I. Minutes of the 2/12/08 Meeting

II. Consent Agenda

A. Syllabus Approved Format and Policy Statements

B. Liberal Studies approvals

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Department</th>
<th>Approval</th>
<th>Notes</th>
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<tr>
<td>ANT 206, AIS/ES/WGS 325, ES 100, HIS 367, HIS 368, HIS 369, HIS 370, HIS 372, HIS 377, HIS 384, HIS 388</td>
<td>Liberal Studies</td>
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<td>F'08</td>
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</tbody>
</table>

III. Action Agenda

A. The College of Social and Behavioral Sciences

1. AIS 460 New Course F'08 Cross List with ANT460
2. ANT 460 Course Change F'08 add cross-listing with new AIS 460

B. The College of Arts and Letters

1. ENG 300 Course Change Fall 2009 units, description
2. Minor English Ed Plan Change Fall 2009 reduce units, course changes
3. BSED English Plan Change Fall 2009 increase units, NCATE requirements
4. BSED English Extended Plan Change Fall 2009 increase units
5. Minor Latin American Studies Plan Change Fall 2009 additional courses

C. The W. A. Franke College of Business

1. HA 100 Course Change Fall 2008 units, description
2. Certificate in Hotel Restaurant Management Plan Change Fall 2008 units, additional course
3. BS Hotel and Restaurant Mgmt Plan Change Fall 2008 Course changes
4. BS International Hospitality Mgmt Extended Plan Change Fall 2008 Course changes

D. Diversity Approvals

1. AIS 460 Diversity F'08 Ethnic Diversity
2. ANT 340 Diversity F'09 Global Diversity
### Minutes of the 2/12/08 Meeting

- approved as presented.

### Consent Agenda
- Approved; 1 opposed
- Syllabus Approved Format and Policy Statements
- Liberal Studies approvals

<table>
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<tr>
<th>#</th>
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<th>Liberal Studies</th>
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<td>3</td>
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### Action Agenda

#### A. The College of Social and Behavioral Sciences
- Approved w/change to requisite in Item 1

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<th>#</th>
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<td>F'08</td>
<td>Add cross-listing with new AIS 460</td>
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#### B. The College of Arts and Letters
- Items 1-4 approved; Item 5 tabled due to no representation

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<td>Fall 2009</td>
<td>Plan Change</td>
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<tr>
<td>3</td>
<td>BS ED English</td>
<td>Fall 2009</td>
<td>Plan Change</td>
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<tr>
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<td>BS ED English Extended</td>
<td>Fall 2009</td>
<td>Plan Change</td>
</tr>
<tr>
<td>5</td>
<td>Minor Latin American Studies</td>
<td>Fall 2009</td>
<td>Plan Change</td>
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#### C. The W. A. Franke College of Business
- All Items approved

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<tr>
<th>#</th>
<th>Course</th>
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<tr>
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<td>Plan Change</td>
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#### D. Diversity Approvals
- approved

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<th>#</th>
<th>Course</th>
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<th>Description</th>
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<td>Ethnic Diversity</td>
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<tr>
<td>2</td>
<td>ANT 340</td>
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<td>Global Diversity</td>
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SAFE ENVIRONMENT POLICY

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

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://www4.nau.edu/diversity/swale.asp. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

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

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www.research.nau.edu/wspr/irb/index.htm. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contract Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

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

SENSITIVE COURSE MATERIALS

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

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

file://Z:\E07-08\031108\plcystmt.html 3/13/2008

3/11/08
General Information
- Name of college and department
- Course prefix, number, and title
- Semester in which course will be offered
- Clock hours, credit hours
- Instructor’s name
- Office address
- Office hours

Course prerequisites

Course description

Student Learning Expectations/Outcomes for this Course

Course structure/approach

Textbook and required materials

Recommended optional materials/references (attach reading list)

Course outline

Assessment of Student Learning Outcomes
- Methods of Assessment
- Timeline for Assessment

Grading System

Course policy
- Retests/makeup tests
- Attendance
- Statement on plagiarism and cheating

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

Other

UCC approved

Revised 02/27/08
The Liberal Studies Committee met on Friday, February 15, 2008, and voted to recommend the following:

**ANT 206** Ancient Peoples of North America (CU, critical thinking)

**ANT 377** Anthropology of Race (Science, scientific inquiry)

**AIS/ES/WGS 255** "Authentic Indian": Gender and Indigenous Representation (AHI, critical thinking)

**AIS/ES/WGS 325** (CU, critical thinking)

**ES 100** Introduction to Ethnic Studies (CU, critical thinking)

**ES 160** Introduction to Latino/a/Chicano/a Studies (AHI, critical thinking)

**HIS 377** African-American History Since 1865 (CU, effective writing)

**HIS 384** Hopi History (CU, effective writing)

The Liberal Studies Committee met on Friday, February 15, 2008, and voted to recommend the following:

**CCJ 385** Security in a Globalized World (SPW, critical thinking)

**CCJ 395** Borders, Immigration and Human Rights (SPW, effective writing)

The Liberal Studies Committee met on Friday, February 29, 2008, and voted to recommend the following to the UCC:

**ANT 106** Art of Ancient Technology (AHI, critical thinking)

**CS 110** Introduction to Computer Science (Science, critical thinking)

**DIS 303** Perspectives on Disability (SPW, critical thinking) (note that the original UCC form said CU, instructor has changed it to SPW and the UCC record should indicate this)

**HIS 367** From Southwest to Sunbelt (CU, critical thinking)

**HIS 368** Making of the U.S. West (CU, critical thinking)
HIS 369 The U.S. West Transformed (CU, critical thinking)

HIS 370 History of U.S. Sports (CU, critical thinking)

HIS 372 The U.S. in the World (CU, critical thinking) (note that on the UCC form, no skill was checked, however the syllabus reflects critical thinking)

HIS 373 The City in U.S. History (SPW, effective writing) (note that the UCC form reflects CU, but the syllabus focuses on SPW; the form should be changed to reflect the correct block)

HIS 388 U.S. Thought and Culture since 1865 (CU, effective writing)

Please let me know if you have questions.

Dayle Hardy-Short

Dayle C. Hardy-Short, Ph.D., Professor
Speech Communication
Director of the Basic Course
(Fundamentals of Public Speaking)
dayle.hardy-short@nau.edu
928.523.2311 (office)
928.523.1505 (fax)

[Signature]

3.11.08

UC approved
University Curriculum Committee
Proposal for New Course

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


3. College Social Behavioral Sciences
   4. Academic Unit/Department Applied Indigenous Studies

5. Course subject/catalog number AIS 460
   6. Units/Credit Hours 3

   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Appl Indigenous Cultl Res Mgt

9. Catalog course description (max. 30 words, excluding requisites).
   **APPLIED INDIGENOUS CULTURAL RESOURCE MANAGEMENT (3)**
   This course explores the developments in the working relationships of Indigenous peoples and archaeologists in cultural resource management. Tribal CRM strategies and case studies across Indian country will be reviewed. Prerequisite: ANT 365 and ANT/AIS 459 ETNC

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

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

12. Cross-listed with ANT 460 (ETNC)
    (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

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

14. Prerequisites (must be completed **before** proposed course)
    ANT 365 and ANT/AIS 459

15. Corequisites (must be completed **with** proposed course)

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes ☐ no ☒
    Name of plan?
    *Note: If required, a new plan or plan change form must be submitted with this request.*
17. Is a potential equivalent course offered at a community college (lower division only)?
   Yes ☐ No ☐ X
   If yes, does it require listing in the Course Equivalency Guide?
   Yes ☐ No ☐ ☐
   Please list, if known, the institution and subject/catalog number of the course.

3. Names of current faculty qualified to teach this course: Kerry Thompson, Andrea Hunter

19. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).
   This course will help fill a gap in the AIS Cultural Resource Management Emphasis Area course elective area and allow other AIS emphasis area students to benefit from this vital and relevant course content. This will provide an opportunity for students to fulfill optional course emphasis areas with additional AIS courses. In cross-listing this course with Anthropology, it will increase the opportunity for Native students enrollment in the class and thereby, potentially enhance and enrich the course discussions.

   We do approve of the cross listings.
   George Gumerman

   Chair Department of Anthropology
   Box 15200
   Flagstaff, AZ 86011
   928-523-3498
   <mailto:George.Gumerman@nau.edu>George.Gumerman@nau.edu

For Official AIO Use Only:
Component Type
Consent
Topics Course
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

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

20. This course is a ☐ Single section ☐ Multi-section
21. List names of faculty who may teach this course: ______
22. Section enrollment cap: ______

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

OR

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

OR

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

NEW LIBERAL STUDIES COURSE

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

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

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

TOPICS COURSE ONLY

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

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

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

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

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

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

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

GO TO question 35

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

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

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

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

35. Approvals

   ____________
   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 9/07
SYLLABUS
SOCIAL AND BEHAVIORAL SCIENCES

APPLIED INDIGENOUS CULTURAL RESOURCE MANAGEMENT
(AIS 460)

FALL 2004 W 11:15 AM–1:45 PM (3 CREDITS)
LOCATION: du Bois Center (BLDG 64) RM 30

PROFESSOR: DR. ANDREA A. HUNTER
OFFICE: ANT (BLDG 60), RM 214
OFFICE PHONE: 523-9636
OFFICE HOURS: T 2:30-4:30, W 3:00-4:30; OR BY APPOINTMENT

COURSE PREREQUISITES: Cultural Resource Management (ANT 365) and Indigenous Perspectives in Cultural Resource Management (ANT/AS 459).

COURSE DESCRIPTION: Indigenous communities are transforming cultural resource management from a discipline focused on saving archaeological sites for archaeologists to one focused on protecting a wider range of cultural resources for multiple communities, especially descendent communities. A critical factor in continuing this transformation is for Indigenous communities to develop their own self-sustaining capabilities for interaction with land managing agencies, and where appropriate, doing the work themselves. This course will explore the developments in the working relationships of Indigenous peoples and archaeologists in cultural resource management. Strategies and case studies where Indigenous communities themselves and where cultural resource professionals have helped Indigenous communities develop self-sustaining stewardship-based cultural resource programs are presented.

COURSE OBJECTIVES: The following are the primary goals for the course:
- learn about, compare, and contrast Indigenous ownership and management of cultural resources
- gain an understanding of Native peoples participation at all levels (community and professional) in cultural resource ownership, management, preservation, research, and interpretation

COURSE STRUCTURE: The course will be taught in a lecture and group discussion format. All readings compliment lectures and should be read by the dates shown on the weekly reading list.

TEXTBOOKS REQUIRED:
(1) Tribal Cultural Resource Management, by D. Stapp and M. Burney, 2002
(2) Native Americans and Archaeologists, Stepping Stones to Common Ground, edited by N. Swidler, K. Dongoski, R. Anyon, and A. Downer, 1997

revised 9/07
ADDITIONAL REQUIRED READINGS: There are several required readings from book chapters and journal articles assigned throughout the semester. These are on electronic reserve at Cline Library.

EVALUATION METHOD: Your evaluation in the course will be based on the following three criteria:

1) Examinations: There will be two exams. Both will be given during the regular semester at the times listed on the class schedule. The exam format will be objective: multiple choice, true/false, fill-in-the-blank, identifications, matching, and short essay questions. Exam questions will come from lecture, required readings, and audio/visual presentations.

2) Presentation: The class will form research groups of two individuals to study one of the tribal historic preservation offices (THPO). Information will be gathered on the history of the THPO, what the tribe has established to address cultural resource management on and off their reservation. The last weeks of class all groups will summarize their results in a 20 minute class presentation. All members of each group must contribute to the study.

3) Term Paper: Each research group will turn in a final term paper on their THPO study (maximum 10 pages of text, excluding maps, figures, bibliography).

POINT DISTRIBUTION:

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<thead>
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<th>Exams</th>
<th>Papers/Presentation</th>
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<tr>
<td>Exam 1 = 100 pts</td>
<td>Presentation = 100 pts</td>
</tr>
<tr>
<td>Exam 2 = 100 pts</td>
<td>Term paper = 100 pts</td>
</tr>
<tr>
<td>200 pts</td>
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</table>

Total pts = 400  A = 400-360  B = 359-320  C = 319-280  D = 279-240  F = 239-0

COURSE POLICIES:

Re-tests/Make-up tests: No make-up exams will be given for anything less than a well-documented (in writing) emergency.

Attendance: Required, you must attend all lectures.

Plagiarism and Cheating: Academic dishonesty will not be tolerated. Students charged with academic dishonesty are subject to the Arizona Board of Regents’ Code of Conduct and procedures established by NAU and outlined in the Student Handbook 2004-2005. No leniency will be granted and any incidents will be pursued to the fullest extent of the sanctions in the Code of Conduct.

Incompletes: No incompletes will be given for anything less than a well-documented (in writing) emergency.

Students with Learning Disabilities or Physical Handicaps:

revised 9/07
Students who have learning disabilities or physical handicaps must present a copy of their Eligibility Letter to the professor within the first 2 weeks of class. The university provides many kinds of services and support, but those eligible must obtain documentation from the appropriate university agencies. Requests for accommodations must be made early.

**COURSE SCHEDULE AND ASSIGNMENTS**
(schedule is tentative and subject to change without notice by professor)

*Week 1*
Aug. 27: Introduction to course

*Week 2*
Sept. 3: Defining tribal cultural resource management

*Implementing a Tribal Cultural Resource Management Agenda*

*Week 3*
Sept. 10: Developing a tribal cultural resource protection program

*Week 4*
Sept. 17: Consultation: the cornerstone of tribal cultural resource management

*Week 5*
Sept. 24: Cultural landscapes and the challenge of protection

*Week 6*
Oct. 1: Promoting a cultural resource stewardship agenda to address tribal interests and expectations

**Aspects of Tribal Cultural Resource Management**

*Week 7*
Oct. 8: Repatriation of Native American human remains

*Week 8*
Oct. 15: Curation and repatriation of sacred and tribal objects

*Week 9*
Oct. 22: Sacred places and sacred landscapes

*Week 10*
Oct. 29: Preservation of tribal sacred places

*Week 11*
Nov. 5: Living tribal cultures

**Tribal Cultural Resource Management Case Studies**

*Week 12*
Nov. 12: Case studies: Southwest and Northwest tribes

*Week 13*
Nov. 19: Case studies: Plains and Southeast tribes

*Week 14*
Nov. 26: Student's presentations and group discussion

*Week 15*
Dec. 3: Student's presentations and group discussion

Dec. 5: Term Paper Due

revised 9/07
PROPOSAL FOR COURSE CHANGE

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


3. College Social & Behavioral Sciences

4. Academic Unit Anthropology

5. Current course subject/catalog number ANT 460

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
ANT 460 APPLIED INDIGENOUS CULTURAL RESOURCE MANAGEMENT (3)
This course explores the developments in the working relationships of Indigenous peoples and archaeologists in cultural resource management. Tribal CRM strategies and case studies across Indian country will be reviewed. Prerequisite: ANT 365 and ANT 459 ETNC

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

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

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

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

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

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

11. a. Proposed course subject/catalog number ____________________________
b. Proposed units ____________________________
c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes ☐ No ☐
   If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
d. Proposed to co-convene with ____________________________
   Date approved by UGC ____________________________
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
e. Proposed to cross-list with AIS 460 ____________________________
   (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.

This cross-listing will fill a gap in the AIS Cultural Resource Management Emphasis Area course elective area and allow other AIS emphasis area students to benefit from this vital and relevant course content. The actual cross-listing will provide an opportunity for students to fulfill optional course emphasis areas with additional AIS courses. In cross-listing this course with Applied Indigenous Studies, it will increase the opportunity for Native students enrollment in the class and thereby, potentially enhance and enrich the course discussions.

13. Approvals

Department Chair/Unit Head (if appropriate)  
Date: 11/20/07

Chair of college curriculum committee  
Date: 3/3/07

Dean of college  
Date:

For Committee use only

For University Curriculum Committee  
Date: 3/11/08

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.
SYLLABUS
SOCIAL AND BEHAVIORAL SCIENCES

APPLIED INDIGENOUS CULTURAL RESOURCE MANAGEMENT
(ANT 460)

FALL 2004 W 11:15 AM–1:45 PM (3 CREDITS)
LOCATION: du Bois Center (BLDG 64) RM 30

PROFESSOR: DR. ANDREA A. HUNTER
OFFICE: ANT (BLDG 60), RM 214
PHONE: 523-9656
OFFICE HOURS: T 2:30-4:30, W 3:00-4:30; OR BY APPOINTMENT

COURSE PREREQUISITES: Cultural Resource Management (ANT 365) and Indigenous Perspectives in Cultural Resource Management (ANT 459).

COURSE DESCRIPTION: Indigenous communities are transforming cultural resource management from a discipline focused on saving archaeological sites for archaeologists to one focused on protecting a wider range of cultural resources for multiple communities, especially descendent communities. A critical factor in continuing this transformation is for Indigenous communities to develop their own self-sustaining capabilities for interaction with land managing agencies, and where appropriate, doing the work themselves. This course will explore the developments in the working relationships of Indigenous peoples and archaeologists in cultural resource management. Strategies and case studies where Indigenous communities themselves and where cultural resource professionals have helped Indigenous communities develop self-sustaining stewardship-based cultural resource programs are presented.

COURSE OBJECTIVES: The following are the primary goals for the course:

- learn about, compare, and contrast Indigenous ownership and management of cultural resources
- gain an understanding of Native peoples participation at all levels (community and professional) in cultural resource ownership, management, preservation, research, and interpretation

COURSE STRUCTURE: The course will be taught in a lecture and group discussion format. All readings compliment lectures and should be read by the dates shown on the weekly reading list.

TEXTBOOKS REQUIRED:
(1) Tribal Cultural Resource Management, by D. Stapp and M. Burney, 2002
(2) Native Americans and Archaeologists, Stepping Stones to Common Ground, edited by N. Swidler, K. Dongoski, R. Anyon, and A. Downer, 1997

ADDITIONAL REQUIRED READINGS: There are several required readings from book chapters and journal articles assigned throughout the semester. These are on electronic reserve at Cline Library.

EVALUATION METHOD: Your evaluation in the course will be based on the following three criteria:

1) Examinations: There will be two exams. Both will be given during the regular semester at the times listed on the class schedule. The exam format will be objective: multiple choice, true/false, fill-in-the-blank, identifications, matching, and short essay questions. Exam questions will come from lecture, required readings, and audio/visual presentations.

2) Presentation: The class will form research groups of two individuals to study one of the tribal historic preservation offices (THPO). Information will be gathered on the history of the THPO, what the tribe has established to address
cultural resource management on and off their reservation. The last weeks of class all groups will summarize their results in a 20 minute class presentation. All members of each group must contribute to the study.

) Term Paper: Each research group will turn in a final term paper on their THPO study (maximum 10 pages of text, excluding maps, figures, bibliography).

**POINT DISTRIBUTION:**

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<th>Exams:</th>
<th>Papers/Presentation:</th>
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<td>Exam 1 = 100 pts</td>
<td>Presentation = 100 pts</td>
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<td>Exam 2 = 100 pts</td>
<td>Term paper = 100 pts</td>
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Total pts = 400   A = 400-360   B = 359-320   C = 319-280   D = 279-240   F = 239-0

**COURSE POLICIES:**

Re-tests/Make-up tests: No make-up exams will be given for anything less than a well-documented (in writing) emergency.

Attendance: Required, you must attend all lectures.

Plagiarism and Cheating: Academic dishonesty will not be tolerated. Students charged with academic dishonesty are subject to the Arizona Board of Regents’ Code of Conduct and procedures established by NAU and outlined in the *Student handbook 2004-2005*. No leniency will be granted and any incidents will be pursued to the fullest extent of the sanctions in the Code of Conduct.

Incompletes: No incompletes will be given for anything less than a well-documented (in writing) emergency.

Students with Learning Disabilities or Physical Handicaps:
Students who have learning disabilities or physical handicaps must present a copy of their Eligibility Letter to the professor within the first 2 weeks of class. The university provides many kinds of services and support, but those eligible must obtain documentation from the appropriate university agencies. Requests for accommodations must be made early.
COURSE SCHEDULE AND ASSIGNMENTS
(schedule is tentative and subject to change without notice by professor)

Week 1
Aug. 27: Introduction to course

Week 2
Sept. 3: Defining tribal cultural resource management

Implementing a Tribal Cultural Resource Management Agenda

Week 3
Sept. 10: Developing a tribal cultural resource protection program

Week 4
Sept. 17: Consultation: the cornerstone of tribal cultural resource management

Week 5
Sept. 24: Cultural landscapes and the challenge of protection

Week 6
Oct. 1: Promoting a cultural resource stewardship agenda to address tribal interests and expectations

Aspects of Tribal Cultural Resource Management

Week 7
Oct. 8: Repatriation of Native American human remains

Week 8
Oct. 15: Curation and repatriation of sacred and tribal objects

Week 9
Oct. 22: Sacred places and sacred landscapes

Week 10
Oct. 29: Preservation of tribal sacred places

Week 11
Nov. 5: Living tribal cultures

Tribal Cultural Resource Management Case Studies

Week 12
Nov. 12: Case studies: Southwest and Northwest tribes

Week 13
Nov. 19: Case studies: Plains and Southeast tribes

Week 14
Nov. 26: Student's presentations and group discussion

Week 15
Dec. 3: Student's presentations and group discussion

Dec. 5: Term Paper Due
### University Curriculum Committee
#### Proposal for Course Change

1. **Is this course a Diversity or Liberal Studies Course?**
   - **No**

2. **Course change effective beginning of what term and year?**
   - **Fall, 2008** 2009

3. **College of Arts and Letters**

4. **Academic Unit/Department**
   - **English**

5. **Current course subject/catalog number**
   - **ENG 300**

6. **Current catalog title, course description and units.**
   - **Current Trends and Theories in the Teaching of English.** (1 credit)
   - **Current professional issues facing public school English teachers.** Prerequisite: ENG 105 or HON 190 or HON 191
   - **Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.**
   - **Current Trends and Theories in the Teaching of English (3 credits)**
   - **Current pedagogical, technological, and professional issues facing public school English teachers.** Prerequisite: ENG 105 or HON 190 or HON 191

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

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

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

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

If revised, how should it be revised? _______

Revised 9/06
IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

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

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

We need to make this course a 3 credit course in order to accommodate changes to the English Ed major, extended major, and minor based on our assessment of how to best meet technology issues as expected by NCTE (the National Council of Teachers of English) and NCATE (National Council for Accreditation of Teacher Education). As indicated in the description change, there will be a heavier emphasis on technology and the pedagogical choices of teachers who are expected to know and use this technology.

10. Approvals

[Signatures and dates]

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

Revised 9/06
For University Curriculum Committee/Date

ion taken:  ✓ approved as submitted approved as modified
ENG 300: Current Trends and Theories in the Teaching of English
Fall 2008, MWF 9:10-10:00 and 10:20-11:30 (3 credit hours)

Dr. Sandra Raymond
Office: LA 337
Phone: 523-0951
Email: sandra.raymond@nau.edu
Office Hours/Advising Center Hours: Tuesday 3:00-4:00 (LA 305), Thursday 1:00-2:00 (LA 305), Thursday 3:00-4:00 (LA 337)

Course Description:
This course introduces the underlying theories of reading and writing instruction and how those theories translate into practice in the secondary classroom, as well as the current professional trends and issues facing public school English teachers. We will pay particular attention to trends and theories in media literacy, curriculum development, standards and standardized testing, policy issues, and public perception of teachers, with a special focus on the use of technology in the classroom and the use of electronic portfolios.

Course Prerequisites: ENG 105 or HON 190/191

Student Learning Expectations/Outcomes:

At the end of this course students will be able to:

- Identify and discuss major trends, theories, and issues in the areas of media literacy, technology, reading and writing instruction, standardized testing and assessment, teacher training, classroom management, and curriculum development.

- Discuss how theory and research translates into teaching practice.

- Conduct research and apply research findings to decisions about curriculum and classroom management.

- Apply the current Arizona state standards in the area of English/Language Arts to lesson planning.

- Reflect on their own experiences, biases, motivations, and interests with regard to being and becoming a teacher.

- Create an electronic portfolio based on NCTE/NCATE standards and learn to use a variety of on-line and multimedia tools for teaching and professional development.

NAU Educational Unit Vision Statement
We develop educational leaders who create tomorrow's opportunities.
NAU Educational Unit Mission Statement
Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

NCTE/NCATE Standards Addressed in this Course:

- 2.4 Use practices designed to assist students in developing habits of critical thinking and judgment.

- 2.5 Make meaningful connections between the ELA curriculum and developments in culture, society, and education.

- 3.6.1 Understand how media can influence constructions of a text’s meaning, and how experiencing various media can enhance students' composing processes, communication, and learning.

- 3.6.3 Incorporate technology and print/nonprint media into their own work and instruction.

- 3.7.1 Use major sources of research and theory related to English language arts to support their teaching decisions.

Course Structure/Approach:
This course combines lecture and large and small group discussion with computer lab activities, writing workshops, interactive media, Vista tools, and student presentations.

Textbook and Required Materials:
Multiliteracies for a Digital Age (2004)
Author(s): Stuart A. Selber, National Council of Teachers of English Press

Standards for the English Language Arts (1996)
National Council of Teachers of English Press
(also available for free as a PDF file at www.ncte.org)

National Council of Teachers of English

Additional Readings on Electronic Reserve (see list and links in Vista)

Additional Recommended Resources and Readings:
Plugged In to English: English and Language Arts Activities for the Computer Lab (2003), John O. Cole, Cottonwood Press

Reading the Media: Media Literacy in High School English (2006)
Renee Hobbs, International Reading Association Press

Reading in the Dark: Using Film as a Tool in the English Classroom (2001)
John Golden, National Council of Teachers of English Press
Assessment of Student Learning Outcomes:

- Reading Responses and Discussion Questions: 20% of the final grade. Students will be required to complete a variety of assessments for the assigned readings. Reading responses and assessment questions are designed to assess how well students can identify and discuss major trends, theories, and issues. Assessment types will vary each week and will consist of reading quizzes, brief reading response papers (written both in and out of class), small group discussions, and Vista forum discussions. **100 points**

- Student Web Quest: 20% of the final grade. Students will be required to complete a Web Quest and also create their own Web Quest. Web Quests must follow the required format and contain topics, information and activities relevant to secondary language arts students. **100 points**

- Theory into Practice Project: 10% of the final grade. Students will assemble notes, materials, and lesson plans pertaining to relevant theories of teaching reading and writing combined with reflections how those theories can apply in contemporary classroom settings. This project is designed to assess how well students can discuss how theory and research translates into teaching practice. **50 points**

- Trends and Theories Research Project and Presentation: 20% of the final grade. Students will engage in research relevant to their chosen topic, creating a bibliography of varied sources which may consist of books, journal and periodical articles, internet sources, and films or videos. Research will be presented in essay form and also with multiple media such as PowerPoint presentations, interactive websites, etc. Students will also participate in a writing group workshop. **100 points**

- Final Exam: 10% of the final grade. The final exam will consist of an in-class essay exam covering readings and course topics. **50 points**

- Electronic portfolio: 10% of the final grade. Students will learn about on-line portfolio tools and programs and begin creating an electronic professional portfolio to which they will add artifacts in their other English Education courses and throughout the duration of their participation English Education program. Among other artifacts, the portfolio will consist of written reflections and a professional development plan. This project will assess how well students are able to reflect on their own experiences, biases, motivations, and interests with regard to being and becoming a teacher. **50 points**
• Participation: 10% of the final grade. Attendance will be recorded and students are expected to be active participants in the class. Small group and whole class discussions will give everyone a chance to participate. To receive full credit students must have no more than three absences. **50 points**

**Grading**
- Reading Responses and Discussion Questions: 100 points
  - 450-500 = A
- Student Web Quest: 100 points
  - 400-449 = B
- Theory into Practice Project: 50 points
  - 350-399 = C
- Trends and Theories Research Project and Presentation: 100 points
  - 300-349 = D
- Final Exam: 50 points
  - 0-299 = F
- Electronic portfolio: 50 points
- Participation: 50 points
- **Total: 500 points**

**Schedule of Readings and Assessments** (subject to change)

**WEEK ONE**

**Introduction to Course**
Overview of syllabus, required texts, Vista, computer lab policies and conduct, on-line and multimedia tools, and course topics

**WEEK TWO**

**Topic: Teaching with Technology**

**Required Readings:**
Selber Chapter One: “Reimagining Computer Literacy” and Chapter Two: “Functional Literacy: Computers as Tools, Students as Effective Users of Technology”
*Current Trends and Issues* Section One: “The World Wide Web in the Classroom”
Article: “Rethinking the Purposes and Processes For Designing Digital Portfolios” (on electronic reserve)
Lab: Introduction to on-line teaching tools and creating electronic or digital portfolios with practice setting up a portfolio shell and uploading artifacts

**WEEK THREE**

**Topic: The Student WebQuest**

**Required Readings:**
Article: “The Student WebQuest” by Maureen Brown Yoder (on electronic reserve)
Article: “Reading, Technology, and Inquiry-Based Learning Through Literature-Rich WebQuests” by Teclcchaimanot and Lamb (article on electronic reserve)
Lab: Looking at Web Quest examples and free on-line tools for creating Web Quests, practice setting up and designing Web Quest pages
Reading Response Paper #1 Due
WEEK FOUR

Topic: Critical Literacy and Multiple Literacies
Required Readings:
Selber Chapter Three: “Critical Literacy: Computers as Cultural Artifacts, Students as Informed Questioners of Technology: and Chapter Four: “Rhetorical Literacy: Computers as Hyper textual Media, Students as Reflective Producers of Technology”
Current Trends and Issues Section Two: “The Reemergence of Critical Literacy”
Lab: Discussion of various sites aimed at teenagers and secondary students with modeling of critical analysis of websites.
Reading Response Paper #2 Due

WEEK FIVE

Topic: Adolescent Literature and the Canon
Required Readings:
Article: “Exploring the Canon, Understanding the Canon” by Katherine Siewert McKnight (on electronic reserve)
Lab: Exploration of the American Library Association and the National Council of Teachers of English websites for on-line resources for teaching literature.
Reading Response Paper #3 Due

WEEK SIX

Topic: Challenged and Banned Books
Required Readings:
Read the section on Federal Legislative Issues at the American Library Association Website (www.ala.org)
(Check out additional links on Vista)
Lab: Student Web Quests Due—Presentations of Web Quests

WEEK SEVEN

Topic: Approaches to Research
Required Readings:
Article: “The Multigenre paper: Increasing interest, motivation, and functionality in research.” By: Margaret Moulton (on electronic reserve)
Lab: Presentations of Web Quests, exploration of on-line research tools, such as Ref Works and Citation Machine.

WEEK EIGHT

Topic: Theories of Grammar Instruction and Language Acquisition
Required Readings:
“Our Ambivalence toward Teaching Grammar” by Bill Gribbin (on electronic reserve)
Lab: On-line grammar activities and resources sites.
Reading Response Paper #4 Due

WEEK NINE

Topic: The Theory and Practice of Writing Instruction
Required Readings:
Article: “Genres of High-Stakes Writing Assessments and the Construct of Writing Competence” (on electronic reserve)
Article: “6 +1 Traits for Revision” (on electronic reserve)
Lab: Practice reading and evaluating student writing online as well as practice uploading written artifacts to the electronic portfolio

WEEK TEN

Topic: Standards and Standardized Testing
Required Readings:
Standards for the English Language Arts Chapters 1-3
Lab: Interactive practice tests
Reading Response Paper #5 Due

WEEK ELEVEN

Topic: Trends and Theories in Assessment
Required Readings:
Article: “Writing to the Rubric” by Linda Marby (on electronic reserve)
Article: “Are Standards Preventing Good Teaching?” by Claire Berube (on electronic reserve)
Writing Group Workshop for Trends and Theories
Research Essay and Project
Lab: Creating rubrics using on-line tools such as Task Stream and Rubistar

WEEK TWELVE

Topic: Classroom Management in the Student Centered Language Arts Classroom
Required Readings:
Article “Management Tips for New Teachers” by Karen Zauber (on electronic reserve)
Lab: Create a virtual classroom and upload management plan to electronic portfolio

WEEK THIRTEEN

Topic: Teacher Education, Professionalism, and Portfolios
Required Readings:
“Transformative Learning through Electronic Portfolios” by Susan Stansberry and Angel Kymes (on electronic reserve)
Article: “The Kind of Schools We Need” by Elliot Eisner (on electronic reserve)
Article: “What New Teachers Need to Learn” by S. Feiman-Nemser (on electronic reserve)
Lab: Discuss philosophy of education and professional development plan and upload to electronic portfolio
Trends and Theories Research Project Due

WEEK FOURTEEN
Student Presentations of Trends and Theories Research

WEEK FIFTEEN
Student Presentations of Trends and Theories Research

WEEK SIXTEEN
Final Exam
Electronic Portfolio Due

Course Policies:

Attendance
It is expected that all students will attend every class session. Because active participation in discussion and group activities is so important for this course, you need to come to class on time and prepared, with cell phones and other electronic devices turned off and put away. More than three absences will result in a 10% reduction of your final grade.

Make-up work and Late work
All assignments and assessments may be submitted electronically through Vista or email attachment, in-class, or to my office anytime before or on the day they are due. Late assignments and assessments will receive a 10% reduction in grade. In-class assessments such as discussion participation, quizzes and group activities cannot be made up.

Incomplete
Incomplete will only be given to students with documented illnesses who sign an agreement about the remaining work to be completed. Students who stop coming to class and completing work without arranging a formal incomplete will fail the class.

Plagiarism and cheating
Students who violate the University policy on academic integrity will receive a failing grade for the assignment or exam in question. Policies are listed at the end of this syllabus and can also be found in the Student Handbook at the following link:

http://www4.nau.edu/stulife/handbookdishonesty.htm

Classroom Conduct

According to the NAU Student Handbook:

"The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self discipline and a respect for the rights of"
others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities."

Students who engage in behavior that interferes with this learning environment may be asked to leave and/or may be administratively dropped from the class after one warning. Such behavior includes, but is not limited to: leaves cell phone on; uses cell phone; walks in and out of class; holds side conversations; reads other materials; falls asleep; listens to iPod (if this is what you really want to do, do it somewhere else); yells and/or addresses other students in obscene or profane language; monopolizes the class and refuses to yield the floor to others; shows blatant disrespect to other students or professors.

Northern Arizona University Policies:

Safe Environment Policy

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

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://www4.nau.edu/diversity/swale.asp. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

Students with Disabilities

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

Institutional Review Board

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.
The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www.research.nau.edu/vpr/IRB/index.htm. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

**Academic Integrity**

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.

**Academic Contact Hour Policy**

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

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

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

1. College  CAL  
2. Academic Unit  English  

3. Academic Plan Name  Minor in English Education  
4. Subplan (if applicable)?  

5. Effective Date  FALL 2008  

6. Is this proposal for a:  
   □ 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://www.uno.edu/units/AcademicCatalog/academiccatalogs.htm)  
   Be sure you include all catalog text that pertains to this plan change.  

   To complete this minor, take the following 28 units:  
   • ENG 300, 301W, 335, 338, 400, and 403 (16 units)  
   • ENG 242 or 243 (3 units)  
   • ENG 231 or 232 (3 units)  
   • ENG 270 or 271 (3 units)  
   • one of ENG 302W, 308, 310W, or 313W (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.  

   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, take the following 27 units:  
   • ENG 300, 301W, 321, 335, 400, 403, and 404 (21 units)  
   • ENG 242 or 243 (3 units)  
   • ENG 231 or 232 (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.  

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.A./B.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.**

   
   Although this is a minor, the same outcomes are expected as with the major, although not to the same degree.

   Student Learning Outcomes Expectations and Evidence/Indicators: All students graduating with a minor in English Education should be able to:
   
   1. Appreciate the beauty, power, and scope of literature and language.
   2. Write effectively and grammatically with an awareness of audience and rhetorical purpose.
   3. Think critically and analytically in response to various forms of discourse (fiction, poetry, critical essay, etc.).
   4. Understand the traditions embodied in English language, literature, and the teaching of language arts.
   5. Conduct extended research on questions of literature, language, and culture; by research, we mean: library, Internet, empirical, teacher/action research, and so on).
   6. Possess a working knowledge of the state standards in English/Language Arts.

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

   The change being made to the program of study for the minor in English Education is in response to the courses that are currently being taught in the program which would help minor students work towards secondary certification in English. Because our focus on meeting NCTE and NCATE standards have forced changes to the English Ed major curriculum, changes needed to be made to the minor curriculum to keep it current and in-line with current offerings within the department.

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

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

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

---

**Certifications**

Department Chair/ Unit Head (if appropriate)  
Date: 3/2/08

Chair of college curriculum committee  
Date: 3/15/08

Date of college  
Date: 3/3/08

For committee use only

For University Curriculum Committee  
Date: 3/7/08

Action taken: approved as submitted approved as modified

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

Revised 08/06
UNIVERSITY CURRICULUM COMMITTEE

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

1. College  CAL   2. Academic Unit  English

3. Academic Plan Name  B.S. Ed in English  4. Subplan (if applicable)  

5. Effective Date  FALL  2005-2-5

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

7.

Revised 08/06
For this degree, apply for and be accepted into the departmental program and complete at least 134 units of coursework, which we describe in the sections that follow:

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

- at least 43 units of major requirements

- at least 30 units of teacher-preparation requirements

- 8 units of language requirements or proficiency through a second semester language course

- at least 18 units of minor requirements

- elective courses, if needed, to reach an overall total of at least 134 units

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 134 units to graduate. Contact the English Advisement Center (Liberal Arts Building, room 305; 928-523-2446) for details.

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 this degree, apply for and be accepted into the departmental program and complete at least **136** units of coursework, which we describe in the sections that follow:

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

- at least **45** units of major requirements

- at least 30 units of teacher-preparation requirements

- 8 units of language requirements or proficiency through a second semester language course

- at least 18 units of minor requirements

- elective courses, if needed, to reach an overall total of at least **136** units

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least **136** units to graduate. Contact the English Advisement Center (Liberal Arts Building, room 305; 928-523-2446) for details.
For this degree, complete the following 43 units:
- ENG 300, 308, 321, 335, 400, 403, and 404 (19 units)
- 9 units of ENG and BME courses
  (Only 3 of the 9 units can be from BME.)

**TEACHER-PREPARATION REQUIREMENTS**

Complete 30 units of professional courses offered by the College of Education to qualify for certification to teach English in Arizona and most other states.

Click here for more information about Teacher Preparation in Secondary Education.

Please note that these 30 units include ECI 495C, which meets NAU’s senior capstone requirement. Also note that for the B.S.Ed. in English, you substitute ENG 401 instead of ECI 308.

Finally, be aware that you must have a 3.0 grade point average in your English coursework to student teach.

<table>
<thead>
<tr>
<th>For this degree, complete the following 45 units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- ENG 300, 308, 321, 335, 400, 403, and 404 (21 units)</td>
</tr>
<tr>
<td>- 9 units of ENG and BME courses</td>
</tr>
</tbody>
</table>
  (Only 3 of the 9 units can be from BME.) |

**TEACHER-PREPARATION REQUIREMENTS**

Complete 30 units of professional courses offered by the College of Education to qualify for certification to teach English in Arizona and most other states.

Click here for more information about Teacher Preparation in Secondary Education.

Please note that these 30 units include ECI 495C, which meets NAU’s senior capstone requirement. Also note that for the B.S.Ed. in English, you substitute ENG 401 instead of ECI 308.

"Candidates in English Education are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to enter student teaching or internship placements. Content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in the ENG 301W, ENG 400, ENG 403, ENG 404, and ECI 495C classes."

Finally, be aware that you must have a 3.0 grade point average in your English coursework to student teach.
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.


   Student Learning Outcomes Expectations and Evidence/Indicators: All students graduating with a BS.Ed. in English should be able to:
   1. Appreciate the beauty, power, and scope of literature and language.
   2. Write effectively and grammatically with an awareness of audience and rhetorical purpose.
   3. Think critically and analytically in response to various forms of discourse (fiction, poetry, critical essay, etc.).
   4. Understand the traditions embodied in English language, literature, and the teaching of language arts.
   5. Conduct extended research on questions of literature, language, and culture; by research, we mean: library, Internet, empirical, teacher/action research, and so on).
   6. Use language creatively—with a sense of imagination, discipline, and stylistic force—for self expression and communication.
   7. Understand language and language learning in its cultural and historical context.
   8. Possess a working knowledge of the state standards in English/Language Arts.

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

   The change being made to the program of study for the B.S. Ed in English is a direct result of NAU’s decision to pursue NCATE accreditation. After assessing how our current courses are meeting the many standards dictated by the National Council of Teachers of English, we find that we still have one weak area—the use of technology in the classroom. In order to meet this need, we need to expand our current ENG 300—Current Trends and Theories in the Teaching of English—from a one credit to a three credit course; this accounts for the shift from 43 to 45 credits.

   The additional language at the bottom of the catalog copy is now required to make students aware of new requirements to all programs connected with NCATE.

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

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

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

Revised 08/06
Certifications

Department Chair/Unit Head (if appropriate)  Date  2-5-08

Chair of college curriculum committee  Date  2-5-08

Dean of college  Date  2-11-08

For committee use only  Date  3/11/08

For University Curriculum Committee

Action taken:  \(\sqrt{\) 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**: CAL
2. **Academic Unit**: English

3. **Academic Plan Name**: B.S. Ed in English
4. **Subplan (if applicable)**: Extended

5. **Effective Date**: FALL 2009

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

7. 

Revised 08/06
For this degree, apply for and be accepted into the departmental program and complete at least 120-129 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ENG prefix to satisfy these liberal studies requirements.
- at least 55 units of major requirements
- at least 30 units of teacher-preparation requirements
- 8 units of language requirements or proficiency through a second semester language course
- elective courses, if needed, to reach an overall total of at least 120-129 units

For this degree, complete the following 55 units:
- ENG 300, 308, 321, 335, 400, 403, and 404 (19 units)
- Eng 301w (3 units)
- ENG 231 or 232 (3 units)
- ENG 242 or 243 (3 units)
- ENG 270, 271 or 272 (3 units)

For this degree, apply for and be accepted into the departmental program and complete at least 122-130 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ENG prefix to satisfy these liberal studies requirements.
- at least 57 units of major requirements
- at least 30 units of teacher-preparation requirements
- 8 units of language requirements or proficiency through a second semester language course
- elective courses, if needed, to reach an overall total of at least 122 units.

For this degree, complete the following 57 units:
- ENG 300, 308, 321, 335, 400, 403, and 404 (21 units)
- ENG 301W (3 units)
- ENG 231 or 232 (3 units)
- ENG 242 or 243 (3 units)
- ENG 270, 271 or 272 (3 units)
• one of ENG 245, 247, 345, or 445C (3 units)
• 21 units of ENG and BME courses
(Only 9 of the 21 units can be from BME.)

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 120-129 units to graduate. Contact your advisor for details.

**Teacher-Preparation Requirements**

Complete 30 units of professional courses offered by the College of Education to qualify for certification to teach English in Arizona and most other states.

Click here for more information about Teacher Preparation in Secondary Education.

Please note that these 30 units include ECI 495C, which meets NAU’s senior capstone requirement. Also note that for the B.S.Ed. in English, you substitute ENG 401 instead of ECI 308.

Finally, be aware that you must have a 3.0 grade point average in your English coursework to student teach.

• one of ENG 245, 247, 345, or 445C (3 units)
• 21 units of ENG and BME courses
(Only 9 of the 21 units can be from BME.)

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 **122-130** units to graduate. Contact your advisor for details.

**Teacher-Preparation Requirements**

Complete 30 units of professional courses offered by the College of Education to qualify for certification to teach English in Arizona and most other states.

Click here for more information about Teacher Preparation in Secondary Education.

Please note that these 30 units include ECI 495C, which meets NAU’s senior capstone requirement. Also note that for the B.S.Ed. in English, you substitute ENG 401 instead of ECI 308.

"Candidates in English Education are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to enter student teaching or internship placements. Content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in the ENG 301W, ENG 400, ENG 403, ENG 404, and ECI 495C classes."
Finally, be aware that you must have a 3.0 grade point average in your English coursework to student teach.

8. For undergraduate plans, will this requirement be a student individualized plan*?  
   ☒ no  ☐ yes
*A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BA/LS focus, for which coursework requirements are established by the student in consultation with the advisor.

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

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

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

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


   Student Learning Outcomes Expectations and Evidence/Indicators: All students graduating with a BS.Ed. in English should be able to:
   1. Appreciate the beauty, power, and scope of literature and language.
   2. Write effectively and grammatically with an awareness of audience and rhetorical purpose.
   3. Think critically and analytically in response to various forms of discourse (fiction, poetry, critical essay, etc.).
   4. Understand the traditions embodied in English language, literature, and the teaching of language arts.
   5. Conduct extended research on questions of literature, language, and culture; by research, we mean: library, Internet, empirical, teacher/action research, and so on).
   6. Use language creatively—with a sense of imagination, discipline, and stylistic force—for self expression and communication.
   7. Understand language and language learning in its cultural and historical context.
   8. Possess a working knowledge of the state standards in English/Language Arts.

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

   The change being made to the program of study for the B.S. Ed in English is a direct result of NAU’s decision to pursue NCATE accreditation. After assessing how our current courses are meeting the many standards dictated by the National Council of Teachers of English, we find that we still have one weak area—the use of technology in the classroom. In order to meet this need, we need to expand our current ENG 300—Current Trends and Theories in the Teaching of English—from a one credit to a three credit course; this accounts for the shift from 55 to 57 credits.

   The additional language at the bottom of the catalog copy is now required to make students aware of new requirements to all programs connected with NCATE.

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

Revised 08/06
Certifications

Department Chair/ Unit Head (if appropriate)  2·5·08

Chair of College Curriculum Committee  2·8·08

Dean of College  2·11·08

For committee use only  3/11/08

For University Curriculum Committee  Date

Action taken:  √ approved as submitted  ____ approved as modified

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

Revised 08/06
13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU? NO, because English Education students have already been taking BME 437. If so, attach supporting documentation from the affected departments/units and college dean.

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

Certifications

Department Chair/ Unit Head (if appropriate)     Date

Chair of college curriculum committee     Date

Dean of college     Date

For committee use only     3/11/08

For University Curriculum Committee     Date

Action taken:     ☑ approved as submitted     ☑ approved as modified

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

Revised 08/06
Is this course a Diversity or Liberal Studies Course? Liberal Studies ☐ Diversity ☐ Both ☐


3. College Franke College of Business

4. Academic Unit/Department HRM

5. Current course subject/catalog number HA100

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

<table>
<thead>
<tr>
<th>HA 100 INTRODUCTION TO THE HOSPITALITY INDUSTRY (3)</th>
<th>HA 100 INTRODUCTION TO THE HOSPITALITY INDUSTRY (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduces the hospitality industry through a review of the historical development</td>
<td>Introduces the industry and careers paths in hospitality</td>
</tr>
</tbody>
</table>

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

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

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

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

If revised, how should it be revised? The credit count for this class from NAU should be changed from 3 units to 1 unit. This course will remain 3 units from other institutions.

Revised 9/06
IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

<table>
<thead>
<tr>
<th>Current course subject/catalog number</th>
<th>Proposed course subject/catalog number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current number of units/credits</td>
<td>Proposed number of units/credits</td>
</tr>
<tr>
<td>Current Course Fee</td>
<td>Proposed Grading Option*</td>
</tr>
<tr>
<td>Current Letter Grade</td>
<td>Proposed Grading Option*</td>
</tr>
<tr>
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<td>Proposed Prerequisite</td>
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<tr>
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<td>Proposed Co-requisite</td>
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<td>Proposed Co-Convene with</td>
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<td>Current Cross List with</td>
<td>Proposed Cross List with</td>
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<td></td>
<td>Do you want to remove this course from</td>
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<td>either the Liberal Studies Course list</td>
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<tr>
<td></td>
<td>and or the Diversity Course list?</td>
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<td></td>
<td>Liberal Studies ☐</td>
</tr>
<tr>
<td></td>
<td>Diversity ☐</td>
</tr>
</tbody>
</table>

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

This class currently covers material that is covered in other HA classes. By reducing the credit count to 1 unit, an additional course in Beverage Management (without alcohol tasting) can be added to the required classes. As found in course assessments, the industry feels that a beverage management class is necessary in our field of study.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

Revised 9/06
For University Curriculum Committee/Date

Section taken: √ approved as submitted ______ approved as modified ______

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

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

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

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

OR

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

OR

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

NEW LIBERAL STUDIES COURSE

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

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

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

TOPICS COURSE ONLY

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

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

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

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

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

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

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

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

4. Do you intend to offer ABC 400 and ABC 400C?  yes □  no □  
   *If no, please submit a course delete form for the ABC 400.*
HA 100 Introduction to the Hospitality Industry

SYLLABUS

General Information

- Academic Unit: W.A. Franke College of Business, School of Hotel and Restaurant Management
- Course Title: HA 100, Introduction of the Hospitality Industry
- Course Offered: Spring, Fall, and/or Summer Semesters
- Course Credits: 1
- Instructor: Ron Evans
- Office address: Building 33A
- Office hours: 10:00 AM – Noon & 2:00 – 5:00 PM
- Course Prerequisites: None

Course description

The purpose of this course is to introduce students to the many career opportunities in the hospitality industry.

Course Outcomes

- Learn and classify the segments of the hospitality industry
- Understand the role of professional management in the industry
- Understand the various career choices

Course Approach

- This course will explore the many career opportunities in the hospitality industry.
- This will be a course that will allow the student to discuss and research the different fields in the hospitality industry, spending time reflecting on the traits and skills needed to be successful in their chosen career path.
- This course will utilize various articles and written materials that will provide the students with information about hospitality careers
- Guest speakers from various areas of the industry will be invited to share their views on the industry and their careers.
Required Textbook

No textbook will be required. A course pack containing articles and case studies will be utilized to provide a beginning for career discussions and reflection.

Course Outline

1. Hotels and Rooms Division
2. Meetings
3. Conventions
4. Event Management
5. Food and Beverage Operations
6. Restaurant Operations
7. Managed Services
8. Tourism
9. Recreation
10. Gaming and Casinos

Assessment of Student Learning Outcomes

Written assignments: 200 points. There will be ten written assignments worth 20 points each. Each assignment will require you to research and respond to questions based on the area of the hospitality industry being presented in the class period.

Interview project: 100 points. You will be required to interview a person in the particular industry area that you believe you might want to pursue in your career. A list of questions will be provided to solicit information about the pros and cons of the position and then a reflection paper will be written to share your thoughts about the career choice and how it may or may not match your expectations.

Class participation: 50 points

Mid-term: 100 points. The midterm will be a multiple choice, true/false, and/or short answer questions covering material discussed.

Final: 100 points. The final will have the same format as the mid-term and will cover material from the entire course.
Grading System

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Written (10)</td>
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<tr>
<td>Interview project</td>
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<td></td>
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<tr>
<td>Class participation</td>
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<td>Mid term</td>
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<td></td>
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<tr>
<td>Final</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Earned</th>
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<td>A</td>
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<td>F</td>
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</table>

Course Policies

**Attendance:** Attendance is required and will be formally taken at the beginning of each class meeting. Students are required to inform the professor in advance if they will not be in attendance. The HRM Attendance Policy allows two free absences with no penalty for classes that meet twice a week and three absences for classes that meet three times per week. For every additional absence, 5% of the total points will be subtracted from the student’s final points in the course for classes that meet twice a week and 2.5% for classes that meet three times per week.

**Makeup Work and Tests:** Make-up work may be accepted with prior consent of the professor only and must be completed within one week of the absence for credit. Makeup tests may be given only in the event of an unavoidable and document absence.

**Academic Integrity:** Students are responsible to inform themselves of university policies regarding *Academic Integrity*. In general, students found to be in violation of the code (e.g., cheating, fabrication, fraud, and plagiarism) are awarded a grade of F in the course. The complete policy on academic integrity is in Appendix F of NAU’s *Student Handbook*.

**Tardiness:** Students may enter if the lecture has already started; however, it is expected that the student will take the first seat quietly. Excessive tardiness will be penalized. Leaving class early requires the professor’s permission.

**University Policies:** Please read the attached policies concerning the following: Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity.
<table>
<thead>
<tr>
<th>1. College</th>
<th>W.A. Franke College of Business</th>
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<tbody>
<tr>
<td>2. Academic Unit/Department</td>
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<tr>
<td>3. Academic Plan Name</td>
<td>Certificate in Restaurant Management</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2008</td>
</tr>
<tr>
<td>6. Is this proposal for a:</td>
<td>☑ Plan Change</td>
</tr>
<tr>
<td></td>
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</tr>
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<td>☐ Subplan Deletion</td>
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Revised 09/07
For Plan Changes, place the existing catalog
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text directly from the current on line academic
catalog:
(http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)
Be sure you include all catalog text that pertains
to this plan change

For New Plans, leave this column blank.

### Certificate Restaurant Management

If you are currently employed in the restaurant industry and seek professional advancement and development, this nondegree certificate plan is designed to meet your needs.

To complete this certificate, you take the following 15 units at NAU with a grade of C or better in each course and a cumulative gradepoint average of at least 2.0:
- HA 240, 340, 345, and 355 (12 units)
- HA 243 (3 units)

Be aware that these courses have prerequisites you must also take. Check the courses in the appropriate subject.

Click here for more information about Hospitality Administration courses and faculty.

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

### Certificate Restaurant Management

If you are currently employed in the restaurant industry and seek professional advancement and development, this nondegree certificate plan is designed to meet your needs.

To complete this certificate, you take the following 15 units at NAU with a grade of C or better in each course and a cumulative gradepoint average of at least 2.0:
- HA 240, 340, 345, and 355, **HA442**
  (14 units)
- HA 243 (3 units)

Be aware that these courses have prerequisites you must also take. Check the courses in the appropriate subject.

Click here for more information about Hospitality Administration courses and faculty.

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

Revised 09/07
A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAiLS focus, for which coursework requirements are established by the student in consultation with the advisor.

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

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

**A Milestone is used to record noncourse requirements, such as the HRM 600-hour work experience requirement or admission to Business Major status.

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

   - To provide outstanding and accessible learning experiences that prepare our diverse student body for:
     - Successful hospitality service management careers.
     - Responsible citizenship and productive leadership.
     - Life-long learning and personal fulfillment.
   - To anticipate and respond to the educational and training needs of the Arizona Hospitality Industry.
   - To increase educational resources for program support and grants.
   - To improve the quality of life for all associated with the school.

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

The reduction of HA340 to 2 units did not meet the unit requirement for the certificate. Adding HA442 (Advanced Food and Beverage Management) will add enough units and value to the Restaurant Certificate.

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

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

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

Revised 09/07
Certifications

Department Chair / Lab Head (if appropriate)

Chair of college curriculum committee

Dean of college

2/21/08

2/22/08

2/22/08

For committee use only

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.

Revised 09/07
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<td>2008</td>
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6. Is this proposal for a:
   - [ ] New Plan
   - [x] Plan Change
   - [ ] New Subplan
   - [ ] Subplan Change
   - [ ] Subplan Deletion
   - [ ] Plan Deletion
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(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

B.S. HOTEL AND RESTAURANT MANAGEMENT (EXTENDED MAJOR)

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 HRM prefix to satisfy these liberal studies requirements.
- at least 72 units of major requirements
- at least 8 units of language 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
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).

In addition to the course requirements described in the following paragraphs, you must obtain and document 800 units of relevant employment in a hospitality-related enterprise for the technical, hands-on portion of your degree plan. You must also earn a cumulative grade point average of at least 2.25 in all hospitality administration core and business auxiliary courses by the time you graduate.

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**

These 72 units include a hospitality administration core, business auxiliary requirements, and specialization requirements, as we describe in the following paragraphs.

**Hospitality Administration Core**

You take the following 45 units:

- **HA 100, 210, 229, 240, 243, 260, 270, 335, 345, 355, 365, 390, and 400 (39 units)**
- **HA 315W, which meets NAU's junior writing requirement (3 units)**
- **HA 490C, which meets NAU's**

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

In addition to the course requirements described in the following paragraphs, you must obtain and document 800 units of relevant employment in a hospitality-related enterprise for the technical, hands-on portion of your degree plan. You must also earn a cumulative grade point average of at least 2.25 in all hospitality administration core and business auxiliary courses by the time you graduate.

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You take the following 45 units:

- **HA 100, 210, 229, 240, 243, 260, 270, 335, 345, 355, 365, 390, and 400 (39 units)**
- **HA 315W, which meets NAU's junior writing requirement (3 units)**
- **HA 490C, which meets NAU's senior capstone requirement (3 units)**

**Business Auxiliary Requirements**

You take the following 15 units. (Please note that you don't have to complete these courses before declaring your major in hotel and restaurant management.)

- **ACC 255 and (FIN 303 or HA 351) (6 units)**
### Senior Capstone Requirement (3 units)

**Business Auxiliary Requirements**
You take the following 15 units. (Please note that you don’t have to complete these courses before declaring your major in hotel and restaurant management.)

- ACC 255 and (FIN 303 or HA 351) (6 units)
- ECO 284 and 285 (6 units)
- MGT 303 (3 units)

### Specialization Requirements
You take 12 units of hospitality administration (HA) courses or courses offered in other professional schools, such as The W. A. Franke College of Business, 6 must be upper division coursework (300-400 level) working with your advisor to choose courses appropriate to your career goals. (You may not use general electives to meet this requirement.)

For example, you may choose to concentrate your studies in an area such as club and resort management (by taking HA 401 and 411 plus 6 units of HA 408) or restaurant management (by taking HA 340 and 442 plus 6 units of HA 408).

### Language Requirement
You must demonstrate proficiency in a modern language other than English that is equivalent to two terms of university coursework in the same language. You may satisfy this requirement by taking language courses or by testing out of all or part of it by taking CLEP exams arranged by NAU’s Counseling and Testing Center. (For more information, see the section titled College Level Exam Program in the Course, Enrollment, and Credit Policies chapter.)

### 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.
GENERAL ELECTIVES
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Click here for more information about Hospitality Administration courses and faculty.

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

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

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☐ b. indicate admission to a major.
☐ c. will not be used.

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


Revised 09/07
11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

HA100 currently covers material that is covered in other HA classes. By reducing the credit count to 1 unit, an additional course in Beverage Management (without alcohol tasting) can be added to the required classes. As found in course assessments, the industry feels that a beverage management class is necessary in our field of study.

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

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

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

Certifications

[Signature]

Department Chair/Unit Head (if appropriate) Date 2/14/08

[Signature]

Chair of college curriculum committee Date

[Signature]

Dean of college Date

For committee use only

[Signature]

For University Curriculum Committee Date 3/11/08

Action taken: ☑ approved as submitted ☑ approved as modified

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

Revised 09/07
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   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

Certificates

[Signatures]

Department Chair/Dean (if appropriate) 2/14/08

Chair of College Curriculum Committee 2/14/08

Dean of College 2/14/08

For committee use only 3/11/08

For University Curriculum Committee

Action taken: __ approved as submitted __ approved as modified

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

Revised 09/07
# Bachelor of Science in Hotel and Restaurant Management

## Degree Progression Plan

### The W.A. Franke College of Business

<table>
<thead>
<tr>
<th>1st term</th>
<th>2nd term</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 100 Introduction to Hospitality Industry</td>
<td>HA 250 Introduction to Property Management</td>
</tr>
<tr>
<td>HA 210 Guest Services Management</td>
<td>HA 240 Food Service Systems Management</td>
</tr>
<tr>
<td>CIS 120 Introduction to Computer Info (SCI: SAS)</td>
<td>ENG 105 Critical Reading/Writing (FNRQ)</td>
</tr>
<tr>
<td>MAT 114 Quantitative Reasoning</td>
<td>LS Liberal Studies (SCI:LAB)</td>
</tr>
<tr>
<td>LS Liberal Studies</td>
<td>GE General Elective</td>
</tr>
<tr>
<td>FYE 101 First Year Experience</td>
<td>Total units 15</td>
</tr>
<tr>
<td>Total units 14</td>
<td>Total units 15</td>
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</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>3rd term</th>
<th>4th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 284 Microeconomics</td>
<td>ECO 285 Macroeconomics</td>
</tr>
<tr>
<td>HA 270 Technology II</td>
<td>HA243/Lab Commercial Food Lecture/lab</td>
</tr>
<tr>
<td>ACC 255 Financial Accounting</td>
<td>XXX Modern Language</td>
</tr>
<tr>
<td>XXX Modern Language</td>
<td>LS/DIV Liberal Studies / Diversity</td>
</tr>
<tr>
<td>LS/DIV Liberal Studies / Diversity</td>
<td>LS Liberal Studies</td>
</tr>
<tr>
<td>Total units 16</td>
<td>Total units 16</td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>5th term</th>
<th>6th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 335 Hospitality Law</td>
<td>HA 355 Food and Beverage Cost Control</td>
</tr>
<tr>
<td>HA 315W Hospitality Leadership Systems</td>
<td>HA 365 Hospitality Marketing</td>
</tr>
<tr>
<td>HA260 Hospitality Managerial Accounting</td>
<td>LS Liberal Studies</td>
</tr>
<tr>
<td>HA XXX Major Elective</td>
<td>LS Liberal Studies</td>
</tr>
<tr>
<td>Total units 15</td>
<td>Total units 15</td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>7th term</th>
<th>8th term</th>
</tr>
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<tbody>
<tr>
<td>HA 390 International Hospitality Operations</td>
<td>HA 490C Senior Seminar</td>
</tr>
<tr>
<td>HA 400 Hospitality Sales Management</td>
<td>FIN 303 or HA 351 Concepts in Finance or Hospitality Finance</td>
</tr>
<tr>
<td>HA XXX Major Elective</td>
<td>HA XXX Major Elective</td>
</tr>
<tr>
<td>LS Liberal Studies</td>
<td>HA XXX Major Elective</td>
</tr>
<tr>
<td>GE General Elective</td>
<td>HA 340 Bar and Beverage Operations</td>
</tr>
<tr>
<td>Total units 15</td>
<td>Total units 15</td>
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- This degree progression plan is to be used in conjunction with the academic catalog and degree audit report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
PROGRAM INFORMATION

2.25 GPA required for HRM and Business Core classes

800 hours Hospitality Work Experience post high school

GENERAL INFORMATION

- Classes taken out of sequence may affect the timely completion of the program of study
- Honors students complete different requirements to meet NAU's liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements. Students should see an academic advisor regularly to confirm their academic progress.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: http://www4.nau.edu/aio/Articulation/LScourselist.htm
  - 6 units of diversity courses: (3 units in Global & 3 units in Ethnic)
    http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: http://www.nau.edu/comp/placement.html

CONTACT INFORMATION

School of Hotel and Restaurant Management
Kim Knowles
Advisement Coordinator
928-523-9587
Kim.Knowles@nau.edu
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

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Revised 09/07
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Be sure you include all catalog text that pertains to this plan change.

For New Plans, leave this column blank.

B.S. INTERNATIONAL HOSPITALITY MANAGEMENT (EXTENDED MAJOR)

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 HRM prefix to satisfy these liberal studies requirements.
- at least 80 units of major requirements.
- at least 16 units of language 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
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).

In addition to the course requirements described in the following paragraphs, you must obtain and document 800 units of relevant employment in a hospitality-related enterprise for the technical, hands-on portion of your degree plan. You must also earn a cumulative grade point average of at least 2.25 in all hospitality administration core and business auxiliary courses by the time you graduate.

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**

These 80 units include a hospitality administration core, business auxiliary requirements, and specialization requirements, as we describe in the following paragraphs.

**Hospitality Administration Core**

You take the following 45 units:

- HA 100, 210, 220, 240, 243, 260, 270, 335, 345, 355, 365, 390, and 400 (39 units)
- HA 315W, which meets NAU’s junior writing requirement (3 units)
- HA 490C, which meets NAU’s capstone requirement (3 units)

**Business Auxiliary Requirements**

You take the following 21 units. (Please note that you don’t have to complete these courses before declaring your major in international hospitality.)

- ACC 255 (3 units)
- ECO 284, 285, and 486 (9 units)

In addition to the course requirements described in the following paragraphs, you must obtain and document 800 units of relevant employment in a hospitality-related enterprise for the technical, hands-on portion of your degree plan. You must also earn a cumulative grade point average of at least 2.25 in all hospitality administration core and business auxiliary courses by the time you graduate.

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.
senior capstone requirement (3 units)

Business Auxiliary Requirements
You take the following 21 units. (Please note that you don't have to complete these courses before declaring your major in international hospitality.)
- ACC 255 (3 units)
- ECO 284, 285, and 486 (9 units)
- FIN 303 or HA 351 (3 units)
- MGT 300 (3 units)
- MGT 405 or MKT 480 (3 units)

Specialization Requirements
For these 12-14 units, you take:
- HA 284 and 384 (6 units)
- HA 408 (6-8 units)

Finally, you must take one term of studies abroad. While abroad, you take courses that apply toward your hospitality administration core and liberal studies requirements. Please consult with your advisor to plan your study abroad experience.

**LANGUAGE REQUIREMENT**
You must demonstrate proficiency in a modern foreign language other than English that is equivalent to four terms of university coursework in the same language. You may satisfy this requirement by taking language courses or by testing out of all or part of it by taking CLEP exams arranged by NAU's Counseling and Testing Center. (For more information, see the section titled College Level Exam Program in the Course, Enrollment, and Credit Policies chapter.)

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

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

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

Click here for more information about Hospitality Administration courses and faculty.

8. For undergraduate plans, will this requirement be a student individualized plan*?  ☒ no  ☐ yes
   *A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor.
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   - To provide outstanding and accessible learning experiences that prepare our diverse student body for:
     - Successful hospitality service management careers.
     - Responsible citizenship and productive leadership.
     - Life-long learning and personal fulfillment.
   - To anticipate and respond to the educational and training needs of the Arizona Hospitality Industry.
   - To increase educational resources for program support and grants.
   - To improve the quality of life for all associated with the school.

Revised 09/07
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  o Responsible citizenship and productive leadership.
  o Lifelong learning and personal fulfillment.
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• To improve the quality of life for all associated with the school.

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

   HA100 currently covers material that is covered in other HA classes. By reducing the credit count to 1 unit, an additional course in Beverage Management (without alcohol tasting) can be added to the required classes. As found in course assessments, the industry feels that a beverage management class is necessary in our field of study.

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 department/unit and college dean.
   No

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

Certifications

[Signatures]

Department Chair/Unit Head (if applicable)  2/14/08

Chair of college curriculum committee  2/14/08

Revised 09/07
For committee use only

For University Curriculum Committee

Action taken: √ approved as submitted  __ approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic information Office after approval.
# Bachelor of Science
## International Hospitality Management
## 2008-2009 Undergraduate Catalog

### Degree Progression Plan

#### Freshman Year

<table>
<thead>
<tr>
<th>1st term</th>
<th>2nd term</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 100 Introduction to Hospitality Industry</td>
<td>1</td>
</tr>
<tr>
<td>HA 210 Guest Services Management</td>
<td>3</td>
</tr>
<tr>
<td>CIS120 Introduction to Computer Info (SCI:SAS)</td>
<td>3</td>
</tr>
<tr>
<td>MAT 114 Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>XXX Modern Language</td>
<td>4</td>
</tr>
<tr>
<td>FYE 101 First Year Experience</td>
<td>1</td>
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</table>

Total units: 15
Total units: 17

#### Sophomore Year

<table>
<thead>
<tr>
<th>3rd term</th>
<th>4th term</th>
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<tbody>
<tr>
<td>HA270 Hospitality Info Technology II</td>
<td>3</td>
</tr>
<tr>
<td>ACC 255 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECO 284 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>LS Modern Language (HA requirement also)</td>
<td>4</td>
</tr>
<tr>
<td>LS Liberal Studies</td>
<td>3</td>
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</table>

Total units: 16
Total units: 16

#### Junior Year

<table>
<thead>
<tr>
<th>5th term</th>
<th>6th term</th>
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</thead>
<tbody>
<tr>
<td>HA 284 International Travel &amp; Tourism</td>
<td>3</td>
</tr>
<tr>
<td>HA 365 Hospitality Marketing</td>
<td>3</td>
</tr>
<tr>
<td>HA 355 Food and Beverage Cost Control</td>
<td>3</td>
</tr>
<tr>
<td>LS Liberal Studies –SCI: LAB</td>
<td>4</td>
</tr>
<tr>
<td>LS Liberal Studies</td>
<td>3</td>
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</table>

Total units: 16
Total units: 16

#### Senior Year

<table>
<thead>
<tr>
<th>7th term</th>
<th>8th term</th>
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<tbody>
<tr>
<td>HA 335 Hospitality Law</td>
<td>3</td>
</tr>
<tr>
<td>HA315W Hospitality Leadership Systems</td>
<td>3</td>
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<tr>
<td>MGT 300 Concepts in Management</td>
<td>3</td>
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<tr>
<td>HA408 Field Work Experience</td>
<td>6</td>
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<td></td>
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</tbody>
</table>

Total units: 15
Total units: 12

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

2.25 GPA in HRM and Business Core classes

800 hours Hospitality Work Experience post high school

HA 408- Fieldwork Experience required 6-8 hours

One semester abroad required

GENERAL INFORMATION

- Classes taken out of sequence may affect the timely completion of the program of study
- Honors students complete different requirements to meet NAU’s liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: http://www4.nau.edu/aio/Articulation/LScourselist.htm
  - 6 units of diversity courses: (3 units in Global & 3 units in Ethnic)
    http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: http://www.nau.edu/comp/placement.html

CONTACT INFORMATION

School of Hotel and Restaurant Management
Kim Knowles
Advisement Coordinator
928-523-9587
Kim.Knowles@nau.edu
DIVERSITY COURSE/PROGRAM SUBMISSION FORM

Indicate for which Diversity Area the course/program is being submitted:

U.S. Ethnic Diversity  X  Global Diversity Awareness

Course Prefix and Number  AIS 460

Course Title  Applied Indigenous Cultural Resource Management

Justification: This course which will be cross-listed with Anthropology 460, which is already listed under the Ethnic Diversity listing. It will attract more students to this class.
Please attach support documentation, including the catalogue description and course syllabus. If a program is being submitted, please attach support documentation. New courses must first have College Curriculum Committee approval. (all documentation must be submitted electronically and hard copy).

ANT 460 APPLIED INDIGENOUS CULTURAL RESOURCE MANAGEMENT  (3)
This course explores the developments in the working relationships of Indigenous peoples and archaeologists in cultural resource management. Tribal CRM strategies and case studies across Indian country will be reviewed. Prerequisite: ANT 365 and ANT/AIS 459 ETNC

Check one:  new course:  X  modified course:  ______  existing course:  ______

Department Contact Information:

Name:  Octaviana Trujillo

Phone Number  928-522-8788

Email Address  octaviana.trujillo@nau.edu

Campus Box Number  15020

Date of submission  Nov. 20, 2007

Signature of Department Chair

Signature of Dean

Submit electronic and hard copy original to Associate Provost for Academic Administration, Ronald.Pitt@nau.edu, Box 6052.

Form Approved by UCC: 5/04/04
Indicate for which Diversity Area the course/program is being submitted:

U.S. Ethnic Diversity  _________ Global Diversity Awareness  X

Course Prefix and Number  ANT 340

Course Title  Music in Culture

Justification:
This course examines the culturally diverse ways in which music is made and employed by cultures around the globe. Music is common to all cultures; all we humans do it and use it for reasons of enjoyment, worship, healing, mood setting, performance, displays of ethnic/national identity, etc., etc., etc. Music reflects both our cultural differences and our human similarities. It expresses our values, our emotions, our traditions, our histories. Understanding the impact that music has—and has had—on humanity throughout time and space is a very special way of learning the common language that we can use to communicate and connect with any of the numerous and diverse cultures that make Planet Earth our home. Through the study of global ethnomusicology students will learn about the values and histories underlying many non-Western civilizations while developing a broader understanding of themselves and respect for the complex identities of others, their histories, and their cultures. Note: Course material is about 75 percent non-Western.

Please attach support documentation, including the catalogue description and course syllabus. If a program is being submitted, please attach support documentation. New courses must first have College Curriculum Committee approval. (all documentation must be submitted electronically and hard copy).

Check one:  new course:  _________ modified course:  _________ existing course:  ✓

Department Contact Information:

Name:  Scott E. Antes

Phone Number  523-9664 Office, 527-4482 Home

Email Address  Scott.Antes@NAU.edu

Campus Box Number  15200

Date of submission  November 15, 2007

Signature of Department Chair  __________________________

Signature of Dean  __________________________

Submit electronic and hard copy original to Associate Provost for Academic Administration, Ronald.Pitt@nau.edu, Box 6052.

Form Approved by UCC: 5/04/04
Diversity Approvals

NAU AIS 460 and NAU ANT 340 (Committee voted ES by consensus on both courses.)

All courses effective for Fall 2008

[Signature]

UCC approved 3.11.08
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<td>REID, KIMBERLY (ASNAU)</td>
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<tr>
<td>Angela Hansen</td>
<td>Angela Hansen</td>
</tr>
<tr>
<td>Dayle Hardy-Short</td>
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### I. Minutes of the 2/12/08 Meeting — approved

### II. Consent Agenda — approved

#### A. Syllabus Approved Format and Policy Statements

#### B. Liberal Studies approvals

<table>
<thead>
<tr>
<th>#</th>
<th>Course Code/Title</th>
<th>Department</th>
<th>Term</th>
<th>Notes</th>
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<tr>
<td>1</td>
<td>ANT 205, AIS/ES/WGS 325, ES 100, HIS 367, HIS 368, HIS 369, HIS 370, HIS 372, HIS 377, HIS 384, HIS 388</td>
<td>Liberal Studies</td>
<td>F'08</td>
<td>CU</td>
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<td>F'08</td>
<td>Science</td>
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<td>Liberal Studies</td>
<td>F'08</td>
<td>AHI</td>
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<td>4</td>
<td>CCJ 385, CCJ 395, DIS 303, HIS 373, SBS 101</td>
<td>Liberal Studies</td>
<td>F'08</td>
<td>SPW</td>
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### III. Action Agenda

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

- Change to catalog for #1

1. AIS 460 New Course F'08 Cross List w/ANT460
2. ANT 460 Course Change F'08 add cross-listing with new AIS 460

#### B. The College of Arts and Letters

1. ENG 300 Course Change Fall 2009 units, description
2. Minor English Ed Plan Change Fall 2009 reduce units, course changes
3. BSED English Plan Change Fall 2009 increase units, NCATE requirements
4. BSED English Extended Plan Change Fall 2009 increase units
5. Minor Latin American Studies Plan Change Fall 2009 additional courses

#### C. The W. A. Franke College of Business

1. HA 100 Course Change Fall 2008 units, description
2. Certificate in Hotel Restaurant Management Plan Change Fall 2008 units, additional course
3. BS Hotel and Restaurant Mgmt Plan Change Fall 2008 Course changes
4. BS International Hospitality Mgmt Extended Plan Change Fall 2008 Course changes

#### D. Diversity Approvals

**Add Policy Due to April 14th.**
<table>
<thead>
<tr>
<th>1</th>
<th>AIS 460, ANT 340</th>
<th>Diversity</th>
<th>F'08</th>
<th>Ethnic Diversity</th>
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31/1/2008  
Page 2