critical thinking, effective writing).
- Locate, evaluate, and report scientific evidence relevant to the topic and belief about it (environmental consciousness, technology and its impact, valuing the diversity of the human experience, critical reading, critical thinking, effective writing).
- Describe historical and current practices relevant to the topic (environmental consciousness, valuing the diversity of human experience, critical thinking, critical reading, effective writing).
- Critically compare practices with the belief and with the scientific evidence (environmental consciousness, technology and its impact, valuing the diversity of human experience, critical thinking, critical reading, effective writing, ethical reasoning and scientific inquiry).
Course structure/approach: There will be one topic for each of the 15 weeks of the semester. Each topic will be discussed briefly on a web page under the headings: Observation, Religion, Reality, and Summary. For each topic (each week), students will be expected to respond in a substantive way to a statement placed on the discussion board, to write short essays in an assignment, and take a multiple choice quiz. In addition, students will be placed arbitrarily in groups of three to pick a topic that is not among the 15 and present their own treatment of it in a format consistent with that of the 15 class topics.

Textbook and required materials: There will be no textbook, but readings will be placed on e-reserve and links to web resources will be embedded in the course content pages. Students will be required to have reliable access to the internet, both to access the course and to search for web resources.

Recommended optional materials/references

1. Searchable Bible Online
2. Qur'an
3. Torah; The Basics of Judaism
4. The Tao
5. An Introduction to Buddhism
6. Hindu: A Hindu Creation Story

Course outline:

1. Spontaneous Generation: Hypothesis, Experiment, Data
2. Heavenly Bodies: Measurement and calibration; technology
4. Treasures of the Grand Canyon: Time and process
5. Population, Mortality, and the Quality of Life: Competing values
6. Games, Zygotes, and Independent Life: Life's potential
7. Sexual Orientation: How many sexes are there?
8. Next to God: All are equal, but some are more equal.
11. Languages: Forms of communication.
12. War and Peace: The old testament; crusades; modern islam.
14. Genealogy and Oxygen Transport: Solutions to common challenges
15. Evolution: Species come and go.

Assessment of Student Learning Outcomes

- Methods of Assessment: For each topic (each week), students will be expected to respond in a substantive way to a statement placed on the discussion board, to write short essays in an assignment, and take a multiple choice quiz. In addition, students will be placed arbitrarily in groups of three to pick a topic that is not among the 15 and present their own treatment of it in a format consistent with that of the 15 class topics.
- Timeline for Assessment: There will be a discussion item, an assignment, and a quiz each week. The group work will occur in the second half of the semester.
Course policy

- Retests/makeup tests: Each online test will be open for approximately 3 days. There will be no makeup tests except in extraordinary cases.
- Attendance will be taken indirectly by response to the discussion item and the submission of the weekly assignment and the weekly quiz.

Statement on plagiarism and cheating: Cheating is dishonest and unethical. Students found cheating will be subject to University discipline, but at the minimum will leave this course with an F.

Remember, each assignment must be your own work. Even though you may talk to others and discuss a topic with others, you are required to complete the assignment itself on your own. Do not compare completed assignments with each other until after all of you have submitted them. Assignments that are so similar as to leave the instructor no doubt that you collaborated with each other will be considered cheating. It is not worth the risk to compare results before you submit them.

An original author deserves credit for the work the author did. To fail to properly acknowledge another's work and, thus, represent that work as your own is plagiarism. That is why you must cite the reference(s) you use in preparing your assignments. Be sure to give proper credit to the sources of information you use in writing your assignments.

University Policies: At this web site.
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 2007
   Spring 2008

3. College: Engineering and Natural Science

4. Academic Unit: Department of Biological Sciences

5. Course subject/catalog number: BIO 302

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: Relevance of Science
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces)
    Relevance of Science

11. Catalog course description (max. 30 words, excluding requisites).
    Crucial challenges, problems, or situations in today's world for which science gives us insight into meeting, solving, or understanding, such as global warming, using reclaimed water, energy crisis, epidemics, obesity.

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)

17. Corequisites (must be completed with proposed course)

18. If course has no requisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):
    instructor consent ☐ department consent ☐ no consent ☐
19. Is the course needed for a plan of study (major, minor, certificate)?  yes ☒  no ☐
   Name of new plan?  Bachelor of Interdisciplinary Studies
   Note: A new plan or plan change form must be submitted with this request.

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

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

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

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

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

   The growing human population is impacting the world and influencing the quality of life for us and the species on
   which we depend for survival. Before we pass thresholds from which there is no return, our choices, both of how we
   live our own lives and how we vote for our leaders need to be based on the best factual evidence available. Science
   not only can provide that kind of evidence, but can provide a framework within which educated judgment about
   practical matters can be made.

24. Names of current faculty qualified to teach this course  William Gaud, Stefan Sommer

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

26. Will present library holdings support this course?  yes ☐  no ☒
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

Contact name: William Gaud
Dept. Chair name: Maribeth Watwood
College Contact name: Barry Lutz
Contact email: William.Gaud@nau.edu
Dept. Chair email: Maribeth.Watwood@nau.edu
College Contact email: Barry.Lutz@nau.edu

27. This course is a ☑ Single section  ☐ Multi-section
28. List names of faculty who may teach this course: William Gaud, Stefan Sommer
29. Section enrollment cap: 999

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

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

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

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

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

TOPICS COURSE ONLY

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

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

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

GO TO question 42

revised 8/06
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

42. Approvals

   [Signatures and dates]

   For Committees use only

   [Blank space for additional comments or signatures]

   [Signatures and dates]

   For Liberal Studies Committee

   [Signatures and dates]

   Action taken: approved as submitted

   [Signatures and dates]

   For University Curriculum Committee

   [Signatures and dates]

   Action taken: approved as submitted

   revised 8/06

   4
Syllabus
College: College of Engineering and Natural Sciences
Department: Department of Biological Sciences
Course: BIO 302 The Relevance of Science
Semester: Spring 2008
Credit: 3 credit hours online as a web course
Instructor: William S Gaud
Office: 20-203
Office Hours: email or call 928-523-7516

Course Prerequisites: Junior level standing.

Course Description: An examination of some of the crucial challenges, problems, or situations in today’s world for which science can give us insight into meeting, solving, or understanding. Topics may include: global warming, using reclaimed water, the energy crisis, flu epidemics, and obesity.

Thematic Focus: The two themes of Environmental Consciousness and Technology and Its Impact will be addressed and assessed.

Distribution Block: Science/Applied Science

Essential Skills: Critical Thinking, Effective Writing, Critical Reading, Ethical Reasoning and Scientific Inquiry.

Student Learning Expectations/Outcomes for this Course:

- Articulate clearly and succinctly in writing a challenge, problem, or situation (environmental consciousness, critical reading, critical thinking, effective writing).
- Describe and explain the scientific method and why the results of scientific activity should be trusted or why you should be skeptical of them (environmental consciousness, critical thinking, effective writing).
- Locate, evaluate, and report scientific evidence relevant to the topic and the insight it provides (environmental consciousness, technology and its impact, critical reading, critical thinking, effective writing).
- Suggest a way to meet the challenge, to solve the problem, or articulate your understanding of the situation (environmental consciousness, critical thinking, critical reading, effective writing).
- Comment on why there is a challenge, a problem, or misunderstanding and the potential obstacles to adopting your suggestions (environmental consciousness, technology and its impact, critical thinking, critical reading, effective writing, ethical reasoning and scientific inquiry).

Course structure/approach: There will be one topic for each of the 15 weeks of the semester. Each topic will be discussed briefly on a web page under the headings:
Observation, Science, Relevance, and Summary. For each topic (each week), students will be expected to respond in a substantive way to a statement placed on the discussion board, to write short essays in an assignment, and take a multiple choice quiz. In addition, students will be placed arbitrarily in groups of three to pick a topic that is not among the 15 and present their own treatment of it in a format consistent with that of the 15 class topics.

**Textbook and required materials:** There will be no textbook, but readings will be placed on e-reserve and links to web resources will be embedded in the course content pages. Students will be required to have reliable access to the internet, both to access the course and to search for web resources.

**Recommended optional materials/references**

None

**Course outline:**

1. Biological Clocks: The Rhythm of Life
2. Global Warming: Unintelligent design
3. Reclaimed Water: Consuming our waste
4. Agriculture: Unnatural selection
5. Energy: The fantasy of the infinite
6. Obesity: Smothering society
7. Entitlement: Inhibiting natural constraints
8. Contaminants: Chemicals within us, radiation around us
9. Drugs: Diseases more powerful than ourselves
10. Immigration: Free movement across borders
11. War: Unexpected consequences
12. Aging: Lack of wisdom
13. Individuality: Understanding design and strengthening stability
14. Land Use: Soil ing our environment, preparing for catastrophe
15. Extinction: The human species self-destructs

**Assessment of Student Learning Outcomes**

- Methods of Assessment: For each topic (each week), students will be expected to respond in a substantive way to a statement placed on the discussion board, to write short essays in an assignment, and take a multiple choice quiz. In addition, students will be placed arbitrarily in groups of three to pick a topic that is not among the 15 and present their own treatment of it in a format consistent with that of the 15 class topics.
- Timeline for Assessment: There will be a discussion item, an assignment, and a quiz each week. The group work will occur in the second half of the semester.

**Course policy**

- Retests/makeup tests: Each online test will be open for approximately 3 days. There will be no makeup tests except in extraordinary cases.
- Attendance will be taken indirectly by response to the discussion item and the submission of the weekly assignment and the weekly quiz.
Statement on plagiarism and cheating: Cheating is dishonest and unethical. Students found cheating will be subject to University discipline, but at the minimum will leave this course with an F.

Remember, each assignment must be your own work. Even though you may talk to others and discuss a topic with others, you are required to complete the assignment itself on your own. Do not compare completed assignments with each other until after all of you have submitted them. Assignments that are so similar as to leave the instructor no doubt that you collaborated with each other will be considered cheating. It is not worth the risk to compare results before you submit them.

An original author deserves credit for the work the author did. To fail to properly acknowledge another's work and, thus, represent that work as your own is plagiarism. That is why you must cite the reference(s) you use in preparing your assignments. Be sure to give proper credit to the sources of information you use in writing your assignments.

University Policies: At this web site.
Greetings,

I am writing in my capacity as the Program Director of BAiLS/BAS. The BAiLS Degree will cease to exist at the end of the Spring 2007 semester and will be replaced by the BIS Degree, which will have both a BA and BS component. The BA component will have the traditional requirement of 4 semesters of a modern language, while the BS component will require course work in research methods, statistics and science related topics.

The inclusion of BIO 301 (Science, Religion and Reality) and BIO 302 Relevance of Science) is criteria to the BS component of BIS. It is, all too, often the case that a BS degree is nothing more than a BA without the language requirement. We, on the BAiLS/BAS Advisory Council, believe that a BS degree should require addition science, research methods and/or statistics course work above that already required in the degree. My review of BIO 301 and BIO 302 suggests that these two courses meet the programmatic needs of BIS as intended by the Advisory Council when they created the new degree.

If these courses receive a positive review by the CENS Curriculum Committee at it’s meeting on Monday, November 27, 2006. I will include them in the newest corrections to the BIS Plan. I will make a copy of the program with changes available to you as soon as it is available.

Should you have any questions please let me know.
To: College Curriculum Committee, College of Engineering and Natural Sciences
Re: BIO 301, BIO 302

Colleagues:
Distance Learning is pleased to provide the standard Web course development support to Prof. Bill Gaud for the development of two new Web courses to support science requirements in the Bachelor of Interdisciplinary Studies program (new Fall 07), and the Bachelor of Applied Science program. Distance Learning also commits to pay Prof. Gaud's salary when he teaches these courses on-line in support of these degree programs. Please let me know if you have questions about Distance Learning's support and endorsement of these course development and delivery plans.

Patrick Deegan

Patrick Deegan, PhD
Associate Dean
Academic Programs, Distance Learning
P.O. Box 4117
928-523-6609
928-523-1169 (fax)
I did talk with Arne--this isn't a conflict with our area and best wishes on the class
Bill.

I read your syllabus for Science, Religion, and Reality, and I forwarded a copy to Jeff Downard, the chair of the philosophy department. I will let Jeff speak officially for the department, but I don't see much overlap between the course you are planning and what we offer in philosophy. Your course seems very science-topical, with just a bit of explicit analysis of scientific method.

I think I can offer some suggestions about specific questions and issues to raise regarding scientific method, if you wish. And I can suggest some readings. These things may be too specific for the syllabus, but let me know if and when you would like me to contribute.

cheers,

Peter
UNIVERSITY CURRICULUM COMMITTEE

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

<table>
<thead>
<tr>
<th>1. College</th>
<th>CENS</th>
<th>2. Academic Unit</th>
<th>Biological Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Academic Unit</td>
<td>Minor in Biology</td>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>Plan Name</td>
<td>Secondary Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2007</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

7.

Revised 08/06
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.cla.umn.edu/aio/AcademicCatalog/academiccatalogs.htm)
Be sure you include all catalog text that pertains to this plan change.

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

If you intend to teach biology, this is the minor we recommend.

To complete this minor, you take the following 23 units with a grade of C or better:
- BIO 181:181L and 182 (8 units)
- BIO 201 and 202 (8 units)
- BIO 326 and 326 LW (4 units)
- BIO 340 (3 units)

excluding BIO 100 and 100L and 310 or any BIO recitation (R) courses

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

If you intend to teach biology, this is the minor we recommend.

To complete this minor, you must take a minimum of 24 units with a grade of C or better, 18 hours from the following list:
- BIO 181:181L and 182 (8 units)
- BIO 326 and 326 LW (4 units)
- BIO 340 (3 units)
- Bio 435 (3 units)

And the remaining 6 hours of electives chosen from the list below:
- Bio 201 and 202 (8 units)
- Bio 366 (3 units)
- Bio 284 (3 units)
- Bio 344 (3 units)
- Bio 205 (4 units)
- Bio 425C (3 units)
- Bio 426C (3 units)

*BIO 100 and 100L and 310 or any BIO recitation (R) courses do not count toward the minor

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

Revised 08/06
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 BALS focus, for which coursework requirements are established by the student in consultation with the advisor.

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

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

□ a. verify satisfactory completion of a non course requirement.
□ b. indicate admission to a major.

x c. will not be used.

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

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

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage -
The four learning outcomes for the Bachelor of Science in biological sciences are:

Students will communicate effectively in written and oral formats.
Students will develop the skills necessary to collect, analyze, interpret, and present data.
Students will demonstrate knowledge of basic biological principles.
Students will be satisfied with their undergraduate program of study.

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

A review of programs that lead to teacher certification has been conducted as NAU seeks NCATE accreditation. NCATE requires that biology education programs include a set of core competencies. The NAU NCATE secondary science committee has determined that BIO 181, 182, 340, 435, 344, 326 would meet all of the NCATE requirements.

In addition, the federal government requires that all classroom teachers be highly qualified per the No Child Left Behind Act. Arizona has interpreted that to mean 24 hours of content in a specified core academic area such as biology. On the ADE website, "The federal No Child Left Behind Act (NCLB), reauthorized in 2001, requires that all teachers be highly qualified in the core academic content area(s) they teach."

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? 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

[Signatures and dates]

For committee use only

[Signature and date]

For University Curriculum Committee

Action taken: ________________________________ approved as submitted
   ________________________________ approved as modified

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

Revised 08/06
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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


3. College Engineering and Natural Sciences 4. Academic Unit Biological Sciences

5. Current course subject/catalog number EXS 460

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
CARDIOPULMONARY EXERCISE TESTING AND PRESCRIPTION Cardiopulmonary physiology exercise testing, and exercise prescription, with emphasis on cardiopulmonary function. Prerequisite: BIO 201 and BIO 202 and EXS 336 and Corequisite: EXS 460L (3)

7. Is course currently cross-listed or co-convened? yes ☐ no ☑ Will this continue? ☑
8. Is course an elective? ☐ or required for an academic plan/subplan? ☑
If required, for what academic plan/subplan? BS in Exercise Science
If required, also submit Proposal for New Plan or Plan Change.

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

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

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

If this course has been listed in the Course Equivalency Guide, should that listing be left as is, ☐ or be revised? ☑ Not listed
If revised, how should it be revised?

Revised 8/06
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 

(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) **Exercise Testing and Prescription**

g. Proposed short course title 

(max 30 characters including spaces) **Ex Tst Prescript**

h. Proposed catalog course description (max. 30 words, excluding requisites)
Basics of cardiopulmonary and musculoskeletal testing and exercise prescription for general and compromised populations. Includes electrocardiograph analysis.

i. Proposed grading option: Letter grade X 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/o unit embedded lab ☐ Lecture only X Lab only ☐ Clinical ☐ Research ☐

Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐

l. Proposed prerequisites (must be completed before) **BIO 201, 202, EXS 336**

m. Proposed corequisites (must be completed with) **EXS 460L**

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.

This request is being combined with a request to delete EXS 490, Musculoskeletal Exercise Testing and Prescription. In this way, the old EXS 460 (Cardiopulmonary Exercise Testing and Prescription) will be combined with the old EXS 490 into one 3-unit course with a lab (EXS 460 L, which is not being changed). These courses have been, and continue to be preparatory courses for certification by the American College of Sports Medicine (ACSM). Until recently, these certifications were primarily cardiovascular (Exercise Test Technologist and Exercise Specialist) and musculoskeletal (Health Fitness Instructor). Two years ago, the College made the decision to ‘phase out’ these certification programs, and consolidate their credentialing to one certification which combined aspects of each. This new certification, Registered Clinical Exercise Physiologist combines aspects of applied cardiovascular and musculoskeletal physiology. In keeping with the ACSM format, undergraduate (and graduate) programs have also consolidated applied cardiovascular and musculoskeletal physiology. This proposal is designed to allow the NAU program to address the new requirements of the ACSM.

13. Approvals

\[\text{Maribeth Natura} \quad 11/27/06\]
Department Chair/Unit Head (if appropriate)

\[\text{Wayne E. Albrecht} \quad 12/15/06\]
Chair of college curriculum committee

\[\text{MS Hennicke} \quad 22/Dec 06\]
Dean of college

For Committee use only

\[\text{Ron Cott} \quad 1/31/07\]
For University Curriculum Committee

Action taken: \[\begin{array}{c}
\text{approved as submitted} \\
\text{approved as modified}
\end{array}\]

Note: Submit original to associate provost’s office. That office will provide copies to college dean, department chair, and Academic Information Office.
College of Engineering and Natural Sciences, Department of Biological Sciences

EXS 460, EXERCISE TESTING & PRESCRIPTION, FALL, 2007

Class Hours/Location: 9:35-10:50 TTH/BIO 413  Credit Hours: 3
Instructor: Dr. J. Richard Coast
Office, Phone: Peterson 207, 523-8018
Office Hours: 8:00-10:00 MWF and by appointment
Email: Richard.Coast@nau.edu
Course Website: http://vista.nau.edu
Course Prerequisite: EXS 336

Course Description:
Basics of cardiopulmonary and musculoskeletal testing and exercise prescription for general and compromised populations. Includes electrocardiograph analysis.

Student Learning Expectations/Outcomes for this Course:
Upon completion of this course, the student should have:

- a fundamental knowledge of cardiopulmonary and musculoskeletal exercise testing policies and procedures and the physiological basis for those procedures.

- a more detailed knowledge of blood pressure, electrocardiography and pulmonary function measurement during exercise and the meaning of these measurements.

- an understanding of the appropriate collection, reduction, analysis, and interpretation of physiological data obtained form an exercise test including the development of an individualized exercise prescription.

- an understanding of the physiological impact of pharmacological agents on the exercise response.

Course Structure: Lecture, Demonstration, Discussion.

Texts:
Thaler, Malcolm S. The Only EKG Book You'll Ever Need, 5th Ed. Lippincott Williams and Wilkins, 2006

Reading materials are listed in the course schedule. Supplemental material may be distributed as needed. You will be responsible for the readings, even if not specifically covered in class. You will have access to course notes and study guides through the course website. Please make use of these.

Assessment of Student Learning Outcomes:
Quizzes (~ 50 pts) - A minimum of 7 periodic quizzes will be given to facilitate retention of assigned material as well as familiarize the student with the knowledge content and concepts to expect on the exams. Quizzes are not subject to make-up or extended time due to tardiness. At least two quizzes will be dropped, so if you have to miss class or be late, this will count as one of your dropped quizzes.

Exams (~ 150 pts) - Two (2) one-hour written exams will be given during the course. These may consist of objective questions, short answer and calculations, and/or essays.
Final Exam (~ 125 pts) - A take-home case study will be handed out during the final week of class with the expectation that each student will familiarize themselves with all aspects of the case study prior to the exam. Students will be tested on material directly related to the case study analysis, as well as the course material, during the regularly scheduled final exam period.

Chronic Disease and Exercise Paper (~ 75 pts) - You will need to write a 3-5 page (double spaced, 12 point font) paper on one chronic disease that involves the cardiopulmonary and/or musculoskeletal system. The topic will need to be approved by the instructor by September 21. Areas that should be included in the paper should include:

- Pathophysiology/Risk factors and diagnostic techniques (15 pts)
- Medical management: medications, surgical, dietary issues, etc 10 pts
- Exercise responses (physiological and symptomatic) (15 pts)
- Exercise prescription (20 pts)
- Special considerations for exercise programming (15 pts)

The final paper will be due November 29 at the beginning of class. Late papers will not be accepted.

Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Approximate Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Exams</td>
<td>150</td>
</tr>
<tr>
<td>Final Exam</td>
<td>125</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Paper</td>
<td>75</td>
</tr>
</tbody>
</table>

Grading:

The point values given for each area of evaluation are not absolute and may vary slightly as the semester progresses. However, your final grade will be computed as a percentage of the total semester points. Your percentage grade will be translated to a letter grade as follows:

- 90 - 100% A
- 80 - 89.5  B
- 70 - 79.5  C
- 60 - 69.5  D
- < 60      F

NOTE

Students are expected to do the work of class, including all tests, readings, and assignments. It is the policy of the instructors to take attendance during class. However, this is for our record keeping and absences do not result in a standard deduction of points on the final grade. Tardiness disrupts the instructor and the other students. You are expected to be on time for class. Makeup examinations will be given only in cases of institutional excuses or documented medical excuses. Makeups will have to be taken within one week of the scheduled date of the examination. All assignments must be completed and submitted on or before the established deadlines in order to be considered passing. If you intend to be absent with an institutional excuse on the due date of an assignment, please make arrangements to turn it in prior to the deadline or have someone else turn it in for you during class. Late assignments will be given the grade of zero (0) and figured into the final grade accordingly. Cheating on examinations or plagiarism will result in a grade of zero (0) for that assignment and will be figured into the final grade accordingly. NAU has asked that several policy statements be included on each syllabus. These statements are below:

Safe Environment Policy

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

You may obtain a copy of this policy from the college dean's office or from the NAU’s Affirmative Action website http://www4.nau.edu/diversity/awale.asp. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-526-3312).
Students with Disabilities

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

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at http://www2.nau.edu/dss/.

Institutional Review Board

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website: http://www4.nau.edu/oup/regulatorycompliance/irb/index.htm. If you have questions, contact Maisnie Birk, Office of Grant and Contract Services, at 928-523-8238.

Academic Integrity

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's Student Handbook http://www4.nau.edu/studentlife/handbook/dishonesty.htm.

Academic Contact Hour Policy

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time; at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.
Lecture Outline:

Lecture 1: Introduction and administration

Lecture 2 - 5: Cardiovascular and Pulmonary physiology/pathophysiology (Handouts, ACSM Chap 1)

Lecture 6 – 9: Basics of EKG preparation and interpretation (Thaler)

Lecture 10: Exam 1 (75 pts)

Lecture 11 – 14: Clinical Exercise Testing (lab based) (ACSM, Chap 2-5)

Lecture 14 -17: Intro to Cardiovascular medications: effects on exercise (ACSM, Appendix A)

Lecture 18: Principles of Cardiopulmonary Exercise Prescription (ACSM, Chap 7-11)

Lecture 19 – 20: Metabolic calculation (ACSM, Chap 6, Appendix D)

Lecture 21: Exam 2 (100 pts)

Lecture 22-24: Musculoskeletal physiology/pathophysiology (Lieber, Chap 1, 4-6)


Final exam (150 pts)
UNIVERSITY CURRICULUM COMMITTEE

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

1. College                        Engineering and Natural Sciences

2. Academic Unit                  Biological Sciences

3. Academic Plan Name             BS in Exercise Science

4. Subplan (if applicable)?

5. Effective Date                 FALL 2007

6. Is this proposal for a:
   (Please refer to Plan and Subplan definitions)
   □ New Plan                        X Plan Change
   □ New Subplan                     □ Plan Deletion
   □ Subplan Change                  □ Subplan Change
   □ Subplan Deletion

7. Revised 08/06
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/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. EXERCISE SCIENCE (EXTENDED MAJOR)

We offer the B.S. in exercise science with two emphases: clinical exercise physiology and graduate and professional preparation.

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

- At least 35 units of liberal studies requirements. Be aware that you may not use courses with an EXS prefix to satisfy these liberal studies requirements. Contact your department for information about liberal studies courses that are specific to this major.
- at least 89 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

Also be aware that NAU requires that at least

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.)

- at least 86 units of major requirements
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**

As an exercise science major, you complete at least 89 units of common courses and emphasis requirements.

Common Courses

You must complete the following 72-75 units:

- EXS 190, 334, 336, 337, 460, and 460L (14 units)
- BIO 444C or EXS 414C (3-4 units)
- HS 200 or EXS 150 (3 units)
- NTS 256 (3 units)
- BIO 181:181L, 182, 201, and 202 (16 units)
- CHM 151, 151L, 152, and 152L (9 units)
- CHM 230 or 235 (3-4 units)
- CHM 360 or 461 (3 units)
- MAT 125 (4 units)
- STA 270 or PSY 230 (3-4 units)
- PHY 111, 111L, 112, and 112L or PHY 161, 161L, 262 and 262L (8 units)
- ENG 302W or 305W, which meet NAU's junior writing requirement (3 units)

You must attain grades of C or better in CHM 151, 151L, 152, and 152L; BIO 201;
PHY 111; MAT 125; and ENG 105.

**Emphasis Requirements**

You must complete the following 14-18 units, depending on which emphasis you choose.

Clinical Exercise Physiology Emphasis

You take 18 units of emphasis requirements, for a total of 90-93 units in your major:

- EXS 490 (3 units)
- EXS 408C (12 units)

(Please note that this internship requires outside placement and necessitates making arrangements at least six months before the internship begins.)

- EXS 465C, which meets NAU’s senior capstone requirement (3 units)

Graduate and Professional Preparation Emphasis

You take 14-17 units of emphasis requirements, for a total of at least 89 units in your major:

- EXS 360 or 575 (3 units)
- EXS 490 (3 units)
- EXS 408C, 414C*, 465C, 485C, or 497C, which meet NAU’s senior capstone requirement (3 units)
- 5-8 additional units of EXS coursework approved by your advisor

*Note: If EXS 414C is taken, instead of BIO 444C, then EXS 414C may not be used to satisfy the 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.)

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 BALS focus, for which coursework requirements are established by the student in consultation with the advisor.

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

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

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

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


   1. Demonstrating knowledge of the basic sciences for admission to professional and graduate schools, and application of the sciences to Exercise Science.
   2. Demonstrating critical, logical, analytical and creative thinking skills to comprehend and evaluate current research publications and screen information related to health and human performance.
   3. Demonstrating skillful oral and/or written expression.
   4. Demonstrating the ability to measure physiological outcomes and exercise prescriptive techniques related to the skeletal, neuromuscular, metabolic, and/or cardiorespiratory systems.

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

   The only change to the major is that we will be combining EXS 460, Cardiopulmonary Exercise Testing and Prescription, and EXS 490, Musculoskeletal Exercise Testing and Prescription, into one course, EXS 460, Exercise Testing and Prescription. This proposal does not result from the systematic evaluation of past assessments, but from changes in the American College of Sports Medicine certifications (see justification in Course Change document for EXS 460). This consolidation will bring our curriculum into alignment with ACSM suggestions and brings the major more closely into line with the university’s 120 hour requirement.

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

   No requirement for more faculty.

Revised 08/06
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, these courses are only taken by EXS majors.

14. Will present library holdings support this academic plan/subplan? Yes, similar to current courses.

Certification:

[Signature] 11/27/06
Department Chair/Unit Head (if appropriate)

[Signature] 12/15/06
Chair of college curriculum committee

[Signature] 22 Dec 06
Dean of college

For committee use only:

[Signature] 1/03/07
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
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  CENS

5. Course subject/catalog number  CENS396  6. Units  1-3

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

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

9. Long course title  International Engineering and Science Experience
   (max 100 characters including spaces)

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

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

   Credit for supplementary international experience in select courses, including joint international teaming and joint field
   experiences. Can only be taken in conjunction with the regular NAU course to which it is attached.

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 XX  No

14. May course be repeated for additional units?  yes x  no
   a. If yes, maximum units allowed? X 9
   b. If yes, may course be repeated for additional units in the same term? (ex. PES 100)  yes x  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 x  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 ☒  x ☐
   If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

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

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

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

   Some CENS course offering may, in certain semesters or offerings, contain a significant amount of internationally-related coursework in addition to their normal technical content. This course is being created to allow additional credit (1-3 hours) for this additional material. For example, certain offerings of CS386 (3 hours) involve real-time international project work with students at two foreign institutions. In addition to the normal technical requirements of the course (3 hours), 1 additional hour of CENS396 would be provided to award credit for the additional work required to perform the international component of the course. This credit is NOT duplicative; the workload of the course is substantially higher when taught in the international mode. The CENS396 component would be graded separately as well, with focus on performance in the international collaboration rather than mastery of technical course content. It is anticipated that many CENS departments will be developing such courses in the future; this course line will allow for those credits to be recognized and may be counted towards the CENS International Certificate.

   This course may be opportunistic attached to any course offered by any CENS department that includes extraordinary international content in that offering; the function is much like a "lab course" commonly attached to other CENS courses, except that it is associated with courses opportunistically, specifically added to those offerings that will include special international experiences (i.e., these may not happen on every offering). Approval to attach CENS396 to an upcoming offering must be requested explicitly by the instructor, and will be granted by the dean’s office on a case-by-case basis after review of the merits of the proposal.

   Some examples of anticipated uses of CENS396 include but are not limited to: courses offering joint international projects, joint fieldwork, and mandatory travel to international events and conferences.

   An example syllabus is attached for clarification; actual syllabi for such international components, of course, will vary by offering and will be developed by the individual instructors when proposing to attach CENS396 to some offering.

24. Names of current faculty qualified to teach this course  n/a

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

26. Will present library holdings support this course?  yes ☒  no ☐
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

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

27. This course is a □ Single section □ Multi-section
28. List names of faculty who may teach this course: _____
29. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

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

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

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

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

TOPICS COURSE ONLY

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

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

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

GO TO question 42
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

[Signatures and dates]

For Committees use only

[Blank space for additional notes]

For Liberal Studies Committee

Action taken:

[Signatures] Approved as submitted

[Signatures] Approved as modified

For University Curriculum Committee

Action taken:

[Signatures] Approved as submitted

[Signatures] Approved as modified

revised 8/06
General Information
- College of Engineering and Natural Sciences
- CENS396 International Engineering and Science Experience
- Spring 06
- 1 hour
- Instructor: Otte
- Office address: Engineering 219
- Office hours: TBA

Course prerequisites: co-requisite of CS386; Software Engineering offered in Fall 2007

Course description: NAU-based coursework involving an international experience: includes real-time web-based teaming experiences in collaborative software development with software teams in Germany and Poland. This course requires web-based real-time communication with students at the University of Applied Science (Zittau, Germany) and in Wroclaw, Poland.

Student Learning Expectations/Outcomes for this Course: Students will effectively participate in a global team, be able to properly define and communicate their understanding of a problem based on different cultural modes, manage schedules and project deliverables based upon different time zones and prepare a joint presentation that will be communicated in real-time via the internet. Students will critically analyzing the international experience via a reflective essay.

Course structure/approach: International collaboration on software engineering project

Textbook and required materials: none.

Recommended optional materials/references (attach reading list): see website

Course outline:
- Weeks 1-3: Introductions, team formation, getting acquainted, testing software
- Weeks 4-6: Problem definition, schedule development
- Weeks 7-14: Problem solving / complete project deliverables
- Week 15: Project Team Presentations
- Week 16: Reflective Essay

Assessment of Student Learning Outcomes
- Methods of Assessment:
  - Problem definition memo / Schedule memo: 200 points
  - Problem solving / deliverables: 200 points
  - Team Presentation: 200 points
  - Communication completeness and efficacy with intl. partners: 200 points
  - Essay: 200 points
- Timeline for Assessment:
  - Week 6: Problem Definition and Scheduling memos due
  - Weeks 7-14: Weekly project update memos due
  - Week 15: Presentation
  - Week 16: Reflective Essay due
Grading System: A-F; 900+ = A; 800-899 = B; 700-799 = C; 600-699 = D.

Course policy
- Retests/makeup tests: n/a
- Attendance: required
- Statement on plagiarism and cheating

University policies: See attached Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies.
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 CENS ☐ 4. Academic Unit Environmental Sciences ☐
   
4. Course subject/catalog number ENV 326 ☐

5. Units ☐ 6. Units ☐

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

   7a. Date approved by UGC

8. Cross-listed with BIO 326
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title Ecology ☐
   
   (max 100 characters including spaces)

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

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

   ENV 326 Ecology (3)
   Introduces ecological principles, including the distribution and abundance of organisms, population dynamics, community organization, energy flow, and nutrient cycling. Crosslisted with BIO 326. Prerequisite: ENV 230. Corequisite: ENV 326L.

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) ENV 230 ☐
   (BIO 181 or BIO 181H) and BIO 182

17. Corequisites (must be completed with proposed course) ENV 326L ☐

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

   instructor consent ☐ department consent ☐ no consent ☐

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)?  yes ☒ no ☐

Name of new plan?

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

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

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

This course will be cross-listed with BIO 326 which is unique in its content within the University.

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

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

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

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

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

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

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

We are revising our curriculum to reduce redundancy within our college. This request accompanies our request to retire ENV 330 Environmental Ecology. This lecture course, in conjunction with ENV 326L, and other modifications in our curriculum will replace ENV 330.

24. Names of current faculty qualified to teach this course

Thomas Sisk, Nancy Johnson,
Scott Anderson

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?  no additional faculty, space, or equipment will be required

26. Will present library holdings support this course?  yes ☒ no ☐
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

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

27. This course is a ☐ Single section ☐ Multi-section

28. List names of faculty who may teach this course: ______

29. Section enrollment cap: ______

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

30. Thematic Focus (check all that apply): If a topics course, must apply to ALL sections.

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

31. Distribution Block (check one): If a topics course, must apply to ALL sections.

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

32. Skills (check two): If a topics course, must apply to ALL sections.

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

33. Is this a topics course? Yes ☐ No ☐

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

TOPICS COURSE ONLY

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

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

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

GO TO question 42  
(revised 8/06)
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

If yes, which course(s)? __________

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

If no, please submit a course delete form for the ABC 400.

42. Approvals

[Signatures and dates]

Department Chair (if appropriate) ________________________________ Date 12/04/06

Chair of college curriculum committee ____________________________ Date 10/25/06

Dean of college ________________________________________________ Date 12/22/06

For Committees use only

For Liberal Studies Committee ________________________________ Date

Action taken: __________________________________________________

Approved as submitted ___________________________ Approved as modified

[Signature]

11/31/07

For University Curriculum Committee ____________________________ Date

Action taken: __________________________________________________

__________ Approved as submitted ___________________________ Approved as modified

revised 8/06
ECOLOGY – ENV 326  
M,W, F  9:10-10:00 Biology Building 256
Prerequisites BIO 181, 182, 3 credits

Instructor: Dr. Nancy Collins Johnson, Office: Physical Sciences 124, Office hours: TBA and by appointment, E-mail: Nancy.Johnson@nau.edu, Phone: 523-6473

Course Description: This course introduces ecological principles, including the distribution and abundance of organisms, population dynamics, community organization, energy flow, and nutrient cycling. This is a difficult course. We will build on material covered in the two prerequisite courses BIO 181, 182, and it is important that you have taken these courses, or their equivalents, before taking BIO 326.

Course Objectives:
• Introduce key ecological concepts and their applications.
• Illustrate the relevance of ecology in the resolution of real-world problems.
• Expand our perspectives of the earth and humanity's place within it.

Textbook and Reading Assignments:
Supplemental reading assignments will also be placed on electronic reserve at Cline Library
http://cline.lib.nau.edu/screens/reserves.html

Electronic Communication:
E-mail will be used extensively throughout the course, all students are required to have an E-mail account. Lecture notes and important announcements will be E-mailed to you.

Learning Assessment
1. Exams (400 points):
There will be two 100 point midterm exams on February 27 and April 10. The cumulative final exam, worth 200 points, will be Wednesday, May 10 at 7:30 AM!

2. Pop-quizzes (100 points):
Throughout the semester 12 unannounced 10-point quizzes will be given on the reading assigned for that day and on previous lecture material. Answers to the quizzes will be discussed immediately, therefore there can be NO MAKE-UP QUIZZES. To accommodate illness and emergencies, the two quizzes with the lowest scores will be dropped and only 10 of the 12 quizzes will apply toward your grade.

3. Homework (60 points):
Two homework assignments will be given for a total of 60 points. Ecology is a mathematical field of biology and the homework will consist of problems for you to solve. These problems will be like those discussed in class and also appear on exams.

4. Current Events Presentation (25 points):
On twelve Fridays we will discuss current events that are related to the topics that we are discussing in lecture. Students will work in small groups to: 1) locate news articles, 2) prepare a one-page summary of the articles, and 3) present a short (~5 minute) summary and analysis of the news articles to the class. This group activity will be graded by your peers.
5. Composition of Jeopardy Questions (15 points): Before each exam you will be asked to compose five questions and answers from the material presented in class. These questions will be collated and distributed to everyone to use as a study guide and also used for our in-class Jeopardy reviews before each exam.

Point Distribution (600 points total):
- Exams
- Weekly quizzes
- Homework assignments
- Current events presentation
- Jeopardy questions

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<th>Grade</th>
<th>Minimum Points</th>
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<tr>
<td>A ≥ 90%</td>
<td>≥540 pts.</td>
</tr>
<tr>
<td>B ≥ 80%</td>
<td>≥480 pts.</td>
</tr>
<tr>
<td>C ≥ 70%</td>
<td>≥420 pts.</td>
</tr>
<tr>
<td>D ≥ 60%</td>
<td>≥360 pts.</td>
</tr>
<tr>
<td>F &lt; 60%</td>
<td>&lt; 359 pts.</td>
</tr>
</tbody>
</table>

Suggestions for Doing Well in this Course

➢ Don’t miss class. Remember, dates of the weekly quizzes will not be announced.
➢ READ the textbook! To best gain and retain the information presented, read the assigned pages before lecture and again after lecture.
➢ After each lecture, review and discuss your notes with your classmates to assure that you didn’t miss any material. Also, it helps you remember information if you talk about it as well as hear it and read it.
➢ If you have questions, ask for help immediately; don’t wait until the night before an exam!
➢ Plan to study for this class (outside of lecture and lab time) at least 8 hours per week.

Important Information on Northern Arizona University Policies and Services can be found at: [http://www3.nau.edu/biology/policies.cfm](http://www3.nau.edu/biology/policies.cfm)
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<th>Date</th>
<th>Topics</th>
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<tr>
<td>W 1/18</td>
<td>Introduction to Ecology and to our class</td>
<td>Chapter 1</td>
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<td>F 1/20</td>
<td>Life on Land – Climate and Soil</td>
<td>Chapter 2</td>
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<td>M 1/23</td>
<td>Biomes of the world</td>
<td>Chapter 2</td>
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<td>W 1/25</td>
<td>Life in Water</td>
<td>Chapter 3</td>
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<td>Temperature Relations</td>
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<td>Water Relations</td>
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<td>F 2/3</td>
<td>Energy &amp; Nutrient Relations</td>
<td>Chapter 6</td>
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<td>Energy &amp; Nutrient Relations</td>
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<td>W 2/8</td>
<td>Social Relations</td>
<td>Chapter 7</td>
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<td>F 2/10</td>
<td>Evolution through natural selection</td>
<td>* see Cline website</td>
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<td>Population Genetics &amp; Nat’l Selection</td>
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<td>W 2/15</td>
<td>Population Distribution &amp; Abundance</td>
<td>Chapter 9</td>
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<td>F 2/17</td>
<td>Population Dynamics</td>
<td>Chapter 10</td>
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<tr>
<td>M 2/20</td>
<td>Population Growth</td>
<td>Chapter 11</td>
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<td>W 2/22</td>
<td>Homework review</td>
<td>Chapters 9 - 11</td>
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<td>F 2/24</td>
<td>Jeopardy review</td>
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<td>W 3/1</td>
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<td>F 3/3</td>
<td>Competition</td>
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<td>F 3/10</td>
<td>Movie - Sexual encounters of the floral kind</td>
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<td>M 3/13</td>
<td>Species Abundance and Diversity</td>
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<td>W 3/15</td>
<td>Foodwebs and Keystone Species</td>
<td>Chapter 17</td>
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<td>F 3/17</td>
<td>Communities wrap-up – Homework review</td>
<td>Chapters 16-17</td>
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<td>3/20-3/24</td>
<td>SPRING BREAK</td>
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<td>M 3/27</td>
<td>Primary Production</td>
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<td>W 3/29</td>
<td>Primary Production – Energy flow</td>
<td>Chapter 18</td>
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<td>F 3/31</td>
<td>Nutrient Cycling</td>
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<td>Nutrient Retention</td>
<td>Chapter 19</td>
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<td>W 4/5</td>
<td>Succession and Stability</td>
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<td>F 4/7</td>
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<td>MIDTERM EXAM 2</td>
<td>Chapters 12-20</td>
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<td>Chapter 21</td>
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<td>F 4/14</td>
<td>Landscape Ecology – Matthew Bowker</td>
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<td>M 4/17</td>
<td>Geographical Ecology – Bala Chaudhary</td>
<td>Chapter 22</td>
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<td>Chapter 22</td>
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<tr>
<td>F 4/21</td>
<td>Movie -- Natural Connections</td>
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<td>M 4/24</td>
<td>Global Ecology</td>
<td>Chapter 23</td>
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<td>M 5/1</td>
<td>Movie - Cadillac Desert</td>
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<td>W 5/3</td>
<td>Discussion of Cadillac Desert – Class wrap-up</td>
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<tr>
<td>F 5/5</td>
<td>Jeopardy review</td>
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<tr>
<td>W 5/10</td>
<td>FINAL EXAM AT 7:30AM</td>
<td>ALL CHAPTERS</td>
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</tbody>
</table>

* Other reading assignments will be announced in class and made available on the Cline website.
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.

   *See effective dates schedule.

3. College ☐ CENS
4. Academic Unit ☐ Environmental Sciences

5. Course subject/catalog number ☐ ENV 326L
6. Units ☐ 1

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

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

9. Long course title ☐ Environmental Ecology Lab
   *(max 100 characters including spaces)*

10. Short course title (max. 30 characters including spaces) Environmental Ecology Lab

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

   ENV 326L Ecological Applications LAB (1)
   *Introduces the application of ecological science in environmental management. Focus on land and resources management issues and hypothesis testing using data collected from the field. Corequisite: ENV 326.*

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

3. Is this a topics course? Yes ☐ No ☑

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

   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 ☐

Prerequisites (must be completed before proposed course) ENV 230

Corequisites (must be completed with proposed course) ENV 326

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

   instructor consent ☐ department consent ☐ no consent ☐

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)?
   Name of new plan?
   yes ☒ no ☐

   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:

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

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

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

   We are revising our curriculum to reduce redundancy within our college. This request accompanies our request to retire ENV 330 Environmental Ecology. This lab course, in conjunction with ENV 326, and other modifications in our curriculum will replace ENV 330.

24. Names of current faculty qualified to teach this course
   Thomas Sisk, Nancy Johnson, Scott Anderson

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? no additional faculty, space, or equipment will be required

26. Will present library holdings support this course? yes ☒ no ☐
If the course being submitted for approval is **NOT** a LIBERAL STUDIES course, please go to step 42.

**LIBERAL STUDIES ONLY**

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

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

27. This course is a □ Single section □ Multi-section

28. List names of faculty who may teach this course: ______

29. Section enrollment cap: ______

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 30-33.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 37-38.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 39-41.

**NEW LIBERAL STUDIES COURSE**

30. Thematic Focus (check all that apply): If a topics course, must apply to ALL sections.

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

31. Distribution Block (check one): If a topics course, must apply to ALL sections.

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

32. Skills (check two): If a topics course, must apply to ALL sections.

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

33. Is this a topics course? Yes □ No □

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

**TOPICS COURSE ONLY**

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

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

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

*GO TO question 42.*
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

38. Do you intend to offer ABC 300 and ABC 300W? yes ☐ no ☐  
   If no, please submit a course delete form for the ABC 300.  
   GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

42. Approvals

Department Chair (if appropriate)  
Date 12/4/06

Chair of College Curriculum Committee  
Date 12/8/06

Dean of College  
Date 22 Dec 06

For Committees use only

For Liberal Studies Committee  
Date

Action taken:  
Approved as submitted  
Approved as modified

For University Curriculum Committee  
Date 11/31/07

Action taken:  
Approved as submitted  
Approved as modified

revised 8/06
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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


3. College CENS

4. Academic Unit Biological Sciences

5. Current course subject/catalog number BIO 326

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

   **BIO 326 Ecology (3)**

   Introduces ecological principles, including the distribution and abundance of organisms, population dynamics, community organization, energy flow, and nutrient cycling. Prerequisites: BIO 181 or BIO 181H) and BIO 182.

7. Is course currently cross-listed or co-convened? yes ☐ no X

   If yes, list course

   Will this continue? ________________

8. Is course an elective? ☐ or required for an academic plan/subplan? X

   If required, for what academic plan/subplan? Biology (all emphasis areas except pre-health professionals)

   If required, also submit Proposal for New Plan or Plan Change.

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

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

10. Does this change affect community college articulation? yes ☐ no X

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

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

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

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

    If revised, how should it be revised?

Revised 8/06
11. Proposed course subject/catalog number b. Proposed units

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

Date approved by UGC

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

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

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

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

**BIO 326 ECOLOGY (3)**
Introduces ecological principles, including the distribution and abundance of organisms, population dynamics, community organization, energy flow, and nutrient cycling. Crosslisted as ENV 326. Prerequisite: (BIO 181 or BIO 181H) and BIO 182

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/o 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 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.

Combining our Ecology course with the one currently taught in Environmental Sciences will reduce redundancy in our college. This change will enhance the diversity of students within the classroom and we anticipate this will stimulate lively discussions. The increased enrollment in this course can be easily accommodated in the lecture hall that we currently use (Biological Sciences room 256).

13. Approvals

Department Chair/Unit Head (if appropriate) [Signature] 12.4.06

Chair of college curriculum committee [Signature] 12.15.06

Dean of college [Signature] 22-Dec-06

For Committee use only [Signature] 1/31/07

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 college dean, department chair, and Academic Information Office.
ECOLOGY – BIO 326 (Class #3048)
M, W, F 9:10-10:00 Biology Building 256
Prerequisites BIO 181, 182, 3 credits

Instructor: Dr. Nancy Collins Johnson, Office: Physical Sciences 124, Office hours: TBA and by appointment, E-mail: Nancy.Johnson@nau.edu, Phone: 523-6473

Course Description: This course introduces ecological principles, including the distribution and abundance of organisms, population dynamics, community organization, energy flow, and nutrient cycling. This is a difficult course. We will build on material covered in the two prerequisite courses BIO 181, 182, and it is important that you have taken these courses, or their equivalents, before taking BIO 326.

Course Objectives:
• Introduce key ecological concepts and their applications.
• Illustrate the relevance of ecology in the resolution of real-world problems.
• Expand our perspectives of the earth and humanity's place within it.

Textbook and Reading Assignments:

Electronic Communication:
E-mail will be used extensively throughout the course, all students are required to have an E-mail account. Lecture notes and important announcements will be E-mailed to you.

Learning Assessment
1. Exams (400 points):
There will be two 100 point midterm exams on February 27 and April 10. The cumulative final exam, worth 200 points, will be Wednesday, May 10 at 7:30 AM!

2. Pop-quizzes (100 points):
Throughout the semester 12 unannounced 10-point quizzes will be given on the reading assigned for that day and on previous lecture material. Answers to the quizzes will be discussed immediately, therefore there can be NO MAKE-UP QUIZZES. To accommodate illness and emergencies, the two quizzes with the lowest scores will be dropped and only 10 of the 12 quizzes will apply toward your grade.

3. Homework (60 points):
Two homework assignments will be given for a total of 60 points. Ecology is a mathematical field of biology and the homework will consist of problems for you to solve. These problems will be like those discussed in class and also appear on exams.

4. Current Events Presentation (25 points):
On twelve Fridays we will discuss current events that are related to the topics that we are discussing in lecture. Students will work in small groups to: 1) locate news articles, 2) prepare a one-page summary of the articles, and 3) present a short (~5 minute) summary and analysis of the news articles to the class. This group activity will be graded by your peers.
5. Composition of Jeopardy Questions (15 points): Before each exam you will be asked to compose five questions and answers from the material presented in class. These questions will be collated and distributed to everyone to use as a study guide and also used for our in-class Jeopardy reviews before each exam.

Point Distribution (600 points total):
- Exams: 400 pts
- Weekly quizzes: 100 pts
- Homework assignments: 60 pts
- Current events presentation: 25 pts
- Jeopardy questions: 15 pts

Final Grade Distribution:
- A ≥ 90%: ≥540 pts.
- B ≥ 80%: ≥480 pts.
- C ≥ 70%: ≥420 pts.
- D ≥ 60%: ≥360 pts.
- F < 60%: < 359 pts.

Suggestions for Doing Well in this Course

- Don’t miss class. Remember, dates of the weekly quizzes will not be announced.
- READ the textbook! To best gain and retain the information presented, read the assigned pages before lecture and again after lecture.
- After each lecture, review and discuss your notes with your classmates to assure that you didn’t miss any material. Also, it helps you remember information if you talk about it as well as hear it and read it.
- If you have questions, ask for help immediately; don’t wait until the night before an exam!
- Plan to study for this class (outside of lecture and lab time) at least 8 hours per week.
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<tr>
<td>1/20</td>
<td>Life on Land – Climate and Soil</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>1/23</td>
<td>Bionics of the world</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>1/25</td>
<td>Life in Water</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>1/27</td>
<td>Temperature Relations</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>1/30</td>
<td>Temperature Relations</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>2/1</td>
<td>Water Relations</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>2/3</td>
<td>Energy &amp; Nutrient Relations</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>2/6</td>
<td>Energy &amp; Nutrient Relations</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>2/8</td>
<td>Social Relations</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>2/10</td>
<td>Evolution through natural selection</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>2/13</td>
<td>Population Genetics &amp; Nat’l Selection</td>
<td>* see Cline website</td>
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<tr>
<td>2/15</td>
<td>Population Distribution &amp; Abundance</td>
<td>Chapter 8</td>
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<tr>
<td>2/17</td>
<td>Population Dynamics</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>2/20</td>
<td>Population Growth</td>
<td>Chapter 10</td>
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<tr>
<td>2/22</td>
<td>Homework review</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>2/24</td>
<td>Jeopardy review</td>
<td>Chapters 9 - 11</td>
</tr>
<tr>
<td><strong>M 2/27</strong></td>
<td><strong>MIDTERM EXAM 1</strong></td>
<td><strong>Chapters 1-11</strong></td>
</tr>
<tr>
<td>3/1</td>
<td>Life History</td>
<td>Chapter 12</td>
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<tr>
<td>3/3</td>
<td>Competition</td>
<td>Chapter 13</td>
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<tr>
<td>3/6</td>
<td>Exploitation</td>
<td>Chapter 14</td>
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<td>3/8</td>
<td>Mutualism</td>
<td>Chapter 15</td>
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<tr>
<td>3/10</td>
<td>Movie - Sexual encounters of the floral kind</td>
<td>Chapter 15</td>
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<tr>
<td>3/13</td>
<td>Species Abundance and Diversity</td>
<td>Chapter 16</td>
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<td>3/15</td>
<td>Foodwebs and Keystone Species</td>
<td>Chapter 17</td>
</tr>
<tr>
<td>3/17</td>
<td>Communities wrap-up – Homework review</td>
<td>Chapters 16-17</td>
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<tr>
<td><strong>3/20-3/24</strong></td>
<td><strong>SPRING BREAK</strong></td>
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<td><strong>M 3/27</strong></td>
<td>Primary Production</td>
<td>Chapter 18</td>
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<tr>
<td>3/29</td>
<td>Primary Production – Energy flow</td>
<td>Chapter 18</td>
</tr>
<tr>
<td>3/31</td>
<td>Nutrient Cycling</td>
<td>Chapter 19</td>
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<td>4/3</td>
<td>Nutrient Retention</td>
<td>Chapter 19</td>
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<tr>
<td>4/5</td>
<td>Succession and Stability</td>
<td>Chapter 20</td>
</tr>
<tr>
<td>4/7</td>
<td>Jeopardy review</td>
<td>Chapter 12 - 20</td>
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<td><strong>M 4/10</strong></td>
<td><strong>MIDTERM EXAM 2</strong></td>
<td><strong>Chapters 12-20</strong></td>
</tr>
<tr>
<td>4/12</td>
<td>Landscape Ecology – Matthew Bowker</td>
<td>Chapter 21</td>
</tr>
<tr>
<td>4/14</td>
<td>Landscape Ecology – Matthew Bowker</td>
<td>Chapter 21</td>
</tr>
<tr>
<td>4/17</td>
<td>Geographical Ecology – Bala Chaudhary</td>
<td>Chapter 22</td>
</tr>
<tr>
<td>4/19</td>
<td>Geographical Ecology – Bala Chaudhary</td>
<td>Chapter 22</td>
</tr>
<tr>
<td>4/21</td>
<td>Movie – Natural Connections</td>
<td></td>
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<tr>
<td>4/24</td>
<td>Global Ecology</td>
<td>Chapter 23</td>
</tr>
<tr>
<td>4/26</td>
<td>Global Ecology</td>
<td>Chapter 23</td>
</tr>
<tr>
<td>4/28</td>
<td>Global Ecology</td>
<td></td>
</tr>
<tr>
<td><strong>M 5/1</strong></td>
<td>Movie - Cadillac Desert</td>
<td>All chapters</td>
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<tr>
<td>5/3</td>
<td>Discussion of Cadillac Desert – Class wrap-up</td>
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<td>5/5</td>
<td>Jeopardy review</td>
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<td><strong>W 5/10</strong></td>
<td><strong>FINAL EXAM AT 7:30AM</strong></td>
<td><strong>ALL CHAPTERS</strong></td>
</tr>
</tbody>
</table>

* Other reading assignments will be announced in class and made available on the Cline website.
PROPOSAL FOR COURSE DELETION

   Fall 2007

2. College  
   Environmental Sciences

3. Academic Unit  

4. Current course subject and catalog number  
   ENV 330

5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.)
   ENV 330 ENVIRONMENTAL ECOLOGY: SYNTHESIS AND APPLICATIONS (4)
   Introduces ecological science and its applications in environmental management. Lab sections focus on land and resource management issues and emphasize hypothesis testing, using data collected in the field. For majors only. 3 hrs. lecture, 3 hrs. lab. Prerequisite: ENV 280

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

7. Is course currently cross-listed or co-convened? yes ☐  no X
   If yes, list course

8. Is course an elective? ☐  or required for an academic plan/subplan? X
   If required, for what academic plan/subplan?  
   If required, also submit Proposal for 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 is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit ☐  OR changed to elective credit ☐

Revised 8/06
11. Justification for course deletion.
   This course will be replaced with ENV 326 and ENV 326L.

12. Approvals

   Department Chair/Unit Head (if applicable)  Date
   [Signature]  12/4/06

   Chair of college curriculum committee  Date
   [Signature]  12/4/06

   Dean of college  Date
   [Signature]  22 Dec 06

   For Committee use only  Date
   [Signature]  11/31/07

   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 college dean, department chair, and Academic Information Office.
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  □ CENS  □

4. Academic Unit  □ Environmental Sciences

5. Course subject/catalog number  □ ENV 375  (max 100 characters including spaces)

6. Units  3

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

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

9. Long course title  □ ENVIRONMENTAL SCIENCES OF THE SAN JUAN RIVER BASIN
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces)  □ ENVIRON SCIENCES OF SAN JUAN RIVER

11. Catalog course description (max. 30 words, excluding requisites).
   Scientific investigation of the San Juan River Basin. Focus on ecology, geomorphology, and aqueous geochemistry. Also an exploration of impacts of river management on biotic and abiotic components of the riparian corridor.

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)

17. Corequisites (must be completed with proposed course)

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

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

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

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

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

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

This course consists of two-hour, once-a-week meetings during the spring semester, during which students learn about many aspects of the environmental sciences and policy associated with the San Juan River Basin. Students then take an eight-day raft trip down the San Juan River from Sand Island to Clay Hills Crossing, during which they carry out field studies that they designed to investigate important environmental problems along the river. This course provides the opportunity for the students to tie together, in a field setting, many of the sub-specialties that they have studied in the Environmental Sciences curriculum.

Diana Anderson, Taylor Joyal,  
Michael Ort, Tom Sisk, Dave  
Ostergren, Darrell Kaufman, and  
Rod Parnell

24. Names of current faculty qualified to teach this course

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

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

revised 8/06
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

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

27. This course is a  □ Single section   □ Multi-section
28. List names of faculty who may teach this course: _____
29. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

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

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

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

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

TOPICS COURSE ONLY

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

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

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

GO TO question 42.
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

42. Approvals

Department Chair (if appropriate)  

Date  

Chair of college curriculum committee  

Date  

Dean of college  

Date

For Committees use only

For Liberal Studies Committee

Action taken: approved as submitted

For University Curriculum Committee

Action taken: approved as submitted

revised 8/06

4
COURSE SYLLABUS – ENV 375 SPRING 2005
ENVIRONMENTAL SCIENCES OF THE SAN JUAN RIVER BASIN
ENVIRONMENTAL SCIENCES, COLLEGE OF ENGINEERING AND NATURAL SCIENCES

Instructors:
Taylor Joyal, Office Hours: T, Th 10:00-11:00, and by appointment, Physical Sciences Rm 116, 523-0361
Ted Martinez, Office Hours: T, Th 1:00-2:00, and by appointment

Class Meetings: Th 3:30-5:15 pm, PS 103

Readings:
Weekly readings will be handed out or online.

Course description: In this course, we will investigate the environment of parts of the San Juan River Basin. We will focus on the geosciences and biosciences as well as environmental policy, investigating how the management of the river has affected biotic and abiotic components of the riparian corridor.

Course objectives: The course aims to develop in the students the ability to integrate different aspects of environmental sciences. Students will use GIS technology while investigating how diverse factors can combine to effect changes in the environment.

Course structure/approach: We will meet on Thursday evenings for lectures, discussions, and laboratory exercises. Lectures will be given by either course instructors or guest speakers, or both. In the first half of the course we will be covering topics pertaining to the geosciences, archaeology and related policy issues. In the second half we will shift to biosciences and related policy topics. Five response papers will be required based on at least two geosciences and at least two biosciences topics.

A field trip to the San Juan River between Bluff and Clay Hills Crossing will provide an opportunity to put some of the class learning into practice. Instructors will use the river corridor as a classroom, reiterating and expanding on topics from lectures. All students will belong to a research group that will work on a research project during the trip. Each research group will have at least one instructor to lead them and help them plan and execute their group project. Each night, a team of students will present a topic of their choosing and lead a discussion on the topic. On the final night of the trip, students will present their findings to the entire group in an in-field seminar. This field trip will occur after final exams week.

Costs: This course requires a fee, to cover the costs of the field trip.

Evaluation methods and deadlines
Assignments: Grading will be based upon your participation in the course, your contribution to the field projects, a final exam, and on your response papers.
Participation (attendance, five response papers, discussion lead on field trip): 40%
Field Projects (field notebook, quality of research and presentation): 30%
Final exam: 30%

Grading will be on a standard University curve:
(>90% = A, 80-89% = B, 70-79% = C, 60-69% = D, and <60% = F).

revised 8/06
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 (928-523-3181), 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 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.

**Course policies**

There will be no re-tests. The field trip is mandatory – you cannot pass the course without going on it. Attendance at class sessions is mandatory, as you will not learn the material otherwise. If you must miss a class session, notify me in advance and we will discuss how to work around the problem, if it is possible.

**Classroom Management Statement**

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

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

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

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**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 19</td>
<td>Introduction to course</td>
</tr>
<tr>
<td>Jan. 26</td>
<td>Geosciences and policy topic 1: Geology of the San Juan River Basin (Taylor Joyal)</td>
</tr>
</tbody>
</table>

revised 8/06
Feb. 2  Geosciences and policy topic 2: Geologic Resources of the San Juan River Basin
       (Michael Ort)
Feb. 9  Geosciences and policy topic 3: Fluvial Geomorphology (Taylor Joyal)
Feb. 16 Geosciences and policy topic 4: Archaeology of the San Juan River Basin
       (Taylor Joyal)
Feb. 23 Geosciences and policy topic 5: Paleocoeology (Scott Anderson)
Mar. 2  Biosciences and policy topic 1: Endangered Species of the San Juan River Basin
       (Tom Sisk)
Mar. 9  Biosciences and policy topic 2: Stream Ecology and Aqueous Geochemistry
       (Alice Gibb, Ted Martinez, and TJ)
Mar. 16 Biosciences and policy topic 3: Upland Vegetation and Biologic Soil Crusts
       (Matthew Bowker)

**Spring Break**  
**NO CLASS**

Mar. 30 Biosciences and policy topic 4: Arid Rangelands and the Comb Wash Case (Joe Feller)

Apr. 6  Biosciences and policy topic 5: Invasive Species of the San Juan River Basin
       (Ted Martinez, Stacy Stumpf, and Alicyn)

Apr. 13 Biosciences and policy topic 6: Unique Communities of the San Juan River Basin
       (John Spence and Matt Bowker)

Apr. 20 River trip planning meeting, selection of research groups

Apr. 27 **NO THURSDAY MEETING; SATURDAY FIELD TRIP**

Apr. 29 Field trip learning field techniques relevant to your research topic

May 4  Reading week

May 11 Exam

May  Field Trip to San Juan River

revised 8/06
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 2007

   See effective dates schedule.

3. College  CENS

4. Academic Unit  Environmental Sciences

5. Course subject/catalog number  ENV 409

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  BIO 409

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

9. Long course title  Soil and Groundwater Bioremediation

   (max 100 characters including spaces)

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

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

   ENV 409 SOIL AND GROUNDWATER BIOREMEDICATION  (3)

   Fundamental concepts of bioremediation, including discussion of the following topics: degradation kinetics, bioaugmentation, metal biotransformation, molecular approaches to bioremediation, chlorinated solvents, phytoremediation, petroleum hydrocarbons, and natural attenuation. Crosslisted as BIO 409. Prerequisite: CHM 151 and CHM 152 and BIO 205

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)  CHM 151, CHM 152, BIO 205

17. Corequisites (must be completed with proposed course)  

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 ☒
19. Is the course needed for a plan of study (major, minor, certificate)? yes ☐   no ☒
   Name of new plan?
   Note: A new plan or plan change form must be submitted with this request.

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

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

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

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

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

   This relatively new course is a perfect elective for our majors. Cross-listing the course will increase enrollent and also increase the diversity of students in the class.

24. Names of current faculty qualified to teach this course  ☐ Maribeth Watwood, ☐ Albert Schwartz

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? no additional requirements

26. Will present library holdings support this course? yes ☒   no ☐
If the course being submitted for approval is **NOT a LIBERAL STUDIES** course, please go to step 42.

**LIBERAL STUDIES ONLY**

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

27. This course is a ☐ Single section ☐ Multi-section
28. List names of faculty who may teach this course: _____
29. Section enrollment cap: _____

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 30-33.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 37-38.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 39-41.

**NEW LIBERAL STUDIES COURSE**

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

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

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

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

**TOPICS COURSE ONLY**

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

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

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

**GO TO question 42.**
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

42. Approvals

   [Signatures and dates]

   Department Chair (if appropriate) [Signature] 12/4/06

   Chair of college curriculum committee [Signature] 12/15/06

   Dean of college [Signature] Date

For Committees use only

For Liberal Studies Committee

Action taken: Approved as submitted Approved as modified [Signature] 11/31/07

For University Curriculum Committee

Action taken: Approved as submitted Approved as modified

revised 8/06
College of Arts and Sciences  
Department of Biological Sciences  
ENV 409, Contemporary Developments: Bioremediation  
Fall 2004; 3 credit hours  
12:45 pm – 2:00 pm Tuesdays and Thursdays  
Room 234, Building 21

Instructor: Dr. Maribeth Watwood, Professor of Microbiology  
Office: Room 108, Biological Sciences Building (Building 21), 523-9322  
Email: maribeth.watwood@nau.edu  
Office hours: Wednesday 11:30-12:30, Friday 9:30-10:30


Course Description: Fundamental concepts of bioremediation, including discussion of the following topics: degradation kinetics, bioaugmentation, metal biotransformation, molecular approaches to bioremediation, chlorinated solvents, phytoremediation, petroleum hydrocarbons, and natural attenuation. We will address these and related issues from a biological and biochemical perspective, emphasizing the roles of microorganisms in bioremediation and carefully examining the current status of bioremediation efforts in the field.

Student Learning Expectations / Outcomes for this Course: The learning goals for this class are to 1) expose students to basic principles involved in bioremediation 2) familiarize students with major current practices in environmental remediation 3) describe key aspects of microbial function that impact biological processes targeted in remediation planning and monitoring 4) describe techniques available to assess bioremediation feasibility and progress 5) emphasize interdisciplinary connections in this rapidly developing field.

Course structure / approach: The lecture component of the course will consist of two 75 minute sessions per week. The majority of the time will be spent in lecture, but discussions, question and answer sessions and small group exercises may also be included. I will assign team-based projects that culminate in a group presentation to the class, with graduate students playing lead roles. Students will also complete a literature notebook; graduate students will have more entries in the notebook than undergraduate students. We will take a field trip to the treatment wetland site at Kachina Village, and there will be several guest speakers throughout the semester. I will post class notes and related information and announcements on a course website (http://jan.ucc.nau.edu/~mew46/) and via email.

Assessment (Grading): Grades will be based on exam scores, team project scores and a literature notebook assignment.

3 section exams ........................................................................................................300 POINTS (100 points each)
Literature notebook (4 write ups undergrads; 8 for grad students). ....100 POINTS
Team project and presentation .................................................................................100 POINTS
Comprehensive Final Exam ......................................................................................100 POINTS
TOTAL AVAILABLE POINTS ...............................................................................600 POINTS

A = ≥ 90% of points, B+ = 89%, B = 81 - 88%, B- = 80%, C+ = 79%, C = 71-78%, C- = 70%.
The last day to drop without the class appearing on your transcript is September 27. The last day to drop classes with a grade of "W" is October 29.

**Cumulative examinations:** All exams are cumulative (comprehensive) from the first day of class. This approach serves 4 purposes: 1) It prevents students from studying a block of material for an exam, taking the exam, then forgetting the material. 2) It facilitates retention of basic concepts that are used in future courses. 3) It provides additional opportunities for learning a concept that was not learned or completely understood during the first presentation, and 4) It reduces the tendency for students to decrease their grades due to poor performance on the final exam.

**Exam questions:** Short answer, problem solving, matching questions to diagrams, matching and multiple choice, vocabulary etc. Tests may consist of a single type of question or different types.

**Literature notebooks:** A notebook of current literature germane to the class will be maintained by each student. You will collect research and/or review articles dealing with topics related to subsurface contamination and bioremediation. A 2-4 page review/critique will be typed for each article. This critique must contain more information than an abstract, and should not only summarize important methods, findings and conclusions, but should also include your opinion as to the value, problems, and contributions of the research/ideas described in each article. All reviews should be written in your own words; plagiarized material warrants a flunking grade. The notebook should contain a typed review and a complete photocopy of each article entry. **I keep these notebooks at the end of the semester; any material you wish to keep for future reference should be photocopied prior to handing in the notebook.**

Journals which will probably be useful for this project include (but are not limited to): *Microbial Ecology, Applied Microbiology and Biotechnology, Applied and Environmental Microbiology, Bioremediation, Environmental Toxicology, Journal of Environmental Quality, Science, Nature, Ground Water, Environmental Science and Technology, Microbiological Reviews, Journal of Applied Bacteriology, Ecological Engineering*. It is expected that you will access a variety of sources for your notebook and will not rely on multiple articles from one or two journals.

Notebooks will be examined periodically, and a final notebook grade will be assigned near the end of the semester. It will not suffice to wait until the end of the semester to fill your notebook. If you wish to address a particular deficiency in a basic area germane to this class, such as basic microbial physiology or biochemistry, a current text chapter may be reviewed as a notebook entry. No more than two entries in any one notebook can be text chapters. Even with lengthy chapters, you must supply a complete photocopy in your notebook to receive full credit. The only entry which would not require a complete photocopy would be an Alexander text chapter not covered in class. Each literature notebook must include a table of contents which lists all articles by complete citation. A total of 4 articles are required by the end of the semester for undergraduate students, and graduate students should review 8 articles.

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should participate in the presentation. At the conclusion of the presentation, the written proposal will be submitted based on the team’s work.

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**Tentative Course Outline – Fall 2004:** (Modifications are likely; I will try to keep exam dates firm)

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<th>Topic</th>
<th>Text Chapter</th>
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<td>Class Information, Introduction and Overview</td>
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</tr>
<tr>
<td>September 2</td>
<td>Overview of microbial physiology I</td>
<td></td>
</tr>
<tr>
<td>September 7</td>
<td>Overview of microbial physiology II</td>
<td></td>
</tr>
<tr>
<td>September 9</td>
<td>Remediation Technologies – in situ and ex situ approaches</td>
<td>16, 17</td>
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<tr>
<td>September 14</td>
<td>Growth linked biodegradation and Acclimation</td>
<td>2, 3</td>
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<tr>
<td>September 16</td>
<td>Detoxification and Activation</td>
<td>4, 5</td>
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<td>September 21</td>
<td>Kinetics</td>
<td>6</td>
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<tr>
<td>September 23</td>
<td>Threshold</td>
<td>7</td>
</tr>
<tr>
<td>September 28</td>
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<td></td>
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<tr>
<td>September 30</td>
<td>Exam 1</td>
<td></td>
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<tr>
<td>October 5</td>
<td>Sorption</td>
<td>8</td>
</tr>
<tr>
<td>October 7</td>
<td>NAPLs (Mid term evaluations)</td>
<td>9</td>
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<tr>
<td>October 12</td>
<td>Bioavailability</td>
<td>10</td>
</tr>
<tr>
<td>October 14</td>
<td>Chemical Structure</td>
<td>11</td>
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<tr>
<td>October 19</td>
<td>Product Prediction</td>
<td>12</td>
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<tr>
<td>October 21</td>
<td>Cometabolism</td>
<td>13</td>
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<tr>
<td>October 26</td>
<td>Environmental effects</td>
<td>14</td>
</tr>
<tr>
<td>October 28</td>
<td>Exam 2</td>
<td></td>
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<tr>
<td>November 2</td>
<td></td>
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<tr>
<td>November 4</td>
<td>Inoculation</td>
<td>15</td>
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<tr>
<td>November 9</td>
<td>Metals</td>
<td>18</td>
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<tr>
<td>November 11</td>
<td>No class – Veteran’s Day</td>
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<td>November 16</td>
<td>Recalcitrance</td>
<td>19</td>
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<td>November 18</td>
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<td>November 23</td>
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<tr>
<td>November 25</td>
<td>No class – Thanksgiving holiday</td>
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<tr>
<td>November 30</td>
<td>Exam 3 (literature notebooks due)</td>
<td></td>
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<tr>
<td>December 2</td>
<td></td>
<td></td>
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<tr>
<td>December 7</td>
<td>Team Presentations</td>
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<tr>
<td>December 9</td>
<td>Team Presentations</td>
<td></td>
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<tr>
<td>December 14</td>
<td>Final Examination 12:30-2:30</td>
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</tbody>
</table>
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 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.
**PROPOSAL FOR COURSE CHANGE**

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


3. College CENS

4. Academic Unit Biological Sciences

5. Current course subject/catalog number BIO 409

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

   **BIO 409 SOIL AND GROUNDWATER BIOREMEDIATION** (3)

   Fundamental concepts of bioremediation, including discussion of the following topics: degradation kinetics, bioaugmentation, metal biotransformation, molecular approaches to bioremediation, chlorinated solvents, phytoremediation, petroleum hydrocarbons, and natural attenuation. Prerequisite: CHM 151 and CHM 152 and BIO 205

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, □ 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)
        
        BIO 409 SOIL AND GROUNDWATER BIOREMEDIATION (3)
        Fundamental concepts of bioremediation, including discussion of the following topics: degradation kinetics, bioaugmentation, metal biotransformation, molecular approaches to bioremediation, chlorinated solvents, phytoremediation, petroleum hydrocarbons, and natural attenuation. Crosslisted as ENV 409. Prerequisite: CHM 151 and CHM 152 and BIO 205
        
     i. Proposed grading option: Letter grade □   Pass/Fail □   or Both □
        (If both, the course may only be offered one way for each respective section.)
        
     j. May course be repeated for additional units? yes □   no □
        
        j.1. If yes, maximum units allowed? ______
        
        j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
        yes □   no □
        
     k. Please check ONE of the following that most appropriately describes the proposed course change(s):
        
        Lecture w/o unit embedded lab □   Lecture only □   Lab only □   Clinical □   Research □
        
        Seminar □   Field Studies □   Independent Study □   Activity □   Supervision □
        
     l. Proposed prerequisites (must be completed before) __________________________
        
     m. Proposed corequisites (must be completed with) __________________________
n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
Instructor consent ☐  Department consent ☐  No consent ☐

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

This new course is a perfect elective for Environmental Sciences majors. Cross-listing the course would increase enrollment and also increase the diversity of students in the class.

13. Approvals

[Signatures and dates]

For Committee use only

[Signature and 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.
Instructor: Dr. Maribeth Watwood, Professor of Microbiology
Office: Room 108, Biological Sciences Building (Building 21), 523-9322
Email: maribeth.watwood@nau.edu
Office hours: Wednesday 11:30-12:30, Friday 9:30-10:30


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Course structure / approach: The lecture component of the course will consist of two 75 minute sessions per week. The majority of the time will be spent in lecture, but discussions, question and answer sessions and small group exercises may also be included. I will assign team-based projects that culminate in a group presentation to the class, with graduate students playing lead roles.
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Journals which will probably be useful for this project include (but are not limited to): Microbial
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Bioremediation, Environmental Toxicology, Journal of Environmental Quality, Science, Nature,
Ground Water, Environmental Science and Technology, Microbiological Reviews, Journal of
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<tr>
<td>September 7</td>
<td>Overview of microbial physiology II</td>
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<tr>
<td>September 9</td>
<td>Remediation Technologies – in situ and ex situ approaches</td>
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<tr>
<td>September 14</td>
<td>Growth linked biodegradation and Acclimation</td>
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<td>September 16</td>
<td>Detoxication and Activation</td>
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<td>September 21</td>
<td>Kinetics</td>
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<td>September 23</td>
<td>Threshold</td>
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<td>September 30</td>
<td><strong>Exam 1</strong></td>
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<td>October 5</td>
<td>Sorption</td>
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<td>October 7</td>
<td>NAPLs <em>(Mid term evaluations)</em></td>
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<td>October 12</td>
<td>Bioavailability</td>
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<td>October 14</td>
<td>Chemical Structure</td>
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<td>October 19</td>
<td>Product Prediction</td>
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<td>October 21</td>
<td>Cometabolism</td>
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<td>October 26</td>
<td>Environmental effects</td>
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<td>October 28</td>
<td><strong>Exam 2</strong></td>
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<td>November 4</td>
<td>Inoculation</td>
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<td>November 9</td>
<td>Metals</td>
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<td>November 11</td>
<td><strong>No class – Veteran’s Day</strong></td>
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<td>November 16</td>
<td>Recalcitrance</td>
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<td>November 18</td>
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<td>November 23</td>
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<td>November 25</td>
<td><strong>No class – Thanksgiving holiday</strong></td>
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<td>November 30</td>
<td><strong>Exam 3 (literature notebooks due)</strong></td>
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<td>December 2</td>
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<td>December 7</td>
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<td>December 9</td>
<td>Team Presentations</td>
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<tr>
<td>December 14</td>
<td><strong>Final Examination 12:30-2:30</strong></td>
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</table>
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 Carey Conover, Office of Grant and Contract Services, at 928-523-4889.

**ACADEMIC INTEGRITY**
The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU’s Student Handbook.

**ACADEMIC CONTACT HOUR POLICY**
The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.
# UNIVERSITY CURRICULUM COMMITTEE

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

<table>
<thead>
<tr>
<th>1. College</th>
<th>CENS</th>
<th>2. Academic Unit</th>
<th>Environmental Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Academic Plan Name</td>
<td>Environmental Sciences</td>
<td>4. Subplan (if applicable)?</td>
<td></td>
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<tr>
<td>5. Effective Date</td>
<td>FALL 2007</td>
<td></td>
<td></td>
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<tr>
<td>6. Is this proposal for a:</td>
<td>☐ New Plan</td>
<td>☒ Plan Change</td>
<td>☐ Plan Deletion</td>
</tr>
<tr>
<td>(Please refer to Plan and Subplan definitions)</td>
<td>☐ New Subplan</td>
<td>☐ Subplan Change</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.

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.)

Twenty pages of changes are indicated in red in attached document.

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 B أعمال focus, for which coursework requirements are established by the student in consultation with the advisor.

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

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

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

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


Revised 08/06
11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

We have made changes in all of our emphasis areas to reflect consolidation of our Ecology course (ENV 330) with the Ecology course taught in Biology (BIO 326). We are requesting to retire ENV 330 and create ENV 326 to be cross listed with BIO 326.

We are also requesting slight changes to the course requirements of some of the emphasis areas so that they better reflect the changing needs of our students. In particular, when appropriate, we propose to require a course in Geographic Information Systems (GGR 239), and Conservation Biology (ENV 440). Environmental Chemistry CHM 440 is cross-listed with Environmental Chemistry ENV 430, we propose to require our students to enroll in this course as ENV 430 instead of as CHM 440. Our Microbiology Emphasis area has changed to reflect course offerings in microbiology that are desirable for our majors (e.g. BIO 409 Soil and Groundwater Bioremediation, BIO 410 Phycology, BIO 411 Mycology)

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.
   See documents from Biological Sciences

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

Certifications

[Signature]
Department Chair/Unit Head (if appropriate) 12/4/06
[Signature]
Chair of College Curriculum Committee 12/15/06
[Signature]
Dean of college 22 Dec 06

For committee use only

[Signature]
For University Curriculum Committee 11/31/07

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

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ENV prefix to satisfy these liberal studies requirements.
- at least 87 90 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

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

**Major Requirements**

Complete the following 87 90 units of major requirements.
Take 31 units of core requirements with a grade of C or better in each course:

- ENV 230, 280, 326 and 330 326L (12 units)
- ENV 385W, which meets NAU’s junior writing requirement (4 units)
- ENV 408 or 485 (3 units)
- POS 359 and STA 270 275 (6 units)
- ENV 490C, which meets NAU’s capstone requirement (3 units)
- 3 additional units of upper-division ENV courses
Also complete the following 56 59 units with an average overall grade of 2.0 or better:

- CHM 151, 151L, 152, and 152L (9 units)
- GLG 101, 102, 103, 104, 240, 309, 324, 360, 430, 435, and 451 (34 units)
- MAT 125, 136, and 137 (12 units)
- PHY 111 and 111L or PHY 161 and 161L (4 units)

**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 information about Environmental Sciences undergraduate courses and faculty.

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**B.S. Environmental Sciences: Applied Mathematics (extended major)**

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

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ENV prefix to satisfy these liberal studies requirements.
- at least 86 87 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

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

Major Requirements

Complete the following 86 87 units of major requirements.

Take 31 35 units of core requirements with a grade of C or better in each course:
- ENV 230, 280, 326 and 330 326L (12 units)
- ENV 385W, which meets NAU’s junior writing requirement (4 units)
- ENV 408 or 485 (3 units)
- POS 359 and STA 270 275 (6 units)
- ENV 440 and 440L (4 units)
- ENV 490C, which meets NAU’s senior capstone requirement (3 units)
- 3 additional units of upper-division ENV courses

Also complete the following 55 52 units with an average overall grade of 2.0 or better:
- CHM 151, 151L, 152, and 152L (9 units)
- CS 122 or 123 (3 units)
- MAT 136, 137, 238, 239, and 316 (18 units)
- STA 471 and 472 (6 units)
- GGR 239 (4 units)
- 12 additional units in upper-division STA courses chosen with your advisor’s approval
• 16 additional upper-division units of mathematics and science courses chosen with your advisor’s approval, not to include BIO 326, with at least 12 units in upper-division courses—

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 information about Environmental Sciences undergraduate courses and faculty.

### B.S. Environmental Sciences: Biology (extended major)

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

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ENV prefix to satisfy these liberal studies requirements.
- at least 84 85 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).
Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

**Major Requirements**

Complete at least the following 84-85 units of major requirements.

Take 31-32 units of core requirements with a grade of C or better in each course:
- ENV 230, 280, 326 and 330 326L (12 units)
- ENV 385W, which meets NAU’s junior writing requirement (4 units)
- ENV 408 or 485 (3 units)
- POS 359 and STA 270 275 (6 units)
- ENV 440 and 440L (4 units)
- ENV 490C, which meets NAU’s senior capstone requirement (3 units)
- 3 additional units of upper-division ENV courses

Also complete at least 53 units (depending on the mathematics option chosen) with an average overall grade of 2.0 or better:

- BIO 181:181L, 182, and 205 (12 units)
- CHM 151, 151L, 152, and 152L, 230, and 360 (9-15 units)
- GGR 239 (3 4 units)
- MAT 125 and 136 (8 units)
- MAT 114, 119, and 131 (9 units)
- 21-14 additional units of-chosen from the following ENV or BIO or ENV courses, not to include BIO 326 lecture, of which 7 units must be at the 300 level or above:

ENV 300, 375, 389, 399, 409, 410, 430, 466, 471, 495, 497, and 499.
**plant biology**: BIO 284, 374, 410, 411, 414, 415, 426C, and 431  
**animal biology**: BIO 221, 222, 223, 227, 322, 366, 424, 425C, 475, 477, and 478  

**General 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 information about Environmental Sciences undergraduate courses and faculty.

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**B.S. Environmental Sciences: Chemistry (extended major)**

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

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

- at least 84 units of major requirements

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

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

Also be aware that you must complete NAU’s diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a list of the available diversity courses.
Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

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

**Major Requirements**

Complete the following 84 units of major requirements.

You take 34-34 units of core requirements with a grade of C or better in each course:
- ENV 230, 280, 326 and 330 326L (12 units)
- ENV 385W, which meets NAU's junior writing requirement (4 units)
- ENV 408 or 485 (3 units)
- POS 359 and STA 270 275 (6 units)
- ENV 490C, which meets NAU's senior capstone requirement (3 units)
- ENV 430 (3 units)
- 3 additional units of upper-division ENV courses

Also complete the following 53 50 units with an average overall grade of 2.0 or better:
- CHM 151, 151L, 152, 152L, 235, 235L, 238, 238L, 320, 320L, 341, 420, and 420L, and 440 (34 31 units)
- MAT 125, 136, and 137 (12 units)
- PHY 161, 161L, and 262 (7 units)

**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 information about Environmental Sciences undergraduate courses and faculty.

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**B.S. Environmental Sciences: Environmental Policy and Administration (extended major)**

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

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ENV prefix to satisfy these liberal studies requirements.
- at least 84 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

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

**Major Requirements**

Complete at least the following 84 units of major requirements.

Take 31 units of core requirements with a grade of C or better in each course:
- ENV 230, 280, 326 and 330 326L (12 units)
- ENV 385W, which meets NAU’s junior writing requirement (4 units)
• ENV 408 or 485 (3 units)
• POS 359 and STA 270 (6 units)
• ENV 490C, which meets NAU’s senior capstone requirement (3 units)
• 3 additional units of upper-division ENV courses

Also complete at least 53 units with an average overall grade of 2.0 or better:
• BIO 181:181L and 182 (8 units)
• CHM 151, 151L, 152, and 152L (9 units)
• COM 150 (3 units)
• GLG 101 and 103 (4 units)
• PHI 331 (3 units)
• 3 units of 200-level or higher coursework in BIO (not to include BIO 326), CHM, GLG, or PHY
• POS 224, 250, 325, 344, and 455 (15 units)
• 3 units of budgeting and/or economics coursework, chosen from a departmental list
  (may include POS, STA, ECO, and FOR)
• 5 units of related courses, chosen with your advisor’s approval

Please note that we recommend the following courses:
• politics: POS 314, 315, 316, 317, 326, 335, 345, 421C, and 428
• international and comparative politics: POS 360, 361, 362, 364, 366, 370, 374, 376, 380, 472, and 480
• planning: PL 201, 301, 302, 306, 308W, 401, 402W, and 499
• environmental sciences: ENV 390 and 440 and FOR 445
• social sciences: ANT 370, CJ 312, ECO 325, GGR 370W, and SOC 414
• humanities: REL 380 and 391

Please note that some supplementary and related courses may be used to fulfill 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.)

Click here for information about Environmental Sciences undergraduate courses and faculty.

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**B.S. Environmental Sciences: Environmental Communication (extended major)**

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

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

- at least 84 units of major requirements

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

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

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

Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).
Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

**Major Requirements**

Complete at least the following 84 units of major requirements.

Take 31 units of core requirements with a grade of C or better in each course:
- ENV 230, 280, 326 and 330 326L (12 units)
- ENV 385W, which meets NAU’s junior writing requirement (4 units)
- ENV 408 or 485 (3 units)
- POS 359 and STA 270 (6 units)
- ENV 490C, which meets NAU’s senior capstone requirement (3 units)
- 3 additional units of upper-division ENV courses

Also complete at least 53 units with an average overall grade of 2.0 or better:
- BIO 181:181L and 182 (8 units)
- CHM 151, 151L, 152, and 152L (9 units)
- SC 111, JLS 130, and COM 150 and 200 (12 units)
- GLG 101 and 103 (4 units)
- JLS 131 and 231 (6 units)
- 3 units of 200-level or higher coursework in BIO (not to include BIO 326), CHM, GLG, or PHY
- 11 units of related courses, chosen with your advisor’s approval, from COM 250 and 400; EMF 223 and 229; GGR 239 (3 units); JLS 232, 331W, 431C, and 440C; PHO 281, 381, and 481; PR 332; and SC 323, 361, 472, and 477.
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 information about Environmental Sciences undergraduate courses and faculty.

B.S. Environmental Sciences: Environmental Management (extended major)

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

- at least 35 units of liberal studies requirements Be aware that you may not use courses with an ENV prefix to satisfy these liberal studies requirements.
- at least 97 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

Also note that if you select this environmental management emphasis in the environmental sciences major, you will be assigned to an advisor through the School of Forestry.
Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

**Major Requirements**

Complete the following 97 units of major requirements.

Take 31 units of core requirements with a grade of C or better in each course:
- ENV 230, 280, 326 and 330 326L (12 units)
- ENV 385W, which meets NAU’s junior writing requirement (4 units)
- ENV 408 or 485 (3 units)
- POS 359 and STA 270 (6 units)
- ENV 490C, which meets NAU’s senior capstone requirement (3 units)
- 3 additional units of upper-division ENV courses

Also complete the following 66 units with an average overall grade of 2.0 or better:
- BIO 181:181L and 182 (8 units)
- CHM 151, 151L, 152, and 152L (9 units)
- FOR 230, 381, and 430 (9 units)
- FOR 240 or ENV 440 (3 units)
- ECO 284, and MAT 125, and ENG-295 (9 6 units)
- PL 302 (3 units)
- GGR 239 (3 units)
- CIS-120 and 120L (3 units)
- One two of FOR 360, 370, 382 or 445, PRM 346W, or POS 344 (3 6 units)
- one of PHI 105 or 331 or REL 380 or 391 (3 units)
- one of ECO 285, 325, or 486 (3 units)
- one of POS 250 or 345 or PL 301 (3 units)
- one of ANT 370, GGR 370W, MGT 303, POS 455, or SOC 319 (3 units)
- one of GGR 230, 320, or 331 (4 units)
- one of COM 150 or SC 271 or 323 (3 units)

**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 information about Environmental Sciences undergraduate courses and faculty.

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**B.S. Environmental Sciences: Microbiology (extended major)**

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

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ENV prefix to satisfy these liberal studies requirements.
- at least 88 87 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

Also be aware that you must complete NAU’s diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a list of the available diversity courses.
Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

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

**Major Requirements**

Complete at least the following 88-87 units of major requirements.

Take 31 units of core requirements with a grade of C or better in each course:

- ENV 230, 280, 326 and 330 326L (12 units)
- ENV 385W, which meets NAU's junior writing requirement (4 units)
- ENV 408 or 485 (3 units)
- POS 359 and STA 270 275 (6 units)
- ENV 490C, which meets NAU's senior capstone requirement (3 units)
- ENV 409 or 3 additional units of upper-division ENV courses

Also complete at least 57-56 units with an average overall grade of 2.0 or better:

- ENV 430 and 471 (6 units)
- BIO 181:181L, 182, 205, 350, and 369, (19 units)
- two courses from BIO 340, 344, 479 376, 410, and 411T and 499 (6-7 units)
- CHM 151, 151L, 152, 152L, 230, 230L, 360, and 360L and 440 (20-17 units)
- GLG 101 and 103 (4 units)
- MAT 125 and 136 (8 units)
  or MAT 114, 119, and 131 (9 units)

**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 information about Environmental Sciences undergraduate courses and faculty.

**B.A. Liberal Studies: Environmental Sciences (extended major)**

Please note that this emphasis is offered only at NAU–Yuma. To earn this BAiLS degree, complete at least the following 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of [liberal studies requirements](#) Be aware that you may not use courses with an ENV prefix to satisfy 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 58 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

Also be aware that for the B.A. in liberal studies, you must take at least 36 units of upper-division coursework (courses 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.

Click here for more information about the B.A. in liberal studies. Please note that this emphasis is offered only at NAU–Yuma.
Major Requirements

You must complete the 58 units for this major that are described under the following headings:

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

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

Emphasis Requirements

To complete this emphasis, take the following 28 units:

- STA 270 and ENV 230 and 280 (11 units)
- ENV 339-326, 326L and POS 359 (7 units)
- ENV 385W, which meets NAU's junior writing requirement (4 units)
- ENV 408 or 485 (3 units)
- ENV 490C, which meets NAU's senior capstone requirement (3 units)

Focus, Minor, or Certificate Requirements

You meet this 15-unit requirement by choosing one of the three options described in this section.

Focus

You take at least 15 units in a structured, interdisciplinary or disciplinary plan of study outside your emphasis field. You must work with your advisor to determine the courses you will use for this student-individualized plan as early as possible to ensure that you graduate in a timely fashion. Please be aware that your advisor must approve these 15 units of coursework.

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 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 15-17 units:
- 3 units in computer literacy, such as CIS 120 and 120L, taken with a letter grade

(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, and how to use the World Wide Web and common software productivity tools.)
- 6 units of oral communication courses

You may choose 6 units of performance-based courses or a combination of 3 units of performance-based and 3 units of theory-based communication coursework from the following lists:

**performance-based courses:**
EMF 124; SC 111, 311, 312, 314, 315, and 318; and TH 242

**theory-based courses:**
SC 271, 321, 323, 351, 365, 424, 472, 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 BAILS/BAS Advisory Council.)
- two courses (6-8 units) in a modern 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 can’t use “travelers” or “conversation only” language courses for this requirement.)

**General Electives**

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

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

Click here for information about Environmental Sciences undergraduate courses and 
faculty.

**Minor Environmental Sciences**

To complete this minor, take the following 22 units with a grade of C or better in each 
course:

- ENV 230, 280, 330-326, 326L, and 385W (16 units)
- ENV 408 or 485 (3 units)
- POS 359 (3 units)

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

Click here for information about Environmental Sciences undergraduate courses and 
faculty.
UNIVERSITY CURRICULUM COMMITTEE

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

1. College CENS

3. Academic Plan Name Physics and Mathematics (Merged Major)

2. Academic Unit Physics and Astronomy

5. Effective Date FALL 2007

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

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

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

For New Plans, leave this column blank.

* at least 83 units of major requirements

Major Requirements

Complete the following 83 units:

* MAT 136, 137, 238, 316, 320W, 411C, and 431C plus STA 473C (27 units)
* one of MAT 412C or 432C or STA 474C (3 units)
* PHY 161, 161L, 262, 262L, 263, 264, 265, 321, 331, 332, 361, 401, and 471 (35 units)
* PHY 333W which meet NAU’s junior writing requirement (3 units)
* for NAU’s senior capstone requirement (3 units):
  * 3 units of PHY 498C
  * or 1 unit of PHY 498C plus 2 units of PHY 485C
* 12 units of additional courses, including MAT 226 and upper-division courses in physics, astronomy, mathematics, and statistics (except MAT 301, 401, and 402), with at least one course from physics and astronomy and one from mathematics and statistics

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

Revised 09/05
*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.


The Learning Outcomes of this plan are unchanged by this curricular adjustment and the department will continue to use the current assessment plan.

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

Two changes are being made: (1) replacing the PHY 401 requirement with PHY 301 (same class but is being renumbered) and (2) adding PHY 441 Thermal Physics (statistical mechanics) to the core requirements, in place of a 3-hour elective. PHY 401 is being renumbered to PHY 301 so that students will take it in their junior year instead. The course gives students preparation for several of the upper-division PHY/AST courses. The PHY 441 Thermal Physics course is being added to modernize our curriculum. PHY 441 has been an elective offered bi-annually but the department has felt for sometime that it should become a requirement. A statistical mechanics/thermal physics course is a standard requirement in physics majors across the country. The total number of hours in the core requirements is not increased under this change because one 3-hour elective course is being replaced by PHY 441.

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

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

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

Certifications

[Signatures]

Department Chair/Unit Head (if appropriate) 11-16-06

Chair of College/Dean of College 11-21-06

For committee use only 1/31/07

Revised 09/05
Action taken: ______ approved as submitted ______ approved as modified

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

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

1. College  CENS

2. Academic Unit  Physics and Astronomy

3. Academic Plan Name  BS Ed Physics: Secondary Education (extended major)

4. Subplan (if applicable)?

5. Effective Date  FALL 2007

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

7.

Revised 12/05
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/col/AcademicCatalog/academiccatalogs.html)
Be sure you include all catalog text that pertains to this plan change

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

For New Plans, leave this column blank.
This degree is intended for secondary education students whose primary emphasis area is physics. This academic plan also prepares you to obtain dual certification in chemistry. This plan meets or exceeds the No-Child-Left-Behind "highly qualified" national and state standards for both physics and chemistry.

This degree is intended for secondary education students whose primary emphasis area is physics. This academic plan also prepares you to obtain additional certification in mathematics or chemistry. This plan meets or exceeds the No-Child-Left-Behind "highly qualified" national and state standards, for both physics and chemistry.

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

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

- at least 52 units of major requirements

- at least 31 units of teacher-preparation requirements

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

Major Requirements

Complete the following 52 units:

* PHY 161, 161L, 262, 262L, 263, 264, and 361 (17 units)
* AST 180 and 182 (4 units)

* MAT 136 and 137 (8 units)
* CHM 151, 151L, 152, 152L, 230, 230L, and 295 (14 units)
* SCI 461 (3 units)
* PHY 333W, which meets NAU's junior writing requirement (3 units)
* SCI 460C, which meets NAU's senior capstone requirement (3 units)

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

- at least 35 units of liberal studies requirements Required courses in this major also satisfy 16 of your 35 liberal studies units. See your advisor for details. Be aware that you may not use courses with a PHY prefix to satisfy these liberal studies requirements.

* at least 41 units of major requirements

* at least 12 or 14 units to meet the mathematics or chemistry emphasis, respectively

- at least 31 units of teacher-preparation requirements

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

... Major Requirements

Complete the following 41 units:

* PHY 161, 161L, 262, 262L, 263, 264, and 361 (17 units)
* AST 183/184L or AST180/181L (4 units)
* BIO 100 (3 units)
* MAT 136 and 137 (8 units)
* CHM 151, 151L, 152, 152L, 230, 230L, and 295 (14 units)
* SCI 461 (3 units)
* PHY 333W, which meets NAU's junior writing requirement (3 units)
* SCI 460C, which meets NAU's senior capstone requirement (3 units)

Revised 12/05
Emphasis requirements: Students may choose either chemistry emphasis or math emphasis depending on their preference for additional certification.

Physics/Chemistry:
* CHM 151, 151L, 152, 152L, 230, 230L, and 295 (14 units)

Physics/Mathematics:
* MAT 301, MAT 401 or 402, MAT 365 or 320W, MAT 226 or STA 270 (12 units)

NOTE: It is highly recommended that all new students take our 1 credit hour first year seminar (PHY103).

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

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

The learning outcomes of this plan are unchanged by this curricular adjustment, and the department will use the current assessment plan to assess the student learning.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
The current BS Ed Physics plan prepares students to teach physics and chemistry at the high school level. The plan is relatively new, but has been quite successful so far in attracting students. Many students have requested, however, an option for certification in Physics and Mathematics instead of Physics and Chemistry. We propose altering our program such that students may have the option to pursue either an emphasis in chemistry OR an emphasis in math depending on their individual preferences and needs.

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

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

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

Revised 12/05
Certifications

Department Chair/Unit Head (if appropriate)
[Signature]  Date 1/12/07

Chair of college curriculum committee
[Signature]  Date 1/12/07

Dean of college
[Signature]  Date

For committee use only
[Signature]  Date 1/30/07

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 12/05
MEMORANDUM

Date: 11 January 2007
To: David Cornelison, Chair of Physics and Astronomy
From: Janet McShane, Chair of Mathematics & Statistics
Subject: Letter of Support for the BSEd Physics Major with Mathematics Emphasis

The Department of Mathematics & Statistics has reviewed the plan change for the BS Ed Physics: Secondary Education Extended Major. Our department Curriculum Committee looked at the new requirements for the Mathematics emphasis in this degree. The plan change would allow students in the BS Ed Physics degree program to choose a mathematics emphasis that would include the following: MAT 301; MAT 401 or MAT 402; MAT 365 or MAT 320W; MAT 226 or STA 270.

These changes are very positive and give a student the option of increasing their knowledge in the area of mathematics. After reviewing the recent enrollments for the above mentioned courses I have determined that the Department of Mathematics & Statistics could easily accommodate the Physics students who may choose to enroll in these courses. The Department of Mathematics & Statistics supports the changes in your degree plan and looks forward to working with your students.
Dear Mark,

This message is to verify that I understand that you are proposing to add BIO 100 to your BSED Physics Program. The Department of Biological Sciences will be able to accommodate any additional students that this change may result in without a problem.

Best wishes,
Maribeth Watwood

Maribeth Watwood, PhD
Professor and Chair
Department of Biological Sciences
Northern Arizona University
Flagstaff, AZ 86011-5640

928-523-9322
Mark,

The Department of Chemistry and Biochemistry supports the change of adding a second emphasis in Math to your BSED Physics degree.

Brandon

________________________________________
Brandon Cruickshank, Ph.D.
Associate Professor and Chair
Department of Chemistry and Biochemistry
Northern Arizona University
Box 5698
Flagstaff, AZ 86011-5698
(928)523-9602
Fax: (928)523-8111

________________________________________

At 12:58 PM 12/1/2006, you wrote:
Brandon

We are putting through a second emphasis area for BSED Physics this year and I need an email from you that says you are OK with the addition. As you will see in the attachment, our current program requires students to take chemistry courses through Organic so they can get certification in Physics AND Chemistry. I have found that we could better serve student needs if we offered them the alternative to get a second certification in EITHER Chemistry or Math. So we want to add a second emphasis for Math. You can expect perhaps 2-3 less students per year in your intro sequence of Chemistry due to some of our students opting for the Math emphasis instead of the Chemistry. Is that OK with you???

Thanks
Mark
REQUEST TO DIESTABLISH/MERGE A DEGREE PROGRAM

<table>
<thead>
<tr>
<th>Program Name</th>
<th>International Construction Management Certificate</th>
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<tbody>
<tr>
<td>CIP Code</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Engineering and Natural Sciences</td>
</tr>
<tr>
<td>University</td>
<td>Northern Arizona University</td>
</tr>
<tr>
<td>Date of Request</td>
<td>October 16, 2006</td>
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</tbody>
</table>

**Background**

The International Construction Management Certificate program was established in the old College of Engineering and Technology (CET) in 2000 to encourage students to pursue international experience and training within their undergraduate curriculum. This program is essentially identical to the International Engineering Certificate program; the two vary only in name.

This request to discontinue this certificate program is part of a revamping process in which we would like to disestablish the old International Engineering and International Construction Management certificates, and replace them with a single improved and revised CENS International Engineering and Natural Science certificate program.

**Rationale**

The combination of Engineering and Natural Sciences into a single unit has created the desire to expand our successful international certificate programs to extend this great opportunity to students in Natural Science disciplines as well. In addition, administering the International Engineering and the International Construction Management certificate programs over the years has revealed weaknesses in their design that we would like to remedy.

Considering all the factors, the best way to address all issues is to discontinue the (identical except in name) existing certificate programs in International Engineering and International Construction Management, replacing these two with a single uniform “International Engineering and Natural Science” certificate that will serve all CENS disciplines.

**Review process**

N/A

**Numbers of Students Affected/ Plans for Current Students**

Because students simply apply for the certificate as an addendum to their degree (rather than formally enrolling in a “program”) it is difficult to guess how many are “in the program” currently. The point is moot, at any rate, as all students pursuing the current certificates will be able to transition seamlessly to the new certificate program that is replacing this one. The requirements for the new program are nearly identical to the existing one; any small discrepancies that might arise for in-progress students can be easily remedied by minor course substitutions.

**Impact on Department/Institution**

N/A. There were no specialized courses taught only for this certificate program. Rather this program was based on requiring students to take a particular constellation of existing courses centered around international themes, language, and international experience.

**Budgetary Impact**

N/A. The certificate program never had a budget; deleting it will merely serve the purpose of administrative house-cleaning.

Approved College Curriculum Committee: 12/15/06

Approved Dean: LF Kundeke 22 Dec 06
Memorandum

To: Undergraduate Curriculum Committee
CC: Eck Doerry, Barry Lutz

From: Tom Rogers, Chair CM
Date: 12/17/2006
Re: Discontinuance of the CM International Certificate

Please accept this memo as support of the discontinuance of the CM International Certificate. We acknowledge that the new CENS International Certificate will serve our needs. Thank you.

[Signature]

uCC Approval
1/31/07
## Request to Disestablish/Merge a Degree Program

<table>
<thead>
<tr>
<th>Program Name</th>
<th>International Engineering Certificate</th>
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<tbody>
<tr>
<td>CIP Code</td>
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<tr>
<td>University</td>
<td>Northern Arizona University</td>
</tr>
<tr>
<td>Date of Request</td>
<td>October 16, 2006</td>
</tr>
</tbody>
</table>

### Background

The International Engineering Certificate program was established in the old College of Engineering and Technology (CET) in 2000 to encourage students to pursue international experience and training within their undergraduate curriculum. It has been in place ever since, and about a dozen certificates have been granted.

This request is part of a revamping process in which we would like to disestablish the old International Engineering and International Construction Management certificates, and replace them with a single improved and revised CENS International Engineering and Natural Science certificate program.

### Rationale

The combination of Engineering and Natural Sciences into a single unit has created the desire to expand our successful certificate program in International Engineering to extend this great opportunity to students in Natural Science disciplines as well. In addition, administering the International Engineering Certificate program over the years has revealed weaknesses in its design that we would like to remedy.

Considering all the factors, the best way to address all issues is to discontinue the (identical except in name) existing certificate programs in International Engineering and International Construction Management, replacing these two with a single uniform “International Engineering and Natural Science” certificate that will serve all CENS disciplines.

### Review process

N/A

### Numbers of Students Affected/Plans for Current Students

Because students simply apply for the certificate as an addendum to their degree (rather than formally enrolling in a “program”) it is difficult to guess how many are “in the program” currently. The point is moot, at any rate, as all students pursuing the current certificates will be able to transition seamlessly to the new certificate program that is replacing this one. The requirements for the new program are nearly identical to the existing one; any small discrepancies that might arise for in-progress students can be easily remedied by minor course substitutions.

### Impact on Department/Institution

N/A. There were no specialized courses taught only for this certificate program. Rather this program was based on requiring students to take a particular constellation of existing courses centered around international themes, language, and international experience.

### Budgetary Impact

N/A. The certificate program never had a budget; deleting it will merely serve the purpose of administrative house-cleaning.
PROPOSAL FOR NEW PROGRAM OR PROGRAM CHANGE

College: Engineering and Natural Sciences
Department: N/A

Program name: International Engineering and Natural Science Certificate

Effective what semester? Fall 2007

For Program Changes, photocopy the existing catalog text (pages _______ in this column. Be sure you include all catalog text that pertains to this program change.

This International Engineering and Natural Science Certificate is available to all CENS majors who are maintaining a GPA of 2.5 or above. The certificate is available only to degree-seeking CENS majors; it will be awarded upon completion of CENS B.S. or B.A. degrees. The certificate consists of the following requirements, totaling 9 upper division and 6 lower division credits (15 total):

Certificate requirements for NAU students:
• 3 credits: Foreign Language Proficiency, one upper-division foreign language course, or equivalent CLEP credit, or one discipline-specific (based on the student’s major) course taught in a non-English language.
• 3 credits: International Study or Internship. CENS 497 (CENS Independent Study: International Experiences in Engineering and Natural Sciences)
• 9 credits: International-themed coursework. POS120 (World Politics) plus six credits chosen from: ANT102, ANT103, REL150, GGR240, GGR241, GGR370W, POS360, POS380, POS480, POS482, ECO483, ECO486, HUM261, HUM281, HUM382, CENS396
• No more than 6 credits of total coursework may be lower division.
• Certain other NAU courses may be eligible for substitution for any of the above courses with petition/approval by CENS dean’s office.

All courses must be passed with a grade of C or better. The certificate explicitly requires foreign language proficiency. Students electing to pursue an international experience in an English-speaking country or institution abroad must still satisfy the language requirement by demonstrating proficiency (as outlined in bullet one, above) in a foreign language of their choice.

This certificate will also be available to foreign students pursuing CENS degrees at their home institution and who visit NAU as a study-abroad destination. The requirements for awarding the certificate to such students are:
• Must attend NAU for at least one full semester.
• 6 credits: must enroll in at least two discipline-related (based on student’s major) CENS courses numbered 200 or above.
• POS 120, plus 6 credits selected from: ANT102, ANT103, REL150, GGR240, GGR241, GGR370W, POS360, POS380, POS480, POS482, ECO483, ECO486, HUM261, HUM281, HUM382, CENS396
• No more than 6 credits of total coursework may be lower division.
• International students may petition to apply at most 3-credits of equivalent coursework taken at their home institution to the above requirements.
• Certain other NAU courses may be eligible for substitution for any of the above courses with petition/approval by CENS Intl. Committee.

All courses must be passed with a grade of C or better. These certificates will be awarded by NAU either with or after their graduation from their home institution.

The certificate is administered by the College of Engineering and Natural Sciences. All applications, petitions, and requests related to the certificate should be directed to the CENS dean’s office.

Revised 10/99
Justification for proposal:

One of the most prominent characteristics of corporate and economic evolution within the last decade has been an increasing trend towards globalization. Spurred by the rapid development of Internet technology, many companies have expanded into the global marketplace, either through mergers with foreign corporations, or by establishing foreign affiliates. This has led to a tremendous demand for internationally trained engineers and scientists who are able to work effectively in research and development teams that span national, cultural, political, and linguistic borders.

The goal of this certificate program is to (a) explicitly encourage international study as a component of engineering and natural science curriculums in the College of Engineering and Natural Sciences (CENS), and (b) to provide a tangible reward for students who take the initiative to pursue international training.

With respect to the provision for awarding the certificate to visiting international students, the objective is to provide an added incentive for foreign students to choose NAU as their study-abroad destination. In addition to providing NAU students with international exposure through their presence and participation in CENS courses, such students are may provide substantial revenue as fee-paying out-of-state students.

If this program will require additional faculty, space, or equipment, how will these requirements be satisfied?

N/A. This certificate is based almost entirely on existing courses. Existing faculty are already teaching the courses involved in this certificate program; the CENS dean’s office (probably via the CENS Intl. Committee) will administrate evaluation of progress and awarding of certificates.

Will this program affect other programs, curricula, or enrollment at NAU? If so, attach documentation from the affected departments.
No.

Will this program affect community colleges? If so, attach documentation from the affected institutions.
No.

Will present library holdings support this program?
Yes.

Certifications

[Signatures and dates]

For committee use only

[Signature and date]

For University Curriculum Committee
Of University Graduate Committee

Action taken: approved as submitted
approved as modified deferred (returned to department) other

Reason:

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

Revised 10/99
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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


3. College CENS

4. Academic Unit BIOLOGICAL SCIENCES

5. Current course subject/catalog number BIO 284 AND BIO 284H

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

BIO 284 BOTANY (3)
Surveys botanical principles from an evolutionary perspective, including cell biology, inheritance, development, ecological roles, reproduction, and classification. Prerequisite: (BIO 181 or BIO 181H) and BIO 182

BIO 284H BOTANY - HONORS (3)
Surveys botanical principles from an evolutionary perspective, including cell biology, inheritance, development, ecological roles, reproduction, and classification. Prerequisite: BIO 181 and BIO 182 and Honors Student Group

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, □ 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 4
   c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes □ No □ If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
   d. Proposed to co-convene with Date approved by UGC
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
   e. Proposed to cross-list with
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
   f. Proposed long course title
      (max 100 characters including spaces)
   g. Proposed short course title
      (max 30 characters including spaces)
   h. Proposed catalog course description (max. 30 words, excluding requisites)

BIO 284 BOTANY  (4)
Surveys botanical principles from an evolutionary perspective, including cell biology, inheritance, development, ecological roles, reproduction, and classification. 3 hrs lecture and 3 hrs. lab. Prerequisite: (BIO 181 or BIO 181H) and BIO 182

BIO 284H BOTANY - HONORS  (4)
Surveys botanical principles from an evolutionary perspective, including cell biology, inheritance, development, ecological roles, reproduction, and classification. 3 hrs lecture and 3 hrs. lab. Prerequisite: BIO 181 and BIO 182 and Honors Student Group

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/ unit embedded lab X 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 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 □

12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. Each time I have taught the course in the past two years, the students have requested a lab. When Ayers and Scott taught the course, they offered it as a 299 with the lab. The students clearly need to see the organisms that we are talking about in lecture.

The additional hour (from 3 to 4 hours) is justified by the extra instructional time. This semester the class visited the teaching greenhouse, did a campus tree walk, had several sessions looking at plant slides with microscopes, and did an experiment in class. The students participated enthusiastically in all of these endeavors and I was able to deliver a much more relevant plant experience. However, taking the class time to do these left me behind on the lecture.

The proposed lab will be one hour, three times a week, to run alongside the lecture, i.e., the course will meet for a two hour block three times a week. This will give the students the opportunity to see the structures that we have talked about that day. Activities will be short, relevant, and tightly tied to the lecture. Labs will be a mixture of experimental (photosynthesis, transpiration, transport in plants), field trips (AZ ecology, geophysical determinants of plant distribution), and observational (microscopes for fine anatomy, live plant material for gross anatomy and dissections).

13. Approvals

[Signatures and dates]

For Committee use only

[Signature and date]

For University Curriculum Committee

[Signature and date]

Action taken: X approved as submitted __________ approved as modified
INSTRUCTOR: Dr. Peggy E. Pollak
OFFICE: BS 109
PHONE: 523-9492
EMAIL: Peggy.Pollak@nau.edu
WEBSITE: http://vista.nau.edu

CLASS TIME:  M, W, F

TEXT: None required, handouts will be provided

OFFICE HRS:  

COURSE OBJECTIVES:
Provide a strong visual basis of the basics of plant biology.
Identify and classify various plants and plant tissues.
Describe Arizona Life Zones and explain why they occur
Demonstrate key plant processes experimentally.

COURSE PLAN:
Each lecture will be followed by the lab that demonstrates the concepts discussed in the previous hour's lecture. The lecture continues where freshman biology left off and uses flowering plant structure, function, ecology and evolution as a spring board to discuss plant issues, and issues in biology in general. The course begins with a review of plant cell structure followed by the structure, function, and reproduction of flowering plants. We will look at the evolution of plants in detail during the second half of the semester. Plant ecology will be integrated throughout.

COURSE REQUIREMENTS:
1. Examinations:
   A. Two practical exams will be given during class on Fridays. Each will be comprehensive short answer format.
   B. I will provide open lab times prior to practicals for reviewing

2. Grading: Grading is on a straight percentage scale.

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (100 each)</td>
<td></td>
</tr>
<tr>
<td>200</td>
<td>90-100% = A</td>
</tr>
<tr>
<td></td>
<td>80-89% = B</td>
</tr>
<tr>
<td></td>
<td>70-79% = C</td>
</tr>
<tr>
<td>Total Points</td>
<td>60-69% = D</td>
</tr>
<tr>
<td>200</td>
<td>0-59% = F</td>
</tr>
</tbody>
</table>

MAKE-UPS:
None. Considerable effort goes in to constructing a practical exam and it can neither be left out nor put back together easily.

COURSE FORMAT:
I will assume that you have attended the relevant lecture before lab and are passing familiar with the concepts. Hand-outs describing the current day's activities will be passed out at the beginning of lab. On two days during the Fall, we will take the whole two hour time slot and go on field trips. There will be ample opportunity for questions and discussion. I encourage you to participate actively in class.
VISTA:
You are automatically enrolled in VISTA when you register for this class. We will use VISTA to report all grades. I will report the correct answers to exams on VISTA, and contact you via VISTA e-mail. Please become familiar with this electronic medium, http://vista.nau.edu/, and check it daily.

**TENTATIVE LECTURE SCHEDULE:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/28</td>
<td>Review of molecules and plant cells</td>
<td>Use of microscope, staining for specific molecules</td>
</tr>
<tr>
<td>2</td>
<td>9/4</td>
<td>Plant cells (cont.), Plant cell wall</td>
<td>Identifying cell types and their variants</td>
</tr>
<tr>
<td>3</td>
<td>9/11</td>
<td>Types of plant cells and their functions</td>
<td>Cell types (cont.)</td>
</tr>
<tr>
<td>4</td>
<td>9/18</td>
<td>Root and root function</td>
<td>Root types, anatomy of roots</td>
</tr>
<tr>
<td>5</td>
<td>9/25</td>
<td>Primary shoot and shoot functions</td>
<td>Shoot types, anatomy of shoots</td>
</tr>
<tr>
<td>6</td>
<td>10/2</td>
<td>Secondary shoot structure and functions</td>
<td>Twig and wood anatomy</td>
</tr>
<tr>
<td>7</td>
<td>10/9</td>
<td>Leaves</td>
<td>Leaf types and leaf anatomy; 1st lab practical</td>
</tr>
<tr>
<td>8</td>
<td>10/16</td>
<td>Photosynthesis and its variants</td>
<td>Light and it’s characteristics, measuring light absorption by leaves, measuring rates of photosynthesis</td>
</tr>
<tr>
<td>9</td>
<td>10/23</td>
<td>Angiosperm reproduction</td>
<td>Flower structure, fruit types</td>
</tr>
<tr>
<td>10</td>
<td>10/30</td>
<td>Angiosperm development</td>
<td>Micro- and megasporogenesis</td>
</tr>
<tr>
<td>11</td>
<td>11/6</td>
<td>Plant evolution, classification</td>
<td>How to construct and use a dichotomous key; NAU plant walk</td>
</tr>
<tr>
<td>12</td>
<td>11/13</td>
<td>Origin of plants, algae</td>
<td>Algal diversity</td>
</tr>
<tr>
<td>13</td>
<td>11/20</td>
<td>Origin of land plants, bryophytes</td>
<td>Bryophyte and spore plant diversity</td>
</tr>
<tr>
<td>14</td>
<td>11/27</td>
<td>Origin of vascular plants</td>
<td>Gymnosperm diversity</td>
</tr>
<tr>
<td>15</td>
<td>12/4</td>
<td>Origin of flowering plants</td>
<td>Angiosperm diversity; 2nd lab practical</td>
</tr>
</tbody>
</table>
IMPORTANT HOLIDAYS AND DEADLINES:
Labor Day (no classes) Sept. 4
First Exam Sept. 29
Last day to drop/delete Sept. 22
Last day to drop with "W" Oct. 27
Second Exam Nov. 3
Veteran’s Day (no classes) Nov. 10
Thanksgiving (no classes) Nov. 23 and 24
Instruction ends Dec. 8
Final exam Monday, Dec. 11, 12:30 am

UNIVERSITY POLICIES:

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

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

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://www4.nau.edu/diversity/swale.asp. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3311).

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

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at http://www2.nau.edu/dss/.

INSTITUTIONAL REVIEW BOARD
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research or research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure
information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review a long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www4.nau.edu/ovp/regulatorycompliance/irb/index.htm. If you have questions, contact Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

**ACADEMIC INTEGRITY**

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.

**ACADEMIC CONTACT HOUR POLICY**

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit 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.
Yep...that makes the first form for 284 correct, if Nicole makes the minor adjustment to line II k...which she is now authorized to do.

Peggy E. Pollak, Ph.D. wrote:

Hi All,

I'm the one who was confused but now I see the light. The intent is to have Bio 284 be four credits with a 0 credit lab. Does that make the first form the correct one? If so, please discard the new course form.

Also, the intent of Bio 345 is to have a three hour lecture-only course. No lab. I corrected the form and left it in Nicole's office yesterday.

Please let me know if I need to take and further action and thanks for catching these mistakes.

P

----- Original Message From Barry.Lutz@NAU.EDU -----

Peggy-

This new course proposal that you dropped off with Nicole in Ron Pitt's Office seems to be confusing the issue about the Course change proposal that was approved by the CENS CC.

I guess I need to find out what your intent is for this lab...is it to be a laboratory section embedded in BIO 284, increasing the total credit hours of BIO 184 for 3 to 4...which is what I and the committee understood to be the case...

Or do you intend to keep BIO 184 as a 3 credit course and add a free standing lab course called BIO 184 L that is one credit hour.

If in fact your intent is to make BIO 184 into a 4 credit course which contains a lab, then the course change form that was approved by the CENS CC is the correct form. The issue that the catalog people wanted addressed is the line 11 k in the change form. When a lab is embedded into a course, it is coded in Louie as a 4 credit course with a required 0 credit lab attached. This means there is a single grade for the lecture and lab reported under the course number, BIO 184. This is the same coding as was done in old UDMS.

Unfortunately we in the CENS CC did not catch that you had entered a lecture with a 3 unit embedded lab which I think you meant to capture
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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


3. College CENS 4. Academic Unit BIOLOGICAL SCIENCES

5. Current course subject/catalog number BIO 345

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

   BIO 345 PLANT PROPAGATION (3)
   Applies plant science principles to plant propagation, including elements of pathology, physiology, entomology, landscaping, orchard, garden, and greenhouse science. 2 hrs. lecture, 3 hrs. lab. Prerequisite: (BIO 181 or BIO 181H) and BIO 182

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 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? ____________________________________________

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 ☐
   If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change. If there is a fee connected with the course, we would like to continue it.
   
   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) 
   APPLIED BOTANY 
   
   g. Proposed short course title 
   (max 30 characters including spaces) 
   APPLIED BOTANY 
   
   h. Proposed catalog course description (max. 30 words, excluding requisites)
   Applies plant science principles to all aspects of growing plants, including elements of soil science, pathology, physiology, entomology, landscaping, orchard, garden, and greenhouse science. 3 hrs. lecture. Prerequisite: none
   
   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 ☑ x
   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/o unit embedded lab ☐ Lecture Only ☒ Lab only ☐ Clinical ☐ Research ☐
   Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐
   
   l. Proposed prerequisites (must be completed before) 
   None 
   
   m. Proposed corequisites (must be completed with) 
   
   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
Historically this course was taught as a two week summer course. We propose to redesign it as a full semester course where a broad array of biological principles are integrated with hands-on activities. These activities will be accomplish within the time frame of the lecture and require no additional lab. In addition, we would eventually like this course to be available as a liberal studies science course so we have deleted the prerequisites.

The course format will be modeled on the format of the Master Gardener class offered by the University of Arizona Agricultural Extension Office, which one of us (Pollak) completed last spring in order to inform our remodeling of Bio 345. Although the content will overlap with the Master Gardener class that is offered each spring, it will have substantial differences.

1) It will be available to NAU students. The format of the Master Gardener class is three hours once a week. This is not a time slot that is available to many students. It is offered off of campus, and fills early with mostly older members of the Flagstaff community.

2) It will have stronger scientific content. All of the faculty qualified to teach this are botany Ph.D.s and members of the Department of Biological Sciences.

3) Students and teachers will have access to the teaching greenhouse and lab space to do hands-on activities, a component that was missing entirely from the Master Gardener class.

Although Bio 345 will be offered during the regular semesters rather than in the summer only, giving more students access to it, this does not preclude it being offered during the summer.

Faculty qualified to teach this course include Pollak, Scott, and Ayers.
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

Historically this course was taught in the summer by a single faculty member who retired a number of years ago. He continued to teach it until 1995 but shortened it to two weeks of intensive gardening. Never strong on rigorous academic content in the first place, it degenerated further. Now that he has gone, we want to revamp the course and content.

We envision an applied course where biological principles are integrated with hands-on activities. These activities will be accomplished within the time frame of the lecture and require no additional lab. A three hour lab once a week allows more time than is needed to demonstrate and then participate in various activities like testing soil chemistry and texture, potting a plant, doing a graft, etc. Allocating three hours allows students to finish their projects and then leave early, wasting what was intended to be contact hours. We prefer three in-class sessions per week with many small activities coordinated with the lecture. In addition, we would eventually like this course to be available as a liberal studies science course so we have deleted the prerequisites.

The course format will be modeled on the format of the Master Gardener class offered by the University of Arizona Agricultural Extension Office, which one of us (Pollak) completed last spring in order to inform our remodeling of Bio 345. Although the content will overlap with the Master Gardener class that is offered each spring, it will have substantial differences.

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3) Students and teachers will have access to the teaching greenhouse and lab space to do hands-on activities, a component that was missing entirely from the Master Gardener class. Bio 345 will be offered during the regular semesters rather than in the summer only, giving more students access to it. This does not preclude it being offered during the summer.

Faculty qualified to teach this course include Pollak, Scott, and Ayers.

\[Signature\] 11.29.06

Department Chair/Unit Head (if appropriate) Date

[Signature] 10.15.06

Chair of college curriculum committee Date

\[Signature\] 12.26.06

Dean of college Date

For Committee use only 11.31.07

For University Curriculum Committee Date

Revised 8/06
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.
BIO 345 - APPLIED BOTANY
SPRING 2008

INSTRUCTOR: Dr. Peggy E. Pollak  PHONE: 523-9492
OFFICE: BS 109  OFFICE HRS: TBA
TEXT: CA. Master Gardeners Handbook  EMAIL: Peggy.Pollak@nau.edu

COURSE OBJECTIVES: by the end of this course students should be able to:
- Apply basic botanical concepts to propagating, growing, harvesting plants
- Integrate geographic, geologic, and ecological principles into the concept of a habitat
- Select appropriate plant varieties for different habitats
- Diagnose and solve gardening problems

COURSE PLAN:
This course starts with an introduction to the basics of botany, soil structure and chemistry to establish the needs of plants. It continues with the basic of plants interacting with their external natural and man-causes challenges: predator and disease diagnosis and control, how to avoid weather-related losses, plant propagation and pruning, urban forestry, and xeriscaping.

COURSE REQUIREMENTS:
1. Examinations:
   A. Two exams will be given during class on Fridays. Each will be comprehensive.
   B. The final exam will be given during finals week and may not be taken early or late. It will be comprehensive.
   C. Make-up exams--NONE
2. Paper: Each student will complete a research paper (3-5 pages) and present their results to the class near the end of the semester.
3. Grading: Grading is on a straight percentage scale.

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Grading</th>
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<tbody>
<tr>
<td>Paper</td>
<td>75</td>
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<tr>
<td>Talk</td>
<td>25</td>
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<tr>
<td>Lecture Exams (100 each)</td>
<td>200</td>
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<tr>
<td>Final</td>
<td>200</td>
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<td>Total Points</td>
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<td>90-100%</td>
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COURSE FORMAT:
The structure of the course is lecture with hands-on demonstrations. I will assume that you have completed the assigned reading prior to attending class. Lectures will be designed to elaborate and explain, not simply reiterate the reading assignments.

COURSE POLICIES:
Regular attendance is necessary to succeed in this class because new material, not presented in the reading, and demonstrations will be done during this time. There is no provision for repeating demonstrations. However attendance will not be formally monitored. Your grade will reflect your attendance.

Pop quizzes may be administered at any time. These will all be extra credit and may not be made up due to absence.

If an examination is missed due to circumstances beyond control, it may be made-up.

Plagiarism or other forms of cheating will result in a grade of F for that assignment or the course.

Please read the University policies at: http://jan.ucc.nau.edu/academicadmin/policy1.html
**TENTATIVE LECTURE SCHEDULE:**

<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Course overview, basic botany</td>
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<tr>
<td>2</td>
<td></td>
<td>Plant products, flowers, fruits, vegetables</td>
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<td>3</td>
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<td>Soils</td>
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<td>4</td>
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<td>Weather and season extenders</td>
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<td>5</td>
<td></td>
<td>Plant propagation</td>
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<td><strong>EXAM #1</strong></td>
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<td>6</td>
<td></td>
<td>Fungi and plant disease diagnosis</td>
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<td>7</td>
<td></td>
<td>Insect identification and control</td>
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<td>8</td>
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<td><strong>SPRING BREAK NO CLASSES</strong></td>
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<td>9</td>
<td></td>
<td>Noxious weeds and composting</td>
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<td>10</td>
<td></td>
<td>Urban forestry</td>
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<td>11</td>
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<td>Pruning, tree fruits</td>
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<td><strong>EXAM #2</strong></td>
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<td>12</td>
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<td>Small fruits</td>
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<td>13</td>
<td></td>
<td>Vegetables</td>
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<td>14</td>
<td></td>
<td>Ornamentals</td>
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<td><strong>RESEARCH REPORT DUE</strong></td>
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<td>15</td>
<td></td>
<td>Student presentations</td>
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<td>16</td>
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<td>Student presentations</td>
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<td>17</td>
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<td><strong>FINAL EXAM</strong></td>
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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  SBS  4. Academic Unit  POS

5. Course subject/catalog number  POS 456  6. Units  3

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

8. Cross-listed with ____________________________________________
   *Please submit a single cross-listed syllabus that will be used for all cross-listed courses.*

9. Long course title  **Topics in Global Environmental Politics**
   *max 100 characters including spaces*

10. Short course title (max. 30 characters including spaces)  Global Enviro Politics

11. Catalog course description (max. 30 words, excluding requisites).
   This course examines global environmental politics from an international and comparative perspective. The main objective is to orient students to the major issues, theoretical frameworks, institutions and actors involved in GEP. May be repeated for up to 6 hours of credit with different content.

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/o unit embedded lab ☐  Lecture only ☒  Lab only ☐  Clinical ☐  Research ☐
   Seminar ☐  Field Studies ☐  Independent Study ☐  Activity ☐  Supervision ☐

16. Prerequisites (must be completed before proposed course)  

17. Corequisites (must be completed with proposed course)  

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

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)? yes □ no ☒
Name of new plan?

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

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

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

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

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

   The Department of Political Science has a known emphasis in environmental politics. To date, all of our environmental politics courses have been primarily domestic in nature, while international environmental issues have been addressed in a range of international affairs courses. A recent seven year review of the department suggested we drop 1-2 of our existing environmental courses, and add a course in Global Environmental Politics. In addition, we hired a new Assistant Professor with a specialty in global environmental politics. With this addition, we now have the broad expertise of numerous faculty to offer a course on Global Environmental Politics on a regular basis.

   Geeta Chowdhry, Sheila Nair,
   Lori Poloni-Staudinger, Carol Thompson

24. Names of current faculty qualified to teach this course

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

26. Will present library holdings support this course? yes ☒ no □
If the course being submitted for approval is **NOT** a **LIBERAL STUDIES** course, please go to step 42.

**LIBERAL STUDIES ONLY**

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

27. This course is a  □ Single section  □ Multi-section
28. List names of faculty who may teach this course: _______
29. Section enrollment cap: _______

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 30-33.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 37-38.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 39-41.

**NEW LIBERAL STUDIES COURSE**

30. Thematic Focus (check all that apply): **If a topics course, must apply to **ALL** sections.**

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

31. Distribution Block (check one): **If a topics course, must apply to **ALL** sections.**

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

32. Skills (check two): **If a topics course, must apply to **ALL** sections.**

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

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

**TOPICS COURSE ONLY**

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

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

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

GO TO question 42.
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

42. Approvals

[Signatures and dates]

For Committees use only

[Blank space for signatures and dates]

For Liberal Studies Committee

Action taken: __________________________ Approved as submitted __________________________ Approved as modified

[Signature] 1/3/07

For University Curriculum Committee

Action taken: __________________________ Approved as submitted __________________________ Approved as modified

revised 8/06
College of Social and Behavioral Science
Department of Political Science
POS 456: Global Environmental Politics
3 Credit Hours

Lori Poloni-Staudinger
Office: 201 SBS
Office Hours: Thursdays 11-1 and by appointment
Phone: 523-6546  Email: lmp75@nau.edu

Objectives:

This course examines environmental politics from an international and comparative perspective. The main objective of this course is to orient students to the major issues, theoretical frameworks, institutions and actors involved in global environmental politics. To that end, we will examine the basic assumptions and insights of different approaches to understanding global environmental politics. In addition, we will see if these approaches are useful for understanding current cases or issues in the field. In particular, by the end of the course, students will be able to:

- Discuss the concept of the environment as a political issue in the global arena and identify the discourses surrounding global environmental politics
- Identify the history of global environmental politics
- Learn about the methods used to study global environmental politics
- Learn about the actors involved in global environmental politics and evaluate and use theories to explore their activities
- Identify the concept of environmental regimes and apply this to particular cases
- Learn about the interplay between the environment and national security
- Discuss the linkages between trade and the environment, the ecological modernization approach, and the concept of sustainable development
- Discuss key global environmental agreements and evaluate the reasons for success or failure of these agreements
- Identify the major international governing bodies with jurisdiction over environmental issues and evaluate the role they play in international environmental governance

The first part of the course will be spent examining the major actors and issues facing global environmental politics. We will ask questions such as what is environmental politics, how do we study global environmental politics, who are the major actors in the international arena, what international institutions are involved in global environmental politics, how do we reconcile a capitalistic economy and global environmental protection, and how does the environment intersect with foreign policy and national security. The second half of the class (after the midterm) will be spent examining specific environmental regimes. We will begin this section by understanding theoretically what
an environmental regime is, how we approach them, and how to evaluate their effectiveness. We will then examine specific cases of environmental regimes such as transboundary air pollution, ozone depletion, climate change, and species and biodiversity regimes.

**Course Readings:**

Two textbooks are required for this class and can be found in the NAU bookstore.


In addition, several reserve readings will be required throughout the semester. These readings can be accessed in our class shell in Vista. You will need to go to the Course Content page and then access the folder called “Reserve Readings”.

**This means that every student in the class must have a Dana username and password and be able to access Vista. If you are unsure how to do this, please make an appointment the first week of class.**

**Format:**

This class will consist of a mix of lectures and guided discussions. It is imperative that you come to class having done the reading and prepared the assignments. It is also imperative that you come to class ready to engage and discuss the material.

**Course Grading:**

You will be assessed in this class in several different ways as listed and described below.

20% of your overall grade is based on weekly précis written on the readings.
15% of your overall grade is based on class participation.
20% of your overall grade is based on a research paper.
5% of your overall grade is based on presentation of your research papers.
20% of your overall grade is based on the midterm exam.
20% of your overall grade is based on the final exam.

**There are no extra credit assignments available in this course.**

Students are entitled to an explanation of their grades. If you wish to challenge any of the grades you receive, you must write me a memo explaining why you are challenging the
grade. You must also wait 24 hours after receiving your grade before you submit the written challenge. I WILL NOT consider changing any grades without a written request to do so, nor will I consider requests prior to 24 hours after assignments have been returned.

**Weekly Précis:**

We will generally cover a new topic each week. This class meets on Tuesdays and Thursdays. **On Tuesdays,** I will generally provide an overview of the topic for the week; therefore, Tuesdays will mostly be occupied by lectures. **On Thursdays,** we will run the class in a seminar format. In order for our seminar discussions to have some structure, you will need to come to class on **Thursdays** having prepared a précis on the readings for the week. Your précis should be organized according to the following format:

**Name:**

**Bibliographic citation of reading(s):**

**Purpose:** In this section explain why the author(s) wrote the piece(s). What is the purpose of the piece(s)? What is the author(s) trying to achieve in this work?

**Method:** What method does the author(s) use to achieve his/her purpose?

**Findings:** What are the major findings?

**Evaluation:** What did you think about this work? What are the major strengths and weaknesses of the piece(s) as you see them? Do you find any connections between this piece and others we have read? Any contradictions?

Your précis should be one page single-spaced, 12 point font, with one inch margins. The findings and evaluations should comprise the bulk of your work. As there are several readings required for each week, your précis should provide a synthesis of the works rather than be a book review of each piece.

**Class Participation:**

The seminar format that we will use will require substantial participation by the members of the class. This format will not work if students do not come to class prepared to discuss the readings and topics **each Thursday.** To facilitate the seminar discussions, we will have discussion leaders each Thursday. The discussion leaders will share with the class the contents of their précis. The majority of this discussion should focus on the findings and evaluations of the author(s). In addition, I will post “thought questions” each Tuesday afternoon under the Discussion tab on Vista. I would like you to respond to these postings by **Wednesday at 5pm.** We will integrate comments into our Thursday discussions.

Please keep in mind that it is the QUALITY of class participation that is important as distinguished from the QUANTITY of class participation.
Research Paper:

You will be required to undertake a research project in this class. The topic can be one entirely of your own choosing. The only restriction on the topic is that it must be of relevance to this course, i.e., it must cover a topic of relevance to international or comparative environmental politics. Specifications for the research paper can be found below:

- Your research paper will need to be 10-15 pages, typed, double-spaced with 12 point Times New Roman font and 1-inch margins.

- You will need to use AT LEAST 20 sources for this project. Of these, AT LEAST 10 need peer-reviewed sources.

- You will need to have topics approved and a list of 10 sources by March 1.

- You must properly cite in your paper in either MLA or APA format.

- You will be graded based upon paper organization, development of an argument or thesis, integration and evaluation of sources, and grammar.

- Papers will be due at the beginning of class on April 26, 2007.

We can all learn from each other’s work. This is why we will be presenting the results of our research in class at the end of the semester. Every student will need to prepare a 10 minute presentation of their work. Dates for presentations will be assigned in class.

Exams:

There will be two exams in this class. The midterm will cover material from the beginning of the semester up until the midterm, and the final will cover material from the midterm through the final. In other words, the final is non-cumulative. The exams will comprise a mix of identification questions, multiple choice and short essay.

Grades:

I grade using a standard percentage scale. I do not curve, nor do I incorporate any extra credit:

A=89.5-100%
B=79.5-89.4%
C=69.5-79.4%
D=59.5-69.4%
F=59.4% and below
**Course Policies:**

*Please review university policies found at the end of this syllabus.*

Re-tests or make-ups: Make-ups or re-tests are not allowed as a general rule. Exceptions will be made only under cases of extreme medical or personal emergency, and documentation will be required.

Class respect: Discussion is an integral part of this class. Your opinions will differ. I expect that you will RESPECTFULLY disagree with each other. I expect that we will maintain an open environment where a diversity of opinions will be welcome and discussed. Personal attacks will not be tolerated and can potentially result in lowering your final grade.

Cheating: If you are caught cheating in this class, you will fail the class. This includes plagiarism in all written work in this class. You must properly cite your sources on your paper, and we will discuss how to do this in class. While technology enables you to more easily pass off other’s work as your own, it also enables me to have more resources in identifying these issues.

Attendance: I will not formally take attendance in class. That said, it will be difficult to earn credit for class participation if you are not there to participate. It has also been my experience that performance in class is correlated with attendance in class.

**Schedule:**

*I reserve the right to modify schedule and change or add readings as needed*

1/16: Course introduction

1/18: The Global Environment as a Political Issue  
BHS Chapter 5  
CBD pp. 1-11

1/23: The Global Environment as a Political Issue

1/25: The Global Environment as a Political Issue (précis due)

1/30: History of International Environmental Politics  
**Reading:** BHS Chapter 5

2/1: History of International Environmental Politics (précis due)

2/6: How do we study Global Environmental Politics?
Reading: BHS Chapter 3
    BHS Chapter 4

2/8: How do we study Global Environmental Politics? (précis due)

2/13: Actors in the Global Environmental Arena
    Reading: BHS Chapter 7
        CBD Chapter 2
        Paul Wapner "Politics Beyond the State: Environmental Activism
        and World Civic Politics" (on reserve)

2/15: Actors in the Global Environmental Arena (précis due)

2/20: Institutions involved in International Environmental Policy and Enforcement
    Readings: BHS Chapter 9
        Marvin Soroos "Global Institutions and the Environment: An
        Evolutionary Perspective" (on reserve)
        Do We Need a World Environmental Organization?" online at:
        http://www.law.harvard.edu/academics/graduate/cwe/chayes/enviro.html

2/22: Institutions involved in International Environmental Policy and Enforcement
    (précis due)

2/27: The environment and national security
    Readings: BHS Chapter 8
        Thomas Homer-Dixon "Environmental Scarcities and Violent
        Conflict: Evidence from Cases" (on reserve)
        Daniel Deudney "The Case against Linking Environmental
        Degradation and National Security" (on reserve)

3/1: The environment and national security (précis due)

3/6: International economy and the environment
    Readings: BHS Chapter 6, Chapter 10
        Towards Sustainable Development, World Commission on
        Environment and Development (on reserve)
        Garrett Hardin "The tragedy of the Commons" (on reserve)
        Susan Buck "No tragedy of the Commons" (on reserve)

3/8: International economy and the environment (2 précis—one on sustainability, one on commons)
3/13: Review for Midterm

3/15: Midterm Exam

3/20, 3/22: SPRING BREAK

3/27: Development of Environmental Regimes (theoretical overview)
    **Readings:** CBD Chapter 1, pp.16-40
    BHS Chapter11

3/29: Development of Environmental Regimes (theoretical overview) (précis due)

4/3: Transboundary air pollution
    **Readings:** CBD Chapter 3, pp. 101-106
    Additional Readings TBA

4/5: Transboundary air pollution (précis due)

4/10: Ozone Depletion and Climate Change
    **Readings:** CBD Chapter 3, pp. 106-128
    Additional Readings TBA

4/12: Ozone Depletion and Climate Change (précis due)

4/17: Species conservation and biodiversity
    **Readings:** CBD chapter 3 143-175
    Additional Readings TBA

4/19: Species conservation and biodiversity (précis due)

4/24: Summing it all up. Where do we go from here?
    **Readings:** BHS Chapter 13

4/26: **PAPERS DUE**
    Presentations

5/1: Presentations

5/3: Presentations

Final Exam 7:30am-9:30am Tuesday, May 18th
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 SBS 4. Academic Unit Ethnic Studies

5. Course subject/catalog number ES 100 6. Units 3

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

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

9. Long course title Introduction to Ethnic Studies
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Introduction to Ethnic Studies

11. Catalog course description (max. 30 words, excluding requisites).
   This course offers an examination of the social, political, historical and cultural experiences of African Americans, Asian Americans, Latino(as)/Chicano(as) and Native Americans in the United States.

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

16. Prerequisites (must be completed before proposed course) none

17. Corequisites (must be completed with proposed course) none

18. If course has no requisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):
   instructor consent □ department consent □ no consent ☑
19. Is the course needed for a plan of study (major, minor, certificate)?  yes ☑ no ☐
   Name of new plan: Ethnic 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:
   May have some duplicative material with WST 191 and SOC 215. However, this is an interdisciplinary course and
   includes material from political science, sociology, English, women's studies, cultural studies, film studies, music etc as well. There
   is no similar course on campus.

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 ☑ Don't know
   If yes, does it require listing in the Course Equivalency Guide? yes ☐ no ☐
   Please list, if known, the institution, subject/catalog number of the course.

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

   Although the course may have some duplicative material with WST 191 and SOC 215, this is an
   interdisciplinary course and includes material from political science, sociology, English, women's studies, cultural studies, film
   studies, music etc as well. Thus, there is no similar course on campus and there is considerable demand for such a
   course at the introductory level. In addition, for an Ethnic Studies Program to be a viable program, we need to have a
   course such as this offered.

Tara Green, Geeta Chowdhry,
Mark Beeman, Juanita Heredia,
Eric Meeks, David Camacho,
Sara Aleman, Monica
   Brown

24. Names of current faculty qualified to teach this course

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? No

26. Will present library holdings support this course? yes ☑ no ☐
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

Contact name: Geeta Chowdhry		Contact email: geeta.chowdhry@nau.edu
Dept. Chair name: Geeta Chowdhry	Dept. Chair email: geeta.chowdhry@nau.edu
College Contact name: Larry Gould	College Contact email: Larry.Gould@nau.edu

27. This course is a ☑ Single section ☐ Multi-section
28. List names of faculty who may teach this course: Tara Green, Geeta Chowdhry, Mark Beeman, Juanita Heredia, Eric Meeks, David Camacho, Sara Aleman, Monica Brown
29. Section enrollment cap: 35

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33. OR
If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38. OR
If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

30. Thematic Focus (check all that apply): If a topics course, must apply to ALL sections.
   Environmental Consciousness ☐ Technology and Its Impact ☐ Valuing the Diversity of Human Experience ☑

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

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

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

TOPICS COURSE ONLY

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

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

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

revised 8/06

GO TO question 42
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

42. Approvals

[Signatures and dates]

For Committees use only

[Blank space for comments or additional information]

For Liberal Studies Committee  

Action taken: Approved as submitted  

[Signature]  1/31/07

For University Curriculum Committee  

Action taken:  

[Signature] Approved as submitted  

[Signature] Approved as modified

revised 8/06
College of Social and Behavioral Sciences
Ethnic Studies Program
Introduction to Ethnic Studies
ES 100

Semester
Time
Room
Professor
Office
Office Hours
Phone
Course Prerequisite: none

COURSE DESCRIPTION

This course introduces the student to the theoretical, conceptual, and methodological core of Ethnic Studies. The course offers an interdisciplinary, historical, and comparative approach to race and ethnicity and their intersections with gender, class, and culture. In this course we examine the socio-historical contexts of African Americans, Asian Americans, Chican@s/Latin@s, and Native Americans through the interdisciplinary perspectives including history, social science, literature, and media.

Examining cultural diversity primarily in the context of the United States the course fits into the distribution block of Cultural Understanding, and provides the thematic focus of Valuing the Diversity of Human Experience. The essential skills required in this course include critical thinking and critical reading.

Distribution Block: Cultural Understanding

Thematic Focus: Valuing the Diversity of Human Experience

Essential Skills: Critical Reading, Critical Thinking

Student Learning Expectations/Outcomes for this Course
- Students will be able to critically analyze the salience of racial construction through a series of readings and literary selections. (critical reading, critical thinking, valuing the diversity of the human experience)
- Students will critically apply concepts and theoretical perspectives to literature and media presentations about ethnic relations. (critical reading, critical thinking, valuing the diversity of the human experience)
- Through readings and class discussion students will critically examine the relationships between race and ethnicity, power, gender, and social class in the United States. (critical reading, critical thinking, valuing the diversity of the human experience)
Course Structure/Approach
This course is offered in a face to face lecture/class discussion format. Assigned readings will be used as the basis for class discussions. Lectures will include theoretical and conceptual presentations which supplement the reading materials. In class media presentations will offer opportunities for small group discussions and full class discussions in which films, videos, etc. will be analyzed in the context of concepts and theories learned in the class. Examinations will assess the extent to which students understand the concepts and theories, and how well they understand how the concepts and theories relate to relevant class discussions, lectures, and reading assignments.

Textbook and Required Materials
Required:

Weekly Articles will be placed on VISTA: See Course Outline.

Course Outline
Week 1: Interdisciplinary Approaches to Ethnic Studies

Benschoff, Harry and Shawn Griffin, 2004, America on Film: Representing Race, Class, Gender, and Sexuality at the Movies, Blackwell: Chapter 1.

Week 2: The social construction of race
Aguirre and Turner, Chapter 1.


Week 3: Addressing Intersectionality (Race, Class, Gender)

Week 4: The Changing Nature of Race and Ethnicity

Aguirre and Turner, Chapter 2.

Week 5: Exam I

Week 6: The African American Experience
Aguirre and Turner, Chapter 5.

Week 7: African American Intersectionality

Week 8: The Latin@ Experience
Aguirre and Turner, Chapter 7.

Week 9: Latin@ Intersectionality


Week 10: Exam II

Week 11: The Asian American Experience

Aguirre and Turner, Chapter 8.

Week 12: Asian American Intersectionality

video: Mississippi Masala

Week 13: The Native American Experience
Aguirre and Turner, Chapter 6.

Week 14: Native American Intersectionality


video: Naturally Native

Week 15: Hate and Progress
Aguirre and Turner, Chapter 9 and 10.

Week 16: Final Exam

ASSESSMENT OF STUDENT LEARNING OUTCOMES
Methods:
- Three exams will be given during the semester. Exams will assess the students' ability to effectively demonstrate their critical reading and critical thinking skills through their comprehension of the reading material, lectures, media presentations, and class discussions.
- A paper examining the relationship between concept, theory, and an ethnic relations issue may be used as an assessment tool at the discretion of the instructor.

GRADES: Each exam will be worth 100 points for a total of 300 points for the course. In case a paper is assigned, the instructor will adjust the points accordingly.

Grade Distribution: A 270 - 300; B 240 - 269; C 210 - 239; D 180 - 209; F 179 and below

Timeline for Assessment
Generally, the examination schedule will include one exam on the fifth week of class, one exam on the tenth week of class, and a final exam. See Course Outline.

COURSE POLICIES
Makeup: If you miss a regularly scheduled exam due to an institutionally approved reason, you must make arrangements with the instructor to make up the exam as soon as possible. All make up exams will be essay exams.
Statement on plagiarism and cheating: Cheating and plagiarism may result in automatic failure of the course.

Other: Please note that the syllabus is subject to change and discussion. Major changes will come with at least one week warning in class in the form of a written addendum. A VISTA shell will be built as the class progresses thus make sure that you are learning VISTA at <vista.nau.edu>, as we may do some of the latter class components on the Web. Note: all electronic readings will be placed on the Vista shell. Finally, because topics in this class can and probably will be controversial, I expect that we will all show courtesy towards others and to other points of view.

UNIVERSITY POLICIES
Safe Working and Learning Environment Policy: NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean’s office. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU’s Office of Affirmative Action (523-3312).

Students with disabilities: If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 523-8773 (voice), 523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations. Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed. Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office.

Institutional Review Board: Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities. The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a
project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office.

**Academic Integrity:** The University takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner. Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU’s Student Handbook.

**Academic Contact Hour Policy:** The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours or recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit." The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying. (Revised 10/23/01).

**Additional References:** Please see also NAU’s Student Handbook for additional information at <http://www4.nau.edu/stulife/handbook.htm>

**Evacuation Note**
In the event of an alarm, you must leave the building immediately by the nearest exit, and move away from the building. Do not use the elevators. Please help those who may need assistance in exiting.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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

   SUMMER 2007

3. College  SBS 4. Academic Unit ETHNIC STUDIES PROGRAM

5. Current course subject/catalog number ES 391

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
   ES 391 SPECIAL TOPICS IN ETHNIC STUDIES (3)
   Presents interdisciplinary theoretical frameworks and methodological approaches for the study of race and ethnic minorities in the United States (3 Credit hrs). May be repeated for up to six hours of credit. CUE

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

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

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

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

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

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

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)

ES 391 SPECIAL TOPICS IN ETHNIC STUDIES (3)

Presents interdisciplinary theoretical frameworks and methodological approaches for the study of race and ethnic minorities in the United States (3 Credit hrs).

May be repeated for up to six hours of credit for Ethnic Studies Minor and BAILs only. May be repeated for up to 12 credit hrs for university electives and liberal studies so long as the topic is new CUE

i. Proposed grading option: Letter grade □ Pass/Fail □ or Both □

(If both, the course may only be offered one way for each respective section.)

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

6 for Ethnic Studies Minor and BAILs emphasis but 12 units for university electives, liberal studies, so long as the topic is different.

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 □

Revised 8/06
1. Proposed prerequisites (must be completed before) __________________________

m. Proposed corequisites (must be completed with) __________________________

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

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

   We would like to provide students the opportunity to take many courses under ES 391 since we offer current topics under this number. Under current policy students can only take ES 391 twice. While we want to maintain this policy for the Ethnic Studies minor and BAI LS requirements, we feel that students should be able to count more units of ES 391 under their electives or for another major (where allowed). Many students have taken more than 6 credit hours of ES 391 since they are interested in the topics, but are unfortunately unable to count them anywhere. While we are aware that students should read the rules before taking classes, we would like to change this limitation for the future, allowing them to take ES 391 for more than 6 credit hours. These hours can be counted towards university electives.

13. Approvals

   [Handwritten signatures and dates]

   Department Chair/Unit Head (if appropriate) __________________________ 1/08/07

   Chair of college curriculum committee __________________________ 1/10/07

   Dean of college __________________________ Date

   For Committee use only __________________________ 1/13/07

   For University Curriculum Committee __________________________ Date

   Action taken: ☐ approved as submitted ☐ approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

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


3. College SBS

4. Academic Unit ETHNIC STUDIES PROGRAM

5. Current course subject/catalog number ES 391H

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
ES 391H SPECIAL TOPICS IN ETHNIC STUDIES - HONORS (3)
Prepresents interdisciplinary theoretical frameworks and methodological approaches in the study of U.S. race and ethnicity. May be repeated for up to 6 hours of credit. Prerequisite: Honors Student Group CUE

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

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

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

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

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

If this course has been listed in the Course Equivalency Guide, should that listing be left as is □ or be revised? □
If revised, how should it be revised? ____________________________
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number ____________________________

b. Proposed units ____________________________

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)

ES 391H SPECIAL TOPICS IN ETHNIC STUDIES - HONORS (3)

Presents interdisciplinary theoretical frameworks and methodological approaches in the study of U.S. race and ethnicity

May be repeated for up to six hours of credit for Ethnic Studies Minor and BAiLS only. May be repeated for up to 12 credit hrs for university electives and liberal studies so long as the topic is new CUE

i. Proposed grading option: Letter grade ☐ Pass/Fail ☐ or Both ☐

(If both, the course may only be offered one way for each respective section.)

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

6 for Ethnic Studies Minor and BAiLS emphasis but 12 units for university electives, liberal studies, so long as the topic is different.

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 ☐

Revised 8/06
1. Proposed prerequisites (must be completed before)

m. Proposed corequisites (must be completed with)

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

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

   We would like to provide students the opportunity to take many courses under ES 391 since we offer current topics under this number. Under current policy students can only take ES 391 twice. While we want to maintain this policy for the Ethnic Studies minor and BAILLS requirements, we feel that students should be able to count more units of ES 391 under their electives or for another major (where allowed). Many students have taken more than 6 credit hours of ES 391 since they are interested in the topics, but are unfortunately unable to count them anywhere. While we are aware that students should read the rules before taking classes, we would like to change this limitation for the future, allowing them to take ES 391 for more than 6 credit hours. These hours can be counted towards university electives.

13. Approvals

   Department Chair/Unit Head (if appropriate)  1/08/07

   Chair of college curriculum committee  1-1-07

   Dean of college

   For Committee use only  1/31/07

   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 college dean, department chair, and Academic Information Office.
# UNIVERSITY CURRICULUM COMMITTEE

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

| 1. College | SBS |
| 2. Academic Unit | Ethnic Studies Program |
| 3. Academic Plan Name | Ethnic Studies Minor |
| 4. Subplan (if applicable)? |
| 5. Effective Date | FALL 2007 |

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

7. 

Revised 08/06
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: [link to catalog](https://www.ucla.edu/student/academicCatalog/academicCatalog.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.)

To complete this minor, you take the following 21 units:

- 9 units of core courses: ES 191, 215, and 356
- *12 units selected from the following

AIS 101, 201, 202, 232, 304, 350, 450, 470
ANT 205, 306 (406 deleted)
ASN 208
BME 310, 420, 450, and 460
COM 301; CJ 345W, 375 and 415
ECO 425;
ENG 245, 338, 345 and 445;
ES 250, 391
FOR 230
GGR 370W
HIS 293, 380, 381, 396, 413, 414, 415, 486, 496; HUM 303; NAV 405 and 406
POS 210, 320
REL 380
SOC 315, SOC 360 (GRT 360 deleted), SOC 515
SPA 311W, SPA 353
- Topic Courses: Advisor Approval

Required

HIS 296 (when offered as Women of Color in the United States)
POS 357 (When Offered as US Cultural Diversity)
SW 450 (when offered as Ethnic Women and Aging)
WST 392/393/394 (when focuses on women of color in the United States)

Be aware that some of the courses

To complete this minor, you take the following 21 units:

- 3 UNITS OF ES 100
- 6 UNITS OF CORE COURSES SELECTED FROM THE FOLLOWING:

ES 191, 215, AND 356
- 6 UNITS SELECTED FROM THE FOLLOWING

ES 150, 160, 200, 250, 300, 391, 498C
(COURSES SUCH AS CHICANA FEMINISM, AFRICAN AMERICANS AND THE LAW, NON-VIOLENCE, SOCIAL CHANGE AND RACE RELATIONS HAVE BEEN OFFERED UNDER ES 391. YOU CAN REPEAT THIS COURSE NUMBER TWICE FOR ES MINOR CREDIT, AS LONG AS THE TOPIC IS DIFFERENT EACH TIME.)

- *6 UNITS SELECTED FROM THE FOLLOWING

AIS 101, 201, 202, 232, 304, 350, 450, 470
ANT 205, 306 (406 deleted)
ASN 208
BME 310, 420, 450, and 460
COM 301; CJ 345W, 375 and 415
ECO 425;
ENG 245, 338, 345 and 445;
FOR 230
GGR 370W
HIS 293, 380, 381, 396, 413, 414, 415, 486, 496; HUM 303; NAV 405 and 406
POS 210, 320
REL 380

Revised 08/06
required for your minor may have prerequisites that you must also take. Check the courses in the appropriate subject.

For New Plans, leave this column blank.

SOC 315, SOC 360 (GRT 360 deleted), SOC 515
SPA 311W, SPA 353
• Topic Courses: Advisor Approval

Required

HIS 296 (when offered as Women of Color in the United States)
POS 357 (When Offered as US Cultural Diversity)
SW 450 (when offered as Ethnic Women and Aging)
WST 392/393/394 (when focuses on women of color in the United States)

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

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

*A Student Individualized Plan is an academic requirement that varies by student, such as the 13-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.


The learning outcomes remain the same

Revised 08/06
11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes. When the Ethnic Studies minor plan was initially submitted, the Ethnic Studies Program was still in its infant stage. Since then we have had many new courses created in Ethnic Studies and we want to ensure that these courses are an important part of the Ethnic Studies Program. We want students to take courses from Ethnic Studies, hence the proposal that students take 6 credit hours out of 12 credit hrs of electives form ES. In addition, we would like to have all our students take ES 100. Over the years that the minor has been active, we have found that Ethnic Studies students have different degrees of preparedness at the upper division level. The current organization of the minor gives us very little control over the level of preparedness of our students since ES 191, ES 215 and ES 356 are crosslisted courses with WST 191, SOC 215, POS 356 and are taught out of those departments. Requiring ES 100 and letting students choose 2 out of the 3 from ES 191, 215 and 356 will give Ethnic Studies more control over preparing students in Ethnic Studies and still maintain our interdisciplinary nature.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied? 
Not applicable

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

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

Certifications

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

[Signature]
Chair of college curriculum committee
Date

[Signature]
Dean of college
Date

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
UNIVERSITY CURRICULUM COMMITTEE

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

1. College  SBS

3. Academic Plan Name
   B.A. LIBERAL STUDIES: ETHNIC STUDIES (EXTENDED MAJOR)

2. Academic Unit ETHNIC STUDIES PROGRAM

4. Subplan (if applicable)?

5. Effective Date  FALL 2007

6. Is this proposal for a:
   (Please refer to Plan and Subplan definitions)
   □ New Plan
   □ New Subplan  ☒ Plan Change  □ Subplan Change  □ Subplan Deletion
   □ Plan Deletion

7. Revised 08/06
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. Liberal Studies: Ethnic Studies (Extended Major)</td>
<td>To earn this BAiLS degree, you must complete at least the following 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 an ES 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.</td>
</tr>
<tr>
<td></td>
<td>• at least 57 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>
</tbody>
</table>

Be aware that some courses required for your degree have prerequisites that you must also take. Check NAU's course catalog for additional information.

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.) SEE Change in Emphasis requirements in capital and bold.

B.A. Liberal Studies: Ethnic Studies (Extended Major) | To earn this BAiLS degree, you must complete at least the following 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 ES 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 units of major requirements |
|         | • elective courses, if needed, to reach an overall total of at least 120 units |

Be aware that some courses required for your degree have prerequisites that you must also take. Check NAU's course catalog for additional information.

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
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 for the B.A. in liberal studies, you must take at least 36 units of upper-division coursework (courses 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.

Click here for more information about the B.A. in Liberal Studies (BAILS).

**MAJOR REQUIREMENTS**

You must complete the 57 units for this major that are described under the following headings:

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

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

**EMPHASIS REQUIREMENTS**

**TO COMPLETE THIS UNIT YOU TAKE THE FOLLOWING 27 UNITS:**

- 3 UNITS OF ES 100
- 6 UNITS OF CORE COURSES

**SELECTED FROM THE FOLLOWING:** ES 191, 215, AND
215, and 356

- ENG 305W, which meets NAU’s junior writing requirement (3 units)
- ES 498C, which meets NAU’s senior capstone requirement (3 units)
- 12 units selected from the following:
  - ES 250 and 391

(Courses such as “Chicana Feminism” and “African Americans and the Law” have been offered under ES 391. You can repeat this course number as long as the topic is different each time.)

AIS 101, 201, 202, 232, 304, 350, 450, and 470
ANT 205 and 306
ASN 208 and additional courses with your advisor’s approval
BME 310, 420, 450, and 460
COM 301
CJ 345W and 415
ECO 425
ENG 245, 338, 345, and 445C
FOR 230
GGR 370W
HIS 293, 296, 380, 381, 396, 413, 414, 415, 486, and 496
(HIS 296 may be taken when offered as Women of Color in the United States)
HUM 291
NAV 405 and 406
POS 210, 320, and 357
REL 380
SC 323

356

- ENG 305W, which meets NAU’s junior writing requirement (3 units)
- ES 498C, which meets NAU’s senior capstone requirement (3 units)
- 6 UNITS OF SELECTED FROM THE FOLLOWING

ES 150, 160, 200, 250, 300, 391
(Courses such as Chicana Feminism, African Americans and the Law, NON-VIOLENCE, SOCIAL CHANGE AND RACE RELATIONS have been offered under ES 391. You can repeat this course number TWICE FOR ETHNIC STUDIES BAiLS CREDIT, as long as the topic is different each time.)

- *6 UNITS SELECTED FROM THE FOLLOWING

AIS 101, 201, 202, 232, 304, 350, 450, 470
ANT 205, 306 (406 deleted)
ASN 208
BME 310, 420, 450, and 460
COM 301; CJ 345W, 375 and 415
ECO 425;
ENG 245, 338, 345 and 445;
FOR 230
GGR 370W
HIS 293, 380, 381, 396, 413, 414, 415, 486, 496; HUM 303; NAV 405 and 406
POS 210, 320
REL 380
SOC 315, SOC 360 (GRT 360 deleted),

Revised 08/06
SOC 315, 360, and 515
SPA 311W and 353
SW 450 (when offered as Ethnic Women and Aging)
WST 392/393/394 (when offered as Women of Color in the United States)

Focus, Minor, or Certificate Requirements
You meet this 15-unit requirement by choosing one of the three options described in this section.

Focus
You take at least 15 units in a structured, interdisciplinary or disciplinary plan of study outside your emphasis field. You must work with your advisor to determine the courses you will use for this student-individualized plan as early as possible to ensure that you graduate in a timely fashion. Please be aware that your advisor must approve these 15 units of coursework.

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.)

*Topic Courses: Advisor Approval Required
HIS 296 (when offered as Women of Color in the United States)
POS 357 (When Offered as US Cultural Diversity)
SW 450 (when offered as Ethnic Women and Aging)
WST 392/393/394 (when focuses on women of color in the United States)

*Be aware that some of the courses required for your minor may have prerequisites that you must also take. Check the courses in the appropriate subject.

Focus, Minor, or Certificate Requirements
You meet this 15-unit requirement by choosing one of the three options described in this section.

Focus
You take at least 15 units in a structured, interdisciplinary or disciplinary plan of study outside your emphasis field. You must work with your advisor to determine the courses you will use for this student-individualized plan as early as possible to ensure that you graduate in a timely fashion. Please be aware that your advisor must approve these 15 units of coursework.

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 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 15-17 units:

- 3 units in computer literacy, such as CIS 120 and 120L, taken with a letter grade
- 6 units of oral communication courses

You may choose 6 units of performance-based courses or a combination of 3 units of performance-based and 3 units of theory-based communication coursework from the following lists:

- EMF 124; SC 111, 311, 312, 314, 315, and 318; and TH 242
- SC 271, 321, 323, 351, 365, 424, 472, 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 BAILS/BAS Advisory Council.)

- two courses (6-8 units) in a modern 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, Revised 08/06
you can't use "travelers" or "conversation only" language courses for this requirement.)

**GENERAL ELECTIVES**
Additional coursework must be completed 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.)

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 can't use "travelers" or "conversation only" language courses for this requirement.)

**GENERAL ELECTIVES**
Additional coursework must be completed if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

8. For undergraduate plans, will this requirement be a student individualized plan*? □ no □ yes

* A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor.

If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student’s individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:

□ a. verify satisfactory completion of a non course requirement.
□ b. indicate admission to a major.
□ c. will not be used.

** A Milestone is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status. If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

Revised 08/06

The learning outcomes remain the same.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

When the Ethnic Studies minor plan was initially submitted, the Ethnic Studies Program was still in its infant stage. Since then we have had many new courses created in Ethnic Studies and we want to ensure that these courses are an important part of the Ethnic Studies Program. We want students to take courses from Ethnic Studies, hence the proposal that students take 6 credit hours out of 12 credit hrs of electives form ES. In addition, we would like to have all our students take ES 100. Over the years that the minor has been active, we have found that Ethnic Studies students have different degrees of preparedness at the upper division level. The current organization of the minor gives us very little control over the level of preparedness of our students since ES 191, ES 215 and ES 356 are crosslisted courses with WST 191, SOC 215, POS 356 and are taught out of those departments. Requiring ES 100 and letting students choose 2 out of the 3 from ES 191, 215 and 356 will give Ethnic Studies more control over preparing students in Ethnic Studies and still maintain our interdisciplinary nature.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

Not applicable

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

[Signatures and dates]

For committee use only

[Signatures and dates]

Revised 08/06
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.
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.)


5. Course subject/catalog number  PAS 356  6. Units  3

7. Co-convened with  None  7a. Date approved by UGC  N/A
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

8. Cross-listed with  None
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title  Applied Program Planning and Evaluation
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces)  Applied Prog Plan & Eval

11. Catalog course description (max. 30 words, excluding requisites).

This course examines planning models, data collection, implementation approaches and analysis. The focus of this course is the application of planning and evaluation theory to improve programs, services, and performance.

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 XX ☐

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 only ☐  Lecture w/0 unit embedded lab ☐  Lab only ☐  Clinical ☐  Research ☐
   Seminar ☐  Field Studies ☐  Independent Study ☐  Activity ☐  Supervision ☐

16. Prerequisites (must be completed before proposed course)  ENG 305W or any other Junior Level Writing Experience

17. Corequisites (must be completed with proposed course)  None

18. If course has no requisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):
   instructor consent ☐  department consent ☐  no consent XX ☐

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)? yes □ no □ XX
   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 xx □
   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 □ XX
   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 □ xx
   If yes, does it require listing in the _course Equivalency Guide_? yes □ no □
   Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved
    university format).

   Program planning and evaluation research should be taught as a part of any research methods course; however,
   this course was developed specifically for the applied setting. It is important that an organization, particularly those
   serving the public sector to not only plan programs but evaluate the goals and outcomes of those programs. To this
   extent this new course compliments and adds significantly to the research methods course that is specific to this
   program. This course was one of the courses most requested by agencies who are the primary employer of graduates from the
   applied programs, specifically Public Agency Service and Administration of Justice.

24. Names of current faculty qualified to teach this course

   Jon Rudy, Beverly Spittal, Cindy Scott, Marcie Demotte

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? ______

26. Will present library holdings support this course? yes 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: _____
Dept. Chair name: _____
College Contact name: _____
Contact email: _____
Dept. Chair email: _____
College Contact email: _____

27. This course is a [ ] Single section [ ] Multi-section
28. List names of faculty who may teach this course: _____
29. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.
*OR*
If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.
*OR*
If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

**NEW LIBERAL STUDIES COURSE**

30. Thematic Focus (check all that apply): *If a topics course, must apply to ALL sections.*

   Environmental Consciousness [ ] Technology and Its Impact [ ] Valuing the Diversity of Human Experience [ ]

31. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

   Aesthetic and Humanistic Inquiry [ ] Cultural Understanding [ ] Lab Science [ ]
   Science/Applied Science [ ] Social and Political Worlds [ ]

32. Skills (check two): *If a topics course, must apply to ALL sections.*

   Creative Thinking [ ] Critical Reading [ ] Effective Oral Communication [ ] Effective Writing [ ] Critical Thinking [ ]
   Ethical Reasoning [ ] Quantitative/Spatial Analysis [ ] Scientific Inquiry [ ] Use of Technology [ ]

33. Is this a topics course? [ ] Yes [ ] No [ ]
   If YES, please complete questions 34-36. If NO, please go to question 42.

**TOPICS COURSE ONLY**

34. Identify the **Student Learning Outcomes** that will be found in **ALL** topic syllabi offered under this course number. _____

35. Explain by what method(s) Student Learning Outcomes will be assessed in **ALL** topic syllabi offered under this course number. _____

36. Please attach an example of a Topic Syllabus offered under this course number.

**GO TO question 42.**
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply? 

38. Do you intend to offer ABC 300 and ABC 300W? yes □ no □  
   If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply? 

40. Does this proposal replace or modify an existing course or experience? yes □ no □  
   If yes, which course(s)? 

41. Do you intend to offer ABC 400 and ABC 400C? yes □ no □  
   If no, please submit a course delete form for the ABC 400.

42. Approvals

Department Chair (if appropriate)  
[Signature]  
Date

Chair of college curriculum committee  
[Signature]  
Date

Dean of college  
[Signature]  
Date

For Committees use only

For Liberal Studies Committee  
Date

Action taken:  
Approved as submitted

For University Curriculum Committee  
Date

Action taken:  
Approved as submitted

revised 8/06
Applied Program Planning and Evaluation

General Information

College and Department: Social and Behavioral Sciences

Course Prefix, Number, and Title: PAS 356, Applied Program Planning and Evaluation

Semester

Spring 2008

Instructor: Jon Rudy, M.S.

Office Address: Health Promotion Office
Raymond Hall, NE Lobby

Office Hours: Tuesday, 4-5 PM, or by appointment

Course Prerequisites
ENG 305W or an equivalent junior-level writing course

Course Description

This course provides students with an understanding of the critical role of systematic planning and evaluation to develop programs as well as solve program problems and improve program performance. This course examines planning models, data collection and analysis methods, implementation approaches, and evaluation methods. The principle focus of this course is the application of planning and evaluation theory to improve programs, services, and performance.

Student Learning Expectations/Outcomes for this Course

Students learn to systematically conceptualize and design change interventions (services and programs) using planning, implementation, and evaluation theories and methods. The course's learning objectives are listed below. Grading will be based on the student's ability to meet these objectives. By the end of the course, the student will be able to:

Planning
Describe the steps of a general program planning model and compare different examples of organizational planning models to this general planning model
Conduct library and/or Internet research to identify journal articles that address research on program development and evaluation issues
Describe assessment study design issues
Develop a data collection plan
Develop different types of data collection instruments
Determine and set priorities for solving program development and evaluation problems
Write goals and measurable objectives for change interventions
Develop conceptual skills to identify researchable program development and evaluation problems, analyze underlying causes for these problems, and propose potential change interventions to solve these problems
Identify grant funding sources on the Internet and describe the four steps of basic grant writing.
Plan and write a problem-based grant proposal consisting of nine basic sections. See the listing of these nine sections below in the Capstone Assignment section of the syllabus.

Implementation
Define and describe the components of organizational change implementation
Explain the implementation process and the importance of an implementation plan
Create a logic model that describes the intervention implementation process
 Develop an implementation plan with activities to implement a change intervention
Describe the function of implementation plan matrices (general timelines, Gantt charts, and PERT charts) and demonstrate competence in the construction of these tools

Evaluation
Define and differentiate the terms process, impact, and outcome evaluation
Develop an evaluation plan to determine the effectiveness of a planned intervention
Develop a comprehensive proposal that includes an evaluation plan for impact assessment
Compare the strengths and weaknesses of qualitative and quantitative data, and describe the use of data triangulation for analyzing program development and evaluation problems
Compare cost-benefit and cost-effectiveness analysis as it relates to program development and evaluation
Demonstrate competence in the construction of a logic model that includes program inputs, activities, outputs, and evaluation components

Course Structure/Approach

1 Readings: Students are expected to read all required readings as assigned.
2 Quizzes and final examination: Quizzes will be administered within each major study unit. Quizzes will test the student’s knowledge of the theory, methods, and practices outlined in the course objectives. The final examination is a comprehensive assessment covering the entire course.
3 Assignments 1-8: Assignments 1-7 involve writing descriptions of the planning, implementation, and evaluation process for a hypothetical change intervention. Assignment 8 is a capstone assignment that is the preparation of a grant proposal for the hypothetical change intervention. This assignment includes a synthesis of Assignments 1-7.
4 Active participation in discussions.

Formation and Functioning of Groups

After Assignment 1, students will be grouped by the instructor into teams of 2-3 people with common program interests. For assignments 2-8, students will work in assigned
teams. With minor exceptions determined by the instructor, students will remain in these assigned teams throughout the remainder of the class. Team members will have an opportunity to play three roles throughout Assignments 2-8. These roles will be Primary Lead, Contributor, and Reviewer.

Team Member Roles
1. Primary Lead: The Primary Lead on the assignment is in charge of doing the majority of the writing of the assignment as well as coordinating the assignments parts, delegation of tasks to other team members, and setting the timeline for assignment completion.
2. Contributor: The Contributor assists the Primary Lead in doing part of the writing and formatting of the assignment.
3. Reviewer: The Reviewer will proof the work done by the Primary Lead and Contributor. Proofing of the work includes checking grammar, spelling, editing, making sure that the work conforms to the instructions, assuring that all required assignment elements are completed in order, and assuring that any references are formatted properly using American Psychological Association (APA) format.

For groups of three, each person will assume the three different roles described above, rotating from assignment to assignment. For groups of two, students will rotate between the roles of Primary Lead and one Contributor-Reviewer.

Groups will be given a discussion folder in which to record and communicate class assignment tasks.

The team will have to work together to compensate for member strengths and weaknesses. Communicating with each other, as a team, is critical to fairness and success.

For a variety of reasons, some students may drop the class. This may entail requesting that a student join another team in mid-stream. In the working world, this occasionally happens when working teams lose a member who leaves for another job or is reassigned by a supervisor to another workgroup. In this situation, the student assigned to the new team will have to catch up with the group. A key to making things happen smoothly is flexibility on the part of the students and the instructor.

Capstone Assignment
The capstone assignment for this course will be Assignment #8. It involves writing a fictitious grant proposal. This assignment involves writing a problem-based grant proposal that addresses the 9 sections of the grant proposal as noted below. Leading up to assignment #8, students will do 7 assignments that deal with parts of the grant proposal. Assignment #8 puts it all together. The following information helps students prepare for the capstone assignment:

- Requests for Proposals (RFP)

Kalinga Foundation, a fictitious community service development foundation, is seeking proposals that will support innovations that enhance the lives of the citizens of Arizona. The foundation will fund a limited number of proposals for up to $150,000 for one year. The funding can be used for start-up projects that may include urban development, health services or programs, criminal justice, environmental improvement, energy conservation, or small business development programs. A formal RFP announcement will be released to all students the first week of class.
Students will respond to the RFP by completing a Letter of Intent describing the background of the problem and effective solutions to the problem, with the intent of developing a full proposal including all 9 sections listed under Format of Proposals below.

- Format of Proposals
  The proposals must address the following areas:
  Background of the problem and effective solutions to the problem
  Goal of the project that will address the problem
  Objectives of the project
  The planned intervention and activities to accomplish the objectives of the project
  Evaluation procedures to assess the effectiveness of the project
  Budget for the project
  References
  Letters of support
  Biographical sketches of the Project Director(s)

Textbook and Required Materials

Required Readings (Texts)


Required Readings (Other)


Recommended Optional Materials/References

Gantt chart designer 0.9. Free Download Manager. Freeware available at: http://timios.net/Gantt/


Course Outline

Major Study Units

Introduction to models covering planning, implementation, and evaluation
Selecting the program development problem and conducting secondary research on this problem
Primary research data collection methodology, data analysis, descriptive statistics
Writing goals and measurable objectives; setting intervention priorities
Use of intervention planning models and methods
Planning an evaluation
Designing and writing a grant proposal as a capstone project.
Assessment of Student Learning Outcomes
Methods of Assessment
6 Quizzes: 25%
Final Examination: 25%
Assignments 1-8: 40%
Participation: 10%

Timeline for Assessment

Week Major Study Unit Assessment due Assignment due
1 1
2 1 Quiz 1 1. Introduction and program development problem selection
3 2 Student-centered assessment
4 2 Quiz 2 2. Literature review
5 3
Peer assessment
6. Selecting change interventions: a) Identify the resources necessary to accomplish the program and prepare a budget, b) Develop a marketing plan for the intervention, c) Describe the strategies for implementing the program, and d) Prepare an implementation timetable (Gantt chart).

Grading System

Course grades are based on the earning of at least
90% of total points for an “A”
80% for a “B”
70% for a “C”
60% for a “D”.

Course Policy
- MISSED WORK: quizzes, assignments, and the final exam will result in 0 points for that assignment. Students may drop or miss one quiz.
- QUIZZES: Students cannot make up quizzes without providing a university institutional excuse available from the Office of Student Life. Preferably, students should notify the instructor in advance of any expected absence so that quizzes can be taken prior to the absence. Due dates for all assignments are posted in the syllabus. If the student is absent on the due day of an assignment due to a university excused absence, the assignment should be turned in prior to the absence, unless approval is received from the instructor in advance.
- LATE ASSIGNMENTS: Students are expected to complete all required course work by the established due dates. Late assignments will not be routinely accepted. If students contact the instructor in advance, the instructor may allow alternative arrangements.
- CHEATING AND PLAGIARISM: Cheating on examinations/assignments and plagiarism will not be tolerated. Students are expected to do their own work except where specifically noted. If cheating, plagiarism or unauthorized assistance given or received is discovered, zero (0) points for the work will be awarded, and disciplinary action will be pursued if deemed appropriate, up to a failing grade for the course. The Associate Vice-Provost of Academic Affairs and/or Office of Student Life may be contacted in such cases. Please read the NAU Guide to Plagiarism & Academic
Integrity: http://www.nau.edu/library/information/guides/plagiarism.html
- All documents submitted by students will conform to the American Psychological Association (APA) writing format. An excellent guide to the APA formatting and style can be found online at The Owl at Purdue located at http://owl.english.purdue.edu/owl/resource/560/01/. University Policies

Please read the following links describing university policies on:
- Students with Disabilities Accessibility and Accommodation at http://www4.nau.edu/diversity/ada-accessibility.asp
- Academic Integrity Policies in the Student Handbook at http://www4.nau.edu/stulife/handbookdishonesty.htm

Guidelines for Success
- Login to class daily. Staying up-to-date on course assignments, readings, group discussions and activities is crucial to success.
- Avoid procrastinating. This course is demanding. Class projects cannot be put off until the last minute. Timely participation in group projects is critical to the group's success and grade. Other students' grades depend on full group participation.
- Read all assigned materials before taking quizzes and the final examination.
- Take advantage of the email feature and class question and answer discussion board. Keep in touch with the instructor and your fellow students. Study Tips

To be effective in online classes, students should have well-developed study and time management skills. The NAU Franks Health Center's website has a library of helpful stress management articles including time management, test-taking tips, tips for improving sleep, help available for test testing, and general stress management tips. Students are encouraged to read these helpful study guides.

Student feedback
Students will have an opportunity to give the instructor and institution feedback about the quality of instruction and content in this course. An anonymous survey will be available in the third week of instruction to allow students to ask questions and provide comments on key instructional points. At mid-term, a peer evaluation will be offered to allow students to critically evaluate their project teammates' levels of participation and fulfillment of required roles in group projects. At the end of the course, students will have an opportunity to complete an institutional course evaluation to assess the quality of the instruction and the course content.
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.


5. Course subject/catalog number PAS 415 6. Units 3

7. Co-convened with None
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
   7a. Date approved by UGC N/A

8. Cross-listed with None
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title Conflict Resolution & Mediation in the Public Sector
    (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Conflict Resolu & Medi Pub Sec

11. Catalog course description (max. 30 words, excluding requisites).
    This course presents a set of practical ideas and concepts concerning the understanding of conflict resolution and problem solving through mediation in the public sector.

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 XX □

14. May course be repeated for additional units? yes □ no x
    a. If yes, maximum units allowed? yes □ no □
    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 only □
    Lecture w/0 unit embedded lab □ XX 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 XX □

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)?
   yes ☑ no ☐
   Name of new plan: BIS/BAS in Administration of Justice, Public Agency Service and Fire Science Administration

   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:
   I have compared the syllabus from SC 477 (Mediation and Conflict Management) to this syllabus. While there are concepts common to both courses, PAS 415 is intended for a practical setting in management and supervision situations specific to the public sector and the administration of justice settings such as police, courts and corrections, as well as other public sector agencies. Conceptually (theoretically) the percent of duplication is about 70 percent, substantively the duplications is less than 25 percent.

21. Will this course affect other academic plans, academic units, or enrollment? yes ☐ no ☑
   If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)?
   yes ☐ no ☑
   If yes, does it require listing in the Course Equivalency Guide? yes ☐ no ☑
   Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).
   This course is applicable to the BIS and BAS in Public Agency Service, Administration of Justice and Fire Science Administration. This areas of employment are not immune to conflict; thus, a course concerning issues of conflict resolution and mediation are essential to those students planning to work in the public sector.

24. Names of current faculty qualified to teach this course
   Beverly Spitler, Cindy Scott,
   Marcie Demotte

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?

26. Will present library holdings support this course? yes xx no ☐
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

Contact name: _____
Dept. Chair name: _____
College Contact name: _____
Contact email: _____
Dept. Chair email: _____
College Contact email: _____

27. This course is a  ☐ Single section  ☐ Multi-section
28. List names of faculty who may teach this course: _____
29. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

30. Thematic Focus (check all that apply): If a topics course, must apply to ALL sections.
   Environmental Consciousness ☐  Technology and Its Impact ☐  Valuing the Diversity of Human Experience ☐

31. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry ☐  Cultural Understanding ☐  Lab Science ☐
   Science/Applied Science ☐  Social and Political Worlds ☐

32. Skills (check two): If a topics course, must apply to ALL sections.
   Creative Thinking ☐  Critical Reading ☐  Effective Oral Communication ☐  Effective Writing ☐  Critical Thinking ☐
   Ethical Reasoning ☐  Quantitative/Spatial Analysis ☐  Scientific Inquiry ☐  Use of Technology ☐

33. Is this a topics course?  Yes ☐  No ☐
If YES, please complete questions 34-36.  If NO, please go to question 42.

TOPICS COURSE ONLY

34. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

35. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. _____

36. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 42

revised 8/06
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply?  

38. Do you intend to offer ABC 300 and ABC 300W? yes □ no □  
   If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply?  

40. Does this proposal replace or modify an existing course or experience? yes □ no □  
   If yes, which course(s)?  

41. Do you intend to offer ABC 400 and ABC 400C? yes □ no □  
   If no, please submit a course delete form for the ABC 400.

42. Approvals

Department Chair (if appropriate)  

Chair of college curriculum committee  

Dean of college  

For Committees use only

For Liberal Studies Committee  

Action taken: Approved as submitted  

Approved as modified  

11/31/07  

For University Curriculum Committee  

Action taken:  

Approved as submitted  

Approved as modified  

revised 8/06
NORTHERN ARIZONA UNIVERSITY
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCE
ADMINISTRATION OF JUSTICE AND PUBLIC AGENCY SERVICES

PAS 415 CONFLICT RESOLUTION AND MEDIATION IN THE PUBLIC SECTOR

Course offered Fall and Spring Semesters
Credit Hours: Three (3) Hours
Dr. Beverley Spitler
Office: 602-776-4675
Office hours are 2 hours before class, after class and by E-mail and cell phone
bevspitler@yahoo.com
Beverley_Spitler@nau.edu

PREREQUISITE: PAS 224, PAS 310, or junior status, or instructor's approval

CATALOGUE DESCRIPTION:

All societies, communities, organizations, and interpersonal relationships experience conflict at one time or another in the process of day-to-day interactions. Conflict is not necessarily bad, abnormal, or dysfunctional; it is a fact of life. This course is designed to present a set of practical ideas to assist people to understand conflict resolution and how to resolve it through mediation. The course will focus on how conflict resolvers can productively think about conflict and resolution, rather than react under impulse. The class will assist people to be effective as negotiators, facilitators, mediators, and communicators.

STUDENT LEARNING EXPECTATIONS/OUTCOMES FOR THIS COURSE:

Students in the major of Administration of Justice should have a working knowledge of the administrative and managerial function of the various agencies in the criminal justice system which includes conflict resolution. It is important that the student is aware of the current issues and modern approaches that pertain to the various relationships that exist between the police and the community.

COURSE STRUCTURE AND APPROACH
This course will be a tradition style of teaching (face-to-face) with discussions to guide the student through the material and accomplish the course objectives. Evaluation of student outcomes will be measured through class participation, test, and submission of writing assignments.

TEXTBOOK AND OTHER REQUIRED READINGS:
Weeks, D. (1994), The eight essential steps to conflict resolution; Preserving relationships at work, at home, and in the community. New York: Penguin Putnam Inc.

Supplement texts:


COURSE OUTCOMES:

At the end of this course the student will:

- Be able to identify the eight steps in conflict resolution
- Be able to define what conflict is and demonstrate how to handle conflict in the workplace
- Be able to identify when to seek a third person to facilitate in conflict resolution
- Be able to resolve conflict when other parties seem not to want a resolution
- Be able to describe the different dimensions along which conflict occurs
- Be able to identify the sources of conflict
- Be able to identify ways in which people engage in or avoid conflict
- Be able to discuss the different types of power that people bring to bear in conflict and sources of that power
- Be able to identify the differences between integrative and distributive power
- Be able to discuss the relationship between conflict and culture
- Be able to discuss the nature of resolution and asks what constitutes a genuine resolution of conflict
- Be able to identify what constitutes effective communication, including listening, speaking with power, and framing conflict in constructive ways
- Be able to identify the role of mediation
- Be able to select the strategy to use during mediation
- Be able to identify the issues and setting the agenda for mediation
- Be able to identify the need for options; general or specific
- Be able to conduct final bargaining on substantive and procedural issues
- Be able to identify special situations and how to deal with them.

COURSE OUTLINE:

OCTOBER 16, 2006
Overview of Class
Review of Syllabus
Review of Issue Paper
Power Point on Chapters 1, 2, 3 “Eight Essentials Steps To Conflict Resolution”

OCTOBER 23, 2006
Discussion Articles (class participation)
Articles must be related to Conflict problems in general
Power point on Chapters 1, 2, 3, “The Dynamics of Conflict Resolution”
Role playing concerning how people conflict

OCTOBER 30, 2006
Discussion Articles (class participation)
Articles must be related to Creating an Effective Atmosphere
Power point on Chapters 4, Steps 1-4
Test on Power point presentations Chapter 1, 2, 3 “Eight Essentials” and 1, 2, “The Dynamics of Conflict”

NOVEMBER 6, 2006
Discussion Articles (class participation)
Article must be related to Negotiations
First Issue Paper Due/ Oral Presentations on issues

NOVEMBER 13, 2006
Discussion Articles (class participation)
Articles must be related to Power and Conflict
Power Point on Chapters 5, 6, 7, “The Dynamics of Conflict Resolution”
Role playing concerning Conflicts with Decision Making/Labor Relations

NOVEMBER 20, 2006
Students will take a field trip to the Arizona State Prison for Women at Perryville.
Purpose of trip is to see how the inmates have set up a form of conflict/resolution/mediation among the units with the Warden and personnel from the State Department of Corrections.
Written evaluation of experience is due the following week.

NOVEMBER 27, 2006
Discussion Articles (class participation)
Articles must be related to How Mediation Works
Power Point Chapters 2, 4, 6 “The Mediation Process”
Second Issue Paper Due/Oral Presentations begin on issues

December 4, 2006
Oral Presentations Continue
Discussion Articles on the Reaching a Settlement Test on Chapters 5, 6, 7 “The Dynamics of Conflict and 2, 4 “The Mediation Process”

ASSESSMENT OF STUDENT LEARNING OUTCOMES:

A. Demonstrated mastery of goals and objectives related to conflict resolution/mediation.  
   Demonstrated through oral and written expression utilizing the appropriate analytical tools to problem solving

B. Demonstrated ability to analyze readings, provide in-depth recommendations and critical thinking.  
   Demonstrated through readings analyzed, written and Class discussion assignments

C. Demonstrated ability to present conflict clearly and cogently providing a solution through different forms of mediation  
   Demonstrated through written communication, (issue submission, discussions, field experiences).

D. Demonstrated ability to conduct research, evaluate conflict issues and address critical concerns related to police, courts, and corrections.  
   Demonstrated through field studies, and research for issues affecting the CJS.

TIMELINE FOR ASSESSMENT:

Each student is given a copy of the syllabus with what is required each week the class meets. Student mark your calendar to know what is expected and when critical assignments (issue papers) are due. It is important that each student prepares for class due to the fact that the course is only eight weeks in duration. If questions about arise about issue papers, please make those questions known at the first class or phone the instructor during the first week of class.

ASSIGNMENTS AND GRADING SYSTEM

Grades will be based on your performance on written assignments and participation in class.

ASSIGNED READINGS: You will be responsible for reading assigned reading in the text. Some outside reading will be involved and discussed in class. You will be responsible for this as well.
Each time the class meets you will be responsible for discussion articles. You will be responsible for finding these articles for discussion and write a summary of the article to be handed in with the article. You will be graded on your participation as well as turning in these questions.

There will be two exams. One Mid-term and one Final. In addition you will write two executive essays. These essays are issues that you have discovered within the workplace. These issues can be problems within the organization that needs to be brought to the forefront, or a policy/procedure that needs to be changed or addressed, the decision is yours. At a minimum the essay should:

Set forth what you believe about the issue. Explain what you believe consciously and explicitly in light of the most important theories that you have studied. You will need to take one of the positions of Mediation; an Advocate (Negotiator); Decision Maker (Arbitrator); Facilitator (Mediator); Information Provider (Expert) or, Observer (Witness, Audience).

Evaluate your own sense of responsibility—individually and institutionally. Think through your own responsibility for the type of issue you have chosen. What kind of responsibility do you have as an individual? How do you see your position on this type of issue lived out in the real world?

Think through the institutional implications of your sense of responsibility. Ask yourself the hard questions of what it means to take your vision of what is real and true and right into the public square. This is perhaps, the most difficult task of all, i.e., translating individual beliefs into institutional responsibility. In other words, consider the connection between your sense of responsibility and that of one or two institutions, such as business, government, school, or the community at large.

Draw upon the resources. You need to wrestle with your own way of making sense of complex questions like the one you have chosen, and to do so by seriously interacting with the course material. (In other words, you must have quotes from your textbook). You will need to give evidence that you have substantively and seriously read the course material as you unfold your own convictions and beliefs about the issue.

Interview one “stakeholder” in the debate over your chosen issue. Ask the presuppositional questions which get to the whys and wherefores of the person’s position. Draw their thinking into your background study of the public debate.

Requirements: Your essay must be concise and compact—i.e., not more than three (3) pages in length, not counting title page, endnotes, and bibliography. Standard format is typed, 11cpi or larger, double spaced, one (1) inch margins, and numbered pages. Include endnotes and a bibliography of all sources used, whether cited or not. All endnotes and bibliographic entries must be complete and consistent in the APA (5th Edition) format. You will need a minimum of ten (10) sources.
Each person will present their issue/essay to the class and be prepared for questions. Each essay is worth 100 points, 60% on the issue, 30% on presentation, and 10% on proper format.

Test will equal 50 points each.
Discussion will equal 25 points each
Class participation will equal 100 points each.

<table>
<thead>
<tr>
<th>Participation</th>
<th>Tests</th>
<th>Discussions</th>
<th>Essays</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>100</td>
<td>175</td>
<td>200</td>
</tr>
</tbody>
</table>

Total 575

517-575 = A
460-516 = B
403-459 = C
345-402 = D
286-344 = F

There are no extra credit assignments or makeup assignments.
To receive a grade in this course, all writing assignments must be submitted and all discussion group assignment must be completed. In other words, if all assignments are not submitted or discussion group assignments are not completed, and “F” will be given.

ATTENDANCE:

Since this is an eight (8) week course, attendance is vital. Evaluation of student outcomes will be measured through class participation so your attendance is important. You will be allowed one (1) absence before your grade will drop one complete grade. Please keep your cell phones off or vibrate. If your phone goes off during class your grade will lower one complete grade. If you are going to be late for class, please call my cell to let me know.

RECOMMENDED OPTIONAL MATERIALS/REFERENCES


www.jcr.sagepub.com
www.cojcr.org
www.cias.uidaho.edu/martin_archives/conflict_journal/conflict
www.yale.edu/iss/unsy/jcrhome/htm
www.acrnet.org/publications/crq.htm
www.ohrd.wisc.edu/onlinetraining/resolution/index.asp

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).

STUDENT WITH DISABILITIES

If you have a learning and/or physical disability, you are encouraged to make arrangements for class assignments/exams so your academic performance will not suffer because of the disability or handicap. If you have questions about special provisions for students with disabilities, contact the Counseling and Testing Center (928-523-2261).

It is your responsibility to register with the Counseling and Testing Center. Application for services should be made at least eight weeks before the start of the semester.
If the Counseling and Testing Center verifies your eligibility for special services, you should consult with your instructor during the first week of the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center.

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 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 educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning.

It is the responsibility of individual faculty members to identify instances of academic dishonesty and recommend penalties to the department chair or college dean in keeping with the severity of the violation. Penalties may range from verbal chastisement to a
failing grade in the course. The complete policy on academic integrity is in Appendix F of NAU's Student Handbook.

CLASSROOM CIVILITY STATEMENT

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to the freedom to teach and to learn. Part of the obligation implies the responsibility of each member of the NAU community to maintain a positive learning environment in which the behavior of any individual does not disrupt the classes of teachers or learners.

It is the responsibility of the individual faculty member to determine, maintain, and enforce the standards of behavior acceptable to preserving an atmosphere appropriate for teaching and learning. Students will be warned if their behavior is evaluated by faculty member as disruptive.

Sanctions may include a range of responses from immediate removal from class to referral to the appropriate academic unit and/or the Office of Student Life to review pertinent alleged university violations of ethical and behavioral standards. Significant and/or continued violations may result in administrative withdrawal from the class.
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.


5. Course subject/catalog number   PAS 450

6. Units   3

7. Co-convened with   None
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

   7a. Date approved by UGC   N/A

8. Cross-listed with   None
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title   Leadership Concepts, Skills and Models in the Public Sector
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces)   Leadership Concepts Skills Models

11. Catalog course description (max. 30 words, excluding requisites).

   This course examines the relationship between individual leadership and organizational change in the contemporary
   workplace with special emphasis on how to develop and improve the skill sets of effective leaders.

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? yes □ no □
   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 only □
   Lecture w/0 unit embedded lab □ XX Lab only □
   Seminar □ Field Studies □ Independent Study □ Activity □ Supervision □
   Clinical □ Research □

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 X X □

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)?  yes ☐ no ☐
   Name of new plan?  BIS/BAS in Administration of Justice, Public Agency Service and Fire Science Administration  ☐
   Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes ☐ no ☐
   If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:
   
   Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes ☐ no ☐
   If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes ☐ no ☐
   If yes, does it require listing in the Course Equivalency Guide? yes ☐ no ☐
   Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).

   This course is applicable to the BIS and BAS in Public Agency Service, Administration of Justice and Fire Science Administration. Management and administration skills are essential to supervisors and managers in the public section; however, without an understanding of the concepts and applicable skills of good leadership organizations tend to flounder. This course fills a gap in the current course inventory in public agency service, administration of justice and fire science administration.

24. Names of current faculty qualified to teach this course

Beverly Spitler, Cindy Scott, Marcie Demotte, Rosa Gomez-Dierks

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?

26. Will present library holdings support this course? yes ☒ no ☐
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

Contact name: ______
Dept. Chair name: ______
College Contact name: ______
Contact email: ______
Dept. Chair email: ______
College Contact email: ______

27. This course is a □ Single section □ Multi-section
28. List names of faculty who may teach this course: ______
29. Section enrollment cap: ______

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30–33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37–38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39–41.

NEW LIBERAL STUDIES COURSE

30. Thematic Focus (check all that apply): If a topics course, must apply to ALL sections.
   Environmental Consciousness □ Technology and Its Impact □ Valuing the Diversity of Human Experience □

31. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry □ Cultural Understanding □ Lab Science □
   Science/Applied Science □ Social and Political Worlds □

32. Skills (check two): If a topics course, must apply to ALL sections.
   Creative Thinking □ Critical Reading □ Effective Oral Communication □ Effective Writing □ Critical
   Thinking □
   Ethical Reasoning □ Quantitative/Spatial Analysis □ Scientific Inquiry □ Use of Technology □

33. Is this a topics course? Yes □ No □
   If YES, please complete questions 34–36. If NO, please go to question 42.

TOPICS COURSE ONLY

34. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. ______

35. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. ______

36. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 42
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply? _____

38. Do you intend to offer ABC 300 and ABC 300W? yes □ no □
   If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply? _____

40. Does this proposal replace or modify an existing course or experience? yes □ no □
   If yes, which course(s)? _____

41. Do you intend to offer ABC 400 and ABC 400C? yes □ no □
   If no, please submit a course delete form for the ABC 400.

42. Approvals

Department Chair (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For Committees use only

For Liberal Studies Committee Date

Action taken: __________ Approved as submitted __________ Approved as modified ________

For University Curriculum Committee Date

Action taken: __________ Approved as submitted __________ Approved as modified ________

revised 8/06
PAS 450 Leadership Concepts, Skills, and Models in the Public Sector (3 Credit Hours)
Semester in which course will be offered

NORTHERN ARIZONA UNIVERSITY
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCE
PO BOX 15700
FLAGSTAFF, AZ. 86011

Dr. Rosa Gomez Dierks, SBS West 274

ONLINE OFFICE HOURS 8:00 am – noon Mondays to Fridays
and 6:30 to 7:30 PM Mondays and Thursdays

Course Description

This course examines the relationship between individual leadership and organizational change in the contemporary workplace with special emphasis on how to develop and improve the skill sets of effective leaders. It prepares students to analyze and evaluate contemporary issues and practical problems related to creating a leadership pipeline, developing teams, leading transitions, developing and retaining emerging leaders, and redefining accountability. This course is particularly relevant for students enrolled in PAS and BAS/BAILS degree programs.

Course Objectives

This course focuses on how individuals discover and develop personal strengths to revitalize their organizations in times of rapid change. Managers in contemporary organizations do not make choices in a vacuum. To be successful in today's competitive and fast-paced environment, organizations need the knowledge, ideas, energy, and creativity of every employee. Students will examine contemporary leadership cases to apply concepts and acquire critical skills to become effective leaders. Practical cases will introduce students to concepts linking leadership and organizational change and help them to appreciate the challenges leaders face in contemporary organizations.

Students will draw upon prior undergraduate work to contribute different perspectives to the required assignments and will be required to demonstrate competency in the skills of problem solving, critical reading, critical thinking, and effective writing. Students will analyze, evaluate, contrast, and compare competing perspectives and cases related to each course module. Assignments will help students appreciate the political, cultural, and managerial context of organizational leadership.

By the end of this course, students should be able to: 1) Place leadership actions in organizational settings into one or more conceptual models; 2) Understand the basic arguments of contemporary works in the field of organizational leadership; 3) Evaluate the skills necessary to develop and improve leaders effectiveness in organizations; 4) Analyze scholarly perspectives and contributions about leadership and change; and 5) Link conceptual material to practical situations to enhance analytical, managerial, and problem solving skills.

Student Learning Expectations and Evaluation Criteria:
Each student will be evaluated on his/her attainments of the following course learning outcomes:

a) Demonstrated mastery of concepts, perspectives, and cases related to the practice of leadership

Demonstrated through oral and written expression utilizing the appropriate analytical tools applied to practical problems and cases presented in class assignments.

b) Demonstrated ability to analyze readings, provide insightful recommendations, critical analysis and thinking by incorporating appropriate conceptual material.

Demonstrated through case study analysis, written and class discussions assignments.

c) Demonstrated ability to present arguments clearly and cogently providing varied and balanced evidence. Ability to demonstrate competence in problem solving, critical thinking, critical reading, and effective writing.

Demonstrated through written communication: (paper submissions, discussion postings, and short essay exams)

d) Demonstrated ability to conduct research, evaluate cases and address critical concerns related to the politics of public management.

Demonstrated through case study evaluation and discussion postings.

e) Demonstrated ability to utilize technology appropriate to the course material.

Demonstrated through the use of Internet, email, electronic submission of all class assignments, and completion of mid-semester online learning outcomes assessment.

Required Readings


E- Reserved and Online Readings

Selected online journal articles will be available through your Electronic Reserves and web links. Some examples include:

Center for Creative Leadership (CCL)
http://www.ccl.org/leadership/index.aspx

Center for Leadership and Change Management
http://leadership.wharton.upenn.edu/welcome/index.shtml

Warton Leadership Digest:
http://leadership.wharton.upenn.edu/digest/index.shtml

Institute for Leadership Advancement (ILA):
http://www.terry.uga.edu/leadership/look/connect/reading.html

ILA Recommended Reading List

Best-Selling Books on Leadership

Barnes and Noble Leadership Bestsellers

Business Week Business Bestsellers

Harvard Business Review - Best-selling Books

Maximum Impact Recommended Books

Maximum Impact Recommended Audio

Wall Street Journal Bestsellers (Subscription Only)

Leadership Articles

Harvard Business Review - Best-selling Articles

Leader to Leader - Browse Issues

Organizational Dynamics


University of California, Berkeley: Haas School of Business

California Management Review: http://cmr.berkeley.edu/contents.html

Pathways to Leadership:
In addition to e-reserve articles and online resources, a selection of cases will be available through your VISTA E-Reserves and Web Links. Examples include:

Pathway to Leadership Summary Case Studies:

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Case Study</th>
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<tbody>
<tr>
<td>Poor Morale</td>
<td>1: Aviation Maintenance Corporation</td>
</tr>
<tr>
<td>Turnover and Absenteeism</td>
<td>2: Insurance Company</td>
</tr>
<tr>
<td>Poor Service</td>
<td>3: Health and Human Services Agency</td>
</tr>
<tr>
<td>High Stress</td>
<td>4: Chain Store Retailer</td>
</tr>
<tr>
<td>Poor Communication</td>
<td>5: Consumer Health Product Company</td>
</tr>
<tr>
<td>Personnel Problems</td>
<td>6: International Manufacturing Company</td>
</tr>
<tr>
<td>Interdepartmental Conflict</td>
<td>7: Domestic/International Airline Carrier</td>
</tr>
<tr>
<td>Ineffective Leadership</td>
<td>8: Telecommunications Conglomerate</td>
</tr>
<tr>
<td>Low Productivity/Sales</td>
<td>9: International Hair Products Company</td>
</tr>
<tr>
<td>Lack of Trust</td>
<td>10: National Paper Company</td>
</tr>
<tr>
<td>Resistance to Change</td>
<td>11: Large Software Company</td>
</tr>
<tr>
<td>Work/ Home Imbalance</td>
<td>12: Nonprofit Association</td>
</tr>
</tbody>
</table>

Assessment of Student Learning Outcomes: Methods and Timeline

Students are expected to follow the reading schedule very closely, and complete assigned readings prior to submitting their weekly discussion assignments. Students are expected to engage in analytical discussions, develop and articulate their own views on the weekly themes and topics. My expectation is that students will participate in the class discussion forum and raise questions and concerns. Students are expected to check the class discussion board on a weekly basis. Please use the study guideline notes covered under each content module and the participation grading criteria posted under your “Class Updates” board.

Success in distance learning classes requires you to be self-motivated. You are expected to assume responsibility for your learning experience. This course is designed to allow you to complete all reading and written assignments at your own pace. But, we do have to meet a short summer semester schedule. This course does have a beginning and an end, so please check the course calendar for specific dates when you should complete all assignments. Reminders for your weekly assignments will be posted on your calendar. Mark your calendar to complete your readings each week and note that the exam dates give you flexibility to choose the time at which you take the online exams. For your convenience, you will have access to your exam questions over a 48hr period. It is important that you review the course schedule and course calendar during the very first week of class. Remember, you will not have an opportunity to make up any assignments required and scheduled for this class. Plan to work and work your plan.

Effective time management can help you complete tasks with less effort than if you fail to organize your time and work. Reading class assignments, meeting learning objectives, and preparing for your exams takes time and effort. Planning your work enables you to free up time to go beyond assigned tasks and take advantage of the myriad of learning opportunities you have through the Internet. From time to time, I will suggest that you either find online materials to discuss in the context of your text readings or will suggest specific materials available online.
through national online newspapers (e.g., The Washington Post, The New York Times). Stay current on news relevant to the topics and themes covered in this course.

If you have any questions, please contact me only through our course e-mail (see the communications icon on your course menu). Expect to receive my reply to your inquiries within 24 hours or less, particularly if you contact me during the posted online office hours from Monday to Friday. I will not use my regular NAU e-mail address to respond to any student communication related to this course. This course offers an excellent e-mail service within our course menu to allow us to manage all of our class communication needs.

Communication is a key learning tool. This course requires that all participants be courteous and respectful of the opinions, arguments, and perspectives of others. During online class discussions, all students are expected to make a commitment to agree to disagree in a positive environment in which we all treat each other with respect, dignity, and integrity. Class participation requires that you keep up with your reading assignments. If you fall behind your schedule, it will be difficult to catch up.

A word of caution, the notes and summaries in the content pages are not substitutes for the actual reading assignments. They merely provide a road map to help you navigate through the course content. In order to maximize your learning experience and your contributions to the learning experience of all class participants, you must complete the assigned readings according to the class schedule.

Participation will involve responding to assignments posted online and engaging in the open exchange of ideas in the discussion board and chat room. Each week students will receive discussion guidelines and are expected to post their comments and additional questions for class discussions. Students are required to discuss weekly assignment questions in full. Discussion board posting should be clear, concise, and should be proofread for grammatical and spelling errors. Participation will be evaluated on the basis of participation rubric posted under “Discussion Guidelines.”

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to freedom to learn. Part of that obligation implies the responsibility of each member of the class community to maintain a positive learning environment in which the behavior of any individual does not disrupt the class membership.

It is the responsibility of the individual faculty member to determine, maintain, and enforce the standards of behavior acceptable to preserving an atmosphere appropriate for teaching and learning. If faculty determines that a student’s behavior is disruptive, then a warning will be issued and if the behavior persists, further disciplinary action will be taken in accordance with university rules and regulations.

Sanctions may include a range of responses from immediate removal from class to referral to the appropriate academic unit and/or the Office of Students Life to review pertinent alleged university violations of ethical and behavioral standards. Significant and or continued violations may result in administrative withdrawal from class.

Statement of Purpose

Students will be required to write a short (1 page) summative essay, the Statement of Purpose. This essay will link the student's expectations for LDR 3XX and the student's plan to achieve his/her academic goals for this course. This brief Statement of Purpose assignment will consist of two parts. Part 1 is to be submitted during the first week of the semester and will include a student’s discussion of his/her academic strengths and weaknesses and a brief description of
future academic/professional goals and professional development as it relates to LDR 3XX. Part
2 is to be submitted during the last week of the semester and will include a brief evaluation of how
a student's assignment portfolio (all the course papers and discussion postings submitted during
the semester) relate to the student's stated learning outcomes in his/her Statement of Purpose.
Part 1.

Short Papers

Students are required to write three short papers (3- 4 pages) in the following three genres:
"Reflective (1), Review (1), and Analytical (1) Papers." Each paper will address a question based
on course readings and will focus on leadership concepts, skills and models covered in class
assignments. These short papers do not require outside research. Submit your "Reflective
Papers," "Review Papers," and "Analytical Papers" to the designated area under "Assignment
Box " by the deadlines posted on your course calendar. These assignments are designed to
apply concepts and model the three genres of effective writing. Guidelines for these written
assignments are included in the weekly content modules with active links to writing and research
resources to help you complete these assignments. Late submissions of these short papers
carry a penalty of 5 points a day. If you are caught cheating, you will fail this course. Cheating
includes plagiarism; in your essays and final seminar paper, you must cite each reference and
give proper credit for ideas and findings as well as for direct quotes.

Midterm Exam

The "take-home," midterm exam will consist of a case study analysis. This exam will enable you
to apply concepts and perspectives learned during the first half of the semester. Case Study
Guidelines are posted under your "Course Content" tab, under "Assessment" for Week 7 and at
the end of the “Getting Started” menu where this syllabus is posted. Students will be able to
select one of two cases posted in the E- Reserve Readings file to complete this assignment.

Final Exam

The final exam will be comprehensive and will consist of two case study questions and two short
answer questions.

The due dates for all assignments are fixed and will not be negotiated. There will not be any
makeup assignments. Please remember to submit your work on time to avoid late submission
penalties.

Grading Rubric

A= 90-100%; B= 80-89%; C=70-79%; D=60-69%; F=0-59%

Assignment Points

Participation ---------------------------- 150

Statement of Purpose (25/25) ----------- 50

Reflective Paper ------------------------ 30
Review Paper ------------------------- 40
Analytical Paper ---------------------- 50
Midterm Exam ------------------------- 80
Final Exam ---------------------------100
Total Points 500

Individual Responsibilities

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to freedom to learn. Part of that obligation implies the responsibility of each member of the class community to maintain a positive learning environment in which the behavior of any individual does not disrupt the class membership.

It is the responsibility of the individual faculty member to determine, maintain, and enforce the standards of behavior acceptable to preserving an atmosphere appropriate for teaching and learning. If the course instructor determines that a student's behavior is disruptive, then a warning will be issued and if the behavior persists, further disciplinary action will be taken in accordance with university rules and regulations.

Sanctions may include a range of responses from immediate removal from class to referral to the appropriate academic unit and /or the Office of Students Life to review pertinent alleged university violations of ethical and behavioral standards. Significant and or continued violations may result in administrative withdrawal from class.

Class Schedule and Reading Assignments

Your detailed weekly reading assignments and learning tasks are also posted on your Weekly Course Content. Please click on Weekly Course Content listed under your course menu to review your weekly learning aims and objectives, your weekly discussion and written assignment tasks, and assessment rubrics.

Week 1

Introduction to Leadership Skills and Organizational Change

Statement of Purpose, Part 1 Due

Week 2

Shaping Leadership Across Cultures
Wilcox and Rush, Chapt. 3-5

Reflective Paper Due
Week 3

Leadership Development in Healthy Organizations
Wilcox and Rush, Chaps. 6-7

Week 4

Diversity and Team Building
Wilcox and Rush, Chaps 8-9

Review Paper Due: Select two readings from the designated E-Reserve Reading File

Week 5

Organizational Empowerment: Discovering the Leader Within
Quinn, Part 1.
Spreitzer & Quinn, Chaps. 1 & 2

Week 6

Personal Change and Empowerment
Quinn, Part 2.
Spreitzer & Quinn, Chapt. 3

Midterm Exam Due: Select one case from the designated E-Reserve Reading File
Follow Case Study Guidelines

Week 7

Changing the Organization: Vision and Challenge
Quinn, Part 3.
Spreitzer & Quinn, Chapt. 4

Week 8

Transformational Leadership
Quinn, Part 4: Chpts. 15-19

Week 9

The Power of One and the Power of Many
Quinn, Part 4: Chpts. 20- 23
Week 10

The Power of Support and Security: Leading Organizational Performance
Spreitzer & Quinn, Chapt. 5

Analytical Paper Due: Select two readings from the designated E-Reserve Reading File

Week 11

The Power of Trust and Openness: Creating an Empowering Environment
Spreitzer & Quinn, Chapt. 6

Week 12

The Power of Guidance: Creating Empowering Boundaries and Structures
Spreitzer & Quinn, Chapt. 7

Week 13

The Power of Leadership: The Long View of Organizational Success
Wilcoxon and Rush, Chapt. 10

Week 14

Empowering Leaders and Organizations: Applying Concepts, Models, and Skills through Assessment Tools
Spreitzer & Quinn, Chapt. 8

Week 15

Reflections and Connections: Applying Concepts, Models, and Skills through Assessment Tools
Statement of Purpose, Part 2 Due

Week 16  Final Exam

NORTHERN ARIZONA UNIVERSITY POLICIES:

All students must note that all NAU policies on safe learning environment, students with disabilities, academic integrity and honesty will be enforced in this course. Web classes present a special challenge to all of us and I expect that no offensive language is used during discussions. Please consult with NAU's Student Handbook at http://www.nau.edu/~stulife. You can access a current version of all NAU policy statements at:
http://jan.ucc.nau.edu/academicadmin/plcystmt.html

Safe Environment Policy

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.
You may obtain a copy of this policy from the college dean’s office. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU’s Office of Affirmative Action (523-3312).

Students with Disabilities

If you have a documented disability, you can arrange for accommodations by contacting the Office of Disability Support Services (DSS) at 523-8773 (voice), 523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed. Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office.

Institutional Review Board

Any study involving observation or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

Academic Integrity

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU’s Student Handbook.

Academic Contact Hour Policy
The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours or recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.
Ron,

This memo reflects a policy change approved by the BIS/BAS Council concerning how the BAS Core is listed in the catalog within each of the specialization areas.

Previously the BAS Core was listed differently in each specialization area for one of two reasons. The first reason was that changes made in the BAS Core simply did not make it into the catalog copy for each of the specializations. The second reason was that some of the specializations wanted to students to take or not to take specific courses in the BAS Core, so the listings differed from one section of the catalog to another depending on the specialization.

This has continued to cause consider problems in advising students in the BAS Program.

To remedy this situation, with representation of all units having a specialization in the BAS Program, it was decided that the BAS Core in each specialization would be the same as that listed in the main BAS section in the catalog. It would then be incumbent upon the units to place any restrictive language relative to required or restricted course work in the BAS within the specialization language. At this point, I could not find any problems with this change that would impact the specialization as the restrictive or required language is already present.

If it is necessary that I submit this policy change through the process of plan changes please let me know, otherwise this memo should result in the necessary plan changes.

Thank you for your guidance on this issue.
## UNIVERSITY CURRICULUM COMMITTEE

### PROPOSAL FOR NEW ACADEMIC PLAN, PLAN CHANGE, OR PLAN DELETION

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<tr>
<th>1. College</th>
<th>None</th>
</tr>
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<tr>
<td>3. Academic</td>
<td>Bachelor of Applied Science</td>
</tr>
<tr>
<td>Plan Name</td>
<td></td>
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<tr>
<td>5. Effective Date</td>
<td>FALL 2007</td>
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<th>2. Academic Unit</th>
<th>BAIS/BAS</th>
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<tbody>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
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<th>6. Is this proposal for a:</th>
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<tbody>
<tr>
<td>(Please refer to Plan and Subplan definitions)</td>
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<tr>
<td>☐ New Plan</td>
</tr>
<tr>
<td>☒ Plan Change</td>
</tr>
<tr>
<td>☐ New Subplan</td>
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<tr>
<td>☐ Subplan Change</td>
</tr>
<tr>
<td>☐ Subplan Deletion</td>
</tr>
</tbody>
</table>

7.

Revised 08/06
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/Registrar/Academic/Schedules/academiccatalogs.htm)
Be sure you include all catalog text that pertains to this plan change

For New Plans, leave this column blank.

Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.
(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

Program Director
Larry A. Gould, PhD

B.A.S. Degree

If you are entering a B.A.S. degree with a pre-approved associate 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 15 units of liberal studies completion requirements
- at least 21 units of B.A.S. core requirements
- at least 12 units of specialization 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.)

Revised 08/06
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.)

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 the B.A.S. 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

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.

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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
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 the NAU's Academic Plans section of this catalog. To enter a B.A.S. 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 at least 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.

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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.

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
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, or 475 (3 units)
- **public administration and management block:** one course from BME 480; CJ 331; HA 345; HS 410; MGT 303; PAS/POS 325, 326, 327, or 421C; PAS 401 or PAS 408C; POS 344, 359 or 428; SC 472 or 477; 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;
- 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; SC 424; or SOC 301, 333, 339, or 441 (3 units)
- technical and quantitative block:
  one course from CIS 360, CJ 355, ECI 497C, ESE 380, HS 333, MAT 114, PAS 355, SOC 365, or SW 370 (3 units)
- 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 or a B.A.S. core and a specialization requirement.

PAS 411; PHI 332W; SC 424; or SOC 301, 333, 339, or 441 (3 units)
- technical and quantitative
  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 SW 370 (3 units)
- 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 or a B.A.S. core and a specialization 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
### Specialization Requirements
You take the following 12-20 units:
- 9-17 units of upper-division courses, as specified within the requirements for each individual B.A.S. specialization
- a senior capstone, as specified within the requirements for each B.A.S. specialization (3 units)
Please note that you may use the same course to satisfy both a specialization and a B.A.S. core requirement. However, 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.

For information about the particular specializations NAU offers, see the Business Administration, Criminal Justice, Education—Teaching and Learning, Health Sciences, and Public Agency Service sections of this catalog.

### B.A.S. Core. Please see departmental requirements for specific information.

### Specialization Requirements
You take the following 12-20 units:
- 9-17 units of upper-division courses, as specified within the requirements for each individual B.A.S. specialization
- a senior capstone, as specified within the requirements for each B.A.S. specialization (3 units)
Please note that you may use the same course to satisfy both a specialization and a B.A.S. core requirement. However, 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.

For information about the particular specializations NAU offers, see the Business Administration, Criminal Justice, Education—Teaching and Learning, Health Sciences, and Public Agency Service sections of this catalog.
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.)

Academics

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.)

Academics

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.

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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.


In an applied setting such as an internship or field placement, effective oral communication and writing are the *sine qua non* of democratic engagement, productive community involvement, successful application of academics to an applied setting and successful employment and/or advancement in a career. To show evidence of critical writing and oral argumentation one must first obtain the abilities to construct sound arguments, assess evidence and data and show familiarity with a body of relevant knowledge, both applied and academic. Significantly, showing competence in speech-performance requires mastery of a similar skill set: rhetorical ability with argument, knowledge of which data is relevant, and capacity to reproduce one’s scholarship for the interested audience. We work toward having our students equally competent at expressing complicated issues in writing and speech. Additionally, we use technology in various ways to improve writing skills and speech performance. With respect to writing skills, many of our writing classes are either on-line or are hybrid classes facilitating the multiple drafts we believe critical to good writing. The use of video is prevalent in the feedback we give our Communication students. As the assessment subcommittee and Council provide their analyses of our data, we will make sure to note any instructive features our use of technology illuminates.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

   Change 1: After review of the learning outcomes and the definitions of the Core Blocks it was decided by the BAI/S/BAS Council to move SC 424, 472 and 477 from other blocks in the Core to the Communication Block. This decision was based on the substance of the courses.
   Change 2: CJ 333 was previously listed as part of the Management Block. For some reason it simply disappeared from the catalog copy.
   Change 3: HA 345 had been listed as HS 345. This was a clerical error.
   Change 4: The name of the Technical and Quantitative Block has been changed to Technical, Quantitative, Qualitative and Science Block. This change allows for the broadening of the scope of the block to include science courses, as well as courses based in qualitative methods.
   Change 5: BIO 301 and 302, along with POS 303 have been added to the Technical, Quantitative, Qualitative and Science Block. BIO 301 and 302 were created specifically for inclusion in this degree. POS 303 is an online research methods course which fits the needs of this block. These courses are being added to this block to create a greater diversity in the offering, allowing students to take course work that more accurately meets the needs of the degree plan.
   Change 6: Elimination of the language “or a B.A.S. core and a specialization requirement,” is being removed. When the degree plan was created there were not enough courses online or in the core for student to complete the degree plan without allowing multiple use of some courses. This is no longer the case. With the increase in course offerings we are now finding that multiple use of some courses leads to an excessive number of electives being applied to the degree.
   Change 7: Same as change 6.

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# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR NEW ACADEMIC PLAN, PLAN CHANGE, OR PLAN DELETION

<table>
<thead>
<tr>
<th>1. College</th>
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<tr>
<td>2. Academic Unit</td>
<td>BAII.S.BAS</td>
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<tr>
<td>3. Academic Plan Name</td>
<td>Bachelor of Interdisciplinary Studies</td>
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<td>4. Subplan (if applicable)?</td>
<td>None</td>
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<td>5. Effective Date</td>
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6. Is this proposal for a:

- [ ] New Plan
- [X] Plan Change
- [ ] Plan Deletion
- [ ] New Subplan
- [ ] Subplan Deletion

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<table>
<thead>
<tr>
<th>For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current on line academic catalog: (<a href="http://www4.nau.edu/aos/AcademicCatalog/academiccatalogs.htm">http://www4.nau.edu/aos/AcademicCatalog/academiccatalogs.htm</a>) Be sure you include all catalog text that pertains to this plan change</th>
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<tbody>
<tr>
<td>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.)</td>
</tr>
</tbody>
</table>

**Bachelors Degree in Interdisciplinary Studies**

**B.A. in Interdisciplinary Studies**
**B.S. in Interdisciplinary Studies**

Academic Advising Services, Gateway Student Success Center
NAU, PO Box 5650, Flagstaff, AZ 86011-5650
928-523-4772

**BIS Director**
**Larry A. Gould**

Undergraduate Introduction
You may pursue the following academic plan in interdisciplinary studies:
- bachelor of arts in interdisciplinary studies (extended major)
- bachelor of science in interdisciplinary studies (extended major)

NAU's flexible, B.A. and B.S. in Interdisciplinary Studies (BIS) offers you an opportunity to design a plan of studies, in consultation with an advisor, to meet your individual educational needs. You may choose either of these degrees if you plan to enter an occupation that requires a broad general education, if you are seeking career advancement or personal intellectual enrichment, if you are considering a preprofessional plan.

We also offer this degree as part of NAU's
preprofessional plan.

We also offer this degree as part of NAU's distance education program; however, not all emphasis areas are available through distance education.

We designed this degree to broaden your background, but not to substitute for a degree that meets specific professional or occupational needs. If you are preparing for an occupation where entry is governed by licensure and/or professional certification, you should seek admission to the appropriate degree plan.

Bachelor of Arts in Interdisciplinary Studies (extended major)
To earn the B.A. in BIS degree, 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
- at least 57 - 71 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete

| distance education program; however, not all emphasis areas are available through distance education. |
|________________________________________________________________________________________|

We designed this degree to broaden your background, but not to substitute for a degree that meets specific professional or occupational needs. If you are preparing for an occupation where entry is governed by licensure and/or professional certification, you should seek admission to the appropriate degree plan.

Bachelor of Arts in Interdisciplinary Studies (extended major)
To earn the B.A. in BIS degree, 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
- at least 57 - 68 units of major requirements for the Bachelor 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
NAU’s diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may, also, be used to meet other requirements within your academic plan. Click here for a list of the available diversity courses.

The B.A. in Interdisciplinary Studies requires that you must take at least 30 units of upper-division courses (those numbered 300 and above).

Additionally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Finally, please note that the requirements for any particular BIS plan will be more specific than the general academic description given here. See the specific academic area in this catalog, which are listed at the end of this section, for the BIS plan you are interested in.

Liberal Studies (General Education) Requirements

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

Courses, one in ethnic diversity and one in global awareness. These courses may, also, be used to meet other requirements within your academic plan. Click here for a list of the available diversity courses.

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MAJOR REQUIREMENTS FOR B.A.
You must complete 57-68 units for this major—in an emphasis, a focus area, and communications 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
You must take 21-28 units in an emphasis approved by the BIS advisory council. See the end of this section for a list of BIS emphases, each of which has been designed with a clear and specific learning objective.

As part of NAU's general university requirements, these units include a junior writing course and senior capstone experience, which we specify within each individual emphasis.

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 in a structured interdisciplinary plan of study outside your emphasis field. You must take 3 units of credit in each of the following blocks: Ethical Reasoning; Creative and Humanistic Inquiry; Scientific Reasoning and Inquiry; Social and Political Understanding. Courses used to satisfy this requirement may not have been
Foundations; and Cultural Understanding. Courses used to satisfy this requirement may not have been used to satisfy any other requirement for this degree. Please see below for listing 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 certificates you may be interested in. (Please note that not all certificates are available statewide or online.)

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**COMMUNICATION SKILLS REQUIREMENTS**
You must take the following 21-25 units:

- 3 units in computer literacy -- This coursework must help you to understand in general the technical components of computers and information systems, the role of computers in

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You must take the following 21-25 units:

- 3 units in computer literacy – This coursework must help you to understand in general the technical components of computers and information systems, the role of

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modern society, how to solve problems using information systems technology, and how to use the World Wide Web and common software productivity tools.

- 6 units of oral communication courses

You may choose 6 units of performance-based courses or a combination of 3 units of performance-based and 3 units of theory-based communication coursework from the following lists:

**performance-based courses:**
EM 124; SC 111, 311, 312, 314, 315, and 318; and TH 242

**theory-based courses:**
SC 271, 321, 323, 351, 365, 424, 472, and 477

(Please note that you can’t use CLEP or locally prepared exams to satisfy this requirement. Transfer equivalencies not addressed by articulation agreement must be approved by the BIS/BAS Advisory Council.)

- 4 courses (12-16 units) in a modern 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 can’t use “travelers” or “conversation only” language courses for this requirement.)

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 courses and 3 units of theory-based courses listed below. At least 3 units must be upper-division

**performance-based courses:**
EM 124; 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 equivalencies not addressed by articulation agreement must be approved by the BIS/BAS Advisory Council.)

- 4 courses (12-16 units) in a modern 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 can’t use “travelers” or “conversation only” language courses for this requirement.)
Bachelor of Science in Interdisciplinary Studies (extended major)
To earn the B.S. in BIS degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements
- at least 60 - 67 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

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, also, be used to meet other requirements within your academic plan. Click here for a list of the available diversity courses.

The B.S. in Interdisciplinary Studies requires that you must take at least 30 units of upper-division courses (those numbered 300 and above).

Additionally, please note that you may
be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Finally, please note that the requirements for any particular BIS plan will be more specific than the general academic description given here. See the specific academic area in this catalog, which are listed at the end of this section, for the BIS plan you are interested in.

Liberal Studies (General Education) Requirements
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.)

**MAJOR REQUIREMENTS FOR B.S.**
You must complete 60-70 units for this major—in an emphasis, a focus area, and communications skills requirements.

Please note that you must have a grade of C or better in all courses used in the

Finally, please note that the requirements for any particular BIS plan will be more specific than the general academic description given here. See the specific academic area in this catalog, which are listed at the end of this section, for the BIS plan you are interested in.

Liberal Studies (General Education) Requirements
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.)

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You must complete 60-70 units for this major—in an emphasis, a focus area, and communications skills requirements.

Please note that you must have a grade of C or better in all courses used in the

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Extended Major.
Emphasis
You must take 21-28 units in an emphasis approved by the BIS advisory council. See the end of this section for a list of BIS emphases, each of which has been designed with a clear and specific learning objective.

As part of NAU's general university requirements, these units include a junior writing course and senior capstone experience, which we specify within each individual emphasis.

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 in a structured interdisciplinary plan of study outside your emphasis field. You must take 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. Please see below for listing 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 on line.)

Certificate

emphases, each of which has been designed with a clear and specific learning objective.

As part of NAU's general university requirements, these units include a junior writing course and senior capstone experience, which we specify within each individual emphasis.

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 in a structured interdisciplinary plan of study outside your emphasis field. You must take 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) Please see below for listing 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
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 24 units:

- 6 units in computer literacy, such as CIS 120 and 120L, and one other CIS or VC course taken with a letter grade
  (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, and how to use the World Wide Web and common software productivity tools.)

- 6 units of oral communication courses

You may choose 6 units of performance-based courses or a combination of 3 units of performance-based and 3 units of theory-based communication coursework from the following lists

**Performance-based courses:**
EM 124; SC 111, 311, 312, 314, 315, and 318; and TH 242

**Theory-based courses:**
SC 271, 321, 323, 351, 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.)

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  (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, and how to use the World Wide Web and common software productivity tools). These courses must have been taken within 10 years of admittance to NAU.

6 units of oral communication courses

You choose 3 units of performance-based courses and 3 units of theory-based courses listed below. At least 3 units must be upper-division

**Performance-based courses:**
EM 124; SC 111, 311, 312, 314, 315, and 318; and TH 242
365, 424, 472, and 477 (Please note that you can't use CLEP or locally prepared exams to satisfy this requirement. Transfer equivalencies not addressed by articulation agreement must be approved by the BIS/BAS Advisory Council.)

- four courses ANT 101 102, or 104, PSY 230 or equivalent, MAT 114, STA 270 or equivalent, CJ 355, ECI 497C, ESE 380, HS 333, SOC 355W, SOC 365, PAS 355, and SW 370 (12 units)

- science requirements four courses ANT 101 102, or 104; BIO 301 or 302; PSY 230 or equivalent; MAT 114, STA 270 or equivalent; CJ 355; ECI 497C; ESE 380; HS 333; SOC 355W, SOC 365; PAS 355, 356; and SW 370 (12 units). At least six units must be upper division.

### INTERDISCIPLINARY FOCUS AREA

#### ETHICAL REASONING

<table>
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<tr>
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<tbody>
<tr>
<td>HUM</td>
<td>371 Humanistic Values in a Technological Society</td>
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<td>PHI</td>
<td>105 Introduction to Philosophy</td>
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<td>PHI</td>
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<td>COM</td>
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<td>HUM</td>
<td>395 Public Humanities</td>
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<td>PL</td>
<td>376 Planning for Sustainable Tourism</td>
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#### Creative and Humanistic Inquiry

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<td>ART</td>
<td>100 Art Appreciation</td>
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<td>ART</td>
<td>300 Contemporary Art Tends</td>
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<td>CJ</td>
<td>215 Crime, Justice, and the Media</td>
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<td>COM</td>
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<td>120 The Search for Meaning</td>
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<td>345W Critical Judgement in the Humanities</td>
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<td>HUM</td>
<td>351 Perspectives on Western Humanities I</td>
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<td>HUM</td>
<td>370 The Popular Arts</td>
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<td>MUS</td>
<td>320 Western Musical Heritage</td>
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<td>PHI</td>
<td>240 Ancient Philosophy</td>
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PHI 320 Metaphysics
PHI 321 Epistemology
PHI 322 Philosophy of the Mind
PHI 351 Philosophy in Literature
PHI 352 Philosophy of Religion
REL 231 Topics in the Study of Religion
REL 322 Contemporary Christian Thought
REL 325 The Historical Jesus
TH 101 Introduction to the Theatre
ARH 351 Art of the United States
ARH 352 Twentieth Century Art to 1945
ARH 353 Art Since 1945
ENG 121 The Story of English
ENG 308 Introduction to Linguistics
ENG 364 Popular Literature
MUS 250 Introduction to World Music
MUS 333 Jazz History and Styles
MUS 393 Music America
HUM 375 Women in American Arts and Culture

Scientific Reasoning and Inquiry

PHI 203 Scientific Reasoning
PHI 223 Argument Analysis
PHI 359 Philosophy of Science

ALL LAB SCIENCE COURSES IN THE LIBERAL STUDIES BLOCK FALL INTO THE SCIENTIFIC REASONING AND INQUIRY BLOCK IN THE 223 INTERDISCIPLINARY STUDIES CERTIFICATION

ECO 284 Principles of Economics: Micro
ECO 285 Principles of Economics: Macro
FOR 222 Environmental Conservation
FOR 230 Management
FOR 282 Ecological Restoration Principles
PSY 101 Introduction to Psychology
PSY 240 Developmental Psychology

Social and Political Foundations

HIS 308 Science, Technology and Society in the American West
POS 231 Topics in Politics and the Humanities
PHI 356 Philosophy of History
PL 120 Building the Human Environment
POS 210 American Indian Tribal Government
POS 320 Native American Politics and Policy
POS 355 Women, Power, and Politics
POS 356 Race, Power, and Politics
POS 357 Topics in Cultural Diversity
AIS 202 Roots of American Indian Federal Policy

HUM 353 Perspectives on Western Humanities III
PHI 370 The Popular Arts
MUS 320 Western Musical Heritage
PHA 240 Ancient Philosophy
PHI 320 Metaphysics
REL 321 Epistemology
PHI 322 Philosophy of the Mind
PHI 351 Philosophy in Literature
PHI 352 Philosophy of Religion
REL 231 Topics in the Study of Religions
REL 322 Contemporary Christian Thought
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<td>POS</td>
<td>Race, Power, and Politics</td>
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<tr>
<td>ANT</td>
<td>Anthropology Today: Global Issues</td>
<td>POS</td>
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<td>Studies in Russian and Central European Politics</td>
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</tr>
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<td>SOC 339</td>
<td>Crime, Law, and Society</td>
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**Cultural Understanding**

- **CJ 314** Hollywood & the Social Construction of Crime and Justice
- **ENG 245** US Multi-Ethnic Literature Survey
- **ENG 345** Topics in Multi-Ethnic Literature
- **ENG 381** Cross-Cultural Approaches to Folklore
- **ENG 250** Africana Women
- **HUM 362** Perspectives on Asian Humanities
- **HUM 382** World Perspective in Humanities
- **PHI 110** Global Philosophy
- **AIS 101** Introduction to Applied Indigenous Studies
- **AIS 201** American Indian Expression
- **AIS 210** Current American Indian Government
- **ANT 103** Culture in Communication
- **ANT 205** Native Peoples of North America
- **ANT 209** Folklore of the World: Anthropological Perspectives
- **COM 301** Race, Gender, and the Media
- **ES 191** Women, Gender Identity and Ethnicity
- **ES 356** Race, Power, and Politics
- **ES 391** Special Topics in Ethnic Studies
- **HIS 102** World History II: The Making of the Modern World
- **HIS 220** History of Africa to 1800
- **HIS 221** History of Africa since 1800
- **HIS 230** History of Islamic Civilizations Since 1500
- **HIS 231** History of Islamic Civilizations Since 1500
- **HIS 249** Pre-Modern India
- **HIS 250** Pre-Modern East Asia
- **HIS 280** Colonial Latin America
- **HIS 293** American Indian History
- **HIS 295** Women in American History
- **HIS 297** Women in Asia
- **HIS 381** U.S.-Mexico Borderlands
- **HIS 382** Mexico: Yesterday and Today
- **HUM 130** Introduction to Humanities
- **HUM 261** Asian Ideas and Values
- **HUM 281** Latin American Ideas and Values
- **HUM 291** American Multicultural Ideas and Values
- **HUM 381** Mexican Arts and Culture
- **MUS 360** Topics in World Music
- **MUS 365** Native American Music
- **POS 120** Political Worlds
- **POS 368** Studies in Latin American Politics
- **POS 370** Studies in Asian Politics
- **POS 374** Studies in African Politics
- **REL 150** Religions of the World
- **REL 210** Hebrew Bible (Old Testament)
- **REL 220** New Testament
- **REL 301** Ancient Gods and Goddesses
- **REL 311** Judaism

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### 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.

---

**Revised 08/06**
(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.)

The following BIS emphases are offered through specific academic departments at NAU. See the appropriate section of this catalog or contact the appropriate department for specific information about each emphasis.

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Section in Catalog</th>
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<tr>
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</table>

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.)

The following BIS emphases are offered through specific academic departments at NAU. See the appropriate section of this catalog or contact the appropriate department for specific information about each emphasis.

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Do not write anything at this time. Per Jamie Gould.
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<td>Environmental sciences (NAU-Yuma only)</td>
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<td>Organizational communication</td>
<td>Speech Communication</td>
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<td>Parks and recreation management</td>
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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 BA/LS focus, for which coursework requirements are established by the student in consultation with the advisor.

If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:
   - [ ] a. verify satisfactory completion of a non course requirement.
   - [ ] b. indicate admission to a major.
   - 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.


Effective oral communication and writing are the sine qua non of democratic engagement, productive community involvement, and successful employment. To show evidence of critical writing one must first obtain the abilities to construct sound arguments, assess evidence and data and show familiarity with a body of relevant knowledge. Significantly, showing competence in speech-performance requires mastery.

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of a similar skill set: rhetorical ability with argument, knowledge of which data is relevant, and capacity to reproduce ones scholarship for the interested audience. We work toward having our students equally competent at expressing complicated issues in writing and speech. Additionally, we use technology in various ways to improve writing skills and speech performance. With respect to writing skills, many of our writing classes are either on-line or are hybrid classes facilitating the multiple drafts we believe critical to good writing. The use of video is prevalent in the feedback we give our Communication students. As the subcommittee and Council provide their analyses of our data, we will make sure to note any instructive features our use of technology illuminates.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

   BIS was formulated out of BAILS as a result of a program review process. BIS was approved last year by UCC. Since approval of the program the BAILS/BAS Council has continued review of the catalog copy and current practices. The following changes have been proposed:
   Change 1: BIS has both an Arts and Sciences component. There is a slight various in the number of units necessary of each degree. Change 1 more clearly illustrates these differences.
   Change 2: This a clerical change — Ethnical (sic) is changed to Ethical in the description of the components of the Focus Area.
   Change 3: Based on a review of the program requirements, expected learning outcomes and similar experience with the BAILS program, we propose that at least 9 units of credit in the focus be taken at NAU and that 6 of those units be upper-division. It has been our experience that students can satisfy this requirement by taking too many unidentified courses at a community college, leaving too many credits in the program at NAU as general electives.
   Change 4: This change better describes the requirements that we believe are necessary for computer literacy. This language formalizes past practices.
   Change 5: Puts a sunset date on the computer literacy courses. We don’t believe that currency in computer literacy can be demonstrated by having on record course(s) more than 10 years old.
   Change 6: This area of the program as been under considerable change in recent years. After reviewing our expected learning outcomes, it was felt that a balance between performance- and theory-based courses in Speech Communication would better serve our students. The requirement that at least 3 units of credit be upper division, which is most likely to be taken at NAU is part of the assessment process.
   Change 7: This change involves the addition of BIO 301 and 302 to the science requirement in the B.S. portion of the degree. These courses were created specifically for this degree plan. The addition of the courses provides a better opportunity for students to be exposed to issues and discussion related to science; thus, providing a greater diversity of courses.

Adding and Dropping of Emphasis Areas

We are Adding an Emphasis in Fire Science Administration
We are Dropping the Emphases in environmental communication, library science, Mathematics and Statistics, news editorial, and philosophy. These emphases are all being dropped as the result of low or no enrollment in the past 3-4 years.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

   No

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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.
   
   Department Chairs in the emphasis areas proposed for discontinuation have been contact via email. They were asked to respond to us if they opposed our decision to drop the emphasis area. None have responded.

14. Will present library holdings support this academic plan/subplan?
   yes

Certifications

[Signatures and dates]

For committee use only

[Signature and date]

For University Curriculum Committee

[Signature and date]

Action taken: ☑ approved as submitted ☐ approved as modified

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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For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.html)

Be sure you include all catalog text that pertains to this plan change

For New Plans, leave this column blank.

Bachelors Degree in Interdisciplinary Studies

B.A. in Interdisciplinary Studies
B.S. in Interdisciplinary Studies

Academic Advising Services, Gateway Student Success Center
NAU, PO Box 5650, Flagstaff, AZ 86011-5650
928-523-4772

BIS Director
Larry A. Gould
Undergraduate Introduction
You may pursue the following academic plan in interdisciplinary studies:
- bachelor of arts in interdisciplinary studies(extended major)
- bachelor of science in interdisciplinary studies(extended major)

NAU’s flexible, B.A. and B.S. in Interdisciplinary Studies (BIS) offers you an opportunity to design a plan of studies, in consultation with an advisor, to meet your individual educational needs. You may choose either of these degrees if you plan to enter an occupation that requires a broad general education, if you are seeking career advancement or personal intellectual enrichment, if you are considering a

Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.
(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

Bachelors Degree in Interdisciplinary Studies

B.A. in Interdisciplinary Studies, Emphasis in Public Agency Service
B.S. in Interdisciplinary Studies, Emphasis in Public Agency Service

Academic Advising Services, Gateway Student Success Center
NAU, PO Box 5650, Flagstaff, AZ 86011-5650
928-523-4772

BIS Director
Larry A. Gould
Undergraduate Introduction
You may pursue the following academic plan in interdisciplinary studies:
- bachelor of arts in interdisciplinary studies (extended major)
- bachelor of science in interdisciplinary studies (extended major)

NAU’s flexible, B.A. and B.S. in Interdisciplinary Studies (BIS) offers you an opportunity to design a plan of studies, in consultation with an advisor, to meet your individual educational needs. You may choose either of these degrees if you plan to enter an occupation that requires a broad general education, if you are seeking career advancement or personal intellectual enrichment, if you are considering a

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preprofessional plan.

We also offer this degree as part of NAU’s distance education program; however, not all emphasis areas are available through distance education.

We designed this degree to broaden your background, but not to substitute for a degree that meets specific professional or occupational needs. If you are preparing for an occupation where entry is governed by licensure and/or professional certification, you should seek admission to the appropriate degree plan.

Bachelor of Arts in Interdisciplinary Studies (extended major)
To earn the B.A. in BIS degree, 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
- at least 57 - 71 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete

We also offer this degree as part of NAU’s distance education program; however, not all emphasis areas are available through distance education.

We designed this degree to broaden your background, but not to substitute for a degree that meets specific professional or occupational needs. If you are preparing for an occupation where entry is governed by licensure and/or professional certification, you should seek admission to the appropriate degree plan.

Bachelor of Arts in Interdisciplinary Studies (extended major)
To earn the B.A. in BIS degree, 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
- at least 57 - 68 units of major requirements for the Bachelor 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, also, be used to meet other requirements within your academic plan. Click here for a list of the available diversity courses.

The B.A. in Interdisciplinary Studies requires that you must take at least 30 units of upper-division courses (those numbered 300 and above).

Additionally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Finally, please note that the requirements for any particular BIS plan will be more specific than the general academic description given here. See the specific academic area in this catalog, which are listed at the end of this section, for the BIS plan you are interested in.

Liberal Studies (General Education) Requirements
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
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 for B.A.**
You must complete 57-68 units for this major—in an emphasis, a focus area, and communications 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**
You must take 21-28 units in an emphasis approved by the BIS advisory council. See the end of this section for a list of BIS emphases, each of which has been designed with a clear and specific learning objective.

As part of NAU’s general university requirements, these units include a junior writing course and senior capstone experience, which we specify within each individual emphasis.

**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 in a structured interdisciplinary plan of study outside your emphasis field. You must take 3 units of credit in each of the following blocks: Ethnical Reasoning; Creative and Humanistic Inquiry; Scientific Reasoning and Inquiry; Social and Political

specific courses from those emphases to satisfy both emphasis and liberal studies requirements.

**Major Requirements for B.A.**
You must complete 57-68 units for this major—in an emphasis, a focus area, and communications 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 in Public Agency Service**
To complete this emphasis, you take the following 24 units:
- 9 units from HUM 371, POS 326, PAS 310, 326, 415, 450; and SC 424, 472, and 477
  (You may substitute up to 6 units of appropriate upper-division courses with written approval of a public agency service advisor.)
- 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 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:**
Foundations; and Cultural Understanding. Courses used to satisfy this requirement may not have been used to satisfy any other requirement for this degree. Please see below for listing 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 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.).

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**COMMUNICATION SKILLS REQUIREMENTS**

You must take the following 21-25 units:

- 3 units in computer literacy -- This coursework must help you to understand in general the technical components of computers and information systems, the role of computers in

9 units from CI 325, 333, and 401; **PAS 411**; SOC 301, 320W, 333, 339 417, and 441; SOC 339; SOC 360 or GRT 360; PSY 460C; EDF 301W; and WST 394

plus 3 units from PAS 408C, which meets NAU's senior capstone requirement

As part of NAU's general university requirements, these units include a junior writing course and senior capstone experience, which we specify within each individual emphasis.

**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 a structured interdisciplinary plan of study outside your emphasis field. You must take 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)** Please see below for listing 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

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modern society, how to solve problems using information systems technology, and how to use the World Wide Web and common software productivity tools.

- 6 units of oral communication courses

You may choose 6 units of performance-based courses or a combination of 3 units of performance-based and 3 units of theory-based communication coursework from the following lists:

**Performance-based courses:**
EM 124; SC 111, 311, 312, 314, 315, and 318; and TH 242

**Theory-based courses:**
SC 271, 321, 323, 351, 365, 424, 472, and 477

(Please note that you can't use CLEP or locally prepared exams to satisfy this requirement. Transfer equivalencies not addressed by articulation agreement must be approved by the BIS/BAS Advisory Council.)

- four courses (12-16 units) in a modern 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 can't use "travelers" or "conversation only" language courses for this requirement.)

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 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:

- 3 units in computer literacy – This coursework must help you to understand in general the technical components of computers and information systems, the role of computers in modern society, how to solve problems using information systems technology, *word processing, spreadsheet use, database 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

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Bachelor of Science in Interdisciplinary Studies (extended major)
To earn the B.S. in BIS degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements
- at least 60 - 67 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

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, also, be used to meet other requirements within your academic plan. Click here for a list of the available diversity courses.

The B.S. in Interdisciplinary Studies requires that you must take at least 30 units of upper-division courses (those numbered 300 and above).

Additionally, please note that you may

You choose 3 units of performance-based courses and 3 units of theory-based courses listed below. At least 3 units must be upper-division

**performance-based courses:**
EM-124; 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 equivalencies not addressed by articulation agreement must be approved by the BIS/BAS Advisory Council.)

- four courses (12-16 units) in a modern 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 can’t use “travelers” or “conversation only” language courses for this requirement.)

Bachelor of Science in Interdisciplinary Studies (extended major)
To earn the B.S. in BIS degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements
- at least 60 - 67 units of major requirements
- elective courses, if needed, to reach
be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Finally, please note that the requirements for any particular BIS plan will be more specific than the general academic description given here. See the specific academic area in this catalog, which are listed at the end of this section, for the BIS plan you are interested in. Liberal Studies (General Education) Requirements

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.)

**MAJOR REQUIREMENTS FOR B.S.**
You must complete 60-70 units for this major—in an emphasis, a focus area, and communications skills requirements.

Please note that you must have a grade of C or better in all courses used in the

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, also, be used to meet other requirements within your academic plan. Click here for a list of the available diversity courses.

The B.S. in Interdisciplinary Studies requires that you must take at least 30 units of upper-division courses (those numbered 300 and above).

Additionally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Finally, please note that the requirements for any particular BIS plan will be more specific than the general academic description given here. See the specific academic area in this catalog, which are listed at the end of this section, for the BIS plan you are interested in. Liberal Studies (General Education) Requirements

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

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Extended Major.
Emphasis
You must take 21-28 units in an emphasis approved by the BIS advisory council. See the end of this section for a list of BIS emphases, each of which has been designed with a clear and specific learning objective.

As part of NAU’s general university requirements, these units include a junior writing course and senior capstone experience, which we specify within each individual emphasis.
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 in a structured interdisciplinary plan of study outside your emphasis field. You must take 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. Please see below for listing 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**

<table>
<thead>
<tr>
<th>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.)</th>
</tr>
</thead>
</table>

**MAJOR REQUIREMENTS FOR B.S.**
You must complete 60-70 units for this major—in an emphasis, a focus area, and communications skills requirements.

Please note that you must have a grade of C or better in all courses used in the Extended Major.

**Emphasis in Public Agency Service**

To complete this emphasis, you take the following 24 units:
- 9 units from HUM 371, POS 326, PAS 310, 326, 415 or 450; and SOC 424, 472, and 477
(You may substitute up to 6 units of appropriate upper-division courses with written approval of a public agency service advisor.)
- 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 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
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 24 units:

- 6 units in computer literacy, such as CIS 120 and 120L, and one other CIS or VC course taken with a letter grade

(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, and how to use the World Wide Web and common software productivity tools.)

- 6 units of oral communication courses

You may choose 6 units of performance-based courses or a combination of 3 units of performance-based and 3 units of theory-based communication coursework from the following lists:

**performance-based courses:**
EM 124; SC 111, 311, 312, 314, 315, and 318; and TH 242

**theory-based courses:**
SC 271, 321, 323, 351, 325; PAS 327, 355 or PAS 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 401; PAS 411; SOC 301, 320W, 333, 417, and 441; SOC 339; SOC 360 or GRT 360; PSY 460C; EDF 301W; and WST 394

plus 3 units from PAS 408C, which meets NAU’s 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 in a structured interdisciplinary plan of study outside your emphasis field. You must take 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)**. Please see below for listing 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
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**Certificate**

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**Communication Skills Requirements**

You must take the following 24 units:

- 6 units in computer literacy, such as CIS 120 and 120L, and one other CIS or VC course taken with a letter grade

(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, and how to use the World Wide Web and common software productivity tools.)  **These courses must have been taken within 10 years of admittance to NAU.**

### INTERDISCIPLINARY FOCUS AREA

#### Ethical Reasoning

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>HUM</td>
<td>371</td>
<td>Humanistic Values in a Technological Society</td>
</tr>
<tr>
<td>PHI</td>
<td>105</td>
<td>Introduction to Philosophy</td>
</tr>
<tr>
<td>PHI</td>
<td>331</td>
<td>Environmental Ethics</td>
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<td>HUM</td>
<td>175</td>
<td>Environmental Humanities</td>
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<td>HUM</td>
<td>373</td>
<td>Nature and Values</td>
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<tr>
<td>REL</td>
<td>391</td>
<td>Religion, Nature and the Environment</td>
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<tr>
<td>COM</td>
<td>150</td>
<td>Environmental Communication</td>
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<tr>
<td>HUM</td>
<td>395</td>
<td>Public Humanities</td>
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<tr>
<td>PL</td>
<td>376</td>
<td>Planning for Sustainable Tourism</td>
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#### Creative and Humanistic Inquiry

<table>
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<tr>
<th>Course</th>
<th>Code</th>
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<tr>
<td>ANT</td>
<td>355</td>
<td>Archaeology of Rock Art</td>
</tr>
<tr>
<td>ART</td>
<td>100</td>
<td>Art Appreciation</td>
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<tr>
<td>ART</td>
<td>300</td>
<td>Contemporary Art Trends</td>
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<tr>
<td>CJ</td>
<td>215</td>
<td>Crime, Justice and the Media</td>
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<tr>
<td>COM</td>
<td>382</td>
<td>The Art of Communication</td>
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<tr>
<td>HUM</td>
<td>101</td>
<td>Introduction to Humanities</td>
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<tr>
<td>HUM</td>
<td>120</td>
<td>The Search for Meaning</td>
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<tr>
<td>HUM</td>
<td>345W</td>
<td>Critical Judgement in the Humanities</td>
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<td>HUM</td>
<td>351</td>
<td>Perspectives on Western Humanities I</td>
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<td>HUM</td>
<td>352</td>
<td>Perspectives on Western Humanities II</td>
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<td>HUM</td>
<td>353</td>
<td>Perspectives on Western Humanities III</td>
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<td>HUM</td>
<td>370</td>
<td>The Popular Arts</td>
</tr>
<tr>
<td>MUS</td>
<td>320</td>
<td>Western Musical Heritage</td>
</tr>
<tr>
<td>PHI</td>
<td>240</td>
<td>Ancient Philosophy</td>
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</tbody>
</table>

6 units of oral communication courses

**You choose 3 units of performance-based courses and 3 units of theory-based courses listed below. At least 3**

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| PHI  | 320 | Metaphysics                        |
| PHI  | 321 | Epistemology                       |
| PHI  | 322 | Philosophy of the Mind             |
| PHI  | 351 | Philosophy in Literature           |
| PHI  | 352 | Philosophy of Religion             |
| REL  | 231 | Topics in the Study of Religions   |
| REL  | 322 | Contemporary Christian Thought     |
| REL  | 325 | The Historical Jesus               |
| TH   | 101 | Introduction to the Theatre        |
| ARH  | 351 | Art of the United States           |
| ARH  | 352 | Twentieth Century Art to 1945      |
| ARH  | 353 | Art Since 1945                     |
| ENG  | 121 | The Story of English               |
| ENG  | 308 | Introduction to Linguistics        |
| ENG  | 364 | Popular Literature                |
| MUS  | 260 | Introduction to World Music        |
| MUS  | 333 | Jazz History and Styles           |
| MUS  | 393 | Music America                     |
| HUM  | 375 | Women in American Arts and Culture |

**Scientific Reasoning and Inquiry**

| PHI  | 203 | Scientific Reasoning               |
| PHI  | 223 | Argument Analysis                  |
| PHI  | 359 | Philosophy of Science              |

**units must be upper-division**

**performance-based courses:**

EM 124; 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 equivalencies not addressed by articulation agreement must be approved by the BIS/BAS Advisory Council.)

**Science Requirements**

Four courses ANT 101 102, or 104; BIO 301 or 302; PSY 230 or equivalent; MAT 114, STA 270 or equivalent; CJ 346; PHI 397C; ESE 380; HS 333; SOC 355W, SOC 365; PAS 355, 356; and SW 378 (12 units). At least six units must be upper division

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**Interdisciplinary Focus Area**

**Ethical Reasoning**

| HUM  | 371 | Humanistic Values in a Technological Societies |
| PHI  | 105 | Introduction to Philosophy             |
| PHI  | 331 | Environmental Ethics                   |
| HUM  | 175 | Environmental Humanities               |
| HUM  | 373 | Nature and Values                      |
| PHI  | 391 | Religion, Nature and the Environment   |
| HUM  | 150 | Environmental Communication            |
| HUM  | 395 | Public Humanities                      |
| PI   | 376 | Planning for Sustainable Tourism       |

**Creative and Humanistic Inquiry**

| HUM  | 355 | Archaeology of Rock Art               |
| ART  | 100 | Art Appreciation                      |
| ART  | 300 | Contemporary Art Tends                |
| CJ   | 215 | Crime, Justice and the Media          |

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<table>
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<tr>
<td>AIS 304</td>
<td>Indigenous/State Relations Contexts</td>
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<tr>
<td>ANT 105</td>
<td>Anthropology Today: Global Issues</td>
</tr>
<tr>
<td>ANT 253</td>
<td>Aztec and Maya: Archaeology of Ancient Mexico</td>
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<tr>
<td>ANT 301</td>
<td>Peoples of the World</td>
</tr>
<tr>
<td>ANT 303</td>
<td>Peoples of Latin America</td>
</tr>
<tr>
<td>ANT 306</td>
<td>Peoples of the Southwest</td>
</tr>
<tr>
<td>ANT 307</td>
<td>Central America</td>
</tr>
<tr>
<td>ANT 350</td>
<td>Ancient Civilization</td>
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<tr>
<td>ANT 351</td>
<td>Southwestern Archaeology</td>
</tr>
<tr>
<td>CJ 101</td>
<td>Introduction to Criminal Justice</td>
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<td>CJ 250</td>
<td>Criminology</td>
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<td>CJ 325</td>
<td>Drug Issues and the Law</td>
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<td>CJ 340</td>
<td>White Collar and Corporate Crime</td>
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<td>CJ 360</td>
<td>Women, Crime, and Justice</td>
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<td>CJ 380</td>
<td>Law in America</td>
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<td>GGR 240</td>
<td>World Geography: West</td>
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<td>GGR 241</td>
<td>World Geography: East</td>
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<td>GGR 346</td>
<td>United States</td>
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<td>GGR 348</td>
<td>Geography Area Studies</td>
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<td>GGR 376</td>
<td>Regional Geography of the United States</td>
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<td>Western Civilization I</td>
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<td>Western Civilization II</td>
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<td>HIS 270</td>
<td>Ancient Near Eastern Civilization</td>
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<td>HIS 291</td>
<td>U.S. History to 1865</td>
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<td>HIS 292</td>
<td>U.S. History since 1865</td>
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<td>HIS 394</td>
<td>Recent America</td>
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<td>HIS 397</td>
<td>Survey of American Arts and Culture</td>
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<td>PHI 357</td>
<td>Political Philosophy</td>
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<td>Intro to Planning and Land Use Principles</td>
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<td>POS 110</td>
<td>American Politics</td>
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<td>Nature and Politics</td>
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<td>Introduction to Politics</td>
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<td>POS 224</td>
<td>Public Administration</td>
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<td>Current Issues in Politics</td>
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<td>POS 241</td>
<td>State and Local Politics</td>
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<td>POS 250</td>
<td>Introduction to Public Policy Making</td>
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<td>POS 254</td>
<td>Political Ideologies</td>
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<td>POS 344</td>
<td>Environmental Movements</td>
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<td>POS 359</td>
<td>Environmental Policy</td>
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<td>Comparative Politics</td>
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<td>Politics of Developing Nations</td>
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<td>POS 362</td>
<td>Studies in Western European Politics</td>
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<td>POS 364</td>
<td>Studies in Russian and Central European Politics</td>
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<td>POS 376</td>
<td>Studies in North American Politics</td>
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<td>PSY 250</td>
<td>Social Psychology</td>
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<td>PSY 375</td>
<td>Social Psychology of Self and Identity</td>
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<td>REL 390</td>
<td>Recent Trends in Religion</td>
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<td>Social Problems</td>
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<td>Topics in Contemporary Social Issues</td>
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<td>Sociology of Sexuality</td>
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<td>COMP 342</td>
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<tr>
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<td>Introduction to Humanities</td>
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<td>HUM 120</td>
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<tr>
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<td>PHI 351</td>
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<td>REL 231</td>
<td>Topics in the Study of Religions</td>
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<td>REL 322</td>
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<td>Jazz History and Styles</td>
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**Scientific Reasoning and Inquiry**

**ALL LAB SCIENCE COURSES IN THE LIBE STUDIES BLOCK FALL INTO THE SCIENTIFIC REASONING AND INQUIRY BLOCK IN THE INTERDISCIPLINARY STUDIES CERTIFICATION.**

**ALL SCIENCE/APPLIED SCIENCE COURSES IN THE INTERDISCIPLINARY STUDIES CERTIFICATION BLOCK FALL INTO THE SCIENTIFIC REASONING AND INQUIRY BLOCK IN THE INTERDISCIPLINARY STUDIES CERTIFICATION.**

- Principles of Economics: Micro
- Principles of Economics: Macro
- Environmental Conservation
- Multicultural Perspectives of Natural Resources Management
- Ecological Restoration Principles
- Introduction to Psychology
- Developmental Psychology

**Social and Political Foundations**

Revised 08/06
Cultural Understanding

SOC 333 Environment and Society
SOC 339 Crime, Law, and Society

HUM 362 Perspectives on Asian Humanities
HUM 382 World Perspective in Humanities

ANT 102 Exploring Cultures
ANT 103 Culture in Communication

ES 356 Race, Power, and Politics
ES 391 Special Topics in Ethnic Studies

HIS 102 World History Ii: The Making of the Modern World
HIS 220 History of Africa to 1800
HIS 221 History of Africa since 1800
HIS 230 History of Islamic Civilizations BC 1500
HIS 231 History of Islamic Civilizations since 1500
HIS 249 Pre-Modern India
HIS 250 Pre-Modern East Asia
HIS 280 Colonial Latin America
HIS 293 American Indian History
HIS 295 Women in American History
HIS 297 Women in Asia
HIS 381 U.S.-Mexico Borderlands
HIS 382 Mexico: Yesterdays and Today

HUM 130 Introduction to Humanities
HUM 261 Asian Ideas and Values
HUM 281 Latin American Ideas and Values
HUM 291 American Multicultural Ideas and Values
HUM 381 Mexican Arts and Culture
MUS 360 Topics in World Music
MUS 365 Native American Music

POS 120 Political Worlds
POS 366 Studies in Latin American Politics
POS 370 Studies in Asian Politics
POS 374 Studies in African Politics

REL 150 Religions of the World
REL 210 Hebrew Bible (Old Testament)
REL 220 New Testament
REL 301 Ancient Gods and Goddesses
REL 311 Judaism

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<tr>
<th>Course Code</th>
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<tbody>
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<td>REL 331</td>
<td>Islam</td>
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<td>REL 341</td>
<td>Hinduism</td>
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<tr>
<td>REL 351</td>
<td>Buddhism</td>
</tr>
<tr>
<td>REL 355</td>
<td>Mahayana Buddhism: Buddha's Last Path</td>
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<td>SC 323</td>
<td>Intercultural Communication</td>
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<td>SOC 315</td>
<td>American Society and the American Indian</td>
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<tr>
<td>WST 191</td>
<td>Women, Gender Identity and Ethnicity</td>
</tr>
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<td>WST 350</td>
<td>Transnational Feminisms</td>
</tr>
<tr>
<td>AIS 202</td>
<td>Roots of American Indian Federal Policy</td>
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<tr>
<td>ANT 104</td>
<td>Buried Cities and Lost Tribes</td>
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<td>ANT 301</td>
<td>Peoples of the World</td>
</tr>
<tr>
<td>ANT 303</td>
<td>Peoples of Latin America</td>
</tr>
<tr>
<td>ANT 306</td>
<td>Peoples of the Southwest</td>
</tr>
<tr>
<td>ANT 307</td>
<td>Central America</td>
</tr>
<tr>
<td>ANT 350</td>
<td>Ancient Civilization</td>
</tr>
<tr>
<td>CJS 360</td>
<td>Women, Crime, and Justice</td>
</tr>
<tr>
<td>ES 215</td>
<td>Racial and Ethnic Relations</td>
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<td>HIS 240</td>
<td>Western Civilization I</td>
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<td>Western Civilization II</td>
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<td>The Making of Modern Asia</td>
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<td>Gandhi's India</td>
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<td>Introduction to Tribal Religions</td>
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<td>Women's Roles &amp; Experience in Asian Religions</td>
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<td>Women, Information and Technology</td>
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<tr>
<td>WST 280</td>
<td>Third World Women</td>
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<tr>
<td>WST 281</td>
<td>Introduction to Women's Studies</td>
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<td>HIS 281</td>
<td>Latin American from Independence to the Present</td>
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<tr>
<td>POS 364</td>
<td>Studies in Russian and Central European Politics</td>
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<td>POS 376</td>
<td>Studies in North American Politics</td>
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<td>PSY 250</td>
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<td>PSY 375</td>
<td>Social Psychology of Self and Identity</td>
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<td>SC 365</td>
<td>Communication in Contemporary Affairs</td>
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<td>SOC 101</td>
<td>Introduction to Sociology</td>
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<td>SOC 210</td>
<td>Social Problems</td>
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<td>SOC 301</td>
<td>Topics in Contemporary Social Issues</td>
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<td>SOC 316</td>
<td>Sociology of Sexuality</td>
</tr>
<tr>
<td>SOC 333</td>
<td>Environment and Society</td>
</tr>
<tr>
<td>SOC 339</td>
<td>Crime, Law, and Society</td>
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</table>

**Cultural Understanding**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CJS 314</td>
<td>Hollywood &amp; the Social Construction of Crime</td>
</tr>
<tr>
<td>ENG 245</td>
<td>US Multi-Ethnic Literature Survey</td>
</tr>
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<td>ENG 345</td>
<td>Topics in Multi-Ethnic Literature</td>
</tr>
<tr>
<td>ENG 381</td>
<td>Cross-Cultural Approaches to Folklore</td>
</tr>
<tr>
<td>ENG 250</td>
<td>Africana Women</td>
</tr>
<tr>
<td>HUM 362</td>
<td>Perspectives on Asian Humanities</td>
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<td>HUM 382</td>
<td>World Perspective in Humanities</td>
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<td>PHI 110</td>
<td>Global Philosophy</td>
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<td>AIS 101</td>
<td>Introduction to Applied Indigenous Studies</td>
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<td>AIS 201</td>
<td>American Indian Expression</td>
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<td>AIS 210</td>
<td>Current American Indian Government</td>
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<td>ANT 102</td>
<td>Exploring Cultures</td>
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<td>ANT 103</td>
<td>Culture in Communication</td>
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<tr>
<td>ANT 205</td>
<td>Native Peoples of North America</td>
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<tr>
<td>Ant 209</td>
<td>Folklore of the World: Anthropological Perspectives</td>
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<tr>
<td>COM 301</td>
<td>Race, Gender, and the Media</td>
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<tr>
<td>ES 191</td>
<td>Women, Gender Identity and Ethnicity</td>
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<td>ES 356</td>
<td>Race, Power, and Politics</td>
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<td>ES 391</td>
<td>Special Topics in Ethnic Studies</td>
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<tr>
<td>HIS 102</td>
<td>World History II: The Making of the Modern \</td>
</tr>
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<td>HIS 220</td>
<td>History of Africa since 1800</td>
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<td>HIS 231</td>
<td>History of Islamic Civilizations since 1500</td>
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<td>Pre-Modern India</td>
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<td>Pre-Modern East Asia</td>
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<td>American Indian History</td>
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<td>Women in Asia</td>
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<td>Mexico: Yesterday and Today</td>
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<td>Asian Ideas and Values</td>
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<td>Mexican Arts and Culture</td>
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<tr>
<td>MUS 360</td>
<td>Topics in World Music</td>
</tr>
</tbody>
</table>

**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.

Revised 08/06
(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.)

The following BIS emphases are offered through specific academic departments at NAU. See the appropriate section of this catalog or contact the appropriate department for specific information about each emphasis.

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Section in Catalog</th>
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<tbody>
<tr>
<td>Administration of Justice</td>
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<tr>
<td>Anthropology</td>
<td>Anthropology</td>
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<tr>
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<tr>
<td>Biology</td>
<td>Biology</td>
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<tr>
<td>Communication sciences and disorders</td>
<td>Health Sciences</td>
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<td>Criminal Justice</td>
<td>Criminal Justice</td>
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<tr>
<td>Early Childhood Education</td>
<td>Teaching and Learning</td>
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| MUS   | 365  | Native American Music            |
| POS   | 120  | Political Worlds                |
| POS   | 386  | Studies in Latin American Politics|
| POS   | 370  | Studies in Asian Politics       |
| POS   | 374  | Studies in African Politics     |
| REL   | 150  | Religions of the World          |
| REL   | 210  | Hebrew Bible (Old Testament)    |
| REL   | 220  | New Testament                   |
| REL   | 301  | Ancient Gods and Goddesses      |
| REL   | 311  | Judaism                        |
| REL   | 321  | Christianity                    |
| REL   | 331  | Islam                          |
| REL   | 341  | Hinduism                        |
| REL   | 351  | Buddhism                        |
| REL   | 355  | The Buddha: Depictions of Buddhisms Founding Context |
| REL   | 359  | Mahayana Buddhism: Buddhists and Paths |
| REL   | 380  | Native American Religions       |
| SC    | 323  | Intercultural Communication     |
| SOC   | 315  | American Society and the American Indian |
| WST   | 191  | Women, Gender Identity and Ethnicity |
| WST   | 360  | Transnational Feminisms         |
| AIS   | 202  | Roots of American Indian Federal Policy |
| ANT   | 104  | Buried Cities and Lost Tribes   |
| ANT   | 301  | Peoples of the World            |
| ANT   | 303  | Peoples of Latin America        |
| ANT   | 306  | Peoples of the Southwest        |
| ANT   | 307  | Central America                 |
| ANT   | 350  | Ancient Civilization            |
| CJ    | 360  | Women, Crime, and Justice       |
| ES    | 215  | Racial and Ethnic Relations     |
| HIS   | 240  | Western Civilization I          |
| HIS   | 241  | Western Civilization II         |
| HIS   | 251  | The Making of Modern Asia       |
| HIS   | 312  | Gandhi's India                  |
| HIS   | 314  | Contemporary India              |
| HIS   | 325  | Modern China                    |
| HIS   | 332  | Modern Japan                    |
| HIS   | 366  | The Holocaust                   |
| HIS   | 396  | Chicano History                 |
| REL   | 201  | Introduction to Tribal Religions |
| REL   | 206  | Women's Roles & Experience in Asian Religions |
| SOC   | 204  | Sociology of Gender             |
| SOC   | 215  | Racial and Ethnic Relations     |
| WST   | 150  | Women, Information and Technology |
| WST   | 260  | Third World Women               |
| WST   | 291  | Introduction to Women's Studies |
| HIS   | 281  | Latin American from Independence to the Present |

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Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a
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<tr>
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<td>Journalism</td>
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<td>News Editorial</td>
<td>Journalism</td>
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<td>Organizational Communication</td>
<td>Speech Communication</td>
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<td>Parks and Recreation Management</td>
<td>Geography, Planning, and Recreation</td>
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Total of 120 units of credit.
<table>
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<th>Major/Program</th>
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<tbody>
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<tr>
<td>Sociology</td>
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<tr>
<td>Speech Communication</td>
<td>Speech Communication</td>
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<tr>
<td>Women's Studies</td>
<td>Women's Studies</td>
</tr>
<tr>
<td>Childhood Education</td>
<td>and Learning</td>
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<td>Ethnic Studies</td>
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<tr>
<td>Fire Science Administration</td>
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<tr>
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<td>Library Science</td>
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<td>Speech Communication</td>
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<td>Parks and Recreation</td>
<td>Geography, Planning, and</td>
</tr>
</tbody>
</table>
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 BAI.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 noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.


Revised 08/06
Effective oral communication and writing are the *sine qua non* of democratic engagement, productive community involvement, and successful employment. To show evidence of critical writing one must first obtain the abilities to construct sound arguments, assess evidence and data and show familiarity with a body of relevant knowledge. Significantly, showing competence in speech-performance requires mastery of a similar skill set: rhetorical ability with argument, knowledge of which data is relevant, and capacity to reproduce ones scholarship for the interested audience. We work toward having our students equally competent at expressing complicated issues in writing and speech. Additionally, we use technology in various ways to improve writing skills and speech performance. With respect to writing skills, many of our writing classes are either on-line or are hybrid classes facilitating the multiple drafts we believe critical to good writing. The use of video is prevalent in the feedback we give our Communication students. As the subcommittee and Council provide their analyses of our data, we will make sure to note any instructive features our use of technology illuminates.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

All changes relative to the overall BIS, along with the justification for the changes are noted in the plan change for the BIS program.

The changes specific to Public Agency Service (BIS) are noted below:

**Change General:** PAS 310 (Politics and Organizations), PAS 327 (The Politics of Budgeting), PAS 355 (Research Methods in the Social Sciences), PAS 411 (Ethics, Policy and Administration), PAS 415 (Conflict Resolution and Mediation in the Public Sector), PAS 450 (Leadership Concepts, Skills and Models in the Public Sector) were either added to the course inventory late last year or are proposed for addition this year. These courses are specific to the public sector; thus, are being proposed as additional course options are appropriate or are being proposed to replace courses from other units previously used in the degree plan. Specially, SC 424, 472 and 477 are being replaced by PAS 310, 415 and 450 in the core of the emphasis, while PAS 327, 355 and 411 are being added as options to the Public Agency Administration option and PAS 411 is being added to the Social and Community Service option. It is felt that the program, thus the student, would be better served by having courses with content specific to public sector service, as opposed to courses with general content that might be applied to the public sector.

**Change 2:** With the addition of new courses, it will no longer be necessary to allow for substitution of other courses that approximated the intended learning outcomes of the program. The language, “You may substitute up to 6 units of appropriate upper division course with written approval of a public agency service advisor,” is proposed for removal. The same applies to other similar language in the current degree plan.

These proposed changes apply to both the B.A. and B.S. emphasis areas.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

No, this need has for the present been satisfied with recent hires.

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?

If so, attach supporting documentation from the affected departments/units and college dean.

N/A

14. Will present library holdings support this academic plan/subplan?

Revised 08/06
Certifications

Department Chair/ Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For committee use only

For University Curriculum Committee

Action taken: □ approved as submitted □ approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.
# UNIVERSITY CURRICULUM COMMITTEE

## PROPOSAL FOR NEW ACADEMIC PLAN, PLAN CHANGE, OR PLAN DELETION

1. **College**: Social and Behavioral Sciences
2. **Academic Unit**: Public Agency
3. **Academic Plan Name**: BIS
4. **Subplan (if applicable)**: Fire Science Administration
5. **Effective Date**: FALL 2007
6. **Is this proposal for a**:
   - [x] New Plan
   - [x] New Subplan
   - [ ] Plan Change
   - [ ] Sub plan change
   - [ ] Plan Deletion
   - [ ] Subplan Deletion

### 7.

Revised 08/06
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/ao/AcademicCatalog/academiccatalogs.htm) Be sure you include all catalog text that pertains to this plan change.

**For New Plans, leave this column blank.**

**Bachelors Degree in Interdisciplinary Studies**

- **B.A. in Interdisciplinary Studies**
- **B.S. in Interdisciplinary Studies**

Academic Advising Services, Gateway Student Success Center  
NAU, PO Box 5650, Flagstaff, AZ 86011-5650  
928-523-4772

**BIS Director**  
**Larry A. Gould**  
**Undergraduate Introduction**  
You may pursue the following academic plan in interdisciplinary studies:
- bachelor of arts in interdisciplinary studies (extended major)
- bachelor of science in interdisciplinary studies (extended major)

NAU’s flexible, B.A. and B.S. in Interdisciplinary Studies (BIS) offers you an opportunity to design a plan of studies, in consultation with an advisor, to meet your individual educational needs. You may choose either of these degrees if you plan to enter an occupation that requires a broad general education, if you are seeking career advancement or personal intellectual enrichment, if you are considering a

Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing. (Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

**Bachelors Degree in Interdisciplinary Studies**

- **B.A. in Interdisciplinary Studies, Emphasis in Fire Science Administration**
- **B.S. in Interdisciplinary Studies, Emphasis in Fire Science Administration**

Academic Advising Services, Gateway Student Success Center  
NAU, PO Box 5650, Flagstaff, AZ 86011-5650  
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Revised 08/06
preprofessional plan.

We also offer this degree as part of NAU’s distance education program; however, not all emphasis areas are available through distance education.

We designed this degree to broaden your background, but not to substitute for a degree that meets specific professional or occupational needs. If you are preparing for an occupation where entry is governed by licensure and/or professional certification, you should seek admission to the appropriate degree plan.

Bachelor of Arts in Interdisciplinary Studies (extended major)
To earn the B.A. in BIS degree, 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
- at least 57 - 71 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete

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Bachelor of Arts in Interdisciplinary Studies (extended major)
To earn the B.A. in BIS 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
- at least 57 - 68 units of major requirements for the Bachelor 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.)
NAU’s diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may, also, be used to meet other requirements within your academic plan. Click here for a list of the available diversity courses.

The B.A. in Interdisciplinary Studies requires that you must take at least 30 units of upper-division courses (those numbered 300 and above).

Additionally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Finally, please note that the requirements for any particular BIS plan will be more specific than the general academic description given here. See the specific academic area in this catalog, which are listed at the end of this section, for the BIS plan you are interested in.

Liberal Studies (General Education) Requirements
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

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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 for B.A.
You must complete 57-68 units for this major—in an emphasis, a focus area, and communications 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
You must take 21-28 units in an emphasis approved by the BIS advisory council. See the end of this section for a list of BIS emphases, each of which has been designed with a clear and specific learning objective.

As part of NAU's general university requirements, these units include a junior writing course and senior capstone experience, which we specify within each individual emphasis.

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 in a structured interdisciplinary plan of study outside your emphasis field. You must take 3 units of credit in each of the following blocks: Ethical Reasoning; Creative and Humanistic Inquiry; Scientific Reasoning and Inquiry; Social and Political

Major Requirements for B.A.
You must complete 57-68 units for this major—in an emphasis, a focus area, and communications 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 in Fire Science
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 has prerequisites.
- PAS/POS 421C or PAS 408C, either of which meets the NAU senior capstone requirement.

As part of NAU's general university requirements, these units include a junior writing course and senior capstone experience, which we specify within each individual emphasis.

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
Foundations; and Cultural Understanding. Courses used to satisfy this requirement may not have been used to satisfy any other requirement for this degree. Please see below for listing 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 on line.).

**Certificate**
You may also fulfill this requirement by completing a certificate outside your emphasis field, instead of either a focus or 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:

- 3 units in computer literacy -- This coursework must help you to understand in general the technical components of computers and information systems, the role of computers in

minimum of in a structured interdisciplinary plan of study outside your emphasis field: You must take 3 units of credit in each of the following blocks: Ethical 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)! Please see below for listing 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 on line.).

**Certificate**
You may also fulfill this requirement by completing a certificate outside your emphasis field, instead of either a focus or 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.).
modern society, how to solve problems using information systems technology, and how to use the World Wide Web and common software productivity tools.

- 6 units of oral communication courses

You may choose 6 units of performance-based courses or a combination of 3 units of performance-based and 3 units of theory-based communication coursework from the following lists:

**performance-based courses:**
EM 124; SC 111, 311, 312, 314, 315, and 318; and TH 242

**theory-based courses:**
SC 271, 321, 323, 351, 365, 424, 472, and 477

(Please note that you can't use CLEP or locally prepared exams to satisfy this requirement. Transfer equivalencies not addressed by articulation agreement must be approved by the BIS/BAS Advisory Council.)

- four courses (12-16 units) in a modern 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 can't use "travelers" or "conversation only" language courses for this requirement.)

**COMMUNICATION SKILLS REQUIREMENTS**
You must take the following 21-25 units:

- 3 units in computer literacy - This coursework must help you to understand in general the technical components of computers and information systems, the role of computers in modern society, how to solve problems using information systems technology, word processing, spreadsheet use, data base management and how to use the World Wide Web and common software productivity tools.

This course must have been taken within 10 years of admittance to NAU.

- 6 units of oral communication courses

You choose 3 units of performance-based courses and 3 units of theory-based courses listed below. At least 3 units must be upper-division

**performance-based courses:**
EM 124; 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 equivalencies not addressed by articulation agreement must be approved by the BIS/BAS Advisory Council.)

- four courses (12-16 units) in a modern language other than English,
Bachelor of Science in Interdisciplinary Studies (extended major)
To earn the B.S. in BIS degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements
- at least 60 - 67 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

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, also, be used to meet other requirements within your academic plan. Click here for a list of the available diversity courses.

The B.S. in Interdisciplinary Studies requires that you must take at least 30 units of upper-division courses (those numbered 300 and above).

Additionally, please note that you may select from the same language (You can take CLEP or AP exams to fulfill all or part of this requirement; however, you can’t use “travelers” or “conversation only” language courses for this requirement.)

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Finally, please note that the requirements for any particular BIS plan will be more specific than the general academic description given here. See the specific academic area in this catalog, which are listed at the end of this section, for the BIS plan you are interested in.

Liberal Studies (General Education) Requirements

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.)

**MAJOR REQUIREMENTS FOR B.S.**

You must complete 60-70 units for this major—in an emphasis, a focus area, and communications skills requirements.

Please note that you must have a grade of C or better in all courses used in the

Additionally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Finally, please note that the requirements for any particular BIS plan will be more specific than the general academic description given here. See the specific academic area in this catalog, which are listed at the end of this section, for the BIS plan you are interested in.

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You must take 21-28 units in an emphasis approved by the BIS advisory council. See the end of this section for a list of BIS emphases, each of which has been designed with a clear and specific learning objective.

As part of NAU's general university requirements, these units include a junior writing course and senior capstone experience, which we specify within each individual emphasis.
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 in a structured interdisciplinary plan of study outside your emphasis field. You must take 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. Please see below for listing 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 on line.).

Certificate

Emphasis in Fire Science

To complete this emphasis, you take the following 27 units:

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**COMMUNICATION SKILLS REQUIREMENTS**

You must take the following 24 units:

- 6 units in computer literacy, such as CIS 120 and 120L, and one other CIS or VC course taken with a letter grade
  (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, and how to use the World Wide Web and common software productivity tools.)

- 6 units of oral communication courses

You may choose 6 units of performance-based courses or a combination of 3 units of performance-based and 3 units of theory-based communication coursework from the following lists:

**performance-based courses:**
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**theory-based courses:**
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**Minor**

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**Performance-based courses:**
- EM 124
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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 equivalencies not addressed by articulation agreement must be approved by the BIS/BAS Advisory Council.)

- **Science requirements**
  - four courses ANT 101, 102, or 104, PSY 230 or equivalent, MAT 114, STA 270 or equivalent, CJ 355, ECI 497C, ESE 380, HS 333, SOC 355W, SOC 365, PAS 355, and SW 370 (12 units)

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**Interdisciplinary Focus Area**

**Ethical Reasoning**

<table>
<thead>
<tr>
<th>Course</th>
<th>Unit</th>
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</thead>
<tbody>
<tr>
<td>HUM</td>
<td>371</td>
<td>Humanistic Values in a Technological Society</td>
</tr>
<tr>
<td>PHI</td>
<td>105</td>
<td>Introduction to Philosophy</td>
</tr>
<tr>
<td>PHI</td>
<td>331</td>
<td>Environmental Ethics</td>
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<tr>
<td>HUM</td>
<td>175</td>
<td>Environmental Humanities</td>
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<td>HUM</td>
<td>373</td>
<td>Nature and Values</td>
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<tr>
<td>REL</td>
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<td>Religion, Nature and the Environment</td>
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<tr>
<td>HUM</td>
<td>395</td>
<td>Public Humanities</td>
</tr>
<tr>
<td>PL</td>
<td>376</td>
<td>Planning for Sustainable Tourism</td>
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**Creative and Humanistic Inquiry**

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<tr>
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<th>Unit</th>
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<tr>
<td>ANT</td>
<td>355</td>
<td>Archaeology of Rock Art</td>
</tr>
<tr>
<td>ART</td>
<td>100</td>
<td>Art Appreciation</td>
</tr>
<tr>
<td>ART</td>
<td>300</td>
<td>Contemporary Art Trends</td>
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<tr>
<td>CJ</td>
<td>215</td>
<td>Crime, Justice and the Media</td>
</tr>
<tr>
<td>COM</td>
<td>382</td>
<td>The Art of Communication</td>
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<tr>
<td>HUM</td>
<td>101</td>
<td>Introduction to Humanities</td>
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<tr>
<td>HUM</td>
<td>120</td>
<td>The Search for Meaning</td>
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<tr>
<td>HUM</td>
<td>345W</td>
<td>Critical Judgement in the Humanities</td>
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<td>HUM</td>
<td>351</td>
<td>Perspectives on Western Humanities I</td>
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<td>352</td>
<td>Perspectives on Western Humanities II</td>
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<tr>
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<td>353</td>
<td>Perspectives on Western Humanities III</td>
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<tr>
<td>HUM</td>
<td>370</td>
<td>The Popular Arts</td>
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<tr>
<td>MUS</td>
<td>320</td>
<td>Western Musical Heritage</td>
</tr>
<tr>
<td>PHI</td>
<td>240</td>
<td>Ancient Philosophy</td>
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**Interdisciplinary Focus Area**

**Ethical Reasoning**

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Revised 08/06
### Creative and Humanistic Inquiry

| PHI  | 320 | Metaphysics |
| PHI  | 321 | Epistemology |
| PHI  | 322 | Philosophy of the Mind |
| PHI  | 351 | Philosophy in Literature |
| PHI  | 352 | Philosophy of Religion |
| REL  | 231 | Topics in the Study of Religion |
| REL  | 322 | Contemporary Christian Thought |
| REL  | 325 | The Historical Jesus |
| TH   | 101 | Introduction to the Theatre |
| ARH  | 351 | Art of the United States |
| ARH  | 352 | Twentieth Century Art to 1945 |
| ARH  | 353 | Art Since 1945 |
| ENG  | 121 | The Story of English |
| ENG  | 308 | Introduction to Linguistics |
| ENG  | 364 | Popular Literature |
| MUS  | 260 | Introduction to World Music |
| MUS  | 333 | Jazz History and Styles |
| MUS  | 393 | Music America |
| HUM  | 375 | Women in American Arts and Culture |

### Scientific Reasoning and Inquiry

| PHI  | 203 | Scientific Reasoning |
| PHI  | 223 | Argument Analysis |
| PHI  | 359 | Philosophy of Science |
| REL  | 231 | Topics in the Study of Religion |
| REL  | 322 | Contemporary Christian Thought |
| PHI  | 351 | Philosophy in Literature |
| PHI  | 352 | Philosophy of Religion |
| TH   | 101 | Introduction to the Theatre |
| ARH  | 351 | Art of the United States |
| ARH  | 352 | Twentieth Century Art to 1945 |
| ARH  | 353 | Art Since 1945 |
| ENG  | 121 | The Story of English |
| ENG  | 308 | Introduction to Linguistics |
| MUS  | 260 | Introduction to World Music |
| MUS  | 333 | Jazz History and Styles |
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### Social and Political Foundations

| HIS  | 308 | Science, Technology and Society in the American West |
| POS  | 231 | Topics in Politics and the Humanities |
| PHI  | 356 | Philosophy of History |
| PL   | 120 | Building the Human Environment |
| POS  | 210 | American Indian Tribal Government |
| POS  | 320 | Native American Politics and Policy |
| POS  | 355 | Women, Power, and Politics |
| POS  | 356 | Race, Power, and Politics |
| POS  | 357 | Topics in Cultural Diversity |
| AIS  | 202 | Roots of American Indian Federal Policy |

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|SOC| 339| Crime, Law, and Society| POS| 254| Political Ideologies|
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|ENG| 345| Environmental Policy|
|ENG| 360| Comparative Politics|
|ENG| 362| Politics of Developing Nations|
|HUM| 364| Studies in Wester European Politics|
|HUM| 365| Studies in Russian and Central European Politics|
|HUM| 366| Studies in North American Politics|
|SY| 367| Social Psychology|
|REL| 368| Social Psychology of Self and Identity|
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|SCI| 370| Communication in Contemporary Affairs|
|SCI| 371| Introduction to Sociology|
|SCI| 372| Social Problems|
|SCI| 373| Topics in Contemporary Social Issues|
|SCI| 374| Sociology of Sexuality|
|SCI| 375| Environment and Society|
|SCI| 376| Crime, Law, and Society|

**Cultural Understanding**

|ENG| 245| US Multi-Ethnic Literature Survey|
|ENG| 345| Topics in Multi-Ethnic Literature|
|ENG| 381| Cross-Cultural Approaches to Folklore|
|ENG| 250| Africana Women|
|HUM| 362| Perspectives on Asian Humanities|
|HUM| 382| World Perspective in Humanities|
|PHI| 110| Global Philosophy|
|AIS| 101| Introduction to Applied Indigenous Studies|
|AIS| 201| American Indian Expression|
|AIS| 210| Current American Indian Government|
|ANT| 102| Exploring Cultures|
|ANT| 103| Culture in Communication|
|ANT| 205| Native Peoples of North America|
|Ant| 209| Folklore of the World: Anthropological Perspectives|
|COM| 301| Race, Gender, and the Media|
|ES| 191| Women, Gender Identity and Ethnicity|
|ES| 356| Race, Power, and Politics|
|ES| 391| Special Topics in Ethnic Studies|
|HIS| 102| World History II: The Making of the Modern World|
|HIS| 220| History of Africa to 1800|
|HIS| 221| History of Africa since 1800|
|HIS| 230| History of Islamic Civilizations since 1500|
|HIS| 231| History of Islamic Civilizations before 1500|
|HIS| 249| Pre-Modern India|
|HIS| 250| Pre-Modern East Asia|
|HIS| 280| Colonial Latin America|
|HIS| 289| American Indian History|
|HIS| 295| Women in American History|
|HIS| 297| Women in Asia|
|HIS| 381| U.S.-Mexico Borderlands|
|HIS| 382| Mexico: Yesterday and Today|
|HUM| 130| Introduction to Humanities|
|HUM| 261| Asian Ideas and Values|
|HUM| 281| Latin American Ideas and Values|
|HUM| 291| American Multicultural Ideas and Values|
|HUM| 381| Mexican Arts and Culture|
|MUS| 360| Topics in World Music|
|MUS| 365| Native American Music|
|POS| 120| Political Worlds|
|POS| 366| Studies in Latin American Politics|
|POS| 370| Studies in Asian Politics|
|POS| 374| Studies in African Politics|
|REL| 150| Religions of the World|
|REL| 210| Hebrew Bible (Old Testament)|
|REL| 220| New Testament|
|REL| 301| Ancient Gods and Goddesses|
|REL| 311| Judaism|

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| REL  | 321 | Christianity |
| REL  | 331 | Islam |
| REL  | 341 | Hinduism |
| REL  | 351 | Buddhism |
| REL  | 355 | Context |
| REL  | 359 | Mahayana Buddhism: Buddhas and Paths |
| REL  | 380 | Native American Religions |
| SC   | 323 | Intercultural Communication |
| SOC  | 315 | American Society and the American Indian |
| WST  | 191 | Women, Gender Identity and Ethnicity |
| WST  | 360 | Transnational Feminisms |
| AIS  | 202 | Roots of American Indian Federal Policy |
| ANT  | 104 | Buried Cities and Lost Tribes |
| ANT  | 301 | Peoples of the World |
| ANT  | 303 | Peoples of Latin America |
| ANT  | 306 | Peoples of the Southwest |
| ANT  | 307 | Central America |
| ANT  | 350 | Ancient Civilization |
| CJ   | 360 | Women, Crime, and Justice |
| ES   | 215 | Racial and Ethnic Relations |
| HIS  | 240 | Western Civilization I |
| HIS  | 241 | Western Civilization II |
| HIS  | 251 | The Making of Modern Asia |
| HIS  | 312 | Gandhi’s India |
| HIS  | 314 | Contemporary India |
| HIS  | 325 | Modern China |
| HIS  | 332 | Modern Japan |
| HIS  | 366 | The Holocaust |
| HIS  | 396 | Chicano History |
| REL  | 201 | Introduction to Tribal Religions |
| REL  | 206 | Women’s Roles & Experience in Asian Religions |
| SOC  | 204 | Sociology of Gender |
| SOC  | 215 | Racial and Ethnic Relations |
| WST  | 150 | Women, Information and Technology |
| WST  | 260 | Third World Women |
| WST  | 291 | Introduction to Women’s Studies |
| HIS  | 281 | Latin American from Independence to the Present |
| HIS  | 382 | Mexico: Yesterday and Today |
| HUM  | 130 | Introduction to Humanities |
| HUM  | 261 | Asian Ideas and Values |
| HUM  | 281 | Latin American Ideas and Values |
| MUS  | 226 | American Multicultural Ideas and Values |
| MUS  | 381 | Mexican Arts and Culture |
| POS  | 360 | Topics in World Music |
| POS  | 365 | Native American Music |
| POS  | 120 | Political Worlds |
| POS  | 366 | Studies in Latin American Politics |
| POS  | 370 | Studies in Asian Politics |
| POS  | 374 | Studies in African Politics |
| POS  | 150 | Religions of the World |
| REL  | 210 | Hebrew Bible (Old Testament) |
| REL  | 220 | New Testament |
| REL  | 301 | Ancient Gods and Goddesses |
| REL  | 311 | Judaism |
| REL  | 321 | Christianity |
| REL  | 331 | Islam |
| REL  | 341 | Hinduism |
| REL  | 351 | Buddhism |
| REL  | 355 | The Buddha: Depictions of Buddhism’s Founding Context |
| REL  | 359 | Mahayana Buddhism: Buddhas and Paths |
| REL  | 380 | Native American Religions |
| SC   | 323 | Intercultural Communication |
| SOC  | 315 | American Society and the American Indian |
| WST  | 191 | Women, Gender Identity and Ethnicity |
| WST  | 360 | Transnational Feminisms |
| WST  | 360 | Transnational Feminisms |
| WST  | 210 | Hebrew Bible (Old Testament) |
| WST  | 220 | New Testament |
| WST  | 301 | Ancient Gods and Goddesses |
| WST  | 311 | Judaism |
| WST  | 321 | Christianity |
| WST  | 331 | Islam |
| WST  | 341 | Hinduism |
| WST  | 351 | Buddhism |

**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.

Revised 08/06
(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.)

The following BIS emphases are offered through specific academic departments at NAU. See the appropriate section of this catalog or contact the appropriate department for specific information about each emphasis.

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**General Electives**

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<td></td>
<td>Geography, Planning, and Recreation</td>
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| and disorders        | Criminal Justice                          |                         |
|                      | Teaching and Learning                     |                         |
|                      | Business Administration               |                         |
|                      | Environmental Sciences                   |                         |
|                      | Journalism                               |                         |
|                      | Fire Science Administration             | Public Agency Service   |
|                      | Learning and Pedagogy                   | Teaching and Learning   |
|                      | Library Science                          | Teaching and Learning   |
|                      | Mathematics and Statistics               | Mathemati cs and Statistics |
|                      | Navajo                                   | Modern Languages        |
|                      | News editorial                            | Journalism              |

Revised 08/06
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<td>women's studies</td>
<td>Women's Studies</td>
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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.

Revised 08/06
**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.


Effective oral communication and writing are the *sine qua non* of democratic engagement, productive community involvement, and successful employment. To show evidence of critical writing one must first obtain the abilities to construct sound arguments, assess evidence and data and show familiarity with a body of relevant knowledge. Significantly, showing competence in speech-performance requires mastery of a similar skill set: rhetorical ability with argument, knowledge of which data is relevant, and capacity to reproduce ones scholarship for the interested audience. We work toward having our students equally competent at expressing complicated issues in writing and speech. Additionally, we use technology in various ways to improve writing skills and speech performance. With respect to writing skills, many of our writing classes are either on-line or are hybrid classes facilitating the multiple drafts we believe critical to good writing. The use of video is prevalent in the feedback we give our Communication students. As the subcommittee and Council provide their analyses of our data, we will make sure to note any instructive features our use of technology illuminates.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes. Members of the BAiLS/BAS Council and staff from Distance Learning Services have been working with several of the community college districts in Arizona and specific fire departments to determine whether there is a need for a bachelors degree with an emphasis on Fire Science Administration, and if so what that degree might look like. Students entering this degree plan would already have an A.A.S. in Fire Science and most if not all of them would be emergency services practitioners. The addition of Fire Science Administration is in response to the requests from various fire service agencies and the community college for this degree, as well as funding provided by ABOR to create Administration of Justice and Fire Science programs. This proposal would create the emphasis area, allowing for continued development of courses specific to the program. Last year we created Administration of Justice and this year we are proposing the creation of the Fire Science Program (not to be confused with wild lands fire suppression). As previously mentioned Fire Science Administration at NAU would provide those students with an AAS Degree an avenue toward a Bachelors degree. Based on our extensive discussions with both the community colleges and various fire departments, the core of Fire Science Administration is public administration, which is a natural cap to the applied experience received at the community colleges. As was the case with creation of Administration of Justice specialization, there are currently no courses specific in substance to the discipline of Fire Science; however, over the next year development of those courses will occur. The need for this program is in part new requirements, including a Bachelors degree, for promotion within many fire departments and the large number of retirements expected in the next few years.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

The current need for new faculty was satisfied in the Summer of 2006, during which time two faculty were added to the program. It is expected that as the Fire Science Administration program grows additional faculty will be needed. These needs will first be satisfied by the hiring of qualified part-time faculty and then with the support of Distributed Learning Services, the hiring of full-time faculty.
13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?
   If so, attach supporting documentation from the affected departments/units and college dean.
   NA

14. Will present library holdings support this academic plan/subplan?
   Yes

Certifications

Department Chair/Unit Head (if appropriate) _______________________________ Date __________

Chair of college curriculum committee _______________________________ Date __________

Dean of college _______________________________ Date __________

For committee use only

Ron Bilt [Signature] 131/7
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.
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