University Curriculum Committee
Agenda for
January 27, 2009

I. Minutes from previous meeting – December 2, 2008

II. Consent Items: Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Effective Date/Revised Effective Date</th>
<th>Summary of Changes</th>
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<tbody>
<tr>
<td><strong>A. College of Arts and Letters</strong></td>
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<tr>
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<td>FIN 340</td>
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### C. College of Engineering, Forestry and Natural Sciences

**Change Course**

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E. Liberal Studies

Liberal Studies Deletion

1. **PSY 340 Liberal Studies**  
   PSY 340  
   Spring 2009  
   Fall 2009  
   Remove LibStud

2. **PSY 345W Liberal Studies**  
   PSY 345W  
   Spring 2009  
   Fall 2009  
   Remove LibStud

3. **PSY 375 Liberal Studies**  
   PSY 375  
   Spring 2009  
   Fall 2009  
   Remove LibStud

F. College of Health and Human Services

Change Course

1. **SST 456**  
   SST 456  
   Spring 2009  
   Prereqs

   SURVEY OF AUDIOLOGY

G. Diversity

Diversity Addition

1. **ENG 310 Diversity**  
   ENG 310  
   Fall 2009  
   Add Diversity

2. **HIS 413 Diversity**  
   HIS 413  
   Fall 2009  
   Add Diversity

II. Consent Items: Plans

A. College of Arts and Letters

Change Plan

1. **BS Art Education**  
   B.S. (Secondary Education) Art Education  
   Fall 2009  
   Support Link  
   8 Term Plan:
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**Delete Plan**

| 10. | **BS Theatre Education**        | Fall 2009 |                                                 | Support Link | 8 Term Plan:               |
|     | BS Theatre Education            |       |                                                 |              |                            |

**Change Minor**

| 11. | **Studio Art Minor**            | Fall 2009 |                                                 | Support Link | 8 Term Plan:               |
|     | Studio Art Minor                |       |                                                 |              |                            |
B. College of Engineering Forestry and Natural Sciences

Change Plan

1. BS Applied Computer Science Plan
   Bachelor of Science Applied Computer Science
   Fall 2009
   Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted
   Support Link
   8 Term Plan: BS Applied Computer Science 8 term plan

2. BS Computer Science Plan
   Fall 2009
   Bachelor of Science, Computer Science
   Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted
   Support Link
   8 Term Plan: BS Computer Science 8 term plan

3. ENV SCI BIO Plan
   Environmental Sciences
   Biology
   Fall 2009
   Major Reqmts-Course(s) Added
   Support Link
   8 Term Plan:

III. Action Items: Courses

Effective Date/ Revised Effective Date Summary of Changes

A. College of Arts and Letters

New Course

1. HIS 378
   HIS 378
   The Asian American Experience
   Fall 2009
   Cross-list

Reactivate Course

2. HIS 350
   HIS 350
   Modern Spain: Politics, Society, and Culture
   Spring 2009
   Fall 2009

Change Plan

3. Jewelry and Metalsmithing
   Bachelor of Fine Arts Jewelry and Metalsmithing
   Fall 2009
   Admission Requirements
   Support Link:
   8 Term Plan:
B. The W. A. Franke College of Business

New Course

1. **HA 208**  
   HA  208  Fieldwork Experience- Internship  
   Fall 2009

2. **HA 411**  
   HA  411  Club Management  
   Fall 2009

New Certificate

3. **Hospitality Accounting Certificate HRM**  
   Hospitality Accounting Certificate for HRM majors  
   Fall 2009  Support Link:  
   8 Term Plan:

4. **Hospitality Certificate Non-Major**  
   Hospitality Certificate for Non-HRM Majors  
   Fall 2009  Support Link:  
   8 Term Plan:

C. College of Engineering and Natural Sciences

New Course

1. **CS 122L**  
   CS  122L  PROGRAMMING FOR ENGINEERING AND SCIENCE LAB  
   Fall 2009

2. **CS 126L**  
   CS  126L  1 Computer Science I LAB  
   Fall 2009

3. **CS 136L**  
   CS  136L  1 Computer Science II LAB  
   Fall 2009

4. **ENV 182**  
   ENV  182  Eco House Seminar  
   Fall 2009

5. **FOR 410**  
   FOR  410  3 Multiple Resources Silviculture  
   Spring 2011  Co-convene
6. **GGL 445C**
   GLG 445C  1  Earth Science Capstone  
   Fall 2009

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**Reactivate Course**

7. **BIO 498**
   BIO 498  Senior Seminar  
   Spring 2009  
   Fall 2009

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**Change Plan**

8. **Electrical Engineering Plan**
   Electrical Engineering  
   Fall 2009  Major Reqmts-Course(s) Added  
   Support Link:  **EE Computer Engineering 8 term plan**  
   8 Term Plan:  **EE 8 term plan**

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**D. College of Arts and Letters**

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**New Course**

1. **ES 378**
   ES 378  3  Asian American History  
   Fall 2009  Cross-list

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**E. Undergraduate Studies**

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**Change Plan**

1. **BA and BS Interdisciplinary Studies**
   BA and BS IS  
   Fall 2009  Major Reqmts-Course(s) Added  
   Support Link:  
   8 Term Plan:

2. **BIS 90-30 Plan**
   Interdisciplinary Studies: Humanities  
   or Public Management 90-30 (extended)  
   Fall 2009  Major Reqmts-Course(s) Added  Support Link:  
   8 Term Plan:

3. **Bachelor of Applied Science Plan**
   Bachelor of Applied Science  
   Fall 2009  Major Reqmts-Course(s) Deleted  Support Link:  
   8 Term Plan:

4. **Public Agency Service Plan**
   Public Agency Service  
   Fall 2009  Major Reqmts-Course(s) Added  Support Link:  
   8 Term Plan:
F. Liberal Studies

Capstone Addition

1. GLG 445C Liberal Studies  
   GLG 445C  
   Fall 2009  
   Add LibStud

G. Diversity

Diversity Addition

1. ES 278 Diversity  
   ES 378  
   Fall 2009  
   Add Diversity

2. HIS 378 Diversity  
   HIS 378  
   Fall 2009  
   Add Diversity

IV. Discussion

A. Bylaws Policies & Procedures
B. Paper vs. Online Syllabi
I. Minutes from previous meeting – November 18, 2008 – approved w/change to Item III. C. 3, adding the prefix and number change to the minutes.

II. Consent Items: Courses

<table>
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<th>Effective Date</th>
<th>Summary of Changes</th>
</tr>
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<tbody>
<tr>
<td><strong>A. The W. A. Franke College of Business</strong> – all items approved.</td>
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| 1. ACC 256 | Fall 2009 | Prereqs |
| ACC | 256 3 | PRINCIPLES OF ACCOUNTING: MANAGERIAL |

| 2. HA 351 | Summer 2008 | Prereqs |
| HA | 351 3 | Corporate Finance for Hospitality Managers |

| 3. HA 355 | Summer 2008 | Prereqs |
| HA | 355 3 | Food and Beverage Cost Control |

| 4. HA 401 | Summer 2009 | Prereqs |
| HA | 401 3 | RESORT OPERATIONS AND CLUB MANAGEMENT |

| **B. College of Engineering, Forestry & Natural Sciences** – item 3 tabled for approval by UGC first. |

<table>
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<th>Change Course</th>
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| 1. BIO 416 | Fall 2009 | Course Title, Prereqs |
| BIO | 416 4 | HUMAN ANATOMY |

| 2. BIO 482C | Spring 2009 | Prereqs |
| BIO | 482C 3 | HUMAN GENOMICS |
## II. Consent Items: Plans

### C. The W. A. Franke College of Business – all items approved w/ change in language in item 2.

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<td><strong>1.</strong> Systems Administration Certificate</td>
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<td><strong>2.</strong> Minor in Business</td>
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### D. Liberal Studies – items approved.

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<th><strong>1.</strong> MS 102 - Block: Social &amp; Political Worlds, Effective date: Fall 2009</th>
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<td>ANT 398 - Block: Social &amp; Political Worlds, Effective date: Spring 2009</td>
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<td>SWS 250 - Block: Social &amp; Political Worlds, Effective date: Spring 2009</td>
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### III. Action Items

#### A. College of Arts and Letters — item tabled due to no representation.

**Change Plan**

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<th>Plan</th>
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<td>BS Art Education B.S. (Secondary Education) Art Education</td>
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#### B. Undergraduate Studies — item approved.

**New Plan**

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#### C. The W. A. Franke College of Business — all items approved w/language changes to items 3-5.

**New Course**

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Change Certificate

5. PCB Certificates
   The W. A. Franke College of Business
   Certificates
   Fall 2009
   Admission Requirements
   Support Link:
   8 Term Plan:

D. College of Education – item approved as presented.

   New Course

1. BME 300
   BME 300
   Summer 2009
   Introduction to Structured English Immersion

E. College of Social and Behavioral Sciences – items approved with change to description and removal of reference to Liberal Studies in the syllabus in item 1 and added outcomes to syllabus in item 2.

   New Course

1. DIS 201
   DIS 201
   Fall 2009
   Introduction to Disability

2. POS 347
   POS 347
   Fall 2009
   Environmental Politics of the Colorado Plateau

3. PSY 280
   PSY 280
   Fall 2009
   Cross-Cultural Psychology

Change Plan

4. SBS Econ Plan
   B.S. Economics (Extended Major)
   Fall 2009
   Major Reqsmts-Course(s) Added
   Support Link:
   8 Term Plan:
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**G. Liberal Studies Approvals – approved.**

1. TSM 495C: Apprentice Teaching - Effective Date Fall 2009
   TSM 496C: Apprentice Teaching Seminar - Effective Date Fall 2009

**IV. Discussion**

A. **Master Syllabi – John Hagood will work w/the Diversity and Liberal Studies committees to see what they would like included on the syllabus and bring it back to UCC.** The UCC Committee prefers all current information to remain on the syllabus.

B. Bylaws Policies & Procedures- no action
University Curriculum Committee
Proposal for Course Change

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

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

3. College  Arts and Letters  

4. Academic Unit/Department  History

5. Current course subject/catalog number  
   HIS 367

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

   HIS 367 FROM SOUTHWEST TO SUNBELT (3)  
   Lecture course on the history of the American Southwest from 1850 to the present. Themes include conquest, the meeting of cultures, environment, economics, and identity. Letter grade only. Prerequisite: HIS 291 or 292 CU

   HIS 367 Arizona and the Southwest, 1848-present (3)  
   Lecture course on the history of the American Southwest from 1850 to the present. Themes include conquest, the meeting of cultures, environment, economics, and identity. Letter grade only. Prerequisite: HIS 291 or 292 CU

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

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

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

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

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

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

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

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

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

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

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

The existing title did not describe the course sufficiently well. Students were unclear about the content from the title.

10. Approvals

(Cynthia Koss) 10/31/08
Department Chair/Unit Head (if appropriate)/ Date

(Stacie) 11/4/08
Chair of college curriculum committee/Date

(Jean Boers) 12/2/09
Dean of college/Date

For Committee use only (Ron Bell) 1/27/09
For University Curriculum Committee/Date

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

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


3. College Arts and Letters 4. Academic Unit/Department History

5. Current course subject/catalog number HIS 376

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

HIS 376 THE ENGLISH HERITAGE II (3)
Society, government, and culture from Queen Anne to Elizabeth II; the Hanoverians, the constitution and the Empire; the industrial revolution and the Victorian age; war, politics, and life in the twentieth century. HIS 241 is recommended before taking HIS 376.

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

HIS 376 Modern Britain (3)
This course examines the history of Britain and the British Empire from the early 18th century to the present and traces the transformation of the British Constitution and the changing meanings of "Englishness" and "Britishness" as well as the making and unmaking of the British Empire. The course considers how the resonance of race, class, gender, and the nation and the dynamics of imperial expansion in Britain changed over time. HIS 241 is recommended before taking HIS 376.

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

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

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

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

If revised, how should it be revised? □

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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.

Update the title and description to correspond with modern trends in the teaching of English history, also to correspond better with the nature of our three-hundred level courses.

10. Approvals

[Signatures]

Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee/Date

Dean of college/Date

Revised 8/08
For Committee use only

For University Curriculum Committee/Date

Action taken:  

✓ approved as submitted  

approved as modified

Revised 8/08
HIS 376: The English Heritage II

Northern Arizona University
College of Arts and Letters
Department of History
Fall 2008
Liberal Arts 204
T/Th 2:20-3:35pm

Professor Marc Matera
Office: Bio. Sci. 210
marc.matera@nau.edu
928-523-3492
Office Hours:
T/Th 10:30am-12:00pm

Course Prerequisites:
There are no course prerequisites, and students who take this class vary in their
personal interests and knowledge of British history. However, HIS 241 is recommended
before taking HIS 376, and you must be a junior or senior to be registered for this course.

Course Description:
This course examines the history of Britain and the British Empire from the early
18th century to the present. It will trace the transformation of the British Constitution and
the changing meanings of “Englishness” and “Britishness” as well as the making and
unmaking of the British Empire over the course of this period. Throughout the semester,
we will use a series of major political and/or public scandals as our entry point for
considering how the resonance of race, class, gender, and the nation in Britain changed
over time. We will also study the dynamics of imperial expansion and significant shifts in
the form of and rationale for the British Empire.

Liberal Studies Information
This course reflects the mission of the Liberal Studies Program by requiring students
to:

- consider the range of regional and global factors that have shaped the history of
  Britain and the British Empire over the last three centuries. The rise of new
  political ideals and practices as well as the growing frequency and intensity of
  interaction between human communities around the globe are keys to
  understanding much of the recent past as well as coping with the complexities and
  challenges of the present. Students will attain a better understanding of the
  complicated role of Britain in both.
- Students also must confront the issues such as technology and mobility as well as
  the role of women and minorities in the development and evolution of Britain and
  its empire.

HIS 376 is in the Social and Political Worlds block and supports the intent of the block
by:

- the relationship between the social, cultural, political, and economic aspects of
  British history.
- This course will also enhance students’ understanding of the place of race, class,
  and gender in the history of modern Britain; their role in shaping relations
  between the people in the British Isles and within the British Empire; and the
  dynamic relationship between them.
Liberal Studies Essential Skills:
The reading and writing requirements for this course will foster effective writing skills. The course requirements and assignments will help students acquire a broad range of knowledge and essential skills for success beyond graduation. In particular, the course will cultivate effective writing through weekly review essays on the course readings, essay exams, and a short paper.

Student Learning Outcomes/Course Objectives:
(1) Through the course readings and lectures, students will gain an understanding of modern Britain as it developed in political, social, economic, ethnic, regional, imperial, and global contexts.
(2) Through analyses of primary sources and written assignments, students will examine critically the role of Britain and the British Empire in shaping the modern world as well as how an array of entanglements with the outside world informed British politics and culture.

Texts:
Philippa Levine. The British Empire: Sunrise to Sunset.
Sam Selvon. The Lonely Londoners.
*All additional readings will be available in electronic form on Vista, easily accessible online at the address listed below, or distributed in class.

Assessment of Learning Outcomes/Course Requirements:
1) Exams: There will be a midterm exam and a non-cumulative final exam consisting of short-answer and essay questions that cover the lectures as well as Kent, Levine, and other assigned readings. Missed exams can be made up only in the case of a documented medical condition or if you can produce an NAU institutional excuse.
NOTE: All exams must be taken using an examination blue book provided by the student—these are readily available at the University Bookstore.
2) Group Presentations: In general, at least half of one class meeting each week will be devoted to group presentations and class discussion covering the weekly supplementary readings. During the first week of class you will be to sign up for presentation topics. These presentations will then serve as the point of departure for our in-class discussions. Each of you will be responsible for two presentations over the course of the semester, and each group of three students will be given a brief set of questions that should serve as the basis of their presentation. The object of these assignments is to help you hone your ability to read, analyze, and distinguish between primary and secondary materials (i.e. these activities will help you sharpen your critical thinking skills) while at the same time providing you with a deeper understanding of the history of modern Britain and the British Empire.
3) Writing Assignments: While the exams are designed to test your knowledge of the "nuts and bolts" of British history, the paper assignments are intended to help you
hone your ability to analyze historical sources (i.e. sharpen your critical reading and thinking skills) and help you develop more effective writing skills. Throughout the course, you will be required to hand in typed, one-page synopses of the cluster of readings under consideration for each presentation topic. These will be due on the same day as our presentation/class discussion on the topic (i.e., usually each Thursday). Over the course of the semester, you will be allowed to choose one topic/set of readings on which you will not have to write a synopsis. You will be given one (and only) one “free pass”—use it wisely. You will also be asked to write a more in-depth paper (5-7 double-spaced pages) based on a combination of primary documents and secondary readings. No late papers will be accepted. Academic dishonesty, plagiarism, and other forms of cheating are serious offenses at the university and will be punished accordingly.

Attendance:
Cut class at your own peril. Class discussions play a role in determining your grade. You can hardly participate in our discussions if you are absent.

Grades:
Your course grades will be based on the following distribution:

- Group Presentations/Class Participation: 25%
- Writing Assignments: 25%
- Midterm Exam: 25%
- Final Exam: 25%

The following standard grading scale will be in use:
90%+ = A; 80-89% = B; 70-79% = C; 60-69% = D; below 60% = F

Course Schedule:

**Weeks 1 (8/26-8/28):**
Course Introduction
What was England in 1700? What were “Britain” and the “British Empire”? Readings:
Kent, Ch. 4 “Manly Dominions: War and Empire, 1689-1793,” pp. 77-100
Levine, Ch. 1 “Uniting the Kingdom,” pp. 1-12

**Week 2 (9/2 & 9/4):**
Economic Revolutions I – Commercialization, Trans-Atlantic Slave Trade, and Abolitionism
*Presentation 1: Thursday, 9/4
Readings:
Kent, Ch. 5 “Feminine Encroachments: Women, Culture, Politics, 1740-89,” pp. 101-125
Levine, Ch. 2 “Slaves, Merchants, and Trade,” pp. 13-30
Excerpts from James A. Rawley, *London, Metropolis of the Slave Trade*
“The Abolition of the Slave System in Britain,” *The Keys* (July-September 1939), p. 11

**Week 3 (9/9 & 9/11):**
Economic Revolutions II
Gender and Industrialization
*Presentation 2: Thursday, 9/11
Kent, Ch. 3 “Challenges to Virtue, 1690-1780” and Ch. 6 “Domesticating Revolution, 1789-1815,” pp. 55-76, 126-150
Deborah Valenze, *The First Industrial Woman*, pp. 3-12, 85-112

**Week 4 (9/16 & 9/18):**
British Expansion in India during the 18th century and the Impeachment and Trial of Warren Hastings (1774-1784)
*Presentation 3: Thursday, 9/18
Readings:
Levine, Ch. 5 “Britain in India,” pp. 61-81
Nicholas B. Dirks, *The Scandal of Empire: India and the Creation of Imperial Britain*, pp. xi-xv, 1-36
Anna Clark, *Scandal: the Sexual Politics of the British Constitution*, pp. 84-112
Edmund Burke, Speech in the House of Commons on India (1783)
[www.fordham.edu/halsall/mod/1783Burke-india.html]

**Week 5 (9/23 & 9/25):**
Class, Gender, and the Triumph of Liberalism in Britain – Consolidating and Challenging the Ideal of Separate Spheres for the Sexes:
Queen Caroline Affair
Corn Law
Reform Act of 1832
Poor Law of 1834
Reform Act of 1867
*Presentation 4: Thursday, 9/25
Readings:
Kent, Ch. 7 “The Virtues of Liberalism: Consolidating the Domestic Ideal, 1815-48” and Ch. 8 “The Sex: Women, Work, and Politics, 1825-1880,” pp. 155-202
Anna Clark, Ch. 8 “Queen Caroline and the Sexual Politics of the British Constitution,” *Scandal: the Sexual Politics of the British Constitution*, pp. 177-207
[www.pimn.net/~sunshine/book-sum/ht_mill3.html]
John Stuart Mill, Ch. 1, *The Subjection of Women* (1869)
[www.constitution.org/jsm/women.htm]

**Week 6 (9/30 & 10/2):**
Race, Gender, and Liberalism in the Empire
Rebellion and Response in the mid-19th century – Ireland, Indian Rebellion, and the Morant Bay Rebellion in Jamaica / Trial of Governor Eyre
*Presentation 5: Thursday, 10/2

Readings:
Kent, Ch. 9 “Imperial Manliness, Colonial Effeminacy,” pp. 210-228
Levine, Ch. 6 “Global Growth,” pp. 82-102
Catherine Hall, Ch. 10 “Competing Masculinities: Thomas Carlyle, John Stuart Mill and the Case of Governor Eyre, White, Male and Middle-Class, pp.
Thomas Carlyle, “Occasional Discourse on the Negro Question” (1849)
[cepa.newschool.edu/het/texts/carlyle/carlodnq.htm]
John Stewart Mill, “The Negro Question” (1850)
[cepa.newschool.edu/het/texts/carlyle/millnegro.htm]

Midterm Exam: Tuesday, 10/7

Week 7 (10/9):
Victorian and Edwardian Britain in the Age of Empire, 1873-1914
Readings:
Levine, Ch. 7 “Ruling an Empire” and Ch. 8 “Being Ruled,” pp. 103-141
Rudyard Kipling, “The White Man’s Burden” (1899)
[www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/kipling.html]

Week 8 (10/14 & 10/16):
Fin-de-Siècle Britain and the Age of Anxiety: Sex Scandal and the Trials of Oscar Wilde
*Presentation 6: Thursday, 10/16
Readings:
Kent, Ch. 10 “Liberalism Besieged, Masculinity under Fire, 1873-1911,” pp. 229-255
Michael S. Foldy, Ch. 2-3, The Trials of Oscar Wilde: Deviance, Morality, and Late-Victorian Society, pp. 31-66

Week 9 (10/21 & 10/23):
The Great War and the British Empire in the Interwar Period
*Presentation 7: Thursday, 10/23
Readings:
Kent, Ch. 11 “Crises of Masculinity: Sex and War, 1909-1918” and Ch. 12 “Searching for Peace: the Reconstruction of Gender, 1919-1939,” pp. 257-310
Levine, Ch. 10 “Contesting Empire,” pp. 166-190
Jon Lawrence, “Forging a Peaceable Kingdom: War, Violence, and Fear of Brutalization in Post-First World War Britain,” Journal of Modern History v. 75, n. 3 (September 2003), pp. 557-589 [available on JSTOR]
Primary documents and excerpts from press coverage the so-called “Black Horror on the Rhine” and Women’s War of 1929 in Nigeria
Film: Wind That Shakes the Barley

Week 10 (10/28 & 10/30):
World War II and Decolonization
*Presentation 8: Thursday, 10/30
Readings:
Kent, Ch. 13 “War, Welfare, and Postwar ‘Censensus,’ 1939-1963,” pp. 311-334
Levine, Ch. 11 “Decolonization,” pp. 191-209

**Week 11 (11/4 & 11/6):**
“Colonisation in Reverse”: Migration and the Black Power Movement in Britain, 1948-1970
*Presentation 9: Thursday, 11/6*
Readings:
Sam Selvon, *The Lonely Londoners*

**Tuesday, 11/11: NO CLASS – Veterans’ Day**

**Week 12 (11/13):**
*Paper Due*
Film: *Pressure*

**Week 13 (11/18, & 11/20):**
Thatcher’s Britain
*Presentation 10: Thursday, 11/20*
Readings:

**Week 14 (11/25):**
Film: *Children of Men*

**Thursday, 11/27: NO CLASS – Thanksgiving Break**

**Week 15 (12/2 & 12/4):**
Contemporary Britain and the Legacy of Empire
Readings:
Dirks, “Empire,” *The Scandal of Empire*, pp. 313-336
“A Face in the Crowd,” *Vanity Fair*
Final Exam: Thursday, December 11, 12:30-2:30pm
University Curriculum Committee
Proposal for Course Deletion

1. Course deletion effective at the end of what term and year?  
   (ex. Spring 2008, Summer 2008)  
   Spring 2009

2. College  
   CAL

3. Academic Unit/Department  
   History

4. Current course subject and catalog number  
   HIS 425

5. Current catalog title  
   Contemporary China: The People's Republic

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

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

8. Is course an elective?  
   Yes □  No □
   If required, for what academic plan/subplan?  
   If required, also submit Proposal for Plan Change.

9. Is this course required or an elective in any other plan? (major, minor, certificate)  
   yes □  no □
   If yes, explain in the justification and provide supporting documentation from the affected departments.  
   This course is an elective in the Asian Studies minor, the Aerospace Studies minor, and in the B.A. International Affairs (extended major.)

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

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

11. Justification for course deletion.
    The subject matter and the potential appeal of the subject to students render it no longer feasible as
    something to be taught and learned in a small senior-level seminar format. A 300-level course on
    the subject of the history of the People's Republic of China, along with all necessary and appropriate
    reformulations of logistics of the course, is currently being proposed by the History Department as HIS
    326. If approved, that course will take the place of HIS 425 in the curriculum. In the future, if there is a
    demand for offering a small senior-level seminar on some focused aspect of the history of the PRC, we
    will offer that under the rubric of a Topics in Asian History course that will be developed in the
    upcoming year.

12. Approvals

   [Signature]

   Department Chair/Unit Head (if appropriate)/ Date

Revised 9/07
Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Action taken:  ✓ approved as submitted  ____ approved as modified

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

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

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

3. College of Business  
4. Academic Unit/Department  Accounting

5. Current course subject/catalog number  
   ACC 405

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog)  
   www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm.  
   ADVANCED BUSINESS LAW (3)  
   Law of partnerships, corporations, real property, wills and probate, sales, commercial paper, security devices, bankruptcy, and insurance. Letter grade only. Prerequisite: Junior status and BA 205 or ACC 205  
   Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.

7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes X  No ☐  
   If yes, explain and provide supporting documentation from the affected departments. The change does not affect the undergraduate program (BSBA).

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

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

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

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

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.  
   This course should be available to graduate students within the MBA program as well as our undergraduate students.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Laurence C. McInerney 11-5-05

Chair of college curriculum committee/Date

John Doe 11/12/08

Dean of college/ Date


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© or $
For University Curriculum Committee/Date

Action taken:  
✓ approved as submitted  
approved as modified
MASTER SYLLABUS
ACC 505, ADVANCED BUSINESS LAW

I. **Catalog Description:** In-depth study of legal issues related to advising businesses from an accounting or senior management perspective including contract law, securities law, administrative law, employment law, ethics and other legal topics. Three credit hours. Co-convenes with ACC 405.

II. **Prerequisites:**
Courses: Admission to the MBA program.

Justification: This Advanced Business Law course is taught with the presumption that students have had exposure to the concepts in the legal environment of business course. Students taking the co-convened ACC 405 must be juniors and have had ACC 205. For admission to the MBA program, students must have a business degree which presumes some exposure to legal issues or will have completed ACC 205 as part of the pre-MBA requirements.

III. **Course Learning Goals:** Upon completion of the course students will be able to:

A. Discuss the legal relationship between employers and employees (including agency, employment tax obligations, unions, pensions, etc);
B. Apply principles of the Uniform Commercial Code (UCC) as it relates to sales, commercial paper and secured transactions to situations;
C. Discuss the different forms of business entities;
D. Discuss financing of business (securities, debtor/creditor relationships)
E. Discuss the law governing warranties, bankruptcy, insurance, real property and estate planning.
F. Demonstrate an awareness of international, environmental and ethical issues when making business decisions;

IV. **Course Materials:**

V. **Teaching Methods:**
Lecture with class discussion; in-class legal case and statute analysis; out-of-class research assignments.
VI. **Mechanisms for Feedback to Students/Interaction Between Students and Professors:**
- review and discussion of examples and homework problems
- evaluation of work on course projects
- evaluation and comments on student examinations
- office hours and e-mail communications

VII. **Evaluation Tools:**
Evaluation of student performance will be conducted using examinations, research assignments, and projects. Other factors that may be evaluated include class participation, attendance and/or quizzes.

Additionally, a major research project is required to distinguish graduate-level credit (ACC 505) from the undergraduate coursework (ACC 405). The project and paper should account for at least 15% of the graduate-level course grade.

VIII. **Use of Technology and Information Systems**
This course will utilize web resources as legal research tools.

IX. **Collaborative or Team Activities**
Students engage in a number of group activities in the classroom, from analysis of legal situations to negotiations given various scenarios.

X. **Projects**
Left to instructor discretion.

XI. **Statement Regarding Academic Dishonesty**
Scholastic dishonesty will not be tolerated. It includes, but is not limited to: cheating; plagiarism; providing false information to the professor; forgery; altering documents; bringing in crib notes, programmable calculators, or other unauthorized materials to exams; or helping others with such activities. Refer to the FCB Code of Conduct for additional information regarding academic integrity. The full consequences of academic dishonesty will be pursued, consistent with the University policy. At a minimum, a student will receive an “F” in this course for academic dishonesty, with no drops or withdrawals allowed.

XII. **Course Content:**
1. Agency
2. Business Forms/Corporations
3. Ethics
4. Contracts
5. Debtor/Creditor relationships
6. Bankruptcy
7. Securities
8. Antitrust
9. Employee Relations (Pension/Retirement Plans, Unions and tax responsibilities)
10. UCC (Sales and Leases, Negotiable Instruments, Secured Transactions)
11. Real Property Law and Insurance
12. Wills and Trusts
13. Environmental Law and International Law
B. General Knowledge and Management Skills *

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<th>Note: Definitions provided on next page.</th>
<th>Included In This class: Y/N</th>
<th>Describe Required Graded Work If Applicable (Include Both Exam And Non-Exam Work)</th>
<th>Indicate the extent to which the knowledge or skill area is represented in the course grade **</th>
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<tr>
<td>Oral Communication</td>
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<tr>
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<td>Analytic Skills</td>
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<td>Reflective Thinking</td>
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<td>Ethics and Social Responsibility</td>
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<td>Financial Theories, Analysis and Reporting</td>
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<td>Integrated production and distribution of goods, services and information</td>
<td>N</td>
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<tr>
<td>Group and Individual dynamics in Organizations</td>
<td>N</td>
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### University Curriculum Committee
**Proposal for Course Change**

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

2. Course change effective beginning of what term and year?  
   (ex. Spring 2008, Summer 2008)  
   - See effective dates calendar  
   - Fall 2009

3. College  
   - The W. A. Franke College of Business

4. Academic Unit/Department  
   - Finance

5. Current course subject/catalog number  
   - FIN 340

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

   **FIN 340 FINANCIAL ANALYSIS AND WORKING CAPITAL MANAGEMENT**  
   (3)  
   Analyzes pro-forma financial statements for decision making. Management of current assets and liabilities emphasizing small business applications.

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

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

   If yes, explain and provide supporting documentation from the affected departments.  
   - This course is required for the BSBA in Management and Finance.

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

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

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

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

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

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

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

As part of a curriculum redesign, it was determined that the FIN 311 class is not required for student success in FIN 340. Students are required to take FIN 311 as part of the core business courses and FIN 340 is also being considered as a core class. The removal of this prerequisite will allow students more degrees of freedom in scheduling the core courses.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

[Signature] 11/3/08

Chair of college curriculum committee/Date

[Signature] 1/21/08

Dean of college/Date

[Signature] 1/22/08

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

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

2. Course change effective beginning of what term and year?  
   (ex. Spring 2008, Summer 2008)  
   See effective dates calendar.  
   Fall 2009

3. College  CEFNS  
4. Academic Unit/Department  CS

5. Current course subject/catalog number  
   CS 126

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog  
   /www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).  
   CS 126 COMPUTER SCIENCE I  
   (3)  
   Introduces foundational principles of computer science including object-oriented fundamentals. Letter grade only. Course fee required. Prerequisite or Corequisite: MAT 125 or MAT 125H or Math Placement 55 or higher and Corequisite: CS 126R

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

   CS 126 COMPUTER SCIENCE I  
   (3)  
   Introduces foundational principles of computer science including object-oriented fundamentals. Letter grade only. Course fee required. Prerequisite or Corequisite: MAT 125 or MAT 125H or Math Placement 55 or higher and Corequisite: **CS 126L**.

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

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

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

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

If revised, how should it be revised? _____

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Revised 8/08
9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

This change is logically one part of an overall curricular change in the way we teach our freshman CS curriculum; the BSACS plan changes, co-req changes to CS126/136 and lab additions to CS126/136 are all part of this change.

High DFW rates in the freshman year have been a perennial problem in computer science, not only at NAU but nationwide. DFW rates of 50-70% are the national norm; our DFW rates over the freshman year 126/136 sequence have been no exception. Over the years, we have tried an lengthy sequence of curricular reforms in a persistent effort to increase student success in this sequence, including mandating "kinder gentler" prerequisite courses, modifying the curriculum or presentation in various ways, and (most recently) adding a required recitation section to CS126. Although none of these experiments has proven completely successful, we feel that we have gained tremendous insights into where the core problems lie. This curricular revision completes a broader curricular revision cycle that seeks to address the problem.

In a nutshell, the general problem is that, due largely to packing of more and more material into the degree program as the discipline matures and continues to grow explosively, CS student no longer get nearly as much exposure to guided hands-on experiences. Instead, they are left to fend for themselves, i.e., to learn --- as computer science continues to grow explosively, the discipline matures, and more and more must be packed into a 4-year curriculum, CS curriculums have necessarily evolved towards a stronger focus on computer science theory and principles, with less coverage of practical basics, e.g., hands-on programming. This is normal and appropriate in a maturing discipline...but curriculums must be adapted accordingly. Specifically, we have come to realize that the coverage of practical hands-on programming that has been gradually displaced by increased focus on early object-oriented design, software engineering, and other more theoretical topics required in our evolving discipline, must somehow be accounted for; it is the fact that this guided practical exposure has simply been dropped that DFW rates have climbed so high among CS freshmen. The bottom line is that the basic programming skills that are one of several key outcomes of the freshman year can not be effectively taught without closer attention to guided hands-on programming experiences.

Given these insights, we feel that the solution, as in so many other scientific disciplines, is to add required laboratory sections to the introductory courses; this is where the hands-on practical exposure displaced from the courses over the years must appear. This represents a maturing of our discipline, and is no different than the approach taken in other sciences: it is long-established practice to require physics and chemistry students who learn about principles in the class to exercise those principles in lab. Similarly, electrical engineering students learning circuit theory explore the reality of actual circuits in labs. The curricular modifications requested here reflect a national recognition and trend towards a similar model in computer science.

In sum, we are requesting to add laboratory sections to our two-course introductory sequence, resulting in the following curricular changes:

- Program change to BSACS. Both require CS126/136 and must thus be changed to show the required lab as a program requirement.
- Addition of CS126L and CS136L. Create the new lab sections, as co-requisites tightly tied to the lecture. The intent is that anyone taking the course must also take the lab. Exceptions may be granted on an individual basis to students from other majors (that don't choose to require the lab in their programs) or students having passed the lab but not the class on a previous attempt.
- Deletion of CS126R. This recitation was a preceding attempt to solve this problem at lowest possible cost. While it showed promise, it is clear that students need more than 1-hour a week of practical exposure to succeed. Thus, this recitation is essentially replaced by the CS126L.

In sum, we feel that this change is key in our efforts to improve retention and student success in our freshman sequence. We have already invested substantially in this sequence with our new CS110 "preparatory" course (which is showing some early success); this change will complete our restructuring of this challenging introductory year of computer science study.

Revised 8/08
10. Approvals

Department Chair/Unit Head (if appropriate)/Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

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


3. College CEFNS 4. Academic Unit/Department CS

5. Current course subject/catalog number CS 136


| CS 136 COMPUTER SCIENCE II (3) Intermediate computer science, emphasizing algorithm design, object-oriented programming, and data structures. Letter grade only. Course fee required. Prerequisite: CS 126 and Prerequisite or Corequisite: MAT 136 or MAT 136H or Math Placement 70 or higher |
| CS 136 COMPUTER SCIENCE II (3) Intermediate computer science, emphasizing algorithm design, object-oriented programming, and data structures. Letter grade only. Course fee required. Prerequisite: CS 126 and Prerequisite or Corequisite: (MAT 136 or MAT 136H or Math Placement 70 or higher) and CS 136L |

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

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

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

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

If revised, how should it be revised? _____

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

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

This change is logically one part of an overall curricular change in the way we teach our freshman CS curriculum; the BSCS/BSACS plan changes, co-req changes to CS126/136 and lab additions to CS126/136 are all part of this change.

High DFW rates in the freshman year have been a perennial problem in computer science, not only at NAU but nationwide. DFW rates of 50-70% are the national norm; our DFW rates over the freshman year 126/136 sequence have been no exception. Over the years, we have tried an lengthy sequence of curricular reforms in a persistent effort to increase student success in this sequence, including mandating "kinder gentler" prerequisite courses, modifying the curriculum or presentation in various ways, and (most recently) adding a required recitation section to CS126. Although none of these experiments has proven completely successful, we feel that we have gained tremendous insights into where the core problems lie. This curricular revision completes a broader curricular revision cycle that seeks to address the problem.

In a nutshell, the general problem is that, due largely to packing of more and more material into the degree program as the discipline matures and continues to grow exponentially, CS student no longer get nearly as much exposure to guided hands-on experiences. Instead, they are left to fend for themselves. i.e., to learn ... as computer science continues to grow explosively, the discipline matures, and more and more must be packed into a 4-year curriculum, CS curriculums have necessarily evolved towards a stronger focus on computer science theory and principles, with less coverage of practical basics, e.g., hands-on programming. This is normal and appropriate in a maturing discipline ... but curriculums must be adapted accordingly. Specifically, we have come to realize that the coverage of practical hands-on programming that has been gradually displaced by increased focus on early object-oriented design, software engineering, and other more theoretical topics required in our evolving discipline, must somehow be accounted for; it is the fact that this guided practical exposure has simply been dropped that DFW rates have climbed so high among CS freshmen. The bottom line is that the basic programming skills that are one of several key outcomes of the freshman year can not be effectively taught without closer attention to guided hands-on programming experiences.

Given these insights, we feel that the solution, as in so many other scientific disciplines, is to add required laboratory sections to the introductory courses; this is where the hands-on practical exposure displaced from the courses over the years must appear. This represents a maturing of our discipline, and is no different than the approach taken in other sciences: it is long-established practice to require physics and chemistry students who learn about principles in the class to exercise those principles in lab. Similarly, electrical engineering students learning circuit theory explore the reality of actual circuits in labs. The curricular modifications requested here reflect a national recognition and trend towards a similar model in computer science.

In sum, we are requesting to add laboratory sections to our two-course introductory sequence, resulting in the following curricular changes:

- Program change to BSBS/BSACS. Both require CS126/136 and must thus be changed to show the required lab as a program requirement.
- Addition of CS126L and CS136L. Create the new lab sections, as co-requisites tightly tied to the lecture. The intent is that anyone taking the course must also take the lab. Exceptions may be granted on an individual basis to students from other majors (that don't choose to require the lab in their programs) or students having passed the lab but not the class on a previous attempt.
- Deletion of CS126R. This recitation was a preceding attempt to solve this problem at lowest possible cost. While it showed promise, it is clear that students need more than 1-hour a week of practical exposure to succeed. Thus, this recitation is essentially replaced by the CS126L.

In sum, we feel that this change is key in our efforts to improve retention and student success in our freshman sequence. We have already invested substantially in this sequence with our new CS110 "preparatory" course (which is showing some early success); this change will complete our restructuring of this challenging introductory year of computer science study.

Revised 8/08
10. Approvals

Department Chair/Unit Head (if appropriate)/Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

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


3. College Engineering, Forestry and Natural Sciences

4. Academic Unit/Department School of Forestry

5. Current course subject/catalog number FOR 443

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

FOR 443 ECOLOGY AND MANAGEMENT OF INTRODUCED SPECIES IN FORESTS AND RANGELANDS (3)

An exploration of introduced species, including how land managers and policy makers are dealing with such species and case studies of specific introduced species. Letter grade only. Prerequisite: FOR 313 or ENV 330 or BIO 326

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

FOR 443 ECOLOGY AND MANAGEMENT OF INTRODUCED SPECIES IN FORESTS AND RANGELANDS (3)

An exploration of introduced species, including how land managers and policy makers are dealing with such species and case studies of specific introduced species. Co-convenes with FOR 543. Letter grade only.

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 □

Revised 8/08
If yes, has the change been approved by the Articulation Task Force? Yes ☐ No ☐

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

If revised, how should it be revised? _______

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current course subject/catalog number</td>
<td>Proposed course subject/catalog number</td>
</tr>
<tr>
<td>Current number of units/credits</td>
<td>Proposed number of units/credits</td>
</tr>
<tr>
<td>Current Course Fee yes ☐ no ☐</td>
<td>If subject or catalog number change Move ☐ or Delete ☐</td>
</tr>
<tr>
<td>Current Grading Option* Letter Grade ☐ Pass/Fail ☐ or Both ☐</td>
<td>Proposed Grading Option* Letter Grade ☐ Pass/Fail ☐ or Both ☐</td>
</tr>
<tr>
<td>Current Repeat for additional Units</td>
<td>Proposed Repeat for additional Units</td>
</tr>
<tr>
<td>Current Max number of units</td>
<td>Proposed Max number of units</td>
</tr>
<tr>
<td>Current Prerequisite FOR 313 or ENV 330 or BIO 326</td>
<td>Proposed Prerequisite None</td>
</tr>
<tr>
<td>Current Co-requisite</td>
<td>Proposed Co-requisite</td>
</tr>
<tr>
<td>Current Co-Convene with None</td>
<td>Proposed Co-Convene with FOR 543</td>
</tr>
<tr>
<td>Current Cross List with</td>
<td>Proposed Cross List with</td>
</tr>
</tbody>
</table>

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

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

Removal of prerequisite requirement: student learning did not appear to be affected by having a background in ecology; review readings will now become part of assigned reading materials. Co-convening with FOR 543: this is a new course that will allow graduate students to complete similar coursework at the graduate level. Graduate students will lead student groups, discussion, and lecture sessions, complementing the classroom environment in a positive manner.

10. Approvals

[Signature] 10/31/08
Department Chair/ Unit Head (if appropriate)/ Date

[Signature] 11/3, 2008
Chair of college curriculum committee/Date

Revised 8/08
College of Engineering, Forestry and Natural Sciences
School of Forestry

Course Syllabus

FOR 443
Ecology and Management of Introduced Species in Forests and Rangelands
Offered Spring Semester, even years

Instructor: Dr. Kristen M. Waring
Office/lab: SWFC 201/219
Office Hours: TBA
Email: Kristen.waring@nau.edu
Phone: 523-4920

Prerequisites: None.

Course Description: Introductions of non-native insect, plant, animal and pathogen species have increased at an alarming rate around the world in the past 100 years and tend to have negative ecological and economic impacts once established. This course will introduce students to the ecology of introduced and invasive species, how land managers and policy makers are dealing with introductions and case studies examining the ecology and management of specific introduced species in forests and rangelands. Its thematic focus will be Environmental Consciousness, fitting within the Science/Applied Science distribution block of liberal studies courses. The course will address several of the essential skills (critical thinking, critical reading, effective oral communication, ethical reasoning) with specific assessment in critical thinking, ethical reasoning and effective oral communication.

Learning outcomes:
1. Students will be able to describe the various pathways in arrival, establishment and spread of introduced species and apply that knowledge to management strategies. (environmental consciousness, effective oral communication)
2. Students will know and understand the limitations of the different management strategies employed and the role of policy in introduced species' management.
3. Students will also obtain a broad understanding of the generalities that link all introduced species but also understand differences between groups of organisms and also between species within each group. (critical thinking)
4. Students will be able to read, understand and assess scientific literature on introduced species. (environmental consciousness, critical thinking)
5. Students will be able to thoughtfully participate in discussions concerning the role of humans in the spread and management of introduced species worldwide. (environmental consciousness, critical thinking, ethical reasoning)
Course structure: Primarily lecture format with some class time reserved for group discussion. Students will work in teams on one presentation late in the semester. Guest lectures will provide diversity in background, viewpoint and expertise.

The first third of the semester will provide an overview of the history, theory and impact of introduced species. The second third will cover management of introduced species in depth. Finally, case studies will be presented that detail individual species: history of the introduction, establishment, spread and management. Students will be required to present during the latter third as well. Throughout the semester, insects, pathogens, animals and plants will be compared and contrasted as separate groups of organisms.

Required text: Invasion Ecology by Lockwood, Hoopes and Marchetti (Blackwell 2007).

Required readings: Key significant peer-reviewed papers along with current literature supplemented by select text chapters and management agency reports. Readings will be posted online through Vista.

Recommended resources:


Course outline:
Introduction: Terminology used; history of introductions
Phases of introductions:
1. Arrival: Modes and pathways of introductions
2. Establishment: Factors that determine which species establish
   a. population dynamics
   b. environment
   c. natural enemies
   d. hosts
   e. competition
3. Spread: How fast, how far?
   b. mechanisms
   c. invasion ecology
   d. models predicting spread
Effects of introduced Species
1. Ecological
   a. Disturbance regimes and introduced organisms
   b. Ecological process
   c. Forest and range structure and function
2. Economic
3. Social

Management of introduced species
1. Prevention
   a. Globalization and trade regulations
   b. Quarantines
   c. Predicting high-risk species
2. Control
3. Eradication
4. Integrated Pest Management
5. Mitigation/restoration
6. Policy
   a. Government and state responses to introductions
   b. Non-profit response

Case studies
1. White pine blister rust
2. Cheatgrass
3. Gypsy moth
4. Asian longhorned borer
5. Phytophthora spp. worldwide
6. Spotted knapweed
7. Larch casebearer (success story)
8. Brown tree snake

**Assessment of Student Learning Outcomes:**
Students will be assessed through 2 exams (midterm and final). Additionally, attendance and active participation in class discussions will be recorded throughout the semester. Unannounced quizzes based on assigned readings and previous lecture material will assess whether lectures and/or reading material are best serving student learning during the semester and also to assess critical thinking skills. Finally, students will work as a team to create a team presentation that will encompass many of the ideas and concepts learned through the course.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in class discussions</td>
<td>15%</td>
</tr>
<tr>
<td>2 exams</td>
<td>50%</td>
</tr>
<tr>
<td>20 minute student team presentation</td>
<td>15%</td>
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<tr>
<td>Quizzes</td>
<td>20%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89.9%</td>
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<tr>
<td>C</td>
<td>70-79.9%</td>
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<tr>
<td>D</td>
<td>60-69.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
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</tbody>
</table>

**Course policy:**
Makeup exams: Students are required to take the exams and quizzes as scheduled. In the case of illness or other legitimate reason for missing, students must inform the instructor BEFORE the exam or class session. Makeup exams will be oral. Excused absences during a quiz will result in a redistribution of points.

Attendance is required at all class sessions unless prior approval is given by the instructor; in the case of illness or other unforeseen events, students must notify the instructor in advance of the class session.

Plagiarism and cheating will not be tolerated. Refer to the NAU statement of academic integrity attached.

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ACADEMIC INTEGRITY. The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. It is the responsibility of individual faculty members to identify instances of academic dishonesty and recommend penalties to the department chair or college dean in keeping with the severity of the violation. Penalties may range from verbal chastisement to a failing grade in the course. The complete policy on academic integrity is in Appendix F of NAU’s Student Handbook.

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

It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.
## GRADUATE CURRICULUM
### PROPOSAL FOR NEW GRADUATE COURSE

**NOTE:** Use Tab to move between fields. Use Space Bar to check a box.

1. New course effective beginning what term and year? (i.e., Spring 2006) **Spring 2010**

<table>
<thead>
<tr>
<th>2. College:</th>
<th>Engineering, Forestry and Natural Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Department</td>
<td>School of Forestry</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Course subject/catalog Number:</th>
<th>FOR 543</th>
</tr>
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<tbody>
<tr>
<td>5. Units:</td>
<td>3</td>
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<table>
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<tr>
<th>6. Co-convened with:</th>
<th>FOR 443</th>
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<tbody>
<tr>
<td>(Must be approved by UGC prior to submission to UCC. Both course syllabi must be presented.)</td>
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</table>

| 7. Cross-listed with: | |
|----------------------| |
| (Must be approved by UGC prior to submission to UCC. Both course syllabi must be presented.) | |

<table>
<thead>
<tr>
<th>8. Long Course Title:</th>
<th>Ecology and Management of Introduced Species in Forests and Rangelands</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Short Course Title (30-character maximum, including spaces):</td>
<td>Ecology of Introduced Species</td>
</tr>
</tbody>
</table>

| 10. Catalog Course Description (60-word maximum): | An exploration of introduced species, including how land managers and policy makers are dealing with such species and case studies of specific introduced species. In-depth coverage of invasive species ecology aids understanding and leadership in invasive species management. Co-convenes with FOR 443. |

<table>
<thead>
<tr>
<th>11. Grading Option:</th>
<th>Letter Grade</th>
<th>Pass/Fail</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>12a. May course be repeated for additional units?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>12b. If yes, maximum units allowed:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12c. If yes, may course be repeated for additional units in the same term?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

| 13a. Please check ONE of the following that most appropriately describes the course: | |
| Lecture and lab combined | Lecture only | Lab only | Clinical | Research |
| Seminar | Field Studies | Independent Study | Activity | Supervision |
| In addition, will it also be delivered via: | Web | ITV | Other |
| If other (e.g., Hybrid), please clarify: | |

| 14. Prerequisites (must be completed before proposed course): | |
| 15. Corequisites (must be completed with proposed course): | |

| 16. If course has no prerequisites, what consent will all sections require (check one)? | |
| Instructor Consent | Department Consent | No Consent |

| 17. Justification for new course (including unique features, if any): | Introduced (non-native) species present significant challenges to the managers of forests, rangelands and other types of ecosystems. While the problem has been around for decades, if not centuries, current globalization trends mean that more and more species are being moved around the world, often with severe ecological and economic impacts. The undergraduate version is already being offered (FOR 443); a similar graduate course does not exist but is important for graduate students in forestry and natural resources. This course should appeal to a broad audience beyond forestry, such as biology and environmental science. |

| 18a. Is this course need for a new program? | Yes | No |
| 18b. If Yes, has the plan been approved? | Yes | No |

| If plan has not yet been approved, a plan form must accompany this form. |

| Name of new plan: | |
| If no, name of existing | |
| 19. Does this course duplicate content of existing courses within or outside of your college? | Yes ☐ No ☒ |
| Please attach letters of support from each department with a course listed above. |
| 20. Will this course affect other academic plans, units, or enrollment? | Yes ☐ No ☒ |
| Please provide letters of support from each department affected. |
| 21. Names of current faculty qualified to teach this course: |
| Kristen Waring, Pete Fule, Margaret Moore, Carol Chambers, James Allen, Rich Hofstetter |
| 22. If course requires additional faculty, space, or equipment, how will these requirements be met? |
| 23. Will present library holdings support this course? | Yes ☒ No ☐ |

24. Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Allen</td>
<td>10/31/08</td>
</tr>
<tr>
<td>Chair of college curriculum committee</td>
<td>11/4/08</td>
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<tr>
<td>Dean of College</td>
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</table>

For University Graduate Committee use only

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
<td>11/27/09</td>
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</table>

Action taken: ☑ Approved as Submitted
Modified.
College of Engineering, Forestry and Natural Sciences

Proposed Course Syllabus
School of Forestry

FOR 543
Ecology and Management of Introduced Species in Forests and Rangelands
Co-convened with FOR 443
Offered Spring Semester, even years

Instructor: Dr. Kristen M. Waring
Office/lab: SWFC 201/219
Office Hours: TBA
Email: Kristen.waring@nau.edu
Phone: 523-4920

Prerequisites: None.

Course Description: Introductions of non-native insect, plant, animal and pathogen species have increased at an alarming rate around the world in the past 100 years and tend to have negative ecological and economic impacts once established. This course will introduce students to the ecology of introduced and invasive species, how land managers and policy makers are dealing with introductions and case studies examining the ecology and management of specific introduced species in forests and rangelands.

Learning outcomes:

1. Students will be able to describe the various pathways in arrival, establishment and spread of introduced species and apply that knowledge to management strategies.

2. Students will know and understand the limitations of the different management strategies employed and the role of policy in introduced species' management.

3. Students will also obtain a broad understanding of the generalities that link all introduced species but also understand differences between groups of organisms and also between species within each group.

4. Students will be able to read, understand and assess scientific literature on introduced species.

5. Students will be able to thoughtfully lead and participate in discussions concerning the role of humans in the spread and management of introduced species worldwide.

6. Students will be able to synthesize primary literature and prepare a research paper addressing a question of key importance to introduced species.

7. Students will be prepared to provide leadership on introduced species in their careers.
**Course structure:** Primarily lecture format with some class time reserved for group discussion. Students will work in teams on one presentation late in the semester; graduate students will be required to serve as team leaders with undergraduate team members. Guest lectures will provide diversity in background, viewpoint and expertise.

The first third of the semester will provide an overview of the history, theory and impact of introduced species. The second third will cover management of introduced species in depth. Finally, case studies will be presented that detail individual species: history of the introduction, establishment, spread and management. Students will be required to present during the latter third as well. Throughout the semester, insects, pathogens, animals and plants will be compared and contrasted as separate groups of organisms.

**Required texts:**
Invasion Ecology by Lockwood, Hoopes and Marchetti (Blackwell 2007).

**Required readings:** Key significant peer-reviewed papers along with current literature supplemented by select text chapters and management agency reports. Readings will be posted online through Vista.

**Recommended resources:**

**Course outline:**
Introduction: Terminology used; history of introductions

Phases of introductions:
1. Arrival: Modes and pathways of introductions
2. Establishment: Factors that determine which species establish
   a. population dynamics
   b. environment
   c. natural enemies
   d. hosts
   e. competition
3. Spread: How fast, how far?
   b. mechanisms
   c. invasion ecology
   d. models predicting spread

Effects of introduced Species
1. Ecological
   a. Disturbance regimes and introduced organisms
b. Ecological process
   c. Forest and range structure and function

2. Economic
3. Social

Management of introduced species
1. Prevention
   a. Globalization and trade regulations
   b. Quarantines
   c. Predicting high-risk species
2. Control
3. Eradication
4. Integrated Pest Management
5. Mitigation / restoration
6. Policy
   a. Government and state responses to introductions
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Case studies
1. White pine blister rust
2. Cheatgrass
3. Gypsy moth
4. Asian longhorned borer
5. Phytophthora spp. worldwide
6. Spotted knapweed
7. Larch casebearer (success story)
8. Brown tree snake

Assessment of Student Learning Outcomes:
Students will be assessed through an oral midterm exam and a written final take-home exam requiring extensive problem solving. Participation and leadership in class discussions is required; students will be required to lead one discussion session during the semester. Finally, students will work as a team to create a team presentation that will encompass many of the ideas and concepts learned through the course; graduate students will be assessed as leaders of the team effort.

Grading:
- Participation and leadership in class discussions 25%
- 2 exams 55%
- 20 minute student team presentation 20%

A
B
C
D
F
90-100%
80-89.9%
70-79.9%
60-69.9%
<60%

Course policy:
Makeup exams: Students are required to take the exams and quizzes as scheduled. In the case of illness or other legitimate reason for missing, students must inform the instructor BEFORE the exam or class session. Makeup exams will be oral. Excused absences during a quiz will result in a re-distribution of points.

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in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner which does not
interrupt or disrupt the delivery of education by faculty members or receipt of
education by students, within or outside the classroom. The determination of
whether such interruption or disruption has occurred has to be made by the faculty
member at the time the behavior occurs. It becomes the responsibility of the
individual faculty member to maintain and enforce the standards of behavior
acceptable to preserving an atmosphere for teaching and learning in accordance
with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the
faculty member as disruptive. Serious disruptions, as determined by the faculty
member, may result in immediate removal of the student from the instructional
environment. Significant and/or continued violations may result in an
administrative withdrawal from the class. Additional responses by the faculty
member to disruptive behavior may include a range of actions from discussing the
disruptive behavior with the student to referral to the appropriate academic unit
and/or the Office of Student Life for administrative review, with a view to
implement corrective action up to and including suspension or expulsion.
1. Course deletion effective at the end of what term and year?  
   (ex. Spring 2008, Summer 2008)  
   **Fall 2009**

2. College  **CEFNS**  3. Academic Unit/Department  **CS**

4. Current course subject and catalog number  **CS 126R**

5. Current catalog title  
   **COMPUTER SCIENCE I RECITATION**

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

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

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

9. Is this course required or an elective in any other plan? (major, minor, certificate)  
   Yes  ☐  no  ☒
   If yes, explain in the justification and provide supporting documentation from the affected departments.
10. Does this change affect community college articulation? Yes □ No □
   If yes, explain how in the justification and provide supporting documentation from the affected institutions.

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

11. Justification for course deletion.
   This change is logically one part of an overall curricular change in the way we teach our freshman CS curriculum; the BSCS/BSACS plan changes, co-req changes to CS126/136 and lab additions to CS126/136 are all part of this change.

   High DFW rates in the freshman year have been a perennial problem in computer science, not only at NAU but nationwide. DFW rates of 50-70% are the national norm; our DFW rates over the freshman year 126/136 sequence have been no exception. Over the years, we have tried an lengthy sequence of curricular reforms in a persistent effort to increase student success in this sequence, including mandating “kinder gentler” prerequisite courses, modifying the curriculum or presentation in various ways, and (most recently) adding a required recitation section to CS126. Although none of these experiments has proven completely successful, we feel that we have gained tremendous insights into where the core problems lie. This curricular revision completes a broader curricular revision cycle that seeks to address the problem.

   In a nutshell, the general problem is that, due largely to packing of more and more material into the degree program as the discipline matures and continues to grow exponentially, CS student no longer get nearly as much exposure to guided hands-on experiences. Instead, they are left to fend for themselves, i.e., to learn ---, as computer science continues to grow explosively, the discipline matures, and more and more must be packed into a 4-year curriculum, CS curriculums have necessarily evolved towards a stronger focus on computer science theory and principles, with less coverage of practical basics, e.g., hands-on programming. This is normal and appropriate in a maturing discipline...but curriculums must be adapted accordingly. Specifically, we have come to realize that the coverage of practical hands-on programming that has been gradually displaced by increased focus on early object-oriented design, software engineering, and other more theoretical topics required in our evolving discipline, must somehow be accounted for; it is the fact that this guided practical exposure has simply been dropped that DFW rates have climbed so high among CS freshmen. The bottom line is that the basic programming skills that are one of several key outcomes of the freshman year can not be effectively taught without closer attention to guided hands-on programming experiences.

   Given these insights, we feel that the solution, as in so many other scientific disciplines, is to add required laboratory sections to the introductory courses; this is where the hands-on practical exposure displaced from the courses over the years must appear. This represents a maturing of our discipline, and is no different than the approach taken in other sciences: it is long-established practice to require physics and chemistry students who learn about principles in the class to exercise those principles in lab. Similarly, electrical engineering students learning circuit theory explore the reality of actual circuits in labs. The curricular modifications requested here reflect a national recognition and trend towards a similar model in computer science.

   In sum, we are requesting to add laboratory sections to our two-course introductory sequence, resulting in the following curricular changes:
   • Program change to BSBS/BSACS. Both require CS126/136 and must thus be changed

Revised 9/07
to show the required lab as a program requirement.
- Addition of CS126L and CS136L. Create the new lab sections, as co-requisites tightly tied to the lecture. The intent is that anyone taking the course must also take the lab. Exceptions may be granted on an individual basis to students from other majors (that don't choose to require the lab in their programs) or students having passed the lab but not the class on a previous attempt.
- Deletion of CS126R. This recitation was a preceding attempt to solve this problem at lowest possible cost. While it showed promise, it is clear that students need more than 1-hour a week of practical exposure to succeed. Thus, this recitation is essentially replaced by the CS126L.

In sum, we feel that this change is key in our efforts to improve retention and student success in our freshman sequence. We have already invested substantially in this sequence with our new CS110 "preparatory" course (which is showing some early success); this change will complete our restructuring of this challenging introductory year of computer science study.

12. Approvals

[Signatures and dates]

Department Chair/Unit Head (if appropriate)/ Date
[Signature] 12/10/08

Chair of college curriculum committee/ Date
[Signature] 1/2/09

Dean of college/Date
[Signature] 12/17/08

For Committee use only

[Signature] 1/27/09

For University Curriculum Committee/Date

Action taken: ✔ approved as submitted  ☐ approved as modified

Note: Submit original to associate provost's office

Revised 9/07
1. Course deletion effective at the end of what term and year?  
(ex. Spring 2008, Summer 2008)  
\[\text{Fall 2009}\]

2. College  \[\text{SBS}\]  3. Academic Unit/Department  \[\text{Psychology}\]

4. Current course subject and catalog number  \[\text{PSY 325W}\]

5. Current catalog title  
\[\text{GROUP BEHAVIOR}\]

6. Is this a Liberal Studies Course or Diversity Course?  \(\square\) Liberal Studies  \(\square\) Diversity  \(\square\) Both

7. Is this course currently cross listed or co-convened?  Yes  \(\square\)  No  \(\times\)
   \[\text{If yes, list course}\]

8. Is course an elective?  \(\times\) or required for an academic plan/subplan?  \(\square\)
   \[\text{If required, for what academic plan/subplan}\]
   \[\text{If required, also submit Proposal for Plan Change.}\]

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

10. Does this change affect community college articulation?  Yes  \(\square\)  No  \(\times\)
    \[\text{If yes, explain how in the justification and provide supporting documentation from the affected institutions.}\]

   Is the course a Common Course as defined by your Articulation Task Force?  Yes  \(\square\)  No  \(\times\)
   \[\text{If yes, has the changed been approved by the Articulation Task Force?}\]  Yes  \(\square\)  No  \(\square\)

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

11. Justification for course deletion.

As part of the psychology major restructuring, all of the courses in this list will have content course prerequisites and statistics and methodology prerequisites. Specifically for Psy 325W, the following courses will be prerequisites ([PSY 101 or 101H] and PSY 230 and PSY 250 and PSY 302W). Given that 302W is required to take PSY 325W, it was not logical to leave the "W - Writing intensive" designation on this course. We have proposed a subsequent course (PSY 326) with comparable content, without the W designation and requisite components.
12. Approvals

K. James Oden

12-2-08

Department Chair/Unit Head (if appropriate)/ Date

Chair of college curriculum committee/ Date

12-3-08

Dean of college/Date

For Committee use only

1/27/09

For University Curriculum Committee/Date

Action taken:  √ approved as submitted  ___ approved as modified

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

   Fall 2009

2. College  SBS  3. Academic Unit/Department  Psychology

4. Current course subject and catalog number  PSY 345W

5. Current catalog title  
   PSYCHOLOGY OF ADULT DEVELOPMENT AND AGING

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

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

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

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

From: Kooros Mohit Mahmoudi <Kooros.Mahmoudi@nau.edu>
Subject: RE: support for change in PSY course number
Date: November 23, 2008 11:59:59 AM GMT-07:00
To: K Laurie Dickson <Laurie.Dickson@nau.edu>

In sociology, we are increasingly faced with the dilemma of offering or not offering the gerontology certificate. Due to retirements and reassignments, we don't have faculty to teach the gerontology requirements on a regular basis. We have discussed to create the GRT emphasis in social work, but are only at talking stages now, exploring possibilities.

Again, thanks for the clarification and I'll keep you posted on how SSW will come to terms with this increasingly important area as our population ages.

Thanks, Kooros

From: K Laurie Dickson
Sent: Saturday, November 22, 2008 10:09 PM
To: Kooros Mohit Mahmoudi
Subject: support for change in PSY course number

Hi Kooros,

As I mentioned to you at the October University Curriculum Committee meeting, we recently restructured the Psychology major and minor. I am emailing to notify you of a change to PSY 345W because it is listed for the Sociology gerontology emphasis.
10. Does this change affect community college articulation? Yes □ No ☒
   If yes, explain how in the justification and provide supporting documentation from the affected
   institutions.

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

11. Justification for course deletion.
   As part of the psychology major restructuring, all of the courses in this list will have
   content course prerequisites and statistics and methodology prerequisites. Specifically for
   Psy 345W, the following courses will be prerequisites ([PSY 101 or 101H] and PSY 230 and
   PSY 240 and PSY 302W). Given that 302W is required to take PSY 345W, it was not logical to
   leave the "W - Writing intensive" designation on this course. The newly approved PSY 344 -
   Psychology of Adult Development and Aging has comparable content, without the W
   designation and requisite components. Given that the content has not changed, the
   Gerontology emphasis in Sociology will not be effected.

12. Approvals

   _______ ___________________ 12-2-08
   Department Chair/Unit Head (if appropriate)/ Date

   ____________________________ 12-3-08
   Chair of college curriculum committee/ Date

   ____________________________
   Dean of college/Date

   _______ ___________________ 12/7/09
   For Committee use only

   ____________________________
   For University Curriculum Committee/Date

   Action taken: ☑ approved as submitted ☐ approved as modified

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

1. Course deletion effective at the end of what term and year?

2. College SBS 3. Academic Unit/Department Psychology

4. Current course subject and catalog number PSY 405C

5. Current catalog title
   CLINICAL PSYCHOLOGY

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

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

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

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

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

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

11. Justification for course deletion.
    As part of the psychology major restructuring, PSY 406—Clinical Psychology is a new course without the C designation to be included in the list of depth courses, rather than as a capstone course. All of the courses in this list will have content course prerequisites and statistics and methodology prerequisites. Specifically for Clinical Psychology, the following courses will be prerequisites ([PSY 101 or 101H] and PSY 230 and PSY 227 and PSY 302W). The newly approved course (PSY 406) has comparable content, without the C designation and requisite components. Inclusion of this course as a depth course precludes the integrative nature of a capstone experience.
12. Approvals

Department Chair/Unit Head (if appropriate)/ Date

Chair of college curriculum committee/ Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Action taken: √ approved as submitted ___ approved as modified

Note: Submit original to associate provost's office
1. Course deletion effective at the end of what term and year?  
   (ex. Spring 2008, Summer 2008)  
   Fall 2009  

2. College  SBS  
3. Academic Unit/Department  Psychology  

4. Current course subject and catalog number  PSY 494  

5. Current catalog title  
   ECOLOGICAL APPROACHES TO PERCEPTION AND ACTION  

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

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

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

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

10. Does this change affect community college articulation?  Yes ☐  No ☑  
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.  
    Is the course a Common Course as defined by your Articulation Task Force?  Yes ☐  No ☑  
    If yes, has the changed been approved by the Articulation Task Force?  Yes ☐  No ☐  
    If this course is listed in the Course Equivalency Guide, should the listing be  
        changed to departmental elective credit ☐  OR changed to elective credit ☐  

11. Justification for course deletion.  
    The faculty member who developed and taught this course retired in 2005. Given other priorities  
    within the major, we have not taught this course for several years nor do we intend to teach it in the  
    future.  

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

   Chair of college curriculum committee/ Date  
   12-3-08  

   Dean of college/Date  

Revised 0/06
For Committee use only

For University Curriculum Committee/Date

Action taken: √ approved as submitted    ___ approved as modified

Note: Submit original to associate provost's office
1. Course deletion effective at the end of what term and year?  
(ex. Spring 2008, Summer 2008)  
Fall 2009

2. College  SBS  3. Academic Unit/Department  Psychology

4. Current course subject and catalog number  PSY 495

5. Current catalog title  
ANIMAL INTELLIGENCE

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

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

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

9. Is this course required or an elective in any other plan?(major, minor, certificate)  yes  no

10. Does this change affect community college articulation?  Yes  No

11. Justification for course deletion.
The faculty member who developed and taught this course retired in 2005. Given other priorities within the major, we have not taught this course for several years nor do we intend to teach it in the future.

12. Approvals

Department Chair/Unit Head (if appropriate)/ Date  12-2-08

Chair of college curriculum committee/ Date  12-3-08

Dean of college/Date

Revised 9/06
For University Curriculum Committee/Date

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

Note: Submit original to associate provost's office
Hi Nicole,

Please withdraw Liberal Studies designation from the following courses:

PSY 340
Distribution Block: SPW
Effective: Spring 2009
Fall 2009 due to current enrollment

PSY 345W
Junior Level Writing
Effective: Spring 2009
Fall 2009 due to current enrollment

PSY 375
Distribution Block: SPW
Effective: Spring 2009
Fall 2009 due to current enrollment

Thanks!

Blase

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

First Year Seminar Program
Office of the Vice Provost for Undergraduate Studies
Northern Arizona University
NAU Box 5802
Flagstaff, AZ 86011-5802 USA
928-523-2876, office
# University Curriculum Committee

**Proposal for Course Change**

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

2. Course change effective beginning of what term and year?  
   (ex. Spring 2008, Summer 2008)  
   See effective dates calendar.  
   **Fall, 2009**

3. College  
   **CHHS**

4. Academic Unit/Department  
   **Health Sciences**

5. Current course subject/catalog number  
   **SST 456**

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

   **SST 456 SURVEY OF AUDIOLOGY**  
   (3)  
   Anatomy and physiology of the auditory system; acoustics and psychoacoustics of hearing; hearing conservation.  
   **Prerequisite:** [(CSD 202 or SST 202) and (CSD 251 or SST 251) and (CSD 350 or SST 350) and (CSD 375 or SST 375) and (CSD 376 or SST 376)] or International Exchange Student Group  
   **Show the proposed changes in this column. Please **BOLD** the changes, to differentiate from what is not changing.**  
   SST 456 SURVEY OF AUDIOLOGY  
   (3)  
   Anatomy and physiology of the auditory system; acoustics and psychoacoustics of hearing; hearing conservation.  
   **Prerequisite:** SST 376  
   (Delete other prerequisites.)

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

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

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

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

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

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

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

Revised 8/08
If revised, how should it be revised?  ____

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

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
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<tbody>
<tr>
<td>Current course subject/catalog number</td>
<td>Proposed course subject/catalog number</td>
</tr>
<tr>
<td>Current number of units/credits</td>
<td>Proposed number of units/credits</td>
</tr>
<tr>
<td>Current Course Fee  yes □  no □</td>
<td>If subject or catalog number change  Move □ or Delete □</td>
</tr>
<tr>
<td>Current Grading Option*  Letter Grade □  Pass/Fail □ or Both □</td>
<td>Proposed Grading Option*  Letter Grade □  Pass/Fail □ or Both □</td>
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<tr>
<td>Current Repeat for additional Units</td>
<td>Proposed Repeat for additional Units</td>
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<tr>
<td>Current Max number of units</td>
<td>Proposed Max number of units</td>
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<tr>
<td>Current Prerequisite (CSD 202 or SST 202) and (CSD 251 or SST 251) and (CSD 350 or SST 350) and (CSD 375 or SST 375) and (CSD 376 or SST 376) or International Exchange Student Group</td>
<td>Proposed Prerequisite SST 376</td>
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<tr>
<td>Current Co-requisite</td>
<td>Proposed Co-requisite</td>
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<td>Current Co-Convene with</td>
<td>Proposed Co-Convene with</td>
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<td>Current Cross List with</td>
<td>Proposed Cross List with</td>
</tr>
</tbody>
</table>

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

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

**Analysis of student learning outcomes and curriculum track indicated that prerequisites other than SST 376 were not needed for this course.**

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Department Chair/ Unit Head (if appropriate)/ Date  
11/17/08

Chair of college curriculum committee/Date  
11/18/08

Dean of college/Date  
11/18/08

Revised 8/08
Diversity Committee Decisions

9/10/08   NAU  ENG 310  Advanced Writing For Different Communities  Approved – US Ethnic Diversity

11/10/08

The committee approved for US Ethnic Diversity status the following courses:
HIS 413  American Indian-White Relations to 1865. (There is an imprecise understanding that this course may be seeing some changes in title or numbering in the near future. However, the committee agreed to approve it for US Ethnic Diversity at this moment.)
HIS 378/ES 378  The Asian American Experience. (This is a new course proposal currently going through the various levels of curriculum committees. It is proposed for cross-listing in History and Ethnic Studies.)

All changes effective Fall 2009.
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  Eng 310 W

Course Title  Advanced Writing for Different Communities

Justification: Advanced Writing for Different Communities provides a foundation in the argumentative and stylistic features of language and literacy practices. Student will examine the ways language structures, supports, and sustains particular discourse communities. Students will explore the language, literacy, and writing conventions used by women and men from different ethnic, socio-economic, and political backgrounds, and with different sexual orientations. To make sure that students understand the cultural contexts in which writing happens, they will study the language conventions used by marginalized groups. Students will acquire an understanding of the perspectives (e.g. theoretical; historical; social; political; economic; cultural; religious; geographic or sense of place; environmental; or intellectual traditions and/or ways of knowing) of U.S. ethnic minorities. They will also learn about issues of difference with respect to U.S. ethnic minorities; they will develop a greater understanding of themselves and respect for the complex identities of others, their histories, and their cultures; and they will have the ability to interpret and evaluate information from a variety of sources pertaining to U.S. Ethnic Diversity, demonstrating analytical or critical thinking and writing skills.

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: X

Department Contact Information: Department of English

Box 6032

Name: Sibylle Gruber

Phone Number  3-8369

Email Address  Sibylle.Gruber@nau.edu

Campus Box Number  6032

Date of submission  April 4, 2008

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
Catalog Description:

ENG 310W ADVANCED WRITING FOR DIFFERENT COMMUNITIES (3)
Argumentative and stylistic features of language and literacy practices. This course fulfills NAU's junior-level writing requirement. Prerequisite: ((ENG 105 or HON 190 or HON 191) and 3 hours of ENG-English coursework) or International Exchange Student Group JWRT
College of Arts and Letters, Department of English

English 310W: Advanced Writing for Different Communities
Spring 2009
3 hours
Dr. Sibylle Gruber
Office: Liberal Arts 335
Office Hours: TTh 8:30-9:30

Course Prerequisites: English 105, or Honors 191 and 192, and 3 hours of English coursework, or International Student Group JWRT

Course Description

General Information:

Advanced Writing for Different Communities provides a foundation in the argumentative and stylistic features of language and literacy practices. We will examine the ways language structures, supports, and sustains particular discourse communities. We will explore the language, literacy, and writing conventions used by U.S. ethnic minorities who address issues of race, class, politics, gender, education, or sexual orientation. We will study the language conventions used by marginalized groups to make sure that we understand the cultural contexts in which writing happens.

The class will be structured in such a way that careful preparation on your part is necessary. We will have discussions, in-class writing exercises, pop quizzes (yes, they'll count), etc. I'll give you the cultural context and historical perspective for the readings we will do in class. I'll answer questions and draw connections between readings, but you must teach yourself through critical reading and questioning. It will be a challenging semester. You'll have "fun" only if you work at it and work with me.

We will have discussion leaders and reading guides for the readings we will be studying this semester. For the reading for which you will be the expert you will be expected to prepare a reading guide for the class, initiate the class discussion, prepare several discussion questions or construct exercises that help us go through the material, and make sure we "learn" the important concepts. The assignment will be graded. You may find it helpful to form study groups with other students in the class.

Liberal Studies Information:

English 310 fulfills your Junior Level Writing requirement. This course will engage you in the writing process.

English 310 also fulfills your U.S. Ethnic Diversity Requirement. You will acquire an understanding of the perspectives (e.g. theoretical; historical; social; political; economic; cultural; religious; geographic or sense of place; environmental; or intellectual traditions and/ or ways of knowing) of U.S. ethnic minorities. You will also learn about issues of difference with respect to U.S. ethnic minorities; you will develop a greater understanding of yourself and respect for the complex identities of others, their histories, and their cultures; and you will have the ability to interpret and evaluate information from a variety of sources pertaining to U.S. Ethnic Diversity, demonstrating analytical or critical thinking and writing skills.

Student Learning Expectations/Outcomes for this course

- Demonstrate familiarity with language and writing conventions in different discourse communities
  - Demonstrate an understanding of the definitions of literacy
- Demonstrate an understanding of language, literacy, and writing conventions used by men and women from different ethnic, socio-economic, and political backgrounds and with different sexual orientations.
- Demonstrate an understanding of the language, literacy, and writing conventions used for specific purposes and in specific situations by specific writers.
- Write critical analyses essays exploring key texts and key concepts about writing conventions used by U.S. ethnic minority groups.
  - Tailor your writing to a specific audience
  - Focus your writing on a specific purpose
  - Use organization to show that you can write in a logical, coherent, and well-structured way
  - Apply appropriate writing standards accepted in an academic environment

**Assessment of Learning Outcomes and Methods of Assessment**

To make sure that you understand the key principles taught in this course, you will be assessed for the following activities/writing assignments:

**Active participation in class discussions and class activities (100 points)**

Studying language means studying ourselves, studying those around us, and studying texts. Because we are all part of the "debate," it is important to participate in that discussion. Therefore, I expect everybody to provide frequent input that will further our understanding of each other, of texts that we read, of issues in language and literacy, and of the writing that we will do. Additionally, you will be expected to visit at least one campus event where you will observe the speaker and analyze the rhetoric used in the speech. I will also give pop quizzes to show me whether you are engaged with the texts that we read.

**Method of Assessment**: I will record your participation in my participation book. I will record not only frequency of participation, but depth and appropriateness of participation. I will assess you on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Your participation is superior. It exceeds all the objectives of the course. The information you contribute in class discussions and class activities is ethical, sophisticated, thorough, and ideally suited for the audience. The style and language you use is clear and appropriate to the subject, purpose, and audience. Your presentation of the subject matter makes the information understandable, accessible, and usable.</td>
</tr>
<tr>
<td>B</td>
<td>Your participation is good. It meets the objectives of the course, but requires minor improvements. The information you contribute in class discussions and class activities is almost always ethical, sophisticated, thorough, and ideally suited for the audience. The style and language you use is almost always clear and appropriate to the subject, purpose, and audience. Your presentation of the subject matter makes the information understandable, accessible, and usable most of the time.</td>
</tr>
<tr>
<td>C</td>
<td>Your participation is adequate. It omits useful information or requires significant improvement in organization, style, and design. You may address the topic, but your contribution is superficial in its discussion of the topic.</td>
</tr>
<tr>
<td>D</td>
<td>Your participation is disappointing. It meets some of the objectives of the course but ignores others; the discussion is inadequate and poorly suited to the subject, purpose, or audience.</td>
</tr>
<tr>
<td>F</td>
<td>Your participation is unsatisfactory. It omits critical information, does something other than the assignment/discussion topic required. The discussion is inadequate and not suited to the subject, purpose, or audience.</td>
</tr>
</tbody>
</table>
Response Notes/Informal writing (150 points)

We'll do a lot of writing in this class. Much of it will be in response to readings that we will be doing; others will be responses to your explorations of texts we'll discuss. All of them are intended to increase your understanding of language practices in a variety of settings. You are expected to write an entry for every class. I expect that your response is more than a summary; it needs to show your engagement with the text, look at connections among various readings, and provide a starting point for class discussions.

Method of Assessment: I will record your response notes/informal writing exercises in my grade book. I will assess you on a check plus/check minus scale:

| Check plus | The document meets or surpasses all the objectives of the assignment. The style is clear and appropriate to the subject, purpose, and audience. The organization and design of the document make the information understandable, accessible, and usable. The mechanics and grammar are mostly correct. |
| Check minus | The document is disappointing or unsatisfactory. It meets some of the objectives of the assignment but ignores others; the discussion is inadequately developed, omits important information, or displays numerous or major errors in organization, style, design, grammar, or mechanics. |

Discussion Leader/Presenter (20 points)

Reading, writing, and speaking are closely connected. It'll be important for you to be able to express yourself clearly and convincingly not only in writing, but also when you speak in front of a group.

When you lead a discussion on the specific readings for the day, you are expected to use a presentation tool such as PowerPoint to enhance your presentation. You are expected to do outside research on the authors to contextualize their writing, and you are expected to engage your audience in discussing the topic at hand.

Method of Assessment: I will record your presentation performance in my grade book. I will assess you on the following scale:

Group Project (25 points)

To provide you with opportunities to collaborate with your peers, you will work on a group project (3 people/group) that you will present to your classmates (limit your presentation to 10-12 minutes). You will investigate a topic on language and writing conventions used by a U.S. minority group that is of interest to your group. During your presentation, your group should offer strategies, classroom activities, and handouts that your classmates might use in future courses. You should also provide a short background bibliography.

Method of Assessment: I will assess your group on the same scale I will use for the individual presentation. Your group will receive one single group grade:

Short papers (300 points/each)

You'll write three formal analytical/argument-based papers (10% each) which are intended to show your insights into some of the topics we will discuss in class and some of the observations about written and spoken language that you have made. The papers will also show me whether you understand the principles of effective writing. For one of the papers, you are expected to attend a speech given either on
campus or in the Flagstaff community (and surrounding areas). These papers should be about 4-6 pages long.

Method of Assessment: Each paper will be assessed based on whether you met the criteria listed in the rubric. You will receive the rubric with the assignment sheet.

Final Project (50 points), Presentation (25 points), and Paper (250 points)

For this project, you will use your knowledge of language and writing conventions to produce materials for a specific academic or professional context and audience. The potential documents for this project include a wide range of formats and subject matters. In deciding how to pursue this project, you should concentrate on your own professional development and select a context that is appropriate to these concerns. Whether you choose to go into education, for-profit organizations, or non-profit organizations, you likely will work with men and women who are from different backgrounds, different cultures, and different sexual orientations.

For instance, you may produce a set of pedagogical materials organized around awareness of classical rhetoric for a course that you are (or will be) teaching, create documentation for a particular procedure that pays attention to gendered languages, author a brochure for a local organization that creates awareness of gender issues, etc.

In addition to the brochure, you will need to write a 6-8 page paper that provides the theoretical context for your project. This paper is similar to a research paper that shows the need for raising awareness about a specific issue your project presents.

The purpose of this project and paper is for you to develop materials that build your professional portfolio and demonstrate your abilities in thinking critically and analytically about a specific issue concerning language and writing conventions of U.S. minority groups. Ideally, you will "stretch" yourself as a user of language and a producer of documents. I recommend that you take this as an opportunity to learn something new that you then can add to your list of proficiencies.

Your presentation of your final project and paper will provide you with an opportunity to practice your presentation skills. You are expected to dress up for this occasion and to use a presentation tool such as PowerPoint to enhance your presentation.

Method of Assessment: I will record your final project, presentation, and paper performance in my grade book. I will assess your performance based on whether you met the criteria listed in the rubrics. You will receive the rubrics with the assignment sheet.

Final Exam (80 points)
Your final exam will be an open book exam. It will show me whether you can demonstrate familiarity with rhetorical terms, and whether you can demonstrate an understanding of similarities and differences in the uses of language in U.S. minority groups. This exam will cover the whole semester.

Method of Assessment: You will take a multiple choice exam and an essay exam which will be assessed based on whether you provide the correct answer and whether your essay answer demonstrates the skills addressed in the course’s learning outcomes.

Timeline for Assessment
Your participation, response papers, and informal writing will be assessed on an ongoing basis. Your presentation, group project, exams, and formal essay assignments will be graded within 1-2 weeks after the assignment is due.

Course structure/approach
English 310 is based on the principles of learning-centered education. This approach is intended to help you acquire competency in specific skill areas and encourage you to become lifelong learners. We follow the paradigm outlined by Mary Huba and Jeann Freed in *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning*:

1. Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving, and so on.
2. Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts.
3. Professor's role is to coach and facilitate.
4. Professor and students evaluate learning together.
5. Teaching and assessing are intertwined.
6. Assessment is used to promote and diagnose learning.
7. Emphasis is on generating better questions and learning from errors.
8. Desired learning is assessed directly through papers, projects, performances, portfolios and the like.
9. Approach is compatible with interdisciplinary investigation.
10. Culture is cooperative, and supportive.

**Textbook and required materials**

All readings will be available through Vista. You will learn about different literate practices by reading many different authors and working through many different perspectives. Your readings will include work by African-American, Latino, Native American, and Asian-American authors including Frederick Douglass, Phillis Wheatley, Booker T. Washington, WEB DuBois, Amy Tan, Zitkala-Sa, Richard Rodriguez, Gloria Anzaldúa, Norma Gonzalez, Simon Ortiz, Sandra Cisneros, Nancy Barron, Juan Guerra, Louise Erdrich, and Ruben Navarette. In addition, you will read about the theories of literacy explored by David Barton and Paulo Freire.

**Recommended optional materials/references**

We will read excerpts from a variety of books. You are not required to buy each book, but I encourage you to check them out from the library or buy them for your own enjoyment.


**Course outline:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Writing Assignments, Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the course, discussion of origins and definition of language, literacy, and writing in different communities</td>
<td></td>
</tr>
</tbody>
</table>
| Week 2 | **Definitions of Literacy**  
David Barton, from: *Literacy: An Introduction to the Ecology of Written Language*  
Jamie Candelaria Greene, "Misperspectives on Literacy: A Critique of an Anglocentric Bias in Histories of American Literacy." |                                    |
| Week 3 | **Why Critical Literacy**  
Paulo Freire, from: *Pedagogy of the Oppressed*  
bell hooks, Cultural Criticism and Transformation | Paper 1                           |
| Week 4 | **The Importance of Literacy**  
Frederick Douglass, from *Narrative of the Life of Frederick Douglass, an American Slave*  
Phillis Wheatley, from *The Poems of Phillis Wheatley* |  |
|---|---|---|
| Week 5 | **The Importance of Literacy**  
Booker T. Washington, from *Up from Slavery*  
WEB DuBois, from *The Souls of Black Folk* | Paper 2 |
| Week 6 | **Whose Literacy?**  
Haig Bosmajian, From *The Language of Oppression*  
Zitkala-Sa, From *American Indian Stories* |  |
| Week 7 | **Whose Language?**  
Amy Tan, from *The Opposite of Fate: A Book of Musings*  
Richard Rodriguez, from *Brown: The Last Discovery of America* | Midterm |
| Week 8 | **Whose Language?**  
Gloria Anzaldua, "La Conciencia de la Mestiza"  
Norma Gonzalez, "Who Speaks for the Subaltern?" |  |
| Week 9 | **Identity and Writing**  
James Baldwin, from *Nobody Knows My Name*  
Jessica Parker, "Language" | Group Projects |
| Week 10 | **Identity and Writing**  
Simon Ortiz, "Indians Sure Came in Handy"  
Pulingaysi Qoyawayma, *No Turning Back* (selections) |  |
| Week 11 | **Culture and Writing**  
Sandra Cisneros, from *House on Mango Street*  
Louise Erdrich, from *The Beet Queen* | Paper 3 |
| Week 12 | **Culture and Writing**  
Nancy G. Barron, "Dear Saints, Dear Stella"  
Juan Guerra, "Emerging Representations, Situated Literacies, and the Practice of Transcultural Repositioning" |  |
| Week 13 | **Writing Ourselves into/out of Being**  
Ruben Navarrette, "Hate in the Immigration Debate"  
Ralph Ellison, from *Invisible Man* | Project due |
| Week 14 | Presentations |  |
| Week 15 | Presentations | Final Paper due |
| Week 16 | Final |  |

**Course policies**

**Attendance:**  
Attendance can't be made up. If you miss more than 2 classes, your grade will drop 5% for every additional class you miss. Use the 2 classes wisely. You never know when you will get sick.

**Being late to class or leaving early:**  
If you are less than 10 minutes late, or leave less than 10 minutes early, you will receive a tardy. 2 tardies are 1 absence.
If you are more than 10 minutes late or leave more than 10 minutes early, you will be counted absent.

**Assignment due dates:**
All assignments are due on the date assigned in the syllabus. I accept no late work without prior approval.
Late papers will be penalized:
1 day late: 5%
2 days late: 10 %
3 days late: 20 %
4 days late: 40 %
5 days late: 80 %
6 days late: 100 %

Please photocopy typed papers or make a back-up disk if you use a computer. Lost papers and crashed disks are preventable problems.

**Exams**
Exams can only be made up if you have a solid excuse (doctor’s note, institutional note, etc.).

**Plagiarism**
Plagiarism is a form of theft. It is grounds for failing the course. Plagiarism occurs when a writer uses someone else’s phrasing, sentences, or distinctive insights without giving proper credit. Be sure to acknowledge your sources! In this age of downloadable papers, remember that turning in work that, in whole or in part, is not your own is also plagiarism. When in doubt about quotation, citation, or acknowledgment of sources, see your instructor.

If two students turn in the same work for an assignment, both will earn a "0" for that assignment.
SAFE ENVIRONMENT POLICY
NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

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

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

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office.

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

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

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 928-523-4889.

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

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU’s Student Handbook.

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

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

Appendix F

CLASSROOM MANAGEMENT STATEMENT

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

It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs; it becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

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

8/98
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  HIS 413

Course Title  American Indian-White Relations To 1865

Justification:
This course examines, in its entirety and specifically, the historical experience of American Indian tribes and the impact of European colonization on them. It thus fully complies with the criteria for eligibility as a US Ethnic Diversity course as set forth by the Diversity Curriculum Subcommittee.

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:  X

Department Contact Information: History

Name:  Cynthia Kosso

Phone Number  523-9305

Email Address  Cynthia.Kosso@nau.edu

Campus Box Number  6023

Date of submission  Nov. 2008

Cynthia Kosso  11/12/08  Dean Brewer

Signature of Department Chair  Signature of Dean

Approved by UCC: 5/04/04
Submit electronic and hard copy original to Associate Provost for Academic Administration, Ronald.Pitt@nau.edu, Box 6052.

Catalogue:

**HIS 413 AMERICAN INDIAN-WHITE RELATIONS TO 1865**  (3)
Intensive study of the diverse American Indian tribes and of the impact of European invasion and colonization upon the tribes to reconstruction. Letter grade only. Prerequisite: HIS 291 or HIS 293

HIS 413 American Indian White Relations
History Department
College of Arts and Letters
Northern Arizona University
Fall 2008

Instructor: Lomayumtewa C. Ishii, Ph.D.
Office: SBS West 214 (Main office), The Visita LA 340
Office phone: 523-3264
Office hours: 2pm-3pm MWF, 2pm-3pm T/TH, other times by appointment. All office hours will be in SBS WEST 214.
Email: lomayumtew.ishii@nau.edu

**COURSE PREREQUISITES:** HIS 293 or professor's approval

**COURSE DESCRIPTION**
This seminar course is an upper division Native American history course that will critically examine the history and aftermath of western colonialism on Native American cultures, communities, and tribes. By reading and researching the historical metamorphosis of specific Native American tribes and events of today, we will identify how indigenous-centered historiography and traditions are used in order to understand their past, present, and future. Students will read books and articles that reflect the scope of this course.

**COURSE OBJECTIVES**
After completing this course, students will be able to:
1. Articulate how an indigenous-centered historiography has a direct impact on Native American tribes;
2. Identify how tribal survival (SARP) plays a key role in the history of Indian/Indian/non-Indian relations;
3. Explain how “colonialism’s” history has direct influence on tribal existence;
4. Interpret and evaluate various methodologies and theories that inform and shape Native American history;

Form Approved by UCC: 5/04/04
5. Explain how the field of Native American history has been informed by the past, present, and what may be derived for the future, and;
6. Discern the various levels of historical authoritativeness in the creation, interpretation, and uses of Native American history.

COURSE STRUCTURE
This course is a seminar course in which we will critically read and discuss texts, and write reviews of various texts concerning Indian/Indian/non-Indian relations. However, we will also consider the critical periods of Native American history before 1492 and how they have become part of an indigenous-centered historiography. The primary teaching methods for this course are lecture, readings, viewings, discussion, and multi-media. Students will come to class prepared to participate in this seminar focused class.

ATTENDANCE
As a student of this university, you have accepted the obligation of class attendance. Regular class attendance is your responsibility as is being in class on time. Only official university sanctioned absences and grave illness (with a doctor’s note) will be accepted. Absences and consistent lateness will adversely affect your course grade.

PARTICIPATION
Written reviews and class discussions are an essential part of this course. You are expected to come to class prepared to discuss the reading and writing assignments. Participation involves having assignments completed on time, being conversant with the materials and handouts, participating in class activities, and promptly showing up for class.

DEADLINES
You are responsible for completing all work for this course on time. Assignments are due at the beginning of class. Late papers will not be accepted after the assigned due date. REPEAT: LATE PAPERS WILL NOT BE ACCEPTED AFTER THE ASSIGNED DUE DATE.

UNIVERSITY POLICIES
See the attached copy of NAU’s policies.

TEXTBOOKS

These books should be available at the NAU bookstore. If not, you need to scour the Earth for these books.

ASSIGNMENTS

Form Approved by UCC: 5/04/04
1. Book reviews: You will write six book reviews for this course including three required texts for this course. You will select three other books from the reading list on VISTA. Each book review is worth up to 50 points each.

2. Annotated article assignment: You will write an annotated article bibliography with at least ten article reviews. This annotated bibliography should follow standard bibliographic format. This assignment is worth up to 100 points.

3. Response paper: You will write a major response paper that reflects the books and articles you have read. You will be posed with some prompts that incorporate Dr. Ishii’s research design to produce an extended response to those prompts. This paper is worth up to 100 points.

4. Attendance: You will receive 5 points for each class that you attend.

COURSE EVALUATION
a. Six book reviews, 50 points each possible 300 points
b. Response paper, 100 points possible 100 points
c. Annotated article bibliography 100 points possible 100 points
d. Attendance 5 points per class 5 x 42 classes 210 points
e. In-class writing assignments 2 x 25 50 points

GRAND TOTAL
760 points

I will determine you final grade on a point system based on the assignments, paper, and attendance. Your letter grade will be determined by the percentage of points you make out of the grand total number of points possible for the course.

A  90-100% of the total points
B  80-89%
C  70-79%
D  60-69%
F  59% and below

COURSE SCHEDULE (Subject to change)

WEEK ONE
8/25  Introduction
     Assign Deloria-due 8/29
8/27  Lecture: Origins
     Research design
8/29  Lecture cont.
     Discuss Deloria
     Assign Book review #1, due 9/8

WEEK TWO
9/1   HOLIDAY
9/3   Lecture: SARP
9/5   Lecture: State of Native America

WEEK THREE

Form Approved by UCC: 5/04/04
9/8  Book review #1 due
    Discuss Book review
    Assign Book review #2, due 9/19
    Film
9/10 Film continued
    Discuss film
    Lecture: Levels of Historical Authoritativeness
9/12 Lecture cont.
WEEK FOUR
9/15 Open discussions-handouts
9/17 Lecture: Documents
9/19 Book review #2 due
    Document activity/library

WEEK FIVE
9/22 Assign Book review #3, due 10/3
    Discuss BR#2
    Open lecture
9/24 Film
9/26 Film cont.
    Discuss film

WEEK SIX
9/29 Open discussion-handouts
10/1 Lecture: Course objectives
10/3 BR#3 due
    Discuss BR#3
    Assign BR#4, due 10/17

WEEK SEVEN
10/6 Problem-posing question activity
10/8 Cont.
10/10 Lecture: Personal response paper

WEEK EIGHT
10/13 Film
10/15 Film cont.
    Discuss film
10/17 BR#4 due
    Assign Annotated article bibliography, due 11/3

WEEK NINE
10/20 Library research
10/22 Library research
10/24 In-class writing assignment (worth up to 25 points)

WEEK TEN
10/27 Open discussion-handout

Form Approved by UCC: 5/04/04
10/29  Research discussion
10/31  Lecture: State of Native America

WEEK ELEVEN
11/3   Annotated bibliography due
      Assign personal response paper, due 12/1
      Assign BR#5, due 11/21
11/5   Lecture: Past, Present and Future
11/7   Current event activity

WEEK TWELVE
11/10  Film
11/12  Film cont.
      Discuss film
11/14  BR#5 due
      Discuss BR#5
      Assign BR#6, due 11/26

WEEK THIRTEEN
11/17  Discuss personal response paper
11/19  In-class WA (worth up to 25 points)
11/21  Open discussion

WEEK FOURTEEN
11/24  Lecture: open topic
11/26  BR#6 due
      Lecture: Open topic
11/28  HOLIDAY

WEEK FIFTEEN
12/1   Personal response paper due
      What does this all signify?
12/3   Lecture: Problematics of Native American research
12/5   Lecture cont.

WEEK SIXTEEN
FINAL EXAMINATION
I will return your papers to you at the final exam time-Wednesday, December 10, at 11:30AM. Have a great semester break.
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College     Arts and Letters
2. Academic Unit/Department  Art Education

3. Academic Plan Name  B.S. Ed Art Education
4. Subplan (if applicable)?  N/A

5. Effective Date  FALL  2009

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

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

7.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)
Be sure you include all catalog text that pertains to this plan change.

For New Plans, leave this column blank.

The B.S. Education degree prepares you for a secondary education certificate, with a K-12 endorsement in art.

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ARE prefix to satisfy these liberal studies requirements.
- at least 60 units of major requirements
- at least 31 units of teacher-preparation requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

The B.S. Education degree prepares you for a secondary education certificate, with a K-12 endorsement in art.

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ARE prefix to satisfy these liberal studies requirements.
- at least 60 units of major requirements
- at least 31 units of teacher-preparation requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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...
other requirements within your academic plan if you choose them carefully. Click here for a list of the available diversity courses.

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

In addition, be aware that you must have a grade point average of at least 2.5 in all of your NAU coursework in order to graduate. This requirement applies to all B.S. Ed. majors at NAU.

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.

Also be aware that, for the B.S.Ed. degree, you must have the following:
- a grade of at least B for the English foundation requirement (ENG 105 or equivalent)

(If you don't receive a 3.0, you may complete an additional writing course, at the 200 level or above, with at least a B, to meet this requirement.)
- a grade of at least C for the mathematics foundation requirement (generally MAT 110, 114, 125, or 155)

Candidates in the History/Social Studies Education program are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to

your academic plan if you choose them carefully. Click here for a list of the available diversity courses.

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

In addition, be aware that you must have a grade point average of at least 2.5 in all of your NAU coursework in order to graduate. This requirement applies to all B.S. Ed. majors at NAU.

**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.

Also be aware that, for the B.S.Ed. degree, you must have the following:
- a grade of at least B for the English foundation requirement (ENG 105 or equivalent)

(If you don't receive a 3.0, you may complete an additional writing course, at the 200 level or above, with at least a B, to meet this requirement.)
- a grade of at least C for the mathematics foundation requirement (generally MAT 110, 114, 125, or 155)

Candidates in the Art Education program are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to enter student teaching or

Revised 09/07
enter student teaching or internship placements. Content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in the ARE 200, ARE 308, ARE 330W, ARE 331, ARE 421, ARE 431, ARE 432, BME 437, ECI 322, ECI 450, ECI 465 and ECI 495C classes.

**Major Requirements**

To be prepared to teach kindergarten through 12th grade, complete the following 60 units:

- ART 135, 136, 150, and 151 (12 units)
- 12 units in art history courses
- ARE 200, 331, 421, 431, and 432 (15 units)
- ARE 330W, which meets NAU's junior writing requirement (3 units)
- 18 units in studio art courses approved by your art education advisor, with at least 9 units in upper-division studio courses
- We also recommend taking ARE 433.

**Teacher-Preparation Requirements**

Complete 31 units of professional courses offered by the College of Education to qualify for certification to teach Art in Arizona and most other states.

Click here for more information about **Teacher Preparation in Secondary Education**. You should also receive advisement from the College of

**Major Requirements**

To be prepared to teach kindergarten through 12th grade, complete the following 60 units:

- ART 135, 136, 150, and 151 (12 units)
- 12 units in art history courses
- ARE 200, 331, 421, 431, and 432 (15 units)
- ARE 330W, which meets NAU's junior writing requirement (3 units)
- 18 units in studio art courses approved by your art education advisor, with at least 9 units in upper-division studio courses
- We also recommend taking ARE 433.
- **Note that PHO courses, ART 100, and ART 101 do not fulfill the requirements of the B.S. Ed Art Education major.**

**Teacher-Preparation Requirements**

Complete 31 units of professional courses offered by the College of Education to qualify for certification to teach Art in Arizona and most other states.

Click here for more information about
| Education for this part of your academic plan. |
| Please note that for this degree you take ARE 308 in place of ECI 308. Also note that these 31 units include ECI 495C, which meets NAU’s senior capstone requirement, and that you must take ARE 432 before ECI 495C. |
| You should also receive advisement from the College of Education for this part of your academic plan. |

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

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

Click here for more information about our Art School Faculty.

Click on any of the following links for course information.
- [art undergraduate courses](#)
- [art graduate courses](#)
- [art education undergraduate courses](#)
- [art education graduate courses](#)

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| Teacher Preparation in Secondary Education |
| You should also receive advisement from the College of Education for this part of your academic plan. |
| Please note that for this degree you take ARE 308 in place of ECI 308. Also note that these 31 units include ECI 495C, which meets NAU’s senior capstone requirement, and that you must take ARE 432 before ECI 495C. |
| You should also receive advisement from the College of Education for this part of your academic plan. |

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

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

Click here for more information about our Art School Faculty.

Click on any of the following links for course information.
- [art undergraduate courses](#)
- [art graduate courses](#)
- [art education undergraduate courses](#)
- [art education graduate courses](#)
8. For undergraduate plans, will this requirement be a student individualized plan*? X no □ yes
* A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAI/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.
   X b. indicate admission to a major.
   □ c. will not be used.
**A Milestone is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.
If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.


N/A

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
   This change is for the catalog text of the Art Education major as a result of continual issues with students requesting that Photography courses, Art Appreciation, and Introduction to Studio Art be accepted to fulfill the requirements of the B.S. Ed Art Education degree. Photography is not in the School of Art and most photography courses are considered commercial rather than fine art. Art Appreciation and Introduction to Studio Art do not include content that fulfills the requirements of the degree. In addition, the faculty of the School of Art would like to maintain consistency in requirements among the degree plans. The B.F.A. for the various studio programs and B.S. I.D. do not accept these courses as fulfilling the requirements of those degrees.

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

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

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

Revised 09/07
Certifications

[Signatures]

Date: 1/14/09

Department Chair/Unit Head (if appropriate)

[Signature]

Date: 1/14/09

Chair of college curriculum committee

[Signature]

Date: 1/14/09

Dean of college

[Signature]

Date

For committee use only

[Signature]

Date: 1/27/09

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
UNIVERSITY CURRICULUM COMMITTEE

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

1. College  CAL

3. Academic Plan Name  B.S. (Secondary Education) Art Education

2. Academic Unit  Art Education

4. Subplan (if applicable)?

5. Effective Date  Fall 2009

6. Is this proposal for a:

☐ New Plan  ☑ Plan Change  ☐ Plan Deletion

☐ New Subplan  ☐ Subplan Change  ☐ Subplan Deletion

7.

Revised 08/06
### 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.)

---

**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.)

### 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 were not used to meet major, minor, or liberal studies requirements.)

**You must have completed all the coursework used to fill art education major and core requirements within the last 10 years.**

---

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

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

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

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

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

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


   N/A

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

Revised 08/06
The change being made in the B.S. Ed in Art (extended major) is a result of continual issues with non-traditional students applying for admission and requesting that courses older than ten years be accepted as fulfilling requirements for the degree. Art education is a constantly changing field. Courses more than ten years old hinder the students' ability to become highly qualified educators.

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

[Signatures and dates]

For committee use only

[Signature and date]

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.
### University Curriculum Committee

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

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<thead>
<tr>
<th>1. College</th>
<th>Arts and Letters</th>
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<th>2. Academic Unit/Department</th>
<th>History</th>
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<th>3. Academic Plan Name</th>
<th>BA, BAX and BA, BAX Honors</th>
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<th>4. Subplan (if applicable)?</th>
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<th>5. Effective Date</th>
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<th>6. Is this proposal for a:</th>
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<td>□ New Plan</td>
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<tr>
<td>X Plan Change*</td>
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<td>□ Subplan Deletion</td>
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*Plan changes must be accompanied by an updated 8 semester plan.

7.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: [http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.html](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.html)

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

---

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

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

---

**For New Plans, leave this column blank.**

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

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

- at least 39 units of major requirements
- at least 12 units of language requirements
- at least 18 units of minor requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

Also note that you should declare your major in history before or during your sophomore year and develop a plan of study in consultation with your departmental advisor. If you are a transfer student, you should do this before or during your second term at NAU.

Revised 09/07
Please be aware that to graduate with a B.A. in history, you must maintain a cumulative grade point average of 3.0 in your major courses.

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

**Major Requirements**

You must complete the following 39 units, with at least 18 units taken at NAU.

- HIS 200, which must be taken within the first year of declaring your major (3 units)
- 6 units of Western history surveys from the following sets of courses:
  - HIS 291 and 292
  - or HIS 240 and 241
  - or HIS 100 and 102*
- 6 units of non-Western history surveys from the following sets of courses:
  - HIS 220 and 221
  - or HIS 230 and 231
  - or HIS 249 and 251
  - or HIS 250 and 251
  - or HIS 280 and 281
  - or HIS 100 and 102*
- 12 units of other 200- and 300-level HIS courses that must include HIS 300W, which meets NAU's junior writing requirement
- HIS 498C, which must be taken in your senior year to meet NAU's senior capstone requirement (3 units)
- 9 additional units of 400-level courses

* Please note that you may take HIS 100 and 102 to fulfill either the Western history survey requirement or the non-Western history survey requirement in this major, but you can't use this set of courses to fulfill both requirements.

**Language Requirement**

You must demonstrate proficiency in a language other than English that is equivalent to four terms of university coursework in the same language. You
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.

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

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

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

9. For undergraduate plans, will a milestone** be used to:

☒ a. verify satisfactory completion of a non course requirement.
☒ b. indicate admission to a major.
☐ c. will not be used.

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

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


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

As we move into an increasingly globalized future, we want our students to have stronger training in languages and the fourth semester of language will help us achieve this goal. In addition, with the change the department will be better aligned with other majors in our college and better support the mission of our college.

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

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

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

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

☐ yes
Certifications

Department Chair/Unit Head (if appropriate)  
Cynthia Kooper  
10/31/08

Chair of college curriculum committee  
(If applicable)  
11/4/08

Dean of college  
(If applicable)  
11/4/08

For committee use only  
S. C.  
1/27/09

For University Curriculum Committee

Action taken:  
✓ approved as submitted  
___ approved as modified

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

Revised 09/07
UNIVERSITY CURRICULUM COMMITTEE

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

1. College  CAL ________________________________

2. Academic Unit  Ceramics ________________________________

3. Academic Plan Name  Bachelor of Fine Arts ________________________________

4. Subplan (if applicable)? ________________________________

5. Effective Date  Fall 2009 ________________________________

6. Is this proposal for a :
   (Please refer to Plan and Subplan definitions)

   □ New Plan
   □ New Subplan

   ☑ Plan Change
   □ Subplan Change

   □ Plan Deletion
   □ Subplan Deletion

7.
To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ART prefix to satisfy these liberal studies requirements.
- at least 84 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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, note that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/aca/AcademicCatalog/academiccatalogs.htm)
Be sure you include all catalog text that pertains to this plan change

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.)

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.)

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 were not used to meet major, minor, or liberal studies requirements.)

You must have completed all the coursework within the last 10 years.

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

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


   N/A

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes. The change being made the B.S. Ed in Art (extended major) is a result of continual issues with non-traditional students applying for admission and requesting that courses older than ten years be accepted as fulfilling

Revised 08/06
You should also be aware that all studio courses meet for 5 hours each week.

If you are a transfer student, you should know that we consider for transfer credit any previous coursework with a grade of C or better that is equivalent to work required for this degree.

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.

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.I.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.


N/A

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes. This change is for the catalog text of the BFA Ceramics major as a result of continual issues with students requesting that Photography courses, Art Appreciation, and Introduction to Studio Art be accepted to fulfill the requirements of the B.F.A. degree. Photography is not in the School of Art and most photography courses are considered commercial rather than fine art. The list of Art courses in the catalog states that Art Appreciation and Introduction to Studio Art do not fulfill the requirements for the B.F.A. degree, but we would like to underscore this in the catalog text of the individual studio areas.

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.
requirements for the degree. Art education is constantly changing field. Courses more than ten years old hinder the students’ ability to become highly qualified educators.

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

[Signatures] 10/15/08
Department Chair/Unit Head (if appropriate) 11/4/08
Chair of college curriculum committee 11/4/08
Dean of college Date

For committee use only 1/27/09
For University Curriculum Committe

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

Certifications

Department Chair/Unit Head (if appropriate)  10/23/08

Chair of college curriculum committee  11/4/08

Dean of college  11/4/08

For committee use only  1/27/09

For University Curriculum Committee

Action taken:

   ☑ approved as submitted  ❌ approved as modified

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

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

1. College       CAL

3. Academic      Bachelor of Fine Arts
     Plan Name

4. Subplan (if applicable)?

5. Effective Date       Fall 2009

6. Is this proposal for a:
   (Please refer to Plan and Subplan definitions)

   □ 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://www1.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)

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

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

To earn this degree, 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 ART prefix to satisfy these liberal studies requirements.
- at least 85 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

You should also be aware that all studio...
courses meet for 5 hours each week.

If you are a transfer student, you should know that we consider for transfer credit any previous coursework with a grade of C or better that is equivalent to work required for this degree.

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.

You should also be aware that all studio courses meet for 5 hours each week.

If you are a transfer student, you should know that we consider for transfer credit any previous coursework with a grade of C or better that is equivalent to work required for this degree.

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.

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 BA1S focus, for which coursework requirements are established by the student in consultation with the advisor.

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

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

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

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


N/A

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes. This change is for the catalog text of the BFA painting major as a result of continual issues with students requesting that Photography courses, Art Appreciation, and Introduction to Studio Art be accepted to fulfill the requirements of the B.F.A. degree. Photography is not in the School of Art and most photography courses are considered commercial rather than fine art. The list of Art courses in the catalog states that Art Appreciation and Introduction to studio Art do not fulfill the requirements for the BFA degree, but we would like to underscore this in the catalog text of the individual studio areas.

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

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

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

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

You must have completed all the coursework used to fill the painting major and core requirements within the last 10 years.

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.

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

9. For undergraduate plans, will a milestone** be used to:

☐ a. verify satisfactory completion of a non course requirement.
☐ b. indicate admission to a major.
☒ c. will not be used.

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

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


N/A

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

Revised 08/06
The change being made to the BFA Painting major is a result of continual issues with non-traditional students applying for admission and requesting that courses older than ten years be accepted as fulfilling requirements for the degree. Courses more than ten years old hinder the students’ ability to become successful painters.

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

[Signatures and dates]

For committee use only

[Signatures and dates]

Action taken: __________ approved as submitted __________ approved as modified

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

Revised 08/06
14. Will present library holdings support this academic plan/subplan?
   Yes

Certifications

[Signatures]

Department Chair/Unit Head (if appropriate)

[Signature] 10/23/08

Chair of college curriculum committee

[Signature] 11/4/08

Dean of college

[Signature] 11/4/08

For committee use only

[Signature] 1/27/09

For University Curriculum Committee

[Signature] Date

Action taken: √ approved as submitted ______ approved as modified

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

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

1. **College**  
   CAL

2. **Academic Unit**  
   Printmaking

3. **Academic Plan Name**  
   Bachelor of Fine Arts

4. **Subplan (if applicable)?**

5. **Effective Date**  
   Fall 2009

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

7. Revised 08/06
To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ART prefix to satisfy these liberal studies requirements.
- at least 85 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

You should also be aware that all studio courses are not automatically included in the course list. It is recommended to consult with your academic advisor to ensure that all required studio courses are accounted for.

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

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

To earn this degree, 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 ART prefix to satisfy these liberal studies requirements.
- at least 85 units of major requirements. Note that PHO courses, ART 100, and ART 101 do not fulfill the requirements of the B.F.A. printmaking major.
- 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 note that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).
courses meet for 5 hours each week.

If you are a transfer student, you should know that we consider for transfer credit any previous coursework with a grade of C or better that is equivalent to work required for this degree.

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.

You should also be aware that all studio courses meet for 5 hours each week.

If you are a transfer student, you should know that we consider for transfer credit any previous coursework with a grade of C or better that is equivalent to work required for this degree.

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.

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

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

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

9. For undergraduate plans, will a milestone** be used to:

☐ a. verify satisfactory completion of a non course requirement.
☐ b. indicate admission to a major.
☒ c. will not be used.

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

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


N/A

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes. This change is for the catalog text of the BFA Printmaking major as a result of continual issues with students requesting that Photography courses, Art Appreciation, and Introduction to Studio Art be accepted to fulfill the requirements of the B.F.A. degree. Photography is not in the School of Art and most photography courses are considered commercial rather than fine art. The list of Art courses in the catalog states that Art Appreciation and Introduction to studio Art do not fulfill the requirements for the BFA degree, but we would like to underscore this in the catalog text of the individual studio areas.

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.
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.)

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.)

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 were not used to meet major, minor, or liberal studies requirements.)

You must have completed all the coursework used to fill the printmaking major and core requirements within the last 10 years.

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/IS focus, for which coursework requirements are established by the student in consultation with the advisor.

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

9. For undergraduate plans, will a milestone** be used to:

☐ a. verify satisfactory completion of a non course requirement.
☐ b. indicate admission to a major.
☒ c. will not be used.

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

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


N/A

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

Revised 08/06
The change being made to the BFA Printmaking major is a result of continual issues with non-traditional students applying for admission and requesting that courses older than ten years be accepted as fulfilling requirements for the degree. Courses more than ten years old hinder the students’ ability to become successful printmakers.

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

[Signatures and dates]

For committee use only

[Signature] 1/27/09

For University Curriculum Committee

[Signature] Date

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

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

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

1. College CAL

2. Academic Unit Sculpture

3. Academic Plan Name Bachelor of Fine Arts

4. Subplan (if applicable)?

5. Effective Date Fall 2009

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

7. 

Revised 08/06
To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of **liberal studies requirements**. Be aware that you may not use courses with an ART prefix to satisfy these liberal studies requirements.
- at least 85 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

You should also be aware that all studio

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

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

To earn this degree, 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 ART prefix to satisfy these liberal studies requirements.
- at least 85 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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 note that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).
courses meet for 5 hours each week.

If you are a transfer student, you should know that we consider for transfer credit any previous coursework with a grade of C or better that is equivalent to work required for this degree.

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.

You should also be aware that all studio courses meet for 5 hours each week.

If you are a transfer student, you should know that we consider for transfer credit any previous coursework with a grade of C or better that is equivalent to work required for this degree.

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.

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 BAfL focus, for which coursework requirements are established by the student in consultation with the advisor.
   If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student’s individual requirements for the degree audit system.

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


N/A

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
This change is for the catalog text of the BFA Sculpture major as a result of continual issues with students requesting that Photography courses, Art Appreciation, and Introduction to Studio Art be accepted to fulfill the requirements of the B.F.A. degree. Photography is not in the School of Art and most photography courses are considered commercial rather than fine art. The list of Art courses in the catalog states that Art Appreciation and Introduction to studio Art do not fulfill the requirements for the BFA degree, but we would like to underscore this in the catalog text of the individual studio areas.

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.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: (http://www4.nau.edu/aoe/AcademicCatalog AcademicCatalogs.html)

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

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

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

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

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

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

You must have completed all the coursework used to fill the sculpture major and core requirements within the last 10 years.

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.


Revised 08/06
11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes. The change being made to the BFA Sculpture major is a result of continual issues with non-traditional students applying for admission and requesting that courses older than ten years be accepted as fulfilling requirements for the degree. Courses more than ten years old hinder the students’ ability to become successful sculptors.

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

[Signatures and dates]

For committee use only

[Signature and date]

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

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

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

1. College  CAL

2. Academic Unit  Interior Design

3. Academic Plan Name  B.S. Interior Design

4. Subplan (if applicable)?

5. Effective Date  Fall 2009

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

7.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/aac/AcademicCatalog/currentcatalog.htm)
Be sure you include all catalog text that pertains to this plan change.

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ART prefix to satisfy these liberal studies requirements.
- at least 84 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/aac/AcademicCatalog/currentcatalog.htm)
Be sure you include all catalog text that pertains to this plan change.

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ART prefix to satisfy these liberal studies requirements.
- at least 84 units of major requirements. 
- elective courses, if needed, to reach an overall total of at least 120 units

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

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, note that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).
You should also be aware that all studio courses meet for 5 hours each week.

If you are a transfer student, you should know that we consider for transfer credit any previous coursework with a grade of C or better that is equivalent to work required for this degree.

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.

You should also be aware that all studio courses meet for 5 hours each week.

If you are a transfer student, you should know that we consider for transfer credit any previous coursework with a grade of C or better that is equivalent to work required for this degree.

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.

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 BA1.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.


N/A

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes. This change is for the catalog text of the B.S. Interior Design major as a result of continual issues with students requesting that Photography courses, Art Appreciation, and Introduction to Studio Art be accepted to fulfill the requirements of the B.S. Interior Design degree. Photography is not in the School of Art and most photography courses are considered commercial rather than fine art. The list of Art courses in the catalog states that Art Appreciation and Introduction to studio Art do not fulfill the requirements for the BFA degree, but we would like to underscore this in the catalog text of the individual content areas including B.S. Interior Design.

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.
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.)

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.)

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 were not used to meet major, minor, or liberal studies requirements.)

You must have completed all the coursework used to fill Interior Design major and core requirements within the last 10 years.

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.

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

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

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

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


N/A

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
The change being made in the B.S. Interior Design (extended major) is a result of continual issues with non-traditional students applying for admission and requesting that courses older than ten years be accepted as fulfilling requirements for the degree. Interior Design is a constantly changing field. Courses more than ten years old hinder the students' ability to become highly qualified interior designers.

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

[Signatures and dates]

For committee use only

[Signature and date]

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

1. College  Arts and Letters

2. Academic Unit/Department  Theatre

3. Academic Plan Name  BS Theatre Studies

4. Subplan (if applicable)?  Theatre Studies

5. Effective Date  FALL 2009

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

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

7.

Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: (http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)

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

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. Contact your department for information about liberal studies courses that are specific to this major. Be aware that you may not use courses with a TH prefix to satisfy these liberal studies requirements.
- at least 45 units of major requirements
- at least 18 units of minor requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

To 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. Contact your department for information about liberal studies courses that are specific to this major. Be aware that you may not use courses with a TH prefix to satisfy these liberal studies requirements.
- at least 45 units of major requirements
- at least 18 units of minor requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

Also be aware that you must complete NAU’s diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a list of the available diversity courses.
Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

You must have a grade of C or better in ENG 105 and all courses required for your major as well as a minimum cumulative grade point average of 2.5 in your major.

Be aware that we will only accept up to half of the courses required for your major as transfer credit.

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

**Major Requirements**
You must complete the following 45 units.

Take 35 units of core requirements:
- TH 113 (taken in the first three semesters for a total of 3 units) 130, 135, 213, 331, and 352 (17 units)
- 6 units from TH 122, 123 or 124
- TH 202, 204 or 263 (3 units)
- TH 351 or 451 (3 units)
- TH 341W, which meets NAU’s junior writing requirement (3 units)
- TH 490C, which meets NAU’s senior capstone requirement (3 units)
- 3 Units from TH 321 or TH 363
- ±10 7 additional units of TH coursework approved by your advisor

**Minor Requirements**
You must complete a minor of at least 18
units)

- 10 additional units of TH coursework approved by your advisor

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

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

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

*For New Plans, leave this column blank.*

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

   BA/BS Theatre Studies Outcome a. – Students demonstrate a broad understanding of theatre as an art form
   BA/BS Theatre Studies: Outcome #2b Develop basic understanding and skills needed for success

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
   The students studying Theatre Studies must have a broad understanding of Theatre as an Art form and the old plan did not cover the management areas of theatre. Additionally, our Department Mission states that “In the spirit of the liberal arts tradition, Northern Arizona University’s Department of Theatre offers students the broadest possible understanding of the art and craft of theatre through creative, critical, and applied practice... We also prepare our students to pursue further professional development in graduate school, teaching, professional theatre, or in the general workforce.” In examining the degree plan, the area of Theatre Management or Stage Management were woefully absent. The faculty believes that either course MUST be a part of the well-rounded Theatre Studies curriculum.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
   No, the faculty are already teaching the courses either as a required degree course or an elective.

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

[Signatures and dates]

Department Chair/Unit Head (if appropriate)  Date  12/4/08

Chair of college curriculum committee  Date  12/4/08

Dean of college  Date

For committee use only

[Signature]  Date  12/7/09

For University Curriculum Committee

Action taken: [Checkmark] 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
#### Theatre Studies
2009-2010 Undergraduate Catalog

**Degree Progression Plan**

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>2nd term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st term</strong></td>
<td><strong>2nd term</strong></td>
</tr>
<tr>
<td>TH 122,123, or 124</td>
<td>TH 122,123, or 124</td>
</tr>
<tr>
<td>Lighting and Sound Technology, Stagecraft, or Costume Construction</td>
<td>Lighting and Sound Technology, Stagecraft, or Costume Construction</td>
</tr>
<tr>
<td>TH 130 or 135</td>
<td>TH 130 or 135</td>
</tr>
<tr>
<td>Script Analysis or Acting I</td>
<td>Script Analysis or Acting I</td>
</tr>
<tr>
<td>TH 113</td>
<td>TH 113</td>
</tr>
<tr>
<td>Production Workshop</td>
<td>Production Workshop</td>
</tr>
<tr>
<td>MAT 114</td>
<td>LS</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td>ENG 105</td>
<td>LS</td>
</tr>
<tr>
<td>Critical Reading &amp; Writing</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td>FYE 101</td>
<td>GE</td>
</tr>
<tr>
<td>First Year Experience</td>
<td>General Elective</td>
</tr>
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Total units: 15

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>4th term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3rd term</strong></td>
<td><strong>4th term</strong></td>
</tr>
<tr>
<td>TH 113</td>
<td>TH 113</td>
</tr>
<tr>
<td>Production Workshop</td>
<td>Production Workshop with an extended assignment and taken for 2 credit hours</td>
</tr>
<tr>
<td>TH elective</td>
<td>TH 263, 203 or 204</td>
</tr>
<tr>
<td>See Catalog or Advisor</td>
<td>Basic Lighting Design, Basic Costume Design, Basic Scene Design</td>
</tr>
<tr>
<td>Minor course</td>
<td>Minor course</td>
</tr>
<tr>
<td>Minor</td>
<td>Minor</td>
</tr>
<tr>
<td>LS</td>
<td>LS</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td>Lab Science See Catalog or Advisor</td>
<td>GE</td>
</tr>
<tr>
<td>GE</td>
<td>General Elective</td>
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</tbody>
</table>

Total units: 15

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>6th term</th>
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</thead>
<tbody>
<tr>
<td><strong>5th term</strong></td>
<td><strong>6th term</strong></td>
</tr>
<tr>
<td>TH 352</td>
<td>TH 341W</td>
</tr>
<tr>
<td>Directing I</td>
<td>History of the Theatre I</td>
</tr>
<tr>
<td>TH 331</td>
<td>TH elective</td>
</tr>
<tr>
<td>History of the Theatre I</td>
<td>Minor course</td>
</tr>
<tr>
<td>Minor course</td>
<td>Minor</td>
</tr>
<tr>
<td>Minor</td>
<td>LS</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td>TH 321/363</td>
<td>GE</td>
</tr>
<tr>
<td>Theatre Management or Stage Management</td>
<td>General Elective</td>
</tr>
</tbody>
</table>

Total units: 15

<table>
<thead>
<tr>
<th>Senior Year</th>
<th>8th term</th>
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</thead>
<tbody>
<tr>
<td><strong>7th term</strong></td>
<td><strong>8th term</strong></td>
</tr>
<tr>
<td>TH 451</td>
<td>TH 490C</td>
</tr>
<tr>
<td>Modern Theatre</td>
<td>Senior Project</td>
</tr>
<tr>
<td>TH elective</td>
<td>TH elective</td>
</tr>
<tr>
<td>See Catalog or Advisor</td>
<td>See Catalog or Advisor</td>
</tr>
<tr>
<td>Minor course</td>
<td>Minor course</td>
</tr>
<tr>
<td>Minor</td>
<td>Minor</td>
</tr>
<tr>
<td>LS</td>
<td>LS</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td>GE</td>
<td>GE</td>
</tr>
<tr>
<td>General Elective</td>
<td>General Elective</td>
</tr>
</tbody>
</table>

Total units: 15

- 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

Students may not use TH prefix courses to meet any liberal studies requirements.

Students must have a grade of C or better in ENG 105 and all courses required for your major as well as a minimum cumulative grade point average of 2.5 in your major.

GENERAL INFORMATION

- Honors students complete different requirements to meet NAU's liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: http://www4.nau.edu/aio/Articulation/LScourselists.htm
  - 6 units of diversity courses: http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: http://www.nau.edu/comp/placement.html
- Cum GPA 2.0 or higher to graduate

CONTACT INFORMATION

Theatre Office
Performing and Fine Arts (#37), room 120
PHONE: 928-523-3765
Department Chair: Ms. Kathleen M. McGeever
PHONE: 928-523-4500
EMAIL: Kathleen.McGeever@NAU.edu

Debbie Berktold
Student Services Coordinator
College of Arts and Letters
Riles (Bldg. 15), 2nd Floor
PHONE: 928-523-8648
FAX: 928-523-8477
EMAIL: Debbie.Berktold@nau.edu
**Template: Request to Disestablish/Merge a Degree Program**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>BS Theatre Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIP Code</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Arts and Letters</td>
</tr>
<tr>
<td>University</td>
<td>Northern Arizona University</td>
</tr>
<tr>
<td>Date of Request</td>
<td>10/28/08</td>
</tr>
<tr>
<td>Background</td>
<td>History of program, years in place, factors that let to request</td>
</tr>
</tbody>
</table>

"Teaching of Theatre," was separate from the major "Theatre" in 1992. As a faculty we have treated it, rather, as an emphasis like our Design/Technical, Performance, and Theatre Studies foci. This was successful in that our students were well trained to teach theatre as a subject Content area. However, the separate major existed in collaboration with the College of Education. The actual major or degree emphasis dates back to the founder of the program in 1968 when Theatre was a part of Speech and Drama, then Speech Communication and Theatre, and in the late 70's Theatre became a separate entity. The factors that have led to our decision to eliminate the degree (BS in Theatre Education) is because historically we have not had many students graduate. We have had The latest statistic is 8 graduate in four years and even fewer who are practicing teaching at all or as strictly Theatre Education teachers in Secondary Education. Generally, the student's teaching minor or second teaching major is where they end up in classroom teaching. Currently we have 25 majors in the Theatre Education. However, statistically you can see the numbers drop through the four years (i.e.; 4 seniors, 6 juniors, 6 sophomores, 9 freshmen.) With resources scarce in our economic crisis we need to look to viable programs and appropriate the resources with the Theatre Degrees (Theatre Studies, Performance and Design/Technology) where our remaining 150 students are studying.

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Rationale for the change</th>
</tr>
</thead>
</table>

The program is not a healthy, viable program. The probability of employment beyond NAU as a Theatre teacher is not probable. Statistically our numbers of majors diminish each year. Resources are scarce in our economic crisis we need to look to viable programs and appropriate the resources with the Theatre Degrees (Theatre Studies, Performance and Design/Technology) where our remaining 150 students are studying.

<table>
<thead>
<tr>
<th>Review process</th>
<th>Review process at institution for determining to disestablish</th>
</tr>
</thead>
</table>

The process began with research. We then began a discussion and review with the faculty. We reviewed the degree viability with the dean. As the fiscal resources are drying up and a line is vacated it is the appropriate time to eliminate the degree.
<table>
<thead>
<tr>
<th>Numbers of Students Affected/ Plans for Current Students</th>
<th>Est. of numbers of students still enrolled; anticipated date of last graduates; arrangements for continuing students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are 25 active majors in the degree path currently. Three of those are Seniors who will not be in the program after the spring of 2009. Of the remaining 22 students fourteen are sophomores and juniors and nine are freshmen. Our plans are to grandfather the juniors and sophomores through the degree process by covering what courses we can within the department cover and by working with other secondary education degrees (in particular English Education) to help the students toward completion. The freshmen would not be grandfathered in but, encouraged to continue their theatre studies by concentrating in a different degree focus and paring that with English Education or other viable content area degrees (math, HAR, etc.) With transfer students we would review the situations on a case-by-case situation. Any student that leaves the education path entirely but, who has taken some Theatre Education classes we will also review those classes and work to find a way to use the credit hours toward graduation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact on Department/Institution</th>
<th>Could include Availability of course content for students in other majors who may need it; faculty displacement; other.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course content availability as it affects other departments is non existent due to the fact that the four Theatre Education specific courses (TH 308 Theatre Education Practicum, TH 325 Script Reading for Educational Settings, TH 425 Play Production for Educational Settings, TH 430 High School Teaching Methods, Educational drama Strategies, Theatre Education for Youth) are all specific to the Theatre education Major and the Minor. These courses are not required of other degree paths.</td>
<td></td>
</tr>
<tr>
<td>The Department of Theatre, Theatre Education faculty line will be unfilled at the end of the current academic year. The department has hopes to move in a more viable direction with the faculty line so, fortunately no faculty member will be displaced with this change.</td>
<td></td>
</tr>
<tr>
<td>Our TH 345: Theatre for Youth course is often an elective for Elementary Education students. This course will no longer be an option as an elective.</td>
<td></td>
</tr>
<tr>
<td>We do recruit students who have a strong desire to study theatre performance, theatre design/technology or theatre studies and their parents wish them to have what they perceive as an employable back-up field. This is a historic, age-old challenge with Theatre programs across the country. Our data has repeatedly shown that the Theatre Education numbers diminish over the four years (for example 9 freshmen, 6 sophomores, 5 juniors and 4 seniors), not due to students leaving NAU or even the Theatre Department but,</td>
<td></td>
</tr>
</tbody>
</table>
redirecting their energies to performance or design/technical or theatre studies. In the case of those who still feel the desire to teach, we often see them move to another field (English Ed) and maintain their Theatre degree in either a minor form or a double major in the desired discipline single subject degree and Theatre studies. We may have to restructure the way we approach the recruitment of students as far as their parents are concerned. However, we can do this through a well planned approach and advising with the departments that our students will major in (such as English Education) along with Theatre.

We do not see any major impact on the institution at this time.

<table>
<thead>
<tr>
<th>Budgetary Impact</th>
<th>Will there be a cost savings with this change?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The cost savings for the department comes in redirecting our resources to the Theatre generalist areas. The basic level Theatre courses are stressed due to increasing enrollment. All of our students must take the basic level of coursework in all areas as well as a strong foundation in theory and literary criticism. We are having trouble meeting those demands as well as the lab practicum courses. The sheer number of students and the roles available is an increasing challenge. We need an experienced director who can meet these challenges. Eliminating the Theatre Education degree frees the faculty line to allow for major department needs in the performance core alleviating the need for guest artist and some adjunct lines.</td>
</tr>
</tbody>
</table>
### University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College  
   Arts and Letters

2. Academic  
   Unit/Department  
   Theatre

3. Academic  
   Plan Name  
   BSED Theatre (Theatre Education Major and Minor)

4. Subplan (if applicable)?

5. Effective Date  
   FALL  
   2008

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

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

7.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/alo/AcademicCatalog/academiccatalogs.htm)
Be sure you include all catalog text that pertains to this plan change

For New Plans, leave this column blank.

To earn this degree, you must complete at least 139 units of coursework, which are described in the sections that follow:

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with a TH prefix to satisfy these liberal studies requirements. Contact your department for information about liberal studies courses that are specific to this major.
- at least 50 units of major requirements
- at least 30 units of teacher-preparation requirements
- at least 18-27 units of a teaching minor (some courses in teaching minor and liberal studies requirements may overlap which will reduce the overall unit requirement)
- elective courses, if needed, to reach an overall total of at least 139 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing and strikethrough what is being deleted.
(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)
the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

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

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

You must have a grade of at least B for the English foundation requirement (ENG 105 or equivalent). If you don't receive a 3.0, you may complete an additional writing course, at the 200 level or above, with at least a B, to meet this requirement.

You must earn a grade of at least C for the Mathematics foundation requirement (MAT 110, 114, 125, or 155).

In addition, you must have a grade point average of at least 2.5 in all of your NAU coursework in order to graduate. This requirement applies to all B.S.Ed. majors at NAU.

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

Be aware that we will only accept up to half of the courses required for your major as transfer credit.

Revised 09/07
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 139 units to graduate. Contact your advisor for details.

**Major Requirements**
You must complete the following 50 units:
- TH 122, 123, 124, 3 units of 113, 130, 135, 331, 341W (which meets NAU's junior writing requirement), 352 and 451 (30 units)
- TH 308, 325, 425, 430, 452 (11 units)
- 3 units from: TH 133, 202, 204, 235, 242, 263 or 462
- 3 units from: TH 321 or 363
- 3 units from: TH315 or 345

**Teacher-Preparation Requirements**
You must complete 30 units of professional courses offered by the College of Education to qualify for certification to teach theatre in Arizona and most other states. [If enrolled in the I-STEP or Red Rock Site Program, please note that TH 308 will substitute for ECI 308.]

Click here for more information about Teacher Preparation in Secondary Education. You should also receive advisement from the College of Education for this part of your academic plan.

Please note that these 30 units include ECI 495C, which meets NAU’s senior capstone requirement.
MINOR REQUIREMENTS
You must complete a teaching minor of at least 24 units from those described in this catalog. In consultation with your advisor, you should select a minor that’s appropriate for your career aspirations and educational needs. Your minor advisor will advise you about this part of your academic plan.

GENERAL ELECTIVES
Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 139 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.)

K-12 ENDORSEMENT
If you wish to obtain this optional endorsement to teach creative drama in Arizona elementary schools, you must also take the following 3 units: ECI 302. (Because this endorsement is optional, these units aren’t included in the 139 units described for this degree.)

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

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

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


11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
The program is not a healthy, viable program. The probability of employment beyond NAU as a Theatre teacher is not probable. Statistically our numbers of majors diminish each year. Resources are scarce in our economic crisis we need to look to viable programs and appropriate the resources with the Theatre Degrees (Theatre Studies, Performance and Design/Technology) where our remaining 150 students are studying.

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

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

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

Revised 09/07
Certifications

[Signature]
12-5-08

Department Chair/Unit Head (if appropriate)

[Signature] 12/11/08

Chair of college curriculum committee

[Signature] 12/4/08

Dean of college

For committee use only

[Signature]
12/7/09

For University Curriculum Committee

Action taken: approved as submitted approved as modified

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

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

1. College  CAL  

2. Academic Unit  Art  

3. Academic Plan Name  Studio Art (Minor)  

4. Subplan (if applicable)?  

5. Effective Date  Fall 2009 

6. Is this proposal for a:  
   (Please refer to Plan and Subplan definitions)
   - [ ] New Plan
   - [X] Plan Change
   - [ ] Plan Deletion
   - [ ] New Subplan
   - [ ] Subplan Change
   - [ ] Subplan Deletion

7.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/iso/AcademicCatalog/academiccatalogs.htm)
Be sure you include all catalog text that pertains to this plan change.

To complete this minor, take the following 24 units:
- ART 135, 136, 150, and 151 (12 units)
- 3 units of art history
- 9 units of art coursework, with your minor advisor's approval

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

Click here for more information about our Art School Faculty.

Click on any of the following links for course information.
- art undergraduate courses
- art graduate courses

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.

Revised 03/06
b. indicate admission to a major.

c. will not be used.

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

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


N/A

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

This change is for the catalog text of the Studio Art Minor as a result of continual issues with students requesting that Photography courses, Art Appreciation, and Introduction to Studio Art be accepted to fulfill the requirements of the Studio Art Minor. Photography is not in the School of Art and most photography courses are considered commercial rather than fine art. The list of Art courses in the catalog states that Art Appreciation and Introduction to studio Art do not fulfill the B.F.A. Studio degree and we would like this restriction to be consistent for the Studio Art Minor.

The 10-year rule is proposed because of continual issues with non-traditional students applying for admission and requesting that courses older than ten years be accepted as fulfilling requirements for a minor. Courses more than ten years old hinder the students’ ability to become successful artists.

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

[Signatures and dates]

For committee use only

[Signatures and dates]

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

Revised 08/06
Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.
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<td>4. Subplan (if applicable)?</td>
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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.

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 a CS prefix to satisfy these liberal studies requirements.
- at least 60 units of preprofessional requirements (some of which also count towards liberal studies requirements)
- at least 51 units of professional requirements
- There are no electives in this degree program. To complete the degree with 120 units, you will need to use some courses in more than one category. The Eight-Term degree plan available on the Gateway website lists the courses and semesters in which they must be taken to complete the degree within 8 semesters and 120 units.

**Professional Requirements**

51 units as detailed below, that provide you with a thorough background in computer science:

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

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

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computer science:

- **CS Core**: 110, 126, 126R, 136, 200, 248, 249, 301, 345, 386, and 480 (29 units)
- **CS 476C**, which meets NAU's senior capstone requirement (4 units)
- **CS Electives**: 18 units of additional approved CS elective courses at the 300 level or above. (You may also petition to substitute other courses, such as MAT or EE, with the department chair's approval.)

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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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Objective 1: The CS program provides a quality, personalized, undergraduate education.
Objective 2: The CS program provides opportunities for undergraduates to get involved in research and helps students to understand the benefits of pursuing graduate studies in computing.
Objective 3: The CS program encourages students to integrate computing skills with any of a broad range of other disciplines.
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Objective 5: CS graduates will have a strong background in both theoretical and practical aspects of computer science. They will be able to apply theoretical principles and techniques to design and construct high quality, functional solutions to real-world computing challenges.
Objective 6: CS graduates will have a strong background in modern international engineering practice, including intercultural teaming skills, ability to work in widely distributed teams, and awareness of international engineering issues.
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Objective 8: CS graduates will have strong communication and technical writing skills, including delivery of effective presentations, reporting, and proposal writing.

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

This change is logically one part of an overall curricular change in the way we teach our freshman CS curriculum; the BSCS/BSACS plan changes, co-req changes to CS126/136 and lab additions to CS126/136 are all part of this change.

High DFW rates in the freshman year have been a perennial problem in computer science, not only at NAU but nationwide. DFW rates of 50-70% are the national norm; our DFW rates over the freshman year 126/136 sequence have been no exception. Over the years, we have tried a lengthy sequence of curricular reforms in a persistent effort to increase student success in this sequence, including mandating “kinder gentler” prerequisite courses, modifying the curriculum or presentation in various ways, and (most recently) adding a required recitation section to CS126. Although none of these experiments has proven completely successful, we feel that we have gained tremendous insights into where the core problems lie. This curricular revision completes a broader curricular revision cycle that seeks to address the problem.

In a nutshell, the general problem is that, due largely to packing of more and more material into the degree program as the discipline matures and continues to grow exponentially, CS student no longer get nearly as much exposure to guided hands-on experiences. Instead, they are left to fend for themselves, i.e., to learn --, as computer science continues to grow explosively, the discipline matures, and more and more must be packed into a 4-year curriculum, CS curriculums have necessarily evolved towards a stronger focus on computer science theory and principles, with less coverage of practical basics, e.g., hands-on programming. This is normal and appropriate in a maturing discipline...but curriculums must be adapted accordingly. Specifically, we have come to realize that the coverage of practical hands-on programming that has been gradually displaced by increased focus on early object-oriented design, software engineering, and other more theoretical topics required in our evolving discipline, must somehow be accounted for; it is the fact that this guided practical exposure has simply been dropped that DFW rates have climbed so high among CS freshmen. The bottom line is that the basic programming skills that are one of several key outcomes of the freshman year can not be effectively taught without closer attention to guided hands-on programming experiences.

Given these insights, we feel that the solution, as in so many other scientific disciplines, is to add required laboratory sections to the introductory courses; this is where the hands-on practical exposure displaced from the courses over the years must appear. This represents a maturing of our discipline, and is no different than the approach taken in other sciences: it is long-established practice to require physics and chemistry students who learn about principles in the class to exercise those principles in lab. Similarly, electrical engineering students learning circuit theory explore the reality of actual circuits in labs. The curricular modifications requested here reflect a national recognition and trend towards a similar model in computer science.

In sum, we are requesting to add laboratory sections to our two-course introductory sequence, resulting in the following curricular changes:

- Program change to BSBS/BSACS. Both require CS126/136 and must thus be changed to show the required lab as a program requirement.
- Addition of CS126L and CS136L. Create the new lab sections, as co-requisites tightly tied to the lecture. The intent is that anyone taking the course must also take the lab. Exceptions may be granted on an individual basis to students from other majors (that don’t choose to require the lab in their programs) or students having passed the lab but not the class on a previous attempt.
- Deletion of CS126R. This recitation was a preceding attempt to solve this problem at lowest possible cost. While it showed promise, it is clear that students need more than 1-hour a week of practical exposure to succeed. Thus, this recitation is essentially replaced by the CS126L.

In sum, we feel that this change is key in our efforts to improve retention and student success in our freshman sequence. We have already invested substantially in this sequence with our new CS110 “preparatory” course (which is showing some early success); this change will complete our restructuring of this challenging introductory year of computer science study.

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

Revised 09/07
13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?
   If so, attach supporting documentation from the affected departments/units and college dean.
   N/A

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

Certifications

[Signatures and dates]

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

For committee use only

For University Curriculum Committee  Date

Action taken: __________ approved as submitted  __________ approved as modified

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

Revised 09/07
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<tr>
<td>CS 110 Introduction to Computer Science *</td>
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<td>CS 126 Computer Science 1 *</td>
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<td>MAT 125 or MAT 136 Pre-calculus or Calculus I (FNRQ) **</td>
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<td>CS 126L Computer Science 1 Lab *</td>
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<td>SE Science Elective with Lab (SCI-LAB) **/++++</td>
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<tr>
<td>CS 136 Computer Science II *</td>
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<td>CS 248 Foundations of Computer Science *</td>
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<td>CS 136L Computer Science II Lab*</td>
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<td>CS 249 Data Structures *</td>
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<td>MAT 226 Discrete Mathematics **</td>
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<td>TE Technical Elective **/+++</td>
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<th>5th term</th>
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<td>CS 480 Operating Systems *</td>
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<td>CS 386 Software Engineering *</td>
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<td>ENG 302W Technical Writing</td>
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<td>CS 301 Social &amp; Ethical Issues *</td>
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<tr>
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<tr>
<td>IA International Awareness **</td>
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<th>7th term</th>
<th>Senior Year</th>
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<td>CS 476C Applied Capstone Design *</td>
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<tr>
<td>LS/DIV Liberal Studies/Diversity ***</td>
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<td><strong>Total units 15</strong></td>
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Liberal Studies Distribution blocks:

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<th>AHI (6 units)</th>
<th>SPW (6 units)</th>
<th>CU (6 units)</th>
<th>Science (7 units)</th>
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<td>Science Elective (4)</td>
<td>LAN (4)</td>
<td>Science Elective (3)</td>
<td>Science Elective (3)</td>
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PROGRAM INFORMATION

A minimum of 120 units are required for this degree. This progression plan totals 126 but can be completed with less units if the student multiple uses International Awareness, Liberal Studies and Diversity.

*You must earn a C or better in each required CS core course and CS 476C.

**You may have no more than two D’s in pre-professional and professional course.

***Take a Liberal Studies course that also satisfies a Diversity requirement.

**** Science electives include: 4 units of a Lab Science and 6 units of a Science/Applied Science for a total of 10 units.

+ Take a Liberal Studies course in SPW or AHI that also satisfies the International Awareness requirement.

International Awareness Courses include 9 units from the following list. Courses that also satisfy liberal studies or diversity are indicated in ( ) with their appropriate distribution block.

ANT 102 (CUG), ANT 103 (CUG), ANT 301 (SPWG), CENS 396, ECO 483, ECO 486, ES 300 (SPWG), GGR 240 (SPW), GGR 241 (SPW), GGR 370W, HIS 251 (SPWG), HIS 314 (SPWG), HIS 332 (SPWG), HUM 261 (CUG), HUM 281 (CUG), HUM 362 (AHIG), HUM 382 (AHIG), PHI 150 (AHIG), POS 120 (CUG), POS 201(SPW), POS 360 (SPW), POS 361 (SPWG), POS 380 (SPW), POS 480, POS 482, REL 150(CUG), SOC 215 (SPWE) or other internationally relevant courses with the department chair’s approval.

++ 16 units of a modern language is required and at least two semesters must be of the same language.

+++ Technical electives include 12 additional units chosen with your advisor from EE, MAT, PHY, CHM, GGR and BIO as well as from CS elective courses at the 200 level or above. (Other courses may be substituted with the department chair’s approval.)

++++ CS electives include 18 units of additional CS courses at the 300 level or above, chosen with your academic advisor. (You may also petition to substitute other courses, such as MAT or EE with the department chair’s approval.)

GENERAL INFORMATION

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.
- 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:
  - 33 units of liberal studies courses: http://www4.nau.edu/aio/Articulation/LScourselist.htm
  - 6 units of diversity courses (3 units in Global & 3 units in Ethnic). The diversity requirement may be fulfilled in any part of the program of study: http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: http://www.nau.edu/comp/placement.html
- Math placement: http://www.cens.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml

CONTACT INFORMATION

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Building 69, Room 122A
Phone: 928-523-5251
Department Chair: Eck Doerr
Phone: 928-523-9377
Email: Eck.Doerr@nau.edu

Debbie Wildermuth
Academic Services Coordinator
College of Engineering, Forestry, & Natural Sciences
Building 21, Room 102
Phone: 928-523-3842
Email: Debbie.Wildermuth@nau.edu
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<td><strong>4. Subplan (if applicable)?</strong></td>
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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.

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
- at least 47 units of preprofessional requirements
- at least 51 units of professional requirements
- elective courses, if needed, to reach an overall total of at least 120 units

PROFESSIONAL REQUIREMENTS
You take the following 52 units that provide you with a thorough background in computer science:

- CS 126, 126R, 136, 200, 249, 301, 315, 386, 396, 421, and 480 (29 units)
- CS 486C, which meets NAU's senior capstone requirement (4 units)
- 18 units of additional CS courses at the 300 level or above, chosen with your academic advisor (You may also substitute other courses, such as MAT or EE, with the

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

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

This change is logically one part of an overall curricular change in the way we teach our freshman CS curriculum; the BSCS/BSACS plan changes, co-req changes to CS126/136 and lab additions to CS126/136 are all part of this change.

High DFW rates in the freshman year have been a perennial problem in computer science, not only at NAU but nationwide. DFW rates of 50-70% are the national norm; our DFW rates over the freshman year 126/136 sequence have been no exception. Over the years, we have tried an lengthy sequence of curricular reforms in a persistent effort to increase student success in this sequence, including mandating “kinder gentler” prerequisite courses, modifying the curriculum or presentation in various ways, and (most recently) adding a

Revised 09/07
required recitation section to CS126. Although none of these experiments has proven completely successful, we feel that we have gained tremendous insights into where the core problems lie. This curricular revision completes a broader curricular revision cycle that seeks to address the problem.

In a nutshell, the general problem is that, due largely to packing of more and more material into the degree program as the discipline matures and continues to grow exponentially, CS student no longer get nearly as much exposure to guided hands-on experiences. Instead, they are left to fend for themselves, i.e., to learn --- as computer science continues to grow explosively, the discipline matures, and more and more must be packed into a 4-year curriculum, CS curriculums have necessarily evolved towards a stronger focus on computer science theory and principles, with less coverage of practical basics, e.g., hands-on programming. This is normal and appropriate in a maturing discipline ... but curriculums must be adapted accordingly. Specifically, we have come to realize that the coverage of practical hands-on programming that has been gradually displaced by increased focus on early object-oriented design, software engineering, and other more theoretical topics required in our evolving discipline, must somehow be accounted for; it is the fact that this guided practical exposure has simply been dropped that DFW rates have climbed so high among CS freshmen. The bottom line is that the basic programming skills that are one of several key outcomes of the freshman year can not be effectively taught without closer attention to guided hands-on programming experiences.

Given these insights, we feel that the solution, as in so many other scientific disciplines, is to add required laboratory sections to the introductory courses; this is where the hands-on practical exposure displaced from the courses over the years must appear. This represents a maturing of our discipline, and is no different than the approach taken in other sciences: it is long-established practice to require physics and chemistry students who learn about principles in the class to exercise those principles in lab. Similarly, electrical engineering students learning circuit theory explore the reality of actual circuits in labs. The curricular modifications requested here reflect a national recognition and trend towards a similar model in computer science.

In sum, we are requesting to add laboratory sections to our two-course introductory sequence, resulting in the following curricular changes:

- Program change to BSBS/BSACS. Both require CS125/136 and must thus be changed to show the required lab as a program requirement.
- Addition of CS126L and CS136L. Create the new lab sections, as co-requisites tightly tied to the lecture. The intent is that anyone taking the course must also take the lab. Exceptions may be granted on an individual basis to students from other majors (that don’t choose to require the lab in their programs) or students having passed the lab but not the class on a previous attempt.
- Deletion of CS126R. This recitation was a preceding attempt to solve this problem at lowest possible cost. While it showed promise, it is clear that students need more than 1-hour a week of practical exposure to succeed. Thus, this recitation is essentially replaced by the CS126L.

In sum, we feel that this change is key in our efforts to improve retention and student success in our freshman sequence. We have already invested substantially in this sequence with our new CS110 "preparatory" course (which is showing some early success); this change will complete our restructuring of this challenging introductory year of computer science study.

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

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

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

Department Chair/Unit Head (if appropriate)  12/10/08

Chair of college curriculum committee  1/9/09

Dean of college  12/17/08

For committee use only  1/27/09

For University Curriculum Committee  

Action taken:  ____ approved as submitted  ____ approved as modified

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

Revised 09/07
# Bachelor of Science in Computer Science

## COMPUTER SCIENCE

2009-2010 Undergraduate Catalog

## Degree Progression Plan

### Freshman Year

<table>
<thead>
<tr>
<th>1st term</th>
<th>2nd term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 126 Computer Science I</td>
<td>CS 136 Computer Science II</td>
</tr>
<tr>
<td>CS 126L Computer Science I Lab</td>
<td>CS 136L Computer Science II Lab</td>
</tr>
<tr>
<td>MAT 136 Calculus I (SCI: SAS)</td>
<td>MAT 137 Calculus II (FNRQ)</td>
</tr>
<tr>
<td>LS Liberal Studies **</td>
<td>ENG 105 Critical Reading and Writing (FNRQ)</td>
</tr>
<tr>
<td>LS/DIV Liberal Studies /Diversity *</td>
<td>SE Science Elective with Lab (SCI: LAB) ***</td>
</tr>
<tr>
<td>NAU 100 Transition to College</td>
<td></td>
</tr>
</tbody>
</table>

Total units 15

### Sophomore Year

<table>
<thead>
<tr>
<th>3rd term</th>
<th>4th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 226 Discrete Mathematics</td>
<td>CENE 225 or STA 270 or STA 275</td>
</tr>
<tr>
<td>CS 249 Data Structures</td>
<td>Engineering Analysis or Applied Statistics or Statistical Analysis</td>
</tr>
<tr>
<td>SE Science Elective with Lab (SCI: SAS) ***</td>
<td>CS 200 Introduction to Computer Organization</td>
</tr>
<tr>
<td>LS Liberal Studies **</td>
<td>SE Science Elective ***</td>
</tr>
<tr>
<td>LS Liberal Studies **</td>
<td>LS/DIV Liberal Studies /Diversity *</td>
</tr>
<tr>
<td></td>
<td>LS Liberal Studies **</td>
</tr>
</tbody>
</table>

Total units 16

### Junior Year

<table>
<thead>
<tr>
<th>5th term</th>
<th>6th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 315 Automata Theory</td>
<td>CS 396 Principles Of Languages</td>
</tr>
<tr>
<td>CS 386 Software Engineering</td>
<td>CS 480 Operating Systems</td>
</tr>
<tr>
<td>CS 301 Social &amp; Ethical Issues</td>
<td>MAT 316 or MAT 362 Linear Algebra or Numerical Analysis</td>
</tr>
<tr>
<td>CSE CS Elective ****</td>
<td>ENG 302W Technical Writing</td>
</tr>
<tr>
<td>CSE CS Elective ****</td>
<td>CSE CS Elective ****</td>
</tr>
<tr>
<td>TE Technical Elective *</td>
<td></td>
</tr>
</tbody>
</table>

Total units 16

### Senior Year

<table>
<thead>
<tr>
<th>7th term</th>
<th>8th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 421 Algorithms</td>
<td>CS 486C Capstone Experience</td>
</tr>
<tr>
<td>CSE CS Elective ****</td>
<td>CSE CS Elective ****</td>
</tr>
<tr>
<td>CSE CS Elective ****</td>
<td>TE Technical Elective *</td>
</tr>
<tr>
<td>TE Technical Elective *</td>
<td>LS Liberal Studies **</td>
</tr>
<tr>
<td>LS Liberal Studies **</td>
<td></td>
</tr>
</tbody>
</table>

Total units 15

**Liberal Studies Distribution blocks**

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

Revised 11/6/2008
PROGRAM INFORMATION

A minimum of 120 units are required for this degree. This plan as written has 122 units.

You must earn a C or better in each required CS course; no more than one D is allowed in CS electives or Tech electives. A C or better must also be earned in any course listed as a prerequisite for any CS/EE/EGR/ME/CENE course you take.

*Take a Liberal Studies course that also satisfies a Diversity requirement.

** For ABET Accreditation requirements, 24 units are required in three of the liberal studies distribution blocks (Social and Political Worlds, Aesthetic and Humanistic Inquiry, and Cultural Understanding). At least 6 units must be completed in each category.

*** For Science electives chose one of the following blocks:
- PHY 161/161L, PHY 262/262L & 4 additional units in AST, BIO, CHM, GLG or PHY
- CHM 151/151L, CHM 152/152L & 3 additional units in AST, BIO, CHM, GLG or PHY
- BIO 181/181L, BIO 182 & 4 additional units in AST, BIO, CHM, GLG or PHY (Be aware that BIO 182 is not a liberal studies course, so the additional science course must be an approved Lab Science or Science/Applied Science course.)

**** CS electives include 18 units of additional CS courses at the 300 level or above. (Other courses, such as MAT or EE may be substituted with the department chair's approval.)

+ Technical electives include 9 additional units from EE, MAT, PHY, CHM or BIO as well as CS courses at the 200 level or above. At least 3 units need to come from math or science. (Other courses may be substituted with your advisor's approval.)

GENERAL INFORMATION

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.
- 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/sio/Articulation/1Scourselist.htm
  - 6 units of diversity courses (3 units in Global & 3 units in Ethnic). The diversity requirement may be fulfilled in any part of the program of study: http://www4.nau.edu/sio/Articulation/DiversityCourseList.htm
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: http://www.nau.edu/comp/placement.html
- Math placement: http://www.cens.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml

CONTACT INFORMATION

Engineering Programs
Building 69, Room 122A
Phone: 928-523-5251
Department Chair: Eck Doerry
Phone: 928-523-9377
Email: Eck.Doerry@nau.edu

Debbie Wildermuth
Academic Services Coordinator
College of Engineering, Forestry & Natural Sciences
Building 21, Room 102
Phone: 928-523-3842
Email: Debbie.Wildermuth@nau.edu

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Revised 11/6/2008
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College  CEFNS

2. Academic Unit/Department  

3. Academic Plan Name  Environmental Sciences

4. Subplan (if applicable)?  Biology

5. Effective Date  FALL  2008

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

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

7. For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: [http://www4.nsu.edu/aio/AcademicCatalog/academiccatalogs.htm](http://www4.nsu.edu/aio/AcademicCatalog/academiccatalogs.htm)
   Be sure you include all catalog text that pertains to this plan change

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

For New Plans, leave this column blank.

- 14 additional units chosen from the following ENV or BIO courses, not to include BIO 326, of which 7 units must be at the 300 level or above:

- 14 additional units chosen from the following ENV or BIO courses, not to include ENV 101, ENV 101L or BIO 326, of which 7 units must be at the 300 level or above:

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

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

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

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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.


11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
   We do not want our majors to apply the non-majors course towards fulfilling their ENV/BIO electives because this course is redundant with (but less rigorous) than the required courses ENV 181.

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

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

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

Certifications

Department Chair/Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For committee use only

For University Curriculum Committee

Action taken: √ approved as submitted  ______ approved as modified

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

Revised 09/07
1. Is this course being proposed for Liberal Studies designation?  Yes □  No □  
   If yes, route completed form to Liberal Studies.

   Fall 2009

3. College  CAL  4. Academic Unit /Department  HISTORY

5. Course subject/catalog number  HIS 378  6. Units/Credit Hours  3

7. Long course title  The Asian American Experience  
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)  The Asian American Experience

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

   A critical examination of the experience of Asian Americans as an ethnic minority group in the United States within the context of US and world history

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

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

12. Cross-listed with  ES 378  Asian American History  
    (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

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

14. Prerequisites (must be completed before proposed course)  
    None

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

16. Is the course needed for a new or existing plan of study (major, minor, certificate)?  
    Yes □  no  x □  
    Name of plan?  

   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 □ x

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

18. Names of current faculty qualified to teach this course: Professor John K. Leung

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

This course will fill an important lacuna in the History curriculum in terms of course offerings dealing with the historical experience of ethnic minorities in the United States. Currently, we have in the History Department only courses that address the historical experience of indigenous Americans and of Chicano/a or Mexican Americans. This course will add significantly to the richness and variety of the study of ethnic history in the US. It contributes and serves to support the diversity mission of the History Department as well as the University’s mission in this regard. It will also provide NAU students with an additional option to fulfill their US Ethnic Diversity curriculum requirement.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

Cynthia Koo 10/14/08

Date

Chair of college curriculum committee 11/4/08

Dean of college 11/4/08

For Committees use only

For University Curriculum Committee 1/22/07
NORTHERN ARIZONA UNIVERSITY

LIBERAL STUDIES PROPOSAL/DELETION FORM

CHECK THE APPROPRIATE BOX(ES)

**Distribution Blocks**

x ☐ This is a new course that I want to offer for Liberal Studies Distribution Block credit. A UCC New Course Proposal Form must also be submitted to the UCC.

☐ This is an existing course that is not currently approved for liberal studies Distribution Block credit, but I would like for it to be considered for the next catalog year.

☐ This course is already approved for liberal studies Distribution Block credit, but I would like to realign it with the liberal studies changes that took affect in fall 2007.

☐ This course is already approved for liberal studies Distribution Block credit, but I would like to make substantial changes to the syllabus, so I am submitting it for re-approval. Provide details about the change(s) here or on the attached syllabus. A UCC Course Change Proposal Form may also need to be submitted to the UCC.

☐ This course is already approved for liberal studies Distribution Block credit, but I would like to delete it from the list of approved courses. If the course is to be deleted from the catalog a UCC Course Deletion Form also must be submitted to the UCC.

**Junior Level Writing**

☐ This is a new course that I want to offer as a Junior Level Writing course. A UCC New Course Proposal Form must also be submitted to the UCC.

☐ This is an existing course that is not currently approved as a Junior Level Writing course, but I would like for it to be considered for the next catalog year.

☐ This course is already approved as a Junior Level Writing course, but I would like to make substantial changes to the syllabus, so I am submitting it for re-approval. Provide details about the change(s) here or on the attached syllabus. A UCC Course Change Proposal Form may also need to be submitted to the UCC.

☐ This course is already approved as a Junior Level Writing course, but I would like to delete it from the list of approved courses. If the course is to be deleted from the catalog a UCC Course Deletion Form also must be submitted to the UCC.

**Senior Capstone**

☐ This is a new course that I want to offer as a Senior Capstone. A UCC New Course Proposal Form must also be submitted to the UCC.
☐ This is an existing course that is not currently approved as a **Senior Capstone** course, but I would like for it to be considered for the next catalog year.

☐ This course is already approved as a **Senior Capstone** course, but I would like to make substantial changes to the syllabus, so I am submitting it for re-approval. Provide details about the change(s) here or on the attached syllabus. A UCC Course Change Proposal Form may also need to be submitted to the UCC.

☐ This course is already approved as a **Senior Capstone** course, but I would like to delete it from the list of approved courses. *If the course is to be deleted from the catalog a UCC Course Deletion Form also must be submitted to the UCC.*

☐ **Other.** Please explain.

**PROVIDE THE FOLLOWING INFORMATION**

Course subject/catalog number: HIS 378

Course title: The Asian American Experience

Department chair name, phone, email: Prof. Cynthia Kosso, 523-9305, Cynthia.Kosso@nau.edu

College contact name, phone, email: Prof. Jean Boreen, Associate Dean,

**SELECT ONE DISTRIBUTION BLOCK**  If a topics course, must apply to **ALL** sections.

☐ Aesthetic and Humanistic Inquiry  ☐ Cultural Understanding

☐ Science/Applied Science  ☑ Social and Political Worlds

**SELECT ONE ESSENTIAL SKILL TO BE ASSESSED**

☑ Critical Thinking  ☐ Effective Writing  ☐ Effective Oral Communication

☐ Scientific Reasoning  ☐ Quantitative Reasoning

Is this a topics course? ☐ yes  ☑ no

**Approvals:**

revised 8/08
When completed, please save this proposal (with the syllabus pasted below) as a .doc file and email it as an attachment to shelly.pleasants@nau.edu. Please also send a hard copy, complete with signatures, to Shelly Pleasants at NAU Box 4122.

For Liberal Studies Committee
Date ____________  □ Approved as submitted  □ Approved as modified

For University Curriculum Committee
Date ____________  □ Approved as submitted  □ Approved as modified

The syllabus below represents a master syllabus, which means that it reflects elements common among all sections of this course.

For topics courses, the syllabus below identifies the student learning outcomes that will be found in all topic syllabi, and also explains by what methods student learning outcomes will be assessed in all topic syllabi offered under this course number.

Click here for a syllabus template.
HIS 378: The Asian American Experience

Fall/Spring XXXX
3 credits
Instructor: Prof. John K. Leung
Office: LA 211
Off. Hrs:
Phone: 523-6209
E-mail: John.Leung@nau.edu

Course Description
Since the first major waves of Asian immigrants came to the shores of the United States in the mid-19th century, the experience of American residents and citizens who are descendents of Asian ancestry has been an integral and important part of the history of the United States. Yet this rich historical experience, as a whole, has been largely relegated to “Special Topics” status in the vast majority of curricula and textbooks on US History. At the same time, while stereotypical images of Asian Americans – some derogatory to this day; some “pseudo-laudatory” – abound in American society and popular culture, few of these have been examined critically or through the lens of historical construction. This course seeks to address these issues by providing NAU students with a chance to examine critically and in a rigorously historical manner the experience of Asian Americans within the twin contexts of US history and world history. We will trace this multifaceted, complex and diverse historical experience through several main stages of development from the mid-19th century to the present time, and we will examine it through the lens of the history of immigration, the history of labor and social-economic development, community building, personal and family histories, the development of political status and influence, as well as the historical context of international relations. The historical experience of Asian Americans exemplifies a fundamental problem common to almost all societies historically, but perhaps particularly to those in the “modern” and contemporary world in the 18th- through- 20th centuries, which is the difficult balancing act of maintaining and developing one’s own identity and whatever that implicates while seeking acceptance in a national, international and inter-cultural arena of competitive interests and identities, and of navigating the transition between tradition and often-externally-determined “modernity.” Central to the purpose of this course is to engage students in reflection, understanding and appreciation of differences of historical, social, and cultural conditions between the world of the person of Asian ancestry living in an environment of varying stages of transition and “cross-over” in the United States in the 19th and 20th centuries and the students’ own world(s) as well as the essential comparabilities that bridge those differences and the intersections and connections between those worlds.

This course qualifies for the student’s fulfillment of NAU’s US Ethnic Diversity requirement.

This course reflects and supports the mission of NAU’s Liberal Studies Program by providing students with an academic learning experience in which they will:
• Gain a deeper understanding of the historical factors and conditions that have created the dynamics and tensions that shape the world of the Americans of Asian heritage
• Gain a better understanding of the issues of social and cultural change that confront all Americans
• Learn thereby from the experience of people of the past to better cope with the complexities and realities of our own day and of the future

revised 8/08
• Become better prepared to live responsibly, productively and creatively as citizens of a changing world

Liberal Studies Distribution Block
HIS 378 will be assigned to the Social and Political Worlds block and supports the intent of the block by:
• Engaging students primarily in the study of political and social conditions in the United States since the mid-19th century as they first of all pertain to the shaping of the experience of Americans who immigrated from Asia (or whose forebears did so) and of the communities and social organizations that they constructed and developed
• Engage students in reflecting on, analyzing and evaluating the interaction of peoples and to relate the social and political experience of Asian Americans to the broader social and political history of the United States and of the world since the 19th century
• Enhancing students’ understanding of theories and histories of social and community organization, political mobilization and participation, social mobility, education, labor, race, gender, class and cultural diversity

Liberal Studies Essential Skills
HIS 378 will foster students’ skills in Critical Thinking. This course is a tool for the students for developing explanatory, critical, analytical and interpretive thinking that is crucial to successful historical scholarship. The assignments listed below as well as the general reading that students will be expected to do in the course will help students acquire a broad range of knowledge and essential intellectual and mental skills for success beyond graduation. In particular, the course will cultivate students’ critical thinking skills by confronting them with “knowledge” and interpretations of history, through their reading, class discussions, lectures and research exercises, that they must analyze, evaluate and critique.

Student Learning Outcomes
By the end of the course:
• Students will have learned, through reading, attending and taking notes at lectures, and participating in discussions, a framework for analyzing and interpreting the historical experience of Asian Americans and the contours of the empirical historical data on and related to that experience.
• Through the discussions, students will demonstrate their knowledge of the basic historical data and the fundamental interpretive ideas that they have learned relating to the Asian American historical experience
• Through the short paper exercises, students will demonstrate competency in reading texts and examining ideas critically, interpreting different arguments and perspectives on Asian American history and evaluating the merits of these historical and/or historiographical arguments
• Through these papers as well as the term research project, students will learn to synthesize evidence from a variety of sources and genres of sources to present interpretive portrayals of life experiences of Asian Americans in the historical context of the period covered by this course
• Students will plan, organize, and produce a research project either in the form of a term paper or in some other approved form of research
• In writing short papers, conducting research, preparing discussion notes and participation in seminar-type discussions, students will learn to present cogent arguments, listen and respond to other people’s arguments, support viewpoints by evidence, and critique as well as defend their own as well as other people’s points of view

Texts and Reading Material
revised 8/08
The following books are to be purchased from the NAU bookstore:

The above books will be cited, where needed, in the following sections of this syllabus by the author’s names in abbreviation. In addition, students should be aware that there are three other useful library resources that ought to be frequently consulted: a) The *Amerasia Journal*, b) Amy Tachiki et al, eds. *Roots: An Asian American Reader* [a publication project of the UCLA Asian American Studies Center, 1971] and c) Emma Gee ed. *Counterpoint: Perspectives on Asian America*. These are not required reading but serves the course as valuable reference works.

Other REQUIRED reading for this course consists of short (8-12 pages in each case) excerpts from a variety of monographs and anthologies, as well as selective primary source collections that are listed in the Course Schedule as “Required Supplementary Reading” in each section of the course. The readings from these supplementary sources are included primarily to introduce students to examples of major influential interpretive and historiographical ideas and viewpoints relevant to the topics of each section of the course as well as to primary source material relevant to the topic when it is accessible to students at this level. Students may also use these lists of supplementary readings as guides and preliminary bibliographies to their research.

The required supplementary reading material will be placed on Blackboard VISTA (electronic reserve) for this course wherever feasible, and otherwise on print reserve at Cline Library. A more specific reading assignment list (with more exact page numbers) and schedule will be developed for the course separate from this syllabus.

**Assessment of Learning Outcomes**

The course uses three types of instruments to assess your achievement of the learning objectives listed above:

1) **Short papers:** You will write TWO relatively short papers, each of approximately 1500 - 2000 words in length (roughly 5-6 “normal” pages.) One of these will be a topical essay, and the other will be a book review (a.k.a. historiographical paper.) These are intended more as “think-pieces” than as full-fledged research papers. In other words, these will be papers in which you critically analyze a problem, array and organize arguments on various sides of the issues involved, evaluate the strength of arguments, and write an argumentative explanation of the topic, drawing conclusions from what you have learned. Although they are not expected to be fully researched papers, the standard academic conventions and regulations will apply.

   Topical essay: You will be provided with a list of topics/issues/questions from which you may make a choice.

   Book review: You must choose a historiographical issue and the material to go with it either from the groups of supplementary reading material listed in the course schedule above or identify the issue and the material that you would “review” in this paper from the bibliographical sections of the Takaki volume or the Chan volume. If you prefer to write your review essay on a book or article or media item that does not come from these lists, you must first submit a proposal in writing to be reviewed and approved by me in advance.

2) **Research paper/project:** Your research project may build on the topical paper or the historiographical paper that you write for the course. Your research project for the semester may take the form of either an interpretive, critical research paper or a project (such as a community-based project, a presentation of family history, a major oral presentation, or a video or webpage presentation.) In any case it must involve dimensions of research that I must approve in advance. In the case of a research paper that is presented in written form, the final paper should be no less than 4000 words in length, not inclusive of bibliography or other auxiliary sections. In the case
of other forms of presentation that is not primarily written, the project must include a written introduction of not less than 1000 words.

Separately from this syllabus, you will be given general parameters for planning and constructing this project, and, within these boundaries, you will submit a written proposal that identifies the specific subject that you choose, together with a preliminary articulation of ideas about how you expect to approach the research on the subject and how you plan to present the results of your research. After your proposal has been discussed and approved, and before you submit your final product, you will conduct several small exercises to help you focus your research, ascertain the feasibility of your project, move along in your conceptualization of the subject and organize your project, and produce acceptable drafts of the project. I will provide you with consultation and feedback at each of these stages. Further and more specific instructions for researching your topic and writing this term paper will be provided separately later.

3) Discussions: Several discussion sessions, in lieu of lectures, will be scheduled for this course. Active participation on your part in the discussion sessions is expected and will be an essential part of the evaluation for grading. To that end you must be ready to contribute to the discussion and debate, and do the specific readings for discussion beforehand. Questions for discussion will be handed out to beforehand, most likely a week prior to the discussion. You are strongly advised to take notes for your reading and to organize your thoughts and knowledge in response to these discussion questions in preparation for each discussion session. Your performance in discussions will be evaluated and reviewed on a biweekly basis. If you miss a discussion session, you will receive no points for the session, and there will be no make-ups.

A list of interim and final deadlines and for all written exercises will be provided separately from this syllabus. These deadlines must be rigorously observed, with serious consequences for any violation. Any written exercise that is handed in 1 day but no later than 1 day after the stated deadline (or on the following Monday in the case of a Friday deadline) will be accepted, with the grade for the exercise automatically lowered by 1 grade level (e.g., from A to B, or from B+ to C+); any exercise that is handed in more than 24 hours after the deadline (all deadlines are considered to be at 5 p.m. on the stated date,) or, in the case of Friday deadlines, after class time on the following Monday, will not be accepted, and you will forfeit the points for that exercise completely.

Evaluation and Grading Scale

The relative weight of the various components of the course grade will be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Short paper (Topical)</td>
<td>15%</td>
</tr>
<tr>
<td>Short paper (Historiographical)</td>
<td>15%</td>
</tr>
<tr>
<td>Term research project</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Your course grade will be determined by amalgamating your scores from the exercises listed above in accordance with the following scale:

89% and above = A; 77-88.9% = B; 66-76.9% = C; 55-65.9% = D; Below 55% = F

(Note: In order to maintain consistency in the grading, each exercise will be graded according to this same scale.)

Course Format and Schedule

revised 8/08
The following "course schedule" does not indicate specific dates on which we might expect a particular topic to be "covered." It does, however, indicate the topics that we shall attempt to deal with in the order in which we expect to approach them chronologically through the semester. This schedule by no means implies that each of the parts of the course and the topics of discussion and exploration listed here will occupy an equal amount of course time or command similar attention.

Part I: Setting the Framework of the Course

Introduction to the course and general overview of the syllabus
Discussion: What is Asian America? Why Study It?
Textbook Reading: Takaki, ch. 1;
                 Chan, pp. xi – xvii, 223-229

Part II: The Nineteenth Century to the 1910s

American and Asian Historical Contexts for Asian Migration
Textbook Reading: Takaki, pp. 19-53
                 Chan, pp. 3-12

Required Supplementary Reading:
Peter Duus, The Japanese Discovery of America (Bedford Series in History and Culture, 1997)
Alan Takeo Moriyama, Iningaisha: Japanese Emigration Companies and Hawaii (U of Hawaii Press, 1985)

Immigration Labor and the American West: the Chinese Case
Textbook Reading: Takaki, pp. 77-88
                 Chan, pp. 25, 28-32, 35-40

Required Supplementary Reading:
Ping Chiu, Chinese Labor in California, 1850-1880: An Economic Study (State Historical Society of Wisconsin, 1967)

US Agricultural and Agribusiness Development and Asian Labor
Textbook Reading: Takaki, pp. 88-92, 94-95, 132-142, 188-197
                 Chan, pp. 26-27, 32

Required Supplementary Reading:
Carey McWilliams, Factories in the Field: The Story of Migratory Farm Labor in California (U of California Press, 1971)

Industry and Commerce
Textbook Reading: Takaki, pp. 88, 92-93, 95-99
                 Chan, pp. 32-35, 40-42

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Required Supplementary Reading:

Exclusionism and Politics of Race in the 19th Century
Textbook Reading:  Takaki, pp. 99-131, 142-176, 179-182, 197-229
                  Chan, ch.3

Required Supplementary Reading:

International Developments, Asian History and American History Toward the End of the 19th Century; New Immigrant Groups in Old Patterns
Textbook Reading:  Takaki, chs. 5, 7, 8, 9
                  Chan, pp. 12-23

Required Supplementary Reading:

Part 2: The Early Twentieth Century

Development of Urban Asian America
Textbook Reading:  Takaki, chs. 6, 7, 8

Required Supplementary Reading:
Stanford Lyman, *Chinatown and Little Tokyo* (Associated Faculty Press [New York], 1986)
Howard H. Sugimoto, “The Vancouver Riots of 1907: A Canadian Episode” in EAP, pp. 92-125
Social Organization and Community Development
Textbook Reading: Takaki, chs. 6-9
           Chan, chs. 4, 6
Required Supplementary Reading:
Stanford Lyman, *Chinese Americans* (Random House, 1974), chs. 1-3, 5-6

Continuity and Change in Labor and Politics of Economy
Textbook Reading: Takaki, chs. 6-9
Required Supplementary Reading:

Politics of Race and Exclusion in the Twentieth Century
Textbook Reading: Chan, ch. 5
Required Supplementary Reading:
Bong-Youn Choy, *Koreans in America* (Nelson Hall, 1979)

Part 3: World War II and the Late Twentieth Century

The Impact of World War II
Textbook Reading: Takaki, ch. 10
           Chan, ch. 7
Required Supplementary Reading:
Film: Farewell to Manzanar

Post-WWII Asia and American Involvement’s Impact on Asian America
Textbook Reading: Takaki, ch. 11
           Chan, ch. 8
Required Supplementary Reading:

revised 8/08
S. Chandrasekhar, ed. From India to America: A Brief History of Immigration, Problems of

Recent History of Social and Cultural Development in the Context of Diversity
Textbook Reading:  Takaki, ch. 12
                Chan, ch. 9

Attendance Policy  Attendance and preparedness for the discussions are essential for any
measure of success in this course. The final course grade for any student who misses more than 6
classes (including absences due to institutional excuses and medical reasons) will be lowered by
one level (e.g. from A to B), and by two levels for any student who misses more than 12 classes.
Any student who misses more than 18 classes will be requested to withdraw from the course, or
will receive an F in the course regardless of performance in other areas.

Academic Honesty  In all written and oral exercises, you must observe the fundamental rules
of academic honesty rigorously and without exception, in matters of citation, quotation and
annotation. Any unacknowledged use of another person's words or thoughts, whether from a
published or unpublished source, including extensive and unacknowledged paraphrasing, will be
construed as plagiarism. No credit will be given for work containing such material, and if the
behavior is repeated, the student will receive an "F" for the course. Persistence beyond that could
lead to even sterner disciplinary measures. If you are uncertain about the definition and meaning
of these terms, please refer to relevant sections, especially Appendix F, of the current NAU
Student Handbook. It is your responsibility to familiarize yourself with these matters as defined
by the University.

Attachments:  NAU Classroom and Course management Policy Statements, including policy
statements on Safe Working and Learning Environment, Students with Disabilities, Institutional
Review Board and Academic Integrity.
University Curriculum Committee
Proposal for New Course

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

   Fall 2009

3. College CAL 4. Academic Unit /Department History

5. Course subject/catalog number reactivate HIS 350 6. Units/Credit Hours 3

   (max 100 characters including spaces)

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

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

   A political, social, and cultural history of Spain from the Napoleonic invasion (1808) to the present.

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

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

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

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

14. Prerequisites (must be completed before proposed course)

15. Corequisites (must be completed with proposed course)

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

   Note: If required, a new plan or plan change form must be submitted with this request.
17. Is a potential equivalent course offered at a community college (lower division only)?
   If yes, does it require listing in the Course Equivalency Guide?
   Please list, if known, the institution and subject/catalog number of the course
   [Blank]

18. Names of current faculty qualified to teach this course:  Dr. Ana Varela-Lago

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

   This course will fill an important lacuna in the History curriculum. The History Department offers
courses on the modern history of several European countries (France, Germany, and Great Britain), but
it has not offered a course on the history of modern Spain since the mid-1990s. Besides expanding the
department’s course offerings on modern European History, a course on Modern Spain will offer an
important curricular complement to students interested in Modern Languages (Spanish), Latin
American History, the History of the American Southwest, and ethnic history (Hispanic, Latino,
Chicano) in the United States.

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For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

Cynthia Rosso
Department Chair (if applicable)  10/14/08

Chair of college curriculum committee  11/4/08

Dean of college  11/4/08

For Committees use only

Ann Salt  1-27-09

For University Curriculum Committee

Action taken:  [Blank]

approved as submitted

revised 8/08

Approved as modified
Northern Arizona University

HIS 350: MODERN SPAIN: POLITICS, SOCIETY, AND CULTURE

Instructor: Dr. Ana Varela-Lago
Office: Liberal Arts, 318
Email: Ana.Varela@nau.edu
Phone: 523-0317

Course Description
This course offers a survey of the history of Spain from the Napoleonic invasion to the present. It is organized chronologically around political events (the war of Independence, the dynastic rivalries of the Carlist wars, the brief first Republic, the Restoration regime, the dictatorship of Primo de Rivera, the second Republic, the Civil War, the Franco regime and the democratic transition), but it also addresses broader social and cultural themes relevant to Spanish and European history: the rise of liberalism, nationalism, and imperialism; industrialization, urbanization, modernization and secularization; social and labor movements; changing gender roles and the development of modernism and mass culture; tensions between national and regional identities; democratization and the recent transformation of Spain, with particular attention to its shift from a country of emigration to a country of immigration and its new relations with Africa, Latin America, and Europe.

HIS 350 supports the mission of the Liberal Studies program by providing students with a learning experience in which they will:
- gain a deeper understanding of the world’s peoples and their diversity.
- gain a better understanding of the traditions and legacies that have shaped the dynamics of the world in which they live today.
- be encouraged to use that understanding to lead responsible and productive lives as citizens of a changing and globalizing world.

Liberal Studies Distribution Block
HIS 350 supports the intent of the Social and Political Worlds block by:
- engaging students in the study of the social, cultural, and political developments which have shaped the history of modern Spain.
- encouraging students to use a comparative framework of analysis. The course will look at political, cultural, and social movements in a broader context, and it will examine how these movements applied in specific historical settings—in this case, in Spain, from 1808 to the present.
- enhancing students’ understanding of the relevance of the past to the present. The course will examine the importance of the Spanish legacy in the American Southwest. Students will be encouraged to explore the ways in which the histories of Spain and the United States intersect and how relationships between the two countries have been shaped historically.

Liberal Studies Essential Skills
The texts, films, and activities included in this course are designed to foster students’ critical thinking skills. Through class discussions, debates, and a variety of writing assignments (weekly news journal, response papers, film reviews, research paper) students will be asked to analyze and critically assess a range of primary and secondary sources. Students will also examine and discuss the main developments and debates in the discipline and, particularly, in the historiography of modern Spain. These skills will be useful to the students throughout their academic life and beyond graduation.
Student Learning Outcomes:
Clas meetings will include a combination of lecture and discussion. Students are expected to bring the assigned books to class and to complete the assigned readings before each class session. Active participation in class and engagement with the content and assignments of the course will allow students to:

- Identify and distinguish key periods of the history of modern Spain as well as patterns of continuity and change between these periods.
- Analyze and critically assess a variety of historical primary and secondary sources. Students will do this as they engage this material in class discussions and class presentations and as they write short response papers and film reviews.
- Understand the main theoretical and historiographical debates in the discipline, and how they apply to the study of the history of modern Spain.
- Read, analyze, and synthesize historical data and arguments in order to write a clearly organized, critical essay on a particular aspect of the history of modern Spain.

Assessment of Learning Outcomes:
Students’ achievement in the course will be based on their performance in the following areas:

Attendance and Class Participation:
As a student in this class you will be expected to participate actively as a contributing member of the learning community. The quality of your comments, your effort to contribute constructively to the discussions, and consideration and support for your fellow students’ efforts to participate will be considered in assessing your class participation.

Please be on time. Consistent late arrivals or early departures may be treated as absences and will lower your participation grade. It is the student’s responsibility to explain and document unavoidable absences to the instructor.

Papers:
The writing assignments are meant to offer you an opportunity to explore in more depth the readings and visual materials discussed in class and to encourage you to broaden your understanding of the period and the issues by engaging in a comparative analysis of the sources.

Response Papers: You will write three short (2 pp.) response papers on the assigned readings and sources throughout the semester.

Film Reviews: You will write short reviews (2 pp.) for 3 of the films shown during the course of the semester.

Weekly News Journal: Every week you will select a news item on Spain (you may use newspapers, the radio, the web, etc.). You will write a summary of the main points discussed in the news item, and, more important, you will write your own commentary or response to it, indicating how it relates to the broader themes discussed in class.

Research Paper: You will write a long essay (7-10 pp.) on a topic of your choosing. The paper should explore in more detail a particular question, topic, or theme discussed in the assigned readings and films. It should include primary and secondary sources and a bibliography.

Grades:
Attendance and Class Participation: 10%
Response Papers: 10%
Film Reviews: 10%
Weekly News Journal: 10%
Essay: 20%
Midterm: 15%
Final Exam: 25%

revised 8/08
Required Texts:
Helen Graham and Jo Labanyi (eds.): *Spanish Cultural Studies.*
George Orwell, *Homage to Catalonia.*

Films/Visual Materials:
Pedro Almodovar, *Mujeres al borde de un ataque de nervios*
Icíar Bollaín, *Te doy mis ojos*
Luis Buñuel, *Un Chien Andalou*
Mario Camus, *La colmena*
Jose Luis Cuerda, *La Lengua de las mariposas*
Chus Gutiérrez, *Poniente*
Ivens, Joris, *The Spanish Earth*
Abe Osherhoff, *Art in the Struggle for Freedom.*

*The Visual Front, Posters of the Spanish Civil War from UCSD's Southworth Collection:*
http://orpheus.ucsd.edu/speccoll/visfront

Course Schedule:
Week 1: Introduction: Spain between Europe and America (General historical background).


Week 3: Building the Modern Spanish State: The conflicts between Liberalism and Absolutism.

Week 4: The (Failed) Republican Experiment: The September Revolution (1868) and the First Republic (1873).

Week 5: The Bourbon Restoration and the Politics of turnismo.

Week 6: The “Disaster” of 1898: The Spanish-Cuban-American War and Spain’s National Crisis.

Week 7: The “Regeneration” of Spain: Modernism and the Silver Age of Spanish Culture.

Week 8: The “Social Question”: Industrialization and Labor Unrest.


Week 10: Proto-fascism?: The Dictatorship of General Primo de Rivera.

Week 11: The Second Republic and the Path to Civil War.

revised 8/08
Week 12: The Spanish Civil War.

Week 13: The Franco regime.

Week 14: The Transition to Democracy.

Week 15: The "New" Spain and its Challenges.

Week 16: FINAL
UNIVERSITY CURRICULUM COMMITTEE

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

1. College CAL

2. Academic Unit Jewelry and Metalsmithing

3. Academic Plan Name Bachelor of Fine Arts

4. Subplan (if applicable)?

5. Effective Date Fall 2009

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

7.
For Plan Changes, please place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www.na-u.edu/ajn/AcademicCatalog/academiccatalogs.htm)
Be sure you include all catalog text that pertains to this plan change

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

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

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ART prefix to satisfy these liberal studies requirements.
- at least 85 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

You should also be aware that all studio...
courses meet for 5 hours each week.

If you are a transfer student, you should know that we consider for transfer credit any previous coursework with a grade of C or better that is equivalent to work required for this degree.

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.

Complete the following 85 units:
- ART 135, 136, 150, and 151 (12 units)
- 12 units of art history courses
- ARE 330W, which meets NAU’s junior writing requirement (3 units)
- 25 units in jewelry and metalsmithing:
  - ART 171, 271, 301, 371, and 471
  (Some of these courses repeat for credit.)
- ART 472C, which meets NAU’s senior capstone requirement (3 units)
- ART 141 or 142, 161, 181, and 222 (12 units)
- 3 units of non-jewelry ART studio coursework (all but those numbered x7x)
- 15 additional units of ART studio coursework

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

You may take these remaining courses

degree must be upper-division courses (those numbered 300 and above).

You should also be aware that all studio courses meet for 5 hours each week.

If you are a transfer student, you should know that we consider for transfer credit any previous coursework with a grade of C or better that is equivalent to work required for this degree.

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.

Complete the following 85 units:
- ART 135, 136, 150, and 151 (12 units)
- 12 units of art history courses
- ARE 330W, which meets NAU’s junior writing requirement (3 units)
- 25 units in jewelry and metalsmithing: ART 171 (3 units), ART 271 (6 units), ART 301 (1 unit), ART 371 (6 units)
  ART 471 (6 units) and ART 472 (3 units)
  (Some of these courses repeat for credit.)
- ART 373 (9 units)
- ART 472C, which meets NAU’s senior capstone requirement (3 units)
- ART 161, 181, and 222 (9 units)
- ART 141, 142, 241, or 242 (3 units)
- Additional ART studio coursework with advisors (9 units)
**GENERAL ELECTIVES**
Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

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

**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 were **not** used to meet major, minor, or liberal studies requirements.)

You must have completed all the coursework used to fill the jewelry and metalsmithing major and core requirements within the last 10 years.

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

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

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

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

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

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


N/A

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

Revised 08/06
courses meet for 5 hours each week.

If you are a transfer student, you should know that we consider for transfer credit any previous coursework with a grade of C or better that is equivalent to work required for this degree.

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.

degree must be upper-division courses (those numbered 300 and above).

You should also be aware that all studio courses meet for 5 hours each week.

If you are a transfer student, you should know that we consider for transfer credit any previous coursework with a grade of C or better that is equivalent to work required for this degree.

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.

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

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

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

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

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

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


N/A

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

This change is for the catalog text of the BFA Jewelry and Metalsmithing major as a result of continual issues with students requesting that Photography courses, Art Appreciation, and Introduction to Studio Art be accepted to fulfill the requirements of the B.F.A. degree. Photography is not in the School of Art and most photography courses are considered commercial rather than fine art. The list of Art courses in the catalog states that Art Appreciation and Introduction to studio Art do not fulfill the requirements for the BFA degree, but we would like to underscore this in the catalog text of the individual studio areas.

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

   N/A
The change being made to the BFA Printmaking major is a result of continual issues with non-traditional students applying for admission and requesting that courses older than ten years be accepted as fulfilling requirements for the degree. Courses more than ten years old hinder the students' ability to become successful jewelers and metalsmiths.

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

[Signatures]

Department Chair/ Uni/Head (if appropriate)  10/15/08

Chair of college curriculum committee  11/4/08

Dean of college  11/4/08

For committee use only

For University Curriculum Committee  Date

Action taken: _______approved as submitted _______approved as modified

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

Revised 08/06
9. For undergraduate plans, will a milestone** be used to:
   □ a. verify satisfactory completion of a non course requirement.
   □ b. indicate admission to a major.
   ✗ c. will not be used.

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


N/A

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
ART 373 and ART 472 are Jewelry and Metalsmithing courses that have been inadvertently left out of previous catalog listings.

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

[Signatures]

10/23/08

[Date]

For committee use only

[Signature]

1-27-08

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

   **Fall 2009**

3. College  **The W.A. Franke College of Business**  Academic Unit/Department **School and Hotel and Restaurant Management**

5. Course subject/catalog number  **HA208**

6. Units/Credit Hours  **1-6**

7. Long course title  **Fieldwork Experience - Internship**
   *(max 100 characters including spaces)*

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

9. Catalog course description (max. 30 words, excluding requisites).
   *Supervised field experience in an appropriate agency or organization.*

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

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

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

13. May course be repeated for additional units? yes □ no □
    a. If yes, maximum units allowed? 6
    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)
    *Prerequisite: Admission to Hotel & Restaurant Mgt (BS) or Intl Hospitality Mgt (BS) or Restaurant Management (CERT) or Intl Tourism Mgt (CERT) Instructor Consent. Course fee required.*

15. Corequisites (must be completed *with* proposed course)
16. Is the course needed for a new or existing plan of study (major, minor, certificate)?
   Name of plan?
   yes [ ] no [x]
   
   Note: If required, a new plan or plan change form must be submitted with this request.

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

18. Names of current faculty qualified to teach this course: Suzanne Woods

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

   This course will allow Freshmen and Sophomores to take an internship during the beginning of their coursework and not wait until Junior or Seniors years to take HA408- Fieldwork study.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals
   RC  [Signature]  10/16/08
   RC  [Signature]  10/13/08
   RC  [Signature]  10/22/08
   RC  [Signature]  11/21/08

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

   For Committees use only
   [Signature]  1/27/09

   For University Curriculum Committee

Action taken:
   [x] Approved as submitted
   [ ] Approved as modified

revised 8/08
HA208 PROPOSED COURSE SYLLABUS

General Information
- School of Hotel & Restaurant Management as part of W.A. Franke College of Business
- HA208: Fieldwork Experience - Internship
- Offered: Fall semester, Spring semester, & 12-week Summer session
- Credit Hours: 1-6
- Instructor: Suzanne Woods, M.Ed.
- Office: Bldg #33a, Admin office area
- Office Hours: 9:00-11:00am & 2:00-4:00pm, M-F; Online anytime; Site visits occasionally

Course Prerequisites:
Must be admitted to Hotel & Restaurant Mgt (BS) or Intl Hospitality Mgt (BS) or Restaurant Management (CERT) or Intl Tourism Mgt (CERT). Instructor consent is required. Course fee is required.

Course Description:
Supervised field experience in an appropriate hospitality agency or organization with an online class component.

Student Learning Expectations:
Develop a students’ professional and technical competence in preparation for leadership responsibility in hospitality-related enterprises. Students engage in a variety of training opportunities in the organization where they intern.

Outcomes for Course:
Student outcomes are to experience intellectual growth, develop and improve communication skills, ethical awareness, appreciation of values and society, and professional working knowledge of the hospitality industry.

Textbook and required materials:
HA408 Course Pack, 5 online Learning Activities, & bi-weekly access to the internet.

Course Outline:
6 ACADEMIC CREDIT HOURS:
1. A minimum of three hundred (300) hours worked
2. Bb-Vista online learning activities
3. Employer provides exposure to management / supervisory responsibilities (i.e. scheduling, inventories, accounting, projects, manager meetings, etc) and exposure to at least two (2) departments / positions / areas

3 ACADEMIC CREDIT HOURS:
1. A minimum of two hundred (200) hours worked
2. Bb-Vista online learning activities
3. Employer provides exposure to management / supervisory responsibilities (i.e. scheduling, inventories, accounting, projects, manager meetings, etc) and exposure to at least two (2) departments / positions / areas

Revised 04/22/03
Assessment of Student Learning Outcomes:
This internship is facilitated through the Blackboard-Vista online classroom accessible through vista.nau.edu. The following are learning activities (assignments) that the intern is required to finish and submit in the online class as part of the intern experience throughout the semester they are enrolled for HA208.

Learning Activity #1
Learning Activity #2
Learning Activity #3
Learning Activity #4
Learning Activity #5

Job Description Comparison
Management Interview Summary
Journaling Updates & Summary
Performance Evaluation Comparison
Interactive Discussion Topics

Grading System:
Pass/Fail; If assignments and/or hours are not completed, an “I” grade will be given until the work is successfully completed, which must be within one semester following the internship.

Course policy:
- Learning Activities may be submitted late with point deduction.
- Attendance is mandatory at internship location. Tardiness will result in point deduction. Unless approved by the employer prior to beginning your internship, you will not be eligible for vacation or college holidays off.
- Copying or plagiarism will be grounds for dismissal from this course.

University policies:

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

SAFE ENVIRONMENT POLICY
NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.
You may obtain a copy of this policy from the college dean's office or from the NAU’s Affirmative Action website http://home.nau.edu/diversity/. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES
If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (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

Revised 04/22/03
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.
University Curriculum Committee  
Proposal for New Course

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

   See effective date schedule.  
   Fall 2009

3. College  
   The W.A. Franke College of Business  
4. Academic Unit /Department  
   School and Hotel and Restaurant Management

5. Course subject/catalog number  
   HA411 Reactivating Course

6. Units/Credit Hours  
   3

7. Long course title  
   "Club Management"  
   (max 100 characters including spaces)

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

9. Catalog course description (max. 30 words, excluding requisites).  
   HA 411 CLUB MANAGEMENT  
   Introduces the history, organization, management, and recreation of various private country and city clubs

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

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

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

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

14. Prerequisites (must be completed before proposed course)  
    Admission to Hotel & Restaurant Mgt (BS) or Intl Hospitality Mgt (BS) or Restaurant Management (CERT) or Intl Tourism Mgt (CERT) 3 units

revised 8/08
15. Corequisites (must be completed with proposed course)

16. Is the course needed for a new or existing plan of study (major, minor, certificate)?
   Name of plan?
   Yes □ No ☒
   Note: If required, a new plan or plan change form must be submitted with this request.

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

18. Names of current faculty qualified to teach this course: Jon Hales

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

   Club operations is more specific in nature and requires its own course rather than included in resort management.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approval

JR Callihon

Richard Wood HRM Curriculum 10/14

Department Chair (if appropriate)
Lawrence 1. Johnson 10/22/08

Chair of college curriculum committee
Dean of college

For Committees use only

For University Curriculum Committee

1/27/09

Action taken:
revised 8/08
Please attach Syllabus here.
NORTHERN ARIZONA UNIVERSITY
SCHOOL OF HOTEL AND RESTAURANT MANAGEMENT
Fall 2005

Course Title: Club Management
Course Number: HA-411

Instructor: Chris Hilt
Office hours: Monday-Sunday 9:00am-6:00pm
Any time you need to see me please contact me.
Location: Forest Highlands Golf Club
Office phone: 525-1100, please leave a message. I will return your call in a timely manner.
Email: c.hilt@fhgc.com
Prerequisites: None
Class meeting times: Tuesday 2:20 – 3:35 P.M. and Thursday 2:20 – 3:35 P.M.
Class Location: Rm 116, HRM Building
Required TEXTBOOK: Contemporary Club Management, edited by Joe Perdue for the CMAA.

Teacher as Servant:
My primary responsibility is to help you succeed in this course. I consider myself to be a servant-leader. The servant-leader is servant first. The essence of servant-leadership and club management is the desire to serve one another and to serve something beyond ourselves. I will do my best to make sure that the students’ highest priority needs are being served. My role is to be a catalyst and facilitator. I shall also share with you my knowledge and experience from being in the private club and resort industry for the past twenty-five years.

Students are encouraged to take an active role in class. The more you participate in the learning process i.e. read the assigned material prior to class, engage in class room discussions on the material, spend time on class projects and assignments, the more you will gain from the course, hence the better grade you will receive. You each have personal experiences to contribute to the course.

Guest speakers will be involved in the class and provide valuable and practical input. All members of the class, including me, will benefit from the guest speakers as well as your shared insight and participation in the class discussions.

Course Description:
The Club Management course is designed to provide students with a basic understanding of the Private Club Industry. Students will be introduced to the historical development of club operations, types of clubs, club organizations, memberships, club management and operations, and the advancement of the profession of club management. The emphasis of the course is to provide students with current trends in club management, and stimulate students’ interest in the field.

Method of Instruction:
I realize that different students learn in different ways. The method of delivery of the course material will vary to facilitate the different ways you learn. The varying instruction methods will include, lecture, discussion, PowerPoint presentations, guest speakers, and club tours.

Your grade will be based both on your work and completion of the exams / quizzes, projects and attendance in the course. Some students may have problems demonstrating their comprehension of the material on exams / quizzes, while some students do well on exams / quizzes. That is why the grading in this course is based on multiple types and formats of assignments.
Course Objectives/Content:

Upon successful completion of the course, you should be able to:

1. Describe the nature and appeal of a private club;
2. Identify the different types of clubs and their functions;
3. Analyze the nature, membership & organizational structure of various types of clubs;
4. State the authorities and responsibilities of club managers. Describe the importance of communication and public relations skills for a club manager;
5. Describe the role of service in private clubs and describe procedures used to ensure total member satisfaction;
6. Articulate and describe the notion that the best leaders in clubs are "servant leaders;"
7. Describe the steps in a strategic planning process for clubs;
8. Define marketing research, describe types of marketing research and sources of marketing data, and explain the role of ethics in marketing;
9. Summarize major U.S. antidiscrimination laws that affect clubs;
10. Outline the organizational structure of club food and beverage operations;
11. Identify current trends in food and beverage services in club management;
12. Explain how financial statements are used by clubs and describe the Uniform System of Financial Reporting for Clubs;
13. Identify and describe the benefits of club computer systems. Describe Internet applications for clubs;
14. List and describe golf facilities typically found at clubs;
15. Network with club managers in the region;
16. Identify career opportunities in the club management field;

Should you have any questions concerning your progress, grades, or other issues pertaining to the class, please let me know as soon as possible so they can be addressed accordingly in an efficient and effective manner. I do not believe in extra credit. I feel the different class assignments give you the opportunity to earn your grade in the course. You can give yourself extra-credit by spending more time studying and working on your assignments.

Learning Environment:

The learning environment appropriate for this course is based on a set of assumptions about you. You are responsible individuals and thus aware of your own capabilities associated with learning. By managing your time and resources according to each assignment you can maximize your learning. Using your own personal experiences can enhance learning. Try to share some of your experiences since they combined with your fellow classmates represent a rich pool of resources.

You are a unique individual, and thus your learning process differs from your fellow classmates. Please let me know what I can do to help you learn better. Please discuss with me any special accommodations for note taking or tests you may require. I can assist you in seeking additional information, and reference materials.

The factors for conducive learning will foster the learning process.

These include:
- a comfortable physical learning environment
- a safe, healthy, and clean environment
- the importance of honesty and integrity
- the student's past experience is respected, valued and utilized as a learning resource
- a comfortable psychological learning environment
- the respect for each individual in the classroom
- active participation in class discussions
- accommodation of unforeseen circumstances

Some additional thoughts

By semester's end, I want you to be able to say, "I learned a great deal because of the Club Management course." In my opinion, the likelihood of this happening depends on many things. From your perspective, I submit that it depends most of all upon YOU.

I believe that you are, in a sense, my customer/guest. I also believe that NO ONE CAN MAKE YOU LEARN. I intend to create and sustain an atmosphere of open communication and mutual respect, which promotes learning opportunities for everyone in the class. As such, you will periodically be asked, "How's it going?" throughout the semester. I hope you will tell me when I ask. I further invite you to let me know even when I am not formally asking...via Email, phone calls, and visits after class and during my office hours.
# Method of Evaluation / Grading System

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Attendance</td>
<td>50</td>
</tr>
<tr>
<td>Exam- [FINAL / MIDTERM 75 PTS EACH]</td>
<td>150</td>
</tr>
<tr>
<td>QUIZZES [Best 3 out of 4 @ 30 PTS]</td>
<td>90</td>
</tr>
<tr>
<td>ARTICLE REVIEWS [2 @ 30 PTS]</td>
<td>60</td>
</tr>
<tr>
<td>TERM PAPER [75 PTS Paper / 25 PTS Presentation]</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>450</strong></td>
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# Final Course Grade Breakdown

<table>
<thead>
<tr>
<th>Grade Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% - 89%</td>
<td>A</td>
</tr>
<tr>
<td>88% - 79%</td>
<td>B</td>
</tr>
<tr>
<td>78% - 69%</td>
<td>C</td>
</tr>
<tr>
<td>68% - 60%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

To receive a grade in the class you **MUST** hand in all required assignments!! No exceptions.

**Incompletes:**

I look forward to all students completing their course work. However, only those circumstances, which follow the guidelines spelled out in the Northern Arizona University undergraduate catalog and/or Student Handbook, will be considered as conditions for an incomplete grade.

**Papers / Article Review**

The objectives of the Papers / Article Review projects are to integrate the material covered in class with practical experiences, observations, and outside readings. Students are required to complete one term paper and two article review projects in the semester as part of the course.

The specifics of the projects will be covered in detail on the project sheets you will receive. I feel it is important for students to learn the importance of deadlines, therefore the grades of late assignments will be penalized 25% a day for each day they are handed in after the due date.

**Quizzes / Midterm / Final Exam**

**YOU ARE RESPONSIBLE FOR ALL OF THE MATERIAL PRESENTED IN CLASS AND FROM ALL THE CLASS ASSIGNMENTS; LECTURES, GUEST LECTURES, AS WELL AS READINGS FROM THE TEXT, [WHETHER DISCUSSED IN CLASS OR NOT]**

You are responsible to keep up with the assigned readings of the course. The readings will follow the order of the course outline. The dates for the quizzes and exams will be announced, therefore make-up quizzes or exams will not be given unless you have a documented excuse, letting me know of your absence prior to the date of the exam or quiz. Quizzes will be given about every four chapters in the text to monitor your progress in the course and to ensure that you are keeping up with the readings and class assignments. Quizzes are closed book and notes. I will drop the lowest of your four quiz scores.

**Attendance Policy:**

You are expected to attend all scheduled class periods; your participation in class discussions enriches the educational benefit for all students. To encourage your attendance you earn 2 points for each day that you attend class. Probably the easiest points you have ever earned in a class. You will lose one point for each day you are absent with an un-excused reason, and receive 0 points for each day that you miss with an excused absence.

Excused absences are doctor’s appointments, interviews, and institutional excuses from other courses. **YOU MUST HAVE DOCUMENTATION AND NOTIFY ME PRIOR TO THE DATE YOU WILL BE ABSENT FOR IT TO COUNT AS AN EXCUSED ABSENCE.** Please let me know as soon as possible if you think a problem arises so we can make plans accordingly.

Attendance sheets will be passed around on a daily basis. You are responsible to sign the sheets. Attendance sheets will serve as the attendance records for the class.
Course Policy on Academic Dishonesty (Cheating)

I trust you. I believe in a simple “Code of Conduct.” That is: Conduct yourselves as ladies and gentlemen and use your best judgment at all times. This section must be included on the syllabus to ensure that there is no misunderstanding of the severity of this issue. Cheating, plagiarism, and otherwise compromising the academic integrity of this course will not and cannot be tolerated in this course or at Northern Arizona University. These offenses will be dealt with severely under the guidelines of the Arizona Board of Regents policies. Your best protection is to not even give me the opportunity to suspect you of cheating.

Proposed Dates For Test/Quizzes And Due Dates For Projects

All assignments are due prior to or at class time on the assigned day.

<table>
<thead>
<tr>
<th>Term Paper</th>
<th>Due Dates</th>
<th>QUIZZES / EXAMS</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline</td>
<td>10/18</td>
<td>QUIZ 1</td>
<td>9/20</td>
</tr>
<tr>
<td>Paper Due</td>
<td>11/22</td>
<td>QUIZ 2</td>
<td>10/11</td>
</tr>
<tr>
<td>Presentations</td>
<td>11/29</td>
<td>MIDTERM</td>
<td>10/20</td>
</tr>
<tr>
<td>Article Reviews</td>
<td>Due Dates</td>
<td>FINAL EXAM</td>
<td>12/15</td>
</tr>
<tr>
<td>Review #1</td>
<td>10/04</td>
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<td>12:30 P.M.</td>
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<tr>
<td>Review #2</td>
<td>11/15</td>
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</table>
# Course Outline / Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Chapter</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08/30</td>
<td></td>
<td>Course Introduction—Life at a Private Club</td>
</tr>
<tr>
<td>2</td>
<td>9/6</td>
<td>1</td>
<td>Overview of Club Operations—The Origins of Private Clubs</td>
</tr>
<tr>
<td>3</td>
<td>9/13</td>
<td>2</td>
<td>A Club's Board and Its General Manager (Guest Speaker)</td>
</tr>
<tr>
<td>4</td>
<td>9/20</td>
<td>3</td>
<td>Service Excellence in Clubs</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Quiz One</strong></td>
</tr>
<tr>
<td>5</td>
<td>9/27</td>
<td>4</td>
<td>Leadership in Club Operations</td>
</tr>
<tr>
<td>6</td>
<td>10/4</td>
<td>5</td>
<td>Quality Management Systems for Clubs</td>
</tr>
<tr>
<td>7</td>
<td>10/11</td>
<td>6</td>
<td>Strategic Management in Clubs (Guest Speaker)</td>
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<tr>
<td></td>
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<td></td>
<td><strong>Quiz Two</strong></td>
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<tr>
<td>8</td>
<td>10/18</td>
<td>7</td>
<td>Marketing Clubs</td>
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<tr>
<td></td>
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<td></td>
<td><strong>Mid-Term</strong></td>
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<tr>
<td>9</td>
<td>10/25</td>
<td>8</td>
<td>Managing Human Resources in Clubs</td>
</tr>
<tr>
<td>10</td>
<td>11/01</td>
<td>9</td>
<td>Food and Beverage Operations in Private Clubs</td>
</tr>
<tr>
<td>11</td>
<td>11/08</td>
<td>10</td>
<td>Club Financial Management (Guest Speaker)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Quiz Three</strong></td>
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<tr>
<td>12</td>
<td>11/15</td>
<td>12</td>
<td>Golf Operations in Clubs</td>
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<tr>
<td>13</td>
<td>11/22</td>
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<td>Club Tours</td>
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<td><strong>Thanksgiving</strong></td>
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<tr>
<td>14</td>
<td>11/29</td>
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<td>Catch-up Week/PRESENTATIONS</td>
</tr>
<tr>
<td>15</td>
<td>12/06</td>
<td></td>
<td>Course Wrap-up</td>
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<tr>
<td></td>
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<td></td>
<td><strong>Quiz Four</strong></td>
</tr>
<tr>
<td>16</td>
<td>12/13</td>
<td></td>
<td>Finals Week</td>
</tr>
</tbody>
</table>
University Curriculum Committee  
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>The W. A. Franke College of Business</th>
<th>2. Academic Unit/Department</th>
<th>School of Hotel and Restaurant Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Academic Plan Name</td>
<td>Hospitality Accounting Certificate for HRM majors</td>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>FALL 2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Is this proposal for a:</td>
<td>☑ New Plan</td>
<td>☐ Plan Change*</td>
<td>☐ Plan Deletion</td>
</tr>
<tr>
<td></td>
<td>☐ New Subplan</td>
<td>☐ Subplan Change</td>
<td>☐ Subplan Deletion</td>
</tr>
</tbody>
</table>

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

7. For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: [Link](http://www4.nau.edu/sio/AcademicCatalog/academiccatalogs.html)  
Be sure you include all catalog text that pertains to this plan change.

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

For New Plans, leave this column blank.

To complete this certificate you must be a declared HRM major and take the following units:
- 3 units ACC255, Principles of Accounting, Financial
- 3 units ACC256, Principles of Accounting, Managerial
- 3 units ACC300, Accounting Systems
- 3 units ACC355, Financial Reporting I
- 3 units HA260, Hospitality Managerial Accounting
- 3 units HA355, Food and Beverage Cost Control
- 3 units HA415, Revenue Management

Optional Courses:
- HA408 or ACC408, Fieldwork Experience, Part-time accounting internships in the hospitality industry.

You must have completed all the coursework used to fill HRM certificate requirements within the last 10 years.

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.

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.

Revised 09/07
This certificate will better prepare HRM majors for hospitality careers in accounting by providing additional coursework in accounting systems, financial reporting, and revenue management.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
   This certificate will better prepare HRM majors for hospitality careers in accounting.

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?
   N/A

Certifications

[Signature]

Department Chair/Unit Head (if appropriate)

[Signature]

Chair of college curriculum committee

[Signature]

Dean of college

Date

For committee use only

[Signature]

For University Curriculum Committee

Date

Action taken: approved as submitted

X approved as modified

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

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


3. College  CEFNS  4. Academic Unit /Department  CS

5. Course subject/catalog number  CS 122L  6. Units/Credit Hours  1

7. Long course title  PROGRAMMING FOR ENGINEERING AND SCIENCE LAB  
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)  Prog for Egr & Sci Lab

9. Catalog course description (max. 30 words, excluding requisites).
   Provides guided practical experience with applied engineering and science-oriented programming problems.

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

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

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

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

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

15. Corequisites (must be completed with proposed course)  CS 122

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

revised 8/08
17. Is a potential equivalent course offered at a community college (lower division only)?
   If yes, does it require listing in the Course Equivalency Guide?
   Please list, if known, the institution and subject/catalog number of the course.
   yes [ ] no [X]

18. Names of current faculty qualified to teach this course: Abe Pralle, Kefei Wang

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

   CS 122 is a service course provided for math, engineering, and science majors seeking to gain basic scientific programming skills. Some of the constituent engineering and science departments feel that graduates do not display the necessary confidence at applying their skills to actual science and engineering problems. We agree: it clearly takes a lot of practice in applied contexts for someone with no prior experience to become a decent programmer. Although some hands-on programming challenges are included in the lecture to provide some modicum of hands-on practice, the number and scope of such hands-on exercises is limited by the challenge of covering broad introductory material in the lecture.

   The proposed lab is designed as a dedicated forum for providing additional practical programming experience in a structured, guided context. Relevant details:
   - there is no meaningful linkage between the lecture and the lab. Problems assigned in lab will roughly follow the topics covered in lecture, but are in addition to and completely independent of exercises integrated into the lecture.
   - Consequently, the lab is technically optional and independent of the lecture. Although the lecture is listed as a corequisite to strongly encourage students to take both, students insisting they don't need the additional practice may regularly be excused via override.
   - Similarly, students with existing skills wanting to brush those up by taking just CS122L will be allowed to do so.

For Official AO Use Only:
Component Type
Consent
Topics Course

35. Approvals

Department Chair (if appropriate) [Signature] 12/10/08

Chair of college curriculum committee [Signature] 1/7/09
CS 122L: Programming for Engineering and Science Lab

Fall 2008 Course Syllabus
Northern Arizona University • College of Engineering, Forestry, and Natural Sciences
Department of Computer Science

Course Information
Catalog Description: Provides hands-on practice with applied engineering and science-oriented programming problems.
Broad Topics: Algorithms, Matlab, Unix, and C++
Prerequisites: None.
Co-requisites: CS 122
Skill Level: Introductory
Credit Hours: 1
Meeting Time: TBD
Required Texts: None
Web Page: http://www.cefns.nau.edu/~ap27/cs122lab

Instructor Information
Instructor: Abe Pralle (Prah-lee), M.Eng. CSE
Office Hours: Engineering Bldg. Rm 322-L
Times TBD
Email: Abe.Pralle (at) nau.edu
Phone: 523-8882 (email preferred)
NAU Address: Box 15600
Flagstaff, AZ 86011
revised 8/08
Course Description

When learning how to program, practice is everything. Imagine taking notes in a foreign language course but never attempting to speak the language you're learning! Computer languages are the same way: fluency comes from using, not from studying.

This lab is intended to give you the practice you need to become fluent in Matlab and C. While the lecture projects are often designed to emphasize the ways in which various programming commands can and should be used, this lab focuses on programming solutions to real-world engineering and science problems.

Coursework

The coursework consists of 10 programming projects, each given a week in advance. Each week's lab consists of three parts and 10 points total: prelab (3 pts), lab work (4 pts), and lab report (3 pts).

The prelab is specific preparatory research that should be completed by the beginning of each week's lab.

Lab work consists of programming a solution to the given engineering problem and demonstrating your solution to the instructor. If you do not get your lab work done during the lab time then you must get it done on your own time and demonstrate your results at the beginning of the next lab.

The lab report must have a cover page, a project overview (with purpose, approach, issues, and results), and a printed copy of your source code. At the beginning of each lab the previous week's lab report is due.

Your class grade is based on the standard scale of points earned: 90=A, 80=B, 70=C, 60=D, below 60=F. No grades are curved or dropped. Lab projects are done in teams of two (pair programming).

Late Policy

Work is accepted up to a week late at a 40% point penalty.

Plagiarism and Cheating

Grades are a way to motivate students and to evaluate students' mastery of a subject and their ability to get work done. The grades you get are not themselves truly important, but instead are representative of your knowledge, capabilities, and work ethic, and those are the things that matter.

If you plagiarize source code, fabricate results, make fraudulent claims, or attempt to cheat in any way, you are misrepresenting yourself, your level of understanding, your capabilities, and your ability to accomplish things. It is dishonest and unethical.

Anyone who plagiarizes, copies, fabricates, or cheats will at the least receive a zero on that project.

Consulting with others and using their advice on projects is fine. However, the programs you and your teammate submit should be your own work that you both thoroughly understand and are entirely responsible for.

revised 8/08
Web Page

The lab assignments will only be available on the class web page at http://www.cefnx.nau.edu/~ap27/cs122lab - they will not be handed out during the lab. Any clarifications, corrections, and announcements will be posted on the web page.
University Curriculum Committee
Proposal for New Course

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


3. College CEFNS  4. Academic Unit /Department CS

5. Course subject/catalog number CS 126L  6. Units/Credit Hours 1

7. Long course title Computer Science I LAB  
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Computer Science I LAB

9. Catalog course description (max. 30 words, excluding requisites).
   Guided practical experience with applied programming problems, development environments, and development techniques and methodologies. Must be taken in conjunction with CS126 lecture.

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

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

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

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

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

15. Corequisites (must be completed with proposed course)  
    CS 126

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes [x] no [ ]  
    Name of plan? BSCS and BSACS
    Note: If required, a new plan or plan change form must be submitted with this request.

revised 8/08
17. Is a potential equivalent course offered at a community college (lower division only)
   If yes, does it require listing in the Course Equivalency Guide?
   Please list, if known, the institution and subject/catalog number of the course
   
   yes ☒ no ☐

18. Names of current faculty qualified to teach this course: Abe Pralle, James Palmer

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

   This change is logically one part of an overall curricular change in the way we teach our freshman CS
   curriculum; the BSCS/BSACS plan changes, co-req changes to CS126/136 and lab additions to CS126/136 are
   all part of this change.

   High DFW rates in the freshman year have been a perennial problem in computer science, not only at
   NAU but nationwide. DFW rates of 50-70% are the national norm; our DFW rates over the freshman year
   126/136 sequence have been no exception. Over the years, we have tried an lengthy sequence of curricular
   reforms in a persistent effort to increase student success in this sequence, including mandating "kinder gentler"
   prerequisite courses, modifying the curriculum or presentation in various ways, and (most recently) adding a
   required recitation section to CS126. Although none of these experiments has proven completely successful,
   we feel that we have gained tremendous insights into where the core problems lie. This curricular revision
   completes a broader curricular revision cycle that seeks to address the problem.

   In a nutshell, the general problem is that, due largely to packing of more and more material into the
   degree program as the discipline matures and continues to grow exponentially, CS student no longer get nearly
   as much exposure to guided hands-on experiences. Instead, they are left to fend for themselves, i.e., to learn
   --, as computer science continues to grow explosively, the discipline matures, and more and more must be
   packed into a 4-year curriculum, CS curriculums have necessarily evolved towards a stronger focus on
   computer science theory and principles, with less coverage of practical basics, e.g., hands-on programming.
   This is normal and appropriate in a maturing discipline...but curriculums must be adapted accordingly.

   Specifically, we have come to realize that the coverage of practical hands-on programming that has been
   gradually displaced by increased focus on early object-oriented design, software engineering, and other more
   theoretical topics required in our evolving discipline, must somehow be accounted for; it is the fact that this
   guided practical exposure has simply been dropped that DFW rates have climbed so high among CS freshmen.
   The bottom line is that the basic programming skills that are one of several key outcomes of the freshman year
   can not be effectively taught without closer attention to guided hands-on programming experiences.

   Given these insights, we feel that the solution, as in so many other scientific disciplines, is to add
   required laboratory sections to the introductory courses; this is where the hands-on practical exposure displaced
   from the courses over the years must appear. This represents a maturing of our discipline, and is no different
   than the approach taken in other sciences: it is long-established practice to require physics and chemistry
   students who learn about principles in the class to exercise those principles in lab. Similarly, electrical
   engineering students learning circuit theory explore the reality of actual circuits in labs. The curricular
   modifications requested here reflect a national recognition and trend towards a similar model in computer
   science.

   In sum, we are requesting to add laboratory sections to our two-course introductory sequence, resulting
   in the following curricular changes:

   - Program change to BSBS/BSACS. Both require CS126/136 and must thus be changed to show the
     required lab as a program requirement.

   - Addition of CS126L and CS136L. Create the new lab sections, as co-requisites tightly tied to the
     lecture. The intent is that anyone taking the course must also take the lab. Exceptions may be granted
     on an individual basis to students from other majors (that don't choose to require the lab in their
     programs) or students having passed the lab but not the class on a previous attempt.

   - Deletion of CS126R. This recitation was a preceding attempt to solve this problem at lowest possible
     cost. While it showed promise, it is clear that students need more than 1-hour a week of practical
     exposure to succeed. Thus, this recitation is essentially replaced by the CS126L.

   In sum, we feel that this change is key in our efforts to improve retention and student success in our freshman
   sequence. We have already invested substantially in this sequence with our new CS110 "preparatory" course
   (which is showing some early success); this change will complete our restructuring of this challenging
   introductory year of computer science study.

revised 8/08
35. Approvals

Department Chair (if appropriate)

\[\text{Signature}\]

Date: \(12/10/08\)

Chair of college curriculum committee

\[\text{Signature}\]

Date: \(1/5/09\)

Dean of college

\[\text{Signature}\]

Date: \(12/4/07\)

For Committees use only

\[\text{Signature}\]

Date: \(1-27-09\)

For University Curriculum Committee

Action taken:

\[\checkmark\] Approved as submitted

Approved as modified
CS 126L: Computer Science I Lab

Fall 2009 Course Syllabus

Northern Arizona University • College of Engineering, Forestry, and Natural Sciences
Department of Computer Science

Course Information

Catalog: Provides hands-on familiarization with operating systems, software tools, and coding practices relevant to CS 126.
Description: Algorithms, Matlab, Unix, and C++
Broad Topics: None.
Prerequisites: CS 126
Co-requisites: Introductory
Credit Hours: 1
Meeting Time: TBD
Required Texts: None
Web Page: http://www.cefn.s.nau.edu/~ap27/cs126lab

Instructor Information

Instructor: Abe Pralle (Prah-lee), M.Eng. CSE
Office Hours: Engineering Bldg. Rm 322-L, Times TBD
Email: Abe.Pralle (at) nau.edu
Phone: 523-8882 (email preferred)
NAU Address: Box 15600
Flagstaff, AZ 86011

Course Description

Imagine traveling to a foreign country where you don't know the language and no one speaks your language. Which would you rather have: a detailed guide book written by someone else who had made the same journey? Or an actual bilingual friend who lives there - but one whom you could only talk to for an hour a day? Well... how about both?

As you embark upon CS 126 - the first step of a long and arduous four-year journey - you will find that learning object-oriented programming is much like that trip to a foreign land. Everything you need is ostensibly either in your textbook, in your lecture notes, or somewhere online, but sometimes you just need someone to be able to show you the ropes on a piece of software or answer a simple question that's keeping you from progressing.

As CS 126's lecture topics cover high-level CS concepts and Java syntax, CS 126L is where you will learn the hands-on concepts of how to use different operating systems

revised 8/08
and protocols, software tools, effectively debug your programs, and work more efficiently as a team using pair programming.

**Labwork**

The lab consists of 10 programming projects, each given a week in advance. Lab time is devoted to working on the programming projects. Each week’s lab consists of three parts and 30 points total: **prelab** (5 pts), **coding** (20 pts), and **lab report** (5 pts).

The **prelab** is specific preparatory research that should be completed by the beginning of each week’s lab.

**Coding** consists of programming a solution to the given engineering problem and demonstrating your solution to the instructor. If you do not get your lab work done during the lab time then you must get it done on your own time and demonstrate your results at the beginning of the next lab.

The **lab report** must have a cover page, a project overview (with purpose, approach, issues, and results), and a printed copy of your source code. At the beginning of each lab the previous week’s lab report is due.

Your lab grade is based on the standard scale of points earned: 90=A, 80=B, 70=C, 60=D, below 60=F. No grades are curved or dropped. Lab projects are done in teams of two (pair programming).

**Late Policy**

Work is accepted up to a week late at a 40% point penalty.

**Plagiarism and Cheating**

Grades are a way to motivate students and to evaluate students’ mastery of a subject and their ability to get work done. The grades you get are not themselves truly important, but instead are representative of your knowledge, capabilities, and work ethic, and those are the things that matter.

If you plagiarize source code, fabricate results, make fraudulent claims, or attempt to cheat in any way, you are misrepresenting yourself, your level of understanding, your capabilities, and your ability to accomplish things. It is dishonest and unethical.

Anyone who plagiarizes, copies, fabricates, or cheats will at the **least** receive a zero on that project.

Consulting with others and using their advice on projects is fine. However, the programs you and your teammate submit should be your own work that you both thoroughly understand and are entirely responsible for.

**Web Page**

The lab assignments will only be available on the class web page at [http://www.cefns.nau.edu/~ap27/cs126lab](http://www.cefns.nau.edu/~ap27/cs126lab) - they will not be handed out during the lab. Any clarifications, corrections, and announcements will be posted on the web page.

revised 8/08
University Curriculum Committee
Proposal for New Course

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


3. College CEFNS 4. Academic Unit /Department CS

5. Course subject/catalog number CS 136L 6. Units/Credit Hours 1

7. Long course title Computer Science II LAB
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Computer Science II LAB

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

   Guided practical experience with applied programming problems, development environments, and
devolution techniques and methodologies. Must be taken in conjunction with CS136 lecture.

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

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

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

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

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

15. Corequisites (must be completed with proposed course) CS 136

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes ☒ no ☐
    Name of plan? BSCS and BSACS
    Note: If required, a new plan or plan change form must be submitted with this request.

revised 8/08
17. Is a potential equivalent course offered at a community college (lower division only)  
If yes, does it require listing in the Course Equivalency Guide?  
Please list, if known, the institution and subject/catalog number of the course  

18. Names of current faculty qualified to teach this course: John Georgas, Dieter Otte

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

This change is logically one part of an overall curricular change in the way we teach our freshman CS curriculum; the BSCS/BSACS plan changes, co-req changes to CS126/136 and lab additions to CS126/136 are all part of this change.

High DFW rates in the freshman year have been a perennial problem in computer science, not only at NAU but nationwide. DFW rates of 50-70% are the national norm; our DFW rates over the freshman year 126/136 sequence have been no exception. Over the years, we have tried an lengthy sequence of curricular reforms in a persistent effort to increase student success in this sequence, including mandating "kinder gentler" prerequisite courses, modifying the curriculum or presentation in various ways, and (most recently) adding a required recitation section to CS126. Although none of these experiments has proven completely successful, we feel that we have gained tremendous insights into where the core problems lie. This curricular revision completes a broader curricular revision cycle that seeks to address the problem.

In a nutshell, the general problem is that, due largely to packing of more and more material into the degree program as the discipline matures and continues to grow exponentially, CS student no longer get nearly as much exposure to guided hands-on experiences. Instead, they are left to fend for themselves, i.e., to learn —, as computer science continues to grow explosively, the discipline matures, and more and more must be packed into a 4-year curriculum, CS curriculums have necessarily evolved towards a stronger focus on computer science theory and principles, with less coverage of practical basics, e.g., hands-on programming. This is normal and appropriate in a maturing discipline...but curriculums must be adapted accordingly. Specifically, we have come to realize that the coverage of practical hands-on programming that has been gradually displaced by increased focus on early object-oriented design, software engineering, and other more theoretical topics required in our evolving discipline, must somehow account for; it is the fact that this guided practical exposure has simply been dropped that DFW rates have climbed so high among CS freshmen. The bottom line is that the basic programming skills that are one of several key outcomes of the freshman year can not be effectively taught without closer attention to guided hands-on programming experiences.

Given these insights, we feel that the solution, as in so many other scientific disciplines, is to add required laboratory sections to the introductory courses; this is where the hands-on practical exposure displaced from the courses over the years must appear. This represents a maturing of our discipline, and is no different than the approach taken in other sciences: it is long-established practice to require physics and chemistry students who learn about principles in the class to exercise those principles in lab. Similarly, electrical engineering students learning circuit theory explore the reality of actual circuits in labs. The curricular modifications requested here reflect a national recognition and trend towards a similar model in computer science.

In sum, we are requesting to add laboratory sections to our two-course introductory sequence, resulting in the following curricular changes:

- Program change to BSBS/BSACS. Both require CS126/136 and must thus be changed to show the required lab as a program requirement.
- Addition of CS125L and CS135L. Create the new lab sections, as co-requisites tightly tied to the lecture. The intent is that anyone taking the course must also take the lab. Exceptions may be granted on an individual basis to students from other majors (that don't choose to require the lab in their programs) or students having passed the lab but not the class on a previous attempt.
- Deletion of CS128R. This recitation was a preceding attempt to solve this problem at lowest possible cost. While it showed promise, it is clear that students need more than 1-hour a week of practical exposure to succeed. Thus, this recitation is essentially replaced by the CS126L.

In sum, we feel that this change is key in our efforts to improve retention and student success in our freshman sequence. We have already invested substantially in this sequence with our new CS110 "preparatory" course (which is showing some early success); this change will complete our restructuring of this challenging introductory year of computer science study.

revised 8/08
35. Approvals

Department Chair (if appropriate)  12/10/09

Chair of college curriculum committee  1/7/09

Dean of college  12/12/09

For Committees use only

For University Curriculum Committee  1/27/09

Action taken:  Approved as submitted  Approved as modified

revised 8/08
Course: CS 136L -- Computer Science II Lab
Lecture Meeting Time: TBD
Lab Meeting Time: TBD
Credit Hours: 1
Instructor: Dr. John C. Georgas
Office: 69-265
Office Hours: MoWeFr 10:00 AM - 11:00 AM, or by appointment
Course Co-requisite: CS 136

Course Description
This course covers the hands-on aspects of intermediate computer science, emphasizing the development of practical skills.

The course will cover the practical application of the object-oriented development paradigm, practically applying the material covered in CS 136. In addition, the course will also cover additional material relating to command-line driven development (using the tools of the Java language), the installation, configuration, and operation of integrated development environments (IDEs) such as Eclipse, the use of debugging tools, test-driven programming, and software engineering best-practices such as pair programming.

Learning Outcomes and Objectives
Upon successful completion of this course, students will have gained an enhanced understanding of data structures, algorithms, programming language concepts, and software engineering through hands-on application. Students will also be competent in the use of command-line tools, IDEs, debugging, test development, and the principles of pair programming.

This course experience will prepare students to leverage these skills in their professional activities, and better prepare them for assuming positions as software developers.

Course Structure
This offering of CS 136L will consist of lab meetings, lab assignments, and lab exams. Lab meetings will take place once a week for three hours to present the topics of the course, provide students with dedicated support for the completion of lab assignments, and allow for the application of teaming development practices.

Individual and team weekly lab assignments and lab exams provide a practical and hands-on grounding for the course.

Required Textbook

Course Outline
For a more detailed outline, check the online course schedule. The following topics will be covered:

- Command-line driven development
• Integrated Development Environments (IDEs)
• The Eclipse environment
• Debugging
• Breakpoints and stepping-through code
• Testing
• Test-driven development
• Pair programming

**Evaluation and Grading**
Your final grade for this course will be determined through the assessment and evaluation of lab assignments, lab exams, and active participation.

The weight of each course component toward your final grade is:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab assignments (LA1 through LA12) (12)</td>
<td>60%</td>
</tr>
<tr>
<td>Lab exams (LE1 through LE6) (6)</td>
<td>30%</td>
</tr>
<tr>
<td>Class session participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grades will be awarded on the following scale:

<table>
<thead>
<tr>
<th>Percentage Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% or above</td>
<td>A</td>
</tr>
<tr>
<td>80% through 89%</td>
<td>B</td>
</tr>
<tr>
<td>70% through 79%</td>
<td>C</td>
</tr>
<tr>
<td>60% through 69%</td>
<td>D</td>
</tr>
<tr>
<td>59% or below</td>
<td>F</td>
</tr>
</tbody>
</table>

There is no "curve;" your grade is completely up to you and is not in any way affected by the grades of your classmates. Extra credit opportunities will be discussed during the semester.

If you feel I've made a mistake in grading your assignment, please come visit me during office hours. I will very happily explain my reasoning for deductions and correct mistakes! However, any corrections must be discussed and made within a week of the assignment's return date.

**Submission and Late Policy**
All assignments are due at the beginning of class on each assignment's due date. Drop them on my desk as you come in. There is a 15-minute "grace" period before late penalties begin, to account for transportation and parking related delays -- please don't abuse it.

In order to get assignments back to you in a timely manner, I depend on having all assignments turned in on time. As a result, there are stiff late penalties: Each hour the assignment is late is worth a 10% penalty. I would much rather you turn in an incomplete assignment on time than a complete one hours late. There are no "make-up" exams. If you fail to take any of the exams, the score for that exam is a zero.
All that said, exceptions for exceptional circumstances could, of course, be made. If you are unable to make it to class due to a serious illness or injury, let me know as soon as possible (and be prepared to offer any supporting documentation I ask for).

**Attendance, Readings, and Lab**

It is critical that you attend every lab section. The coverage of the material will primarily happen through hands-one experience during lab time, which will be reinforced through interactions with classmates.

**Electronic Devices**

Feel free to bring your laptops and work on assignments, take electronic notes, or try things out as we talk about them during lab. Note that watching Youtube videos or updating your Facebook page does not count as taking notes and trying things out. Please be courteous to your classmates and me by silencing your cell phones. I reserve the right to ask you to stop using any device if it is bothersome to the class.

**The Site**

The pages of the course's home site are the central course information and announcement clearinghouses, along with your email. I would ask that you check your email daily, at the very least and visit the site daily as well. Keep your eyes glued to the News section of the main page for announcements, and to the Schedule that will be updated often with links to lecture notes and assignment details.

**Contact and Email Policies**

Please don't hesitate to drop by my office or send me an email with any questions or concerns. I will happily do my best to answer your questions and address your concerns. I reserve the right to ask you to come in for a chat during office hours for long answers, and reserve email for shorter answers. I will answer your emails as soon as I possibly can, but don't bank on a response time measured in minutes (though, that may sometimes happen too).

Very often, students will have the same question, but only one of them will send an email my way asking it. Therefore, my default policy is to share answers to email questions having to do with the course content with the class mailing list! I will do my best to strip off any identifying information from the text of your email before I do so. If you would rather I not share your question, please indicate that in your email. Obviously, I will never share a question that is personal in nature.

My email is filtered, so to ensure that your message actually lands in my inbox, please include "CS136" in the subject line. Also, please make sure that you put your name somewhere in the message. Without this information, there's no guarantee that I will get and answer your email.

**Academic Dishonesty**

One of the foundations of academic life is honesty. Assignments and exams are ways to measure your understanding of the material being covered in the course, not medieval implements of torture. By cheating, you are cheating yourself out of the chance to have your understanding accurately evaluated. Grades are an indication of your final proficiency over the material, and not a form of punishment. Be honest and fair to your fellow classmates: do your own work. You'd also be surprised at how easy it is to spot cheating.
Cheating and any other form of academic dishonesty (such as "borrowing" text or materials) will be dealt with seriously. Consequences to incidents of academic dishonesty may include a zero grade in the assignment in question, an F in the course, or may be referred to the university's channels and result in expulsion from NAU -- any and all at my discretion and depending on the severity of the incident.

Just don't do it!

**Special Accommodations**
I am committed to a classroom that is open to all. If you feel you need any special accommodations for any component of the course, please: (1) let me know immediately, and (2) contact Disability Resources immediately, so accommodations can be made.

**NAU Policies**
Please familiarize yourselves with the university's general policies that are available at the Engineering Sciences front desk and in various online locations within the university's site.

- Safe Working and Learning Environment
- Students with Disabilities
- Medical Insurance Coverage for Students
- Academic Dishonesty
- Institutional Review Board
- Accommodation of Religious Observance and Practice
- NAU Classroom Management Statement
- Building Evacuation Policy
- NAU Class Policy Statement
- Engineering Sciences Code of Ethics
1. Is this course being proposed for Liberal Studies designation? Yes No X
   *If yes, route completed form to Liberal Studies.*


3. College CEFNS 4. Academic Unit/Department CSE

5. Course subject/catalog number ENV 180 6. Units/Credit Hours 1 - 3

7. Long course title Eco House Seminar
   (max 100 characters including spaces)

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

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

   **This seminar examines issues of environmental sustainability and ecological stewardship through engagement in civic service, field trips, selected readings, discussion, and guest lectures.**

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

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

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

13. May course be repeated for additional units? yes X no
    a. If yes, maximum units allowed? 6
    b. If yes, may course be repeated for additional units in the same term? yes no
       (ex. PES 100)

14. Prerequisites (must be completed before proposed course)

15. Corequisites (must be completed with proposed course)

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

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

revised 8/08
17. Is a potential equivalent course offered at a community college (lower division only) yes □ no □
   If yes, does it require listing in the Course Equivalency Guide? yes □ no □
   Please list, if known, the institution and subject/catalog number of the course __________

18. Names of current faculty qualified to teach this course: C. Walecka-Hutchison, D. Anderson, E. Nielsen

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

Regardless of the various degrees pursued at Northern Arizona University, a large portion of the student body has strong interests in environmental issues and stewardship. By being open to the entire university community as well as involving students in various environmental civic engagement projects, this course not only provides students of various backgrounds a fundamental basis in environmental science, but also benefits the university as a whole. Eco House has been successfully taught for two semesters (as ENV 199) with the most recent enrollment of 21 students.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

Department Chair (if appropriate) 12/2/08

Chair of college curriculum committee 1/9/09

Dean of college 10/9/09

For Committees use only

For University Curriculum Committee 1-27-09

Action taken: Y Approved as submitted

revised 8/08

Approved as modified
College of Engineering, Forestry, and Natural Sciences
Center for Sustainable Environments

ENV 184—Eco House Seminar
Fall 2009

Instructor: Dr. Claudia Walecka-Hutchison
Class Time: TTH, 4:00 pm – 5:15 pm
Class Room: Aspen Crossing Learning Community, RM 111
Credits: 1-3
Office: Physical Science (bldg. 19), room 116
Office Hours: MW 11:30 am – 1:00 pm or by appointment
Telephone 523-0361 (e-mail is better)
E-mail: Claudia.Hutchison@nau.edu

Course Prerequisites
There are no prerequisites for this class.

Course Description
This seminar examines issues of environmental sustainability and ecological stewardship through engagement in civic service, field trips, selected readings, discussion, and guest lectures.

Learning Expectations
Students in this course will:

1. Closely examine environmental issues affecting the world today.
2. Analyze environmental concerns from multiple perspectives.
3. Demonstrate an improved understanding of complex environmental problems.
4. Develop an appreciation for the environmental impact of society so as to become more conscientious of individual choices.
5. Obtain opportunities for critical thinking, multi-disciplinary problem-solving, and active learning.

Course Structure
This course will provide students with opportunities to acquire, synthesize, and evaluate information in the area of environmental science and environmental solutions through lectures, readings, discussions, films, field trips, group activities, and civic engagement. Students will participate in several group presentations throughout the semester pertaining to various environmental topics. Students will also be involved in a semester civic engagement project, topics for which include, but are not limited to, re-energizing campus recycling and getting NAU involved in the annual National-Teach-In on Global Warming solutions.

Readings
Selected readings will be posted on VISTA throughout the course of the semester.

revised 8/08
# Course Outline

**Fall 2009 ENV 180 Course Schedule (subject to change.)**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>THEME</th>
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<tbody>
<tr>
<td>1</td>
<td>Introductions/Water Challenges &amp; Solutions</td>
</tr>
<tr>
<td>2</td>
<td>Soil &amp; Waste Challenges &amp; Solutions</td>
</tr>
<tr>
<td>3</td>
<td>Student presentations: Water, Soil, &amp; Waste Challenges &amp; Solutions</td>
</tr>
<tr>
<td>4</td>
<td>Air &amp; Climate Change Challenges &amp; Solutions</td>
</tr>
<tr>
<td>5</td>
<td>Student Presentations: Air &amp; Climate Change Challenges &amp; Solutions</td>
</tr>
<tr>
<td>6</td>
<td>Energy Challenges &amp; Solutions</td>
</tr>
<tr>
<td>7</td>
<td>Student Presentations: Energy Challenges &amp; Solutions</td>
</tr>
<tr>
<td>8</td>
<td>Structure Challenges &amp; Solutions</td>
</tr>
<tr>
<td>9</td>
<td>Student Presentations: Structure Challenges &amp; Solutions</td>
</tr>
<tr>
<td>10</td>
<td>Policy Challenges &amp; Solutions</td>
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<tr>
<td>11</td>
<td>Student Presentations: Policy Challenges &amp; Solutions</td>
</tr>
<tr>
<td>12</td>
<td>TBA</td>
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<tr>
<td>13</td>
<td>TBA</td>
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<td>14</td>
<td>TBA</td>
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<td>15</td>
<td>TBA</td>
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</tbody>
</table>

**Specific classes may be altered for field trips and civic engagement projects.**

**Assessments**

Students' ability to use scientific reasoning and critical thinking will be assessed through in-class participation and student presentations.

**Course Policy**

**Class Attendance.** This is a Pass/Fail class. Course grades will be determined based on class attendance and participation. You will be required to sign an attendance sheet, and will be permitted up to three unexcused absences. More than three unexcused absences will result in a failing grade.

Students are expected to assume full responsibility for class attendance and are responsible for all work missed due to absences. The instructor is under no obligation to make special arrangements for a student who has been absent unless such absences have been excused by a formal institutional excuse.

**Institutional Excuses** permit students to be absent from classes in order to represent the university at athletic, extracurricular, or academic activities. These excuses must be approved and signed by the Associate Vice President for Academic Affairs, the Dean of Students, and the dean of the college in which the course is being offered. Institutional excuses must be presented to the instructor before the absence takes place.

revised 8/08
Plagiarism and Cheating. Any form of misconduct including cheating, fabrication, fraud, dishonesty and plagiarism will not be tolerated. Violators will be subject to a failing grade in the course. Please see the Student Code of Conduct and the section on Academic Dishonesty in the Northern Arizona University Student Handbook.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

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

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

STUDENTS WITH DISABILITIES

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

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office.

INSTITUTIONAL REVIEW BOARD

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

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

revised 8/08
A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office. If you have questions, contact Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

**ACADEMIC INTEGRITY**

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

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU’s Student Handbook.

**ACADEMIC CONTACT HOUR POLICY**

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

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.
December 15, 2008

Dr. Rod Parnell
Director, Center for Sustainable Environments

Dear Dr. Parnell,

I am writing in support of the course, ‘Ecohouse’ (currently ENV 199), which examines issues of environmental sustainability and ecological stewardship through engagement in civic service, field trips, selected readings, discussion and guest lectures. Students majoring in biology have taken advantage of this unique offering, which is both relevant to their particular academic programs and is extremely timely. The way the course is structured, students are provided with a suite of unique experiences, which not only teach them material, but clearly engage them in a range of sustainability issues and activities. This type of experience can really make a difference for NAU students, and directly address the goals of the university as articulated in the strategic plan.

I am very happy that my faculty colleague, Dr. Claudia Walecka-Hutchison, in the Center for Sustainable Environments, is interested in continuing to offer this course, and I fully expect that increasing numbers of biology majors will enroll in this class in order to add breadth to their programs. Congratulations to the CSE for such an exciting curricular addition.

Please contact if you have any further information regarding my support for this course.

Best wishes,

[Signature]

Maribeth Watwood, PhD
Professor and Chair
Department of Biological Sciences
University Curriculum Committee
Proposal for New Course

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

   Spring 2011

3. College  Engineering, Forestry and Natural Sciences
   4. Academic Unit /Department  School of Forestry

5. Course subject/catalog number  FOR 410  6. Units/Credit Hours  3

7. Long course title  Multiple Resources Silviculture
   (max 100 characters including spaces)

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

9. Catalog course description (max. 30 words, excluding requisites).
   This course is designed to introduce undergraduate students to silviculture principles and practices through readings, lecture material and outdoor labs/field trips. This course may not be substituted for FOR 315/316. Co-convenes with FOR 510.

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  FOR 510  11a. Date approved by UGC
   *Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented*

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

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

14. Prerequisites (must be completed before proposed course)
   An upper division ecology course

15. Corequisites (must be completed with proposed course)

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

revised 8/08
Note: If required, a new plan or plan change form must be submitted with this request.

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

18. Names of current faculty qualified to teach this course: Kristen Waring, Alex Finkral

19. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).
   The School of Forestry currently offers two undergraduate silviculture courses that are completed as part of the undergraduate professional program; these courses are thus open only to forestry majors. Silviculture is a cornerstone of forestry and very important for any students in forestry to complete; this new course offers an alternative to the 6-unit professional program series. There is also a winter course that is currently being offered, FOR 317, that is reserved for professionals enrolled in the fire ecology certificate program. The proposed course varies significantly in format and offers more opportunities to learn in the field, a critical component of silviculture. The proposed course will not affect enrollment in any of these other courses. It will be co-convened with FOR 510 to aid in efficient use of resources.

<table>
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<th>For Official AIO Use Only</th>
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<tbody>
<tr>
<td>Component Type</td>
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<tr>
<td>Consent</td>
</tr>
<tr>
<td>Topics Course</td>
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</tbody>
</table>

35. Approvals

James P. Allen
Department Chair (if appropriate)
10/31/08

[Signature]
Chair of college curriculum committee
Date 11/7/08

[Signature]
Dean of college
Date

For Committees use only

Ron Scott
For University Curriculum Committee
1-27-09

Action taken:

☑ Approved as submitted

revised 8/08

Approved as modified 2
Please attach Syllabus here.
FOR 410: Multiple Resources Silviculture
Co-convened with FOR 510
Offered Spring, odd years; 3 credits

Instructor: Dr. Kristen M. Waring
Office/lab: SWFC 201/219
Office Hours: Open door, by appt. or W 8-9am
Email: Kristen.waring@nau.edu
Phone: 523-4920

Course prerequisites: An upper division ecology course

Course description and objectives: This course is designed to introduce undergraduate students to forest measurements and silviculture principles and practices through readings, lecture material and outdoor labs/field trips.

Student Learning Outcomes:
1. Students will be able to measure standing trees and collect basic forest measurement data and understand the differences between plot and point samples.
2. Students will be able to distinguish stand structures by species, size, age and horizontal spatial pattern;
3. Students will understand the relationship between forest ecology and silviculture;
4. Students will be able to identify the most common silvicultural practices and link them to multiple resource objectives and have the knowledge and tools to select an appropriate prescription for a given stand;
5. Students will be able to link silviculture to other forestry disciplines, such as wildlife, recreation and fire.

Course structure: Two 50 minute lecture periods each week will be supplemented by a weekly 3-hour lab section. The first two thirds of the course will focus upon silvicultural principles and practices. Using silviculture to meet multiple management objectives will form the final third of the course. Time will be spent during select lecture sections to discuss and critique scientific literature.

Required Textbook:
Readings:
In addition to the text, there will be assigned journal articles that will be discussed in class. These will be posted on Blackboard Vista well in advance.

Recommended Resources:

Tentative schedule:

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Genetics</td>
</tr>
<tr>
<td>Site productivity</td>
</tr>
<tr>
<td>Stand dynamics</td>
</tr>
<tr>
<td>Site preparation</td>
</tr>
<tr>
<td>Regeneration</td>
</tr>
<tr>
<td>Pruning and tree response to treatment</td>
</tr>
<tr>
<td>Release operations, herbicides and fertilization</td>
</tr>
<tr>
<td>Stand density and thinning</td>
</tr>
<tr>
<td>Writing prescriptions</td>
</tr>
<tr>
<td>Silvicultural systems</td>
</tr>
<tr>
<td>Pure even-aged stands</td>
</tr>
<tr>
<td>Vegetatively reproduced stands</td>
</tr>
<tr>
<td>Uneven-aged stands</td>
</tr>
<tr>
<td>Mixed species stands</td>
</tr>
<tr>
<td>Timber objectives</td>
</tr>
<tr>
<td>Forest health objectives</td>
</tr>
<tr>
<td>Agroforestry</td>
</tr>
<tr>
<td>Wildlife habitat objectives</td>
</tr>
<tr>
<td>Watersheds</td>
</tr>
<tr>
<td>Landscapes</td>
</tr>
</tbody>
</table>

Tentative lab topics (some topics span multiple weeks):
Forest measurements
Site tree selection
Describing stand structure
Shelterwood / seed tree systems
Stem analysis
Stand density
Uneven-aged systems  
Multiaged exercise  
Economics

Assessment of Learning Outcomes:  
Students will be assessed through two exams (a midterm and a final), attendance/participation, and lab assignments. Attendance is required at all lab sections and material covered during the lab section will be included in the exams. Attendance and participation is required and contributes to overall grade.

Grading

<table>
<thead>
<tr>
<th>Exams</th>
<th>50%</th>
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<tbody>
<tr>
<td>Lab assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance / participation</td>
<td>20%</td>
</tr>
</tbody>
</table>

A  
B  
C  
D  
F  
90-100%  
80-89.9%  
70-79.9%  
60-69.9%  
<60%

Course Policies:  
Makeup exams and required assignments: Students are required to take the exams as scheduled. In the case of illness or other legitimate reason for missing, students must inform the instructor BEFORE the exam or class session. Makeup exams will be oral. Weekly questions will not be accepted late; the required term paper must be turned in on time or will be subject to late penalties.

Attendance is required at all class sessions unless prior approval is given by the instructor; in the case of illness or other unforeseen events, students must notify the instructor in advance of the class session.

Plagiarism and cheating will not be tolerated. Refer to the NAU statement of academic integrity attached.

Northern Arizona University Policy Statements

SAFE ENVIRONMENT POLICY. NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault, or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

STUDENTS WITH DISABILITIES. If you have a learning and/or physical disability, you are encouraged to make arrangements for class assignments/exams so your academic performance will not suffer because of the disability or handicap. If you have questions about special provisions for students with disabilities, contact the Counseling and Testing Center (523-2261). It is your
responsibility to register with the Counseling and Testing Center. Application for services should be made at least eight weeks before the start of the semester. If the Counseling and Testing Center verifies your eligibility for special services, you should consult with your instructor during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center.

INSTITUTIONAL REVIEW BOARD. Any study involving observation of or interaction with human subjects that originates at NAU-including a course project, report, or research paper-must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities. The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

ACADEMIC INTEGRITY. The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. It is the responsibility of individual faculty members to identify instances of academic dishonesty and recommend penalties to the department chair or college dean in keeping with the severity of the violation. Penalties may range from verbal chastisement to a failing grade in the course. The complete policy on academic integrity is in Appendix F of NAU’s Student Handbook.

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

It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.
# Graduate Curriculum Proposal for New Graduate Course

**NOTE:** Use tab to move between fields. Use space bar to check a box.

1. New course effective beginning what term and year? (i.e., Spring 2006)  
   **Spring 2011**

2. College: **Engineering, Forestry and Natural Sciences**  
   3. Department: **School of Forestry**

4. Course subject/catalog Number: **FOR 510**  
   5. Units: **3**

6. Co-convened with: **FOR 410**  
   (Must be approved by UGC prior to submission to UCC. Both course syllabi must be presented.)

7. Cross-listed with:  
   (Must be approved by UGC prior to submission to UCC. Both course syllabi must be presented.)

8. Long Course Title: **Multiple Resources Silviculture**

9. Short Course Title (30-character maximum, including spaces):  
   **Multiple Resources Silviculture**

10. Catalog Course Description (60-word maximum):

11. Grading Option:  
    - Letter Grade [ ]  
    - Pass/Fail [ ]  
    - Both [ ]

12a. May course be repeated for additional units?  
    - Yes [ ]  
    - No [ ]

12b. If yes, maximum units allowed:

12c. If yes, may course be repeated for additional units in the same term?  
    - Yes [ ]  
    - No [ ]

13a. Please check ONE of the following that most appropriately describes the course:

- Lecture and lab combined [ ]  
- Lecture only [ ]  
- Lab only [ ]  
- Clinical [ ]  
- Research [ ]  
- Seminar [ ]  
- Field Studies [ ]  
- Independent Study [ ]  
- Activity [ ]  
- Supervision [ ]

13b. In addition, will it also be delivered via:  
- Web [ ]  
- ITV [ ]  
- Other [ ]

   If other (e.g., Hybrid), please clarify:

14. Prerequisites (must be completed before proposed course):  
   **An upper division ecology course**

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

16. If course has no prerequisites, what consent will all sections require (check one)?

- Instructor Consent [ ]  
- Department Consent [ ]  
- No Consent [ ]

17. Justification for new course (including unique features, if any):

The School of Forestry currently offers two undergraduate silviculture courses that are completed as part of the undergraduate professional program. Currently, graduate students must enroll all 6 units, including a varying schedule of labs, to gain basic silvicultural knowledge. Silviculture is a cornerstone of forestry and very important for graduate students in forestry to complete; this new course offers an alternative to the 6-unit professional program series. This course was offered as FOR 599 during Fall 2007 with an enrollment of 12 graduate students and positive feedback. Offering a graduate version of FOR 410 is important due to the comprehensive applications to both general silviculture and to their research projects that is expected of graduate students. The same level of synthesis is not expected of undergraduates; additionally, the link to graduate student research is critical at the graduate level in forestry, as clear links to silviculture can be made to virtually any forest-based research.

There is also a winter course that is currently being offered, FOR 317, that is reserved for
professionals enrolled in the fire ecology certificate program and thus not available to graduate students. The proposed course will not affect enrollment in any of these other courses.

| 18.a. Is this course need for a new program? | Yes □ | No □ |
| 18.b. If Yes, has the plan been approved? | Yes □ | No □ | When? |

If plan has not yet been approved, a plan form must accompany this form.

| Name of new plan: |
| If no, name of existing plan: |

19. Does this course duplicate content of existing courses within or outside of your college? Yes □ No □

If yes, list below any courses that may have duplicative material and estimate the percentage of duplication.

FOR 315/316, duplication ~60%
FOR 317, duplication ~85%

Please attach letters of support from each department with a course listed above.

20. Will this course affect other academic plans, units, or enrollment? Yes □ No □

Please provide letters of support from each department affected.

| 21. Names of current faculty qualified to teach this course: |
| Kristen Waring, Alex Finkral |

22. If course requires additional faculty, space, or equipment, how will these requirements be met?

23. Will present library holdings support this course? Yes □ No □

24. Approvals

| Department Chair (if appropriate) |
| Dean of College | Date |

For University Graduate Committee use only

For University Graduate Committee | Date |

Action taken: □ Approved as Submitted □ Approved as Modified.
College of Engineering, Forestry and Natural Sciences
School of Forestry

FOR 510: Multiple Resources Silviculture
Co-convened with FOR 410
Offered Spring, odd years; 3 credits

Instructor: Dr. Kristen M. Waring
Office/lab: SWFC 201/219
Office Hours: TBA
Email: Kristen.waring@nau.edu
Phone: 523-4920

Course prerequisites: Upper division ecology course and Graduate standing.

Course description and objectives: This course is designed to introduce graduate students to silviculture principles and practices through readings, lecture material and outdoor labs/field trips.

Student Learning Outcomes:
1. Students will be able to measure standing trees and collect basic forest measurement data and understand the differences between plot and point samples.
2. Students will be able to distinguish stand structures by species, size, age and horizontal spatial pattern;
3. Students will understand the relationship between forest ecology and silviculture;
4. Students will be able to identify the most common silvicultural practices and link them to multiple resource objectives and have the knowledge and tools to select an appropriate prescription for a given stand;
5. Students will be able to link silviculture to other forestry disciplines, such as wildlife, recreation and fire.
6. Students will understand how their research or graduate interests (in the case of MF students) explicitly relate to silviculture and why understanding silviculture is important to most forest-related research.
7. Students will learn and gain a comprehensive understanding of the knowledge and complexities involved in silviculture and silvicultural prescriptions throughout the course and applied in the final take-home exam: writing a silviculture prescription.

Course structure: Two 50 minute lecture periods each week will be supplemented by a weekly 3-hour lab section. The first two thirds of the course will focus upon silvicultural principles and practices. Using silviculture to meet multiple management objectives will form the final third of the course, with students relating
their own research to silviculture through oral presentations. Time will be spent during select lecture sections to discuss and critique scientific literature.

**Required Textbook:**

**Readings:**
In addition to the text, there will be assigned journal articles that will be discussed in class. These will be posted on Blackboard Vista well in advance.

**Recommended Resources:**

**Tentative schedule:**

<table>
<thead>
<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Genetics</td>
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<tr>
<td>Site productivity</td>
</tr>
<tr>
<td>Stand dynamics</td>
</tr>
<tr>
<td>Site preparation</td>
</tr>
<tr>
<td>Regeneration</td>
</tr>
<tr>
<td>Pruning and tree response to treatment</td>
</tr>
<tr>
<td>Release operations, herbicides and fertilization</td>
</tr>
<tr>
<td>Stand density and thinning</td>
</tr>
<tr>
<td>Writing prescriptions</td>
</tr>
<tr>
<td>Silvicultural systems</td>
</tr>
<tr>
<td>Pure even-aged stands</td>
</tr>
<tr>
<td>Vegetatively reproduced stands</td>
</tr>
<tr>
<td>Uneven-aged stands</td>
</tr>
<tr>
<td>Mixed species stands</td>
</tr>
<tr>
<td>Timber objectives</td>
</tr>
<tr>
<td>Forest health objectives</td>
</tr>
<tr>
<td>Agroforestry</td>
</tr>
<tr>
<td>Wildlife habitat objectives</td>
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<tr>
<td>Watersheds</td>
</tr>
<tr>
<td>Landscapes</td>
</tr>
</tbody>
</table>
Tentative lab topics (some topics cover multiple weeks):
- Forest measurements
- Site tree selection
- Describing stand structure
- Shelterwood / seed tree systems
- Stem analysis
- Stand density
- Uneven-aged systems
- Multiaged exercise
- Economics

Assessment of Learning Outcomes:
Students will be assessed through two take-home exams (a midterm and a final), an oral presentation and lab assignments. Attendance is required at all lab sections and material covered during the lab section will be included in the exams. Attendance and participation in class discussion is required and contributes to overall grade. An oral presentation linking the graduate research (or interests, in case of MF students) to silviculture is required and a large component of the final grade. Lab assignments will include 2-page syntheses of key literature in addition to interpretation of data collected during lab sections.

Grading

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>Exams</td>
<td>40%</td>
</tr>
<tr>
<td>Lab assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance / participation</td>
<td>15%</td>
</tr>
</tbody>
</table>

A        90-100%
B        80-89.9%
C        70-79.9%
D        60-69.9%
F        <60%

Course Policies:

Makeup exams and required assignments: Students are required to take the exams as scheduled. In the case of illness or other legitimate reason for missing, students must inform the instructor BEFORE the exam or class session. Makeup exams will be oral. Weekly questions will not be accepted late; the required term paper must be turned in on time or will be subject to late penalties.

Attendance is required at all class sessions unless prior approval is given by the instructor; in the case of illness or other unforeseen events, students must notify the instructor in advance of the class session.

Plagiarism and cheating will not be tolerated. Refer to the NAU statement of academic integrity attached.

Northern Arizona University Policy Statements
SAFE ENVIRONMENT POLICY. NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault, or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

STUDENTS WITH DISABILITIES. If you have a learning and/or physical disability, you are encouraged to make arrangements for class assignments/exams so your academic performance will not suffer because of the disability or handicap. If you have questions about special provisions for students with disabilities, contact the Counseling and Testing Center (523-2261). It is your responsibility to register with the Counseling and Testing Center. Application for services should be made at least eight weeks before the start of the semester. If the Counseling and Testing Center verifies your eligibility for special services, you should consult with your instructor during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center.

INSTITUTIONAL REVIEW BOARD. Any study involving observation of or interaction with human subjects that originates at NAU including a course project, report, or research paper must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities. The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB, and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

ACADEMIC INTEGRITY. The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. It is the responsibility of individual faculty members to identify instances of academic dishonesty and recommend penalties to the department chair or college dean in keeping with the severity of the violation. Penalties may range from verbal chastisement to a failing grade in the course. The complete policy on academic integrity is in Appendix F of NAU's Student Handbook.

Classroom Management Statement. Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to
preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.
University Curriculum Committee
Proposal for New Course

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


3. College CFENS 4. Academic Unit /Department Biological Sciences

5. Course subject/catalog number BIO 498

6. Units/Credit Hours 1

7. Long course title Senior Seminar
   (max 100 characters including spaces)

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

9. Catalog course description (max. 30 words, excluding requisites).
   Integrates theory and practice of biological concepts, with emphasis on historical, contemporary, and future issues.

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

11. Co-convened with BIO 698 11a. Date approved by UGC (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)

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

13. May course be repeated for additional units? yes □ no x
    a. If yes, maximum units allowed? 3
    b. If yes, may course be repeated for additional units in the same term? yes □ no x
       (ex. PES 100)

14. Prerequisites (must be completed before proposed course)
    consent of instructor

15. Corequisites (must be completed with proposed course)

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

revised 8/08
17. Is a potential equivalent course offered at a community college (lower division only) if yes, does it require listing in the Course Equivalency Guide? Please list, if known, the institution and subject/catalog number of the course

no x

18. Names of current faculty qualified to teach this course: All Biology faculty

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

Undergraduates who work in research labs are often required to attend weekly lab meetings with graduate students and the faculty major advisor. During these meetings student papers are presented, current relevant information discussed, and guest speakers invited to present cutting edge research. Since the students are required to attend one hour per week, we would like them to get academic credit for the time they spend. It is not appropriate to give them additional 485 credit because the students are already working in the lab and getting undergraduate research credit.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

M. Watwood 9/28/08
Department Chair (if appropriate) Date

Chair of college curriculum committee 1/9/09
Date

Dean of college 12/17/08
Date

For Committees use only

Ion Co 1-27-09
Action taken:

☑ Approved as submitted

For University Curriculum Committee Date

revised 8/08
Syllabus for: Endocrine Journal Club
Seminar for Undergraduates
at Northern Arizona University (Bio 498)
Spring 2008
1 hour Meeting/Week
1 Credit hour
Class time: Thursday

Faculty Coordinator and Course Numbers:

Northern Arizona University
Course Numbers: Bio 498 (Undergraduate)
Location: TBA

Dr. Catherine Propper
Rm 215, Building 88 (Biology/Biochemistry)
e-mail: Catherine.Propper@nau.edu
Office hour: Wed 3-4.
Phone: 523-1374

Course Prerequisites: Instructor’s permission or Graduate standing or Junior or Senior standing in a field of science.

Course Objectives: The main objectives of this course is to increase our awareness of critical findings in Endocrinology in the last few years and to better learn how to critically evaluate the primary research literature.

Course Description: We will choose 3-4 topics in endocrinology around a specific theme each semester. For each topic section, we will read a review the first week. The undergraduates in this co-convened course with Bio 698 will choose the review paper in consultation with the faculty instructor and be prepared to summarize it and lead the discussion. The following 2-3 weeks on that topic will consist of a mix of papers chosen by the graduate students in the co-convened 698 section. These papers will consist of a seminal primary literature historic paper on the topic and at least one seminal recent paper. All students in the class are expected to read the papers each week and be ready to comment and participate in the discussion. For the discussion, the discussion leader will deliver a 10 min. presentation summarizing the paper of the week. All students are expected to read each paper carefully, be prepared to ask and answer questions. To achieve this goal, each student must submit 1 question on the Blackboard Discussion section by 5:00 pm on the Wednesday before the class each Thursday. Everyone is expected to log onto Blackboard and read these questions by the start of class on Thursday. The discussion leader will compile the posted questions from the VISTA discussion board and be prepared to lead the discussion on the paper.

Course Structure and Approach: See above
**Course Website:** This course will be posted on Blackboard through NAU VISTA. All papers and communications will be posted through this system.

**Evaluation Methods:** This course will be evaluated on a graded basis.

To get an A: Students must post a question on all but two of the papers, and may not miss more than 2 classes.

To get a B: Students must post on all but 3 of the papers and may not miss more than 3 classes.

To get a C: Students must post on all but 3 of the papers and may not miss more than 4 classes.

To get a D: Students must post on all but 4 of the papers and may not miss more than 5 classes.

To get an F: Any lower participation than that required for a D will earn students an F.

**Course Policy:**

1. Attendance: Participation in course discussion is critical to the class success. Attendance is part of the requirement to meet the grading scale as outlined above.

2. Statement on Plagiarism and Cheating: You are expected to be able to think for yourselves, and do your own work. Using someone else’s ideas without acknowledgement is plagiarism and is a serious violation of academic ethics. Cheating or any other form of academic dishonesty in any fashion on an exam or during the development of an assignment also will not be tolerated, and disciplinary actions will be taken in accordance with the guidelines outlined in the appendix of the Student Handbook. Please see [http://www3.nau.edu/biology/policies.cfm](http://www3.nau.edu/biology/policies.cfm) on the Internet for details.

3. Statement on Professionalism: You are at the University not only to learn, but also to help you gain the necessary training to become a professional in your chosen field. Professional behavior, therefore, is expected at all times. Up to all the points available for an assignment may be deducted for unprofessional input of irrelevant information.
NORTHERN ARIZONA UNIVERSITY
UNIVERSITY GRADUATE COMMITTEE

GRADUATE CURRICULUM

PROPOSAL FOR GRADUATE COURSE CHANGE

1. New course effective with what term and year? (i.e., Fall 2008): Spring 2009
2. College: CEFNS
3. Department: BIO
4. Course Subject/Catalog Number: Graduate Seminar Bio 698
5. Current catalog title, course description, and units: Same 1 Unit
6. If co-convened or cross-listed, identify course: BIO 498
   (Must be approved by UGC prior to submission to UCC. Both course syllabi must be submitted.)
7. Is the course ☒ elective or ☐ required
   If required, for which plan?
   (Must be approved by UGC prior to submission to UCC. Both course syllabi must be submitted.)
8. Will this change affect other courses or other academic units?
   ☐ Yes ☒ No
   If Yes, letters of support from each department affected must accompany this form.

9. For the following, please complete only those fields for which information is changing

9.a. Proposed course subject/catalog number:
9.b. Proposed Units:
9.c. Is there a current fee that must be attached to this proposed change?
   ☐ Yes ☒ No
   If Yes, please attach a Justification for Instructional Fees form and indicate the new course change.
9.d. Proposed to co-convene with BIO 498 Date Approved by UGC:
9.e. Proposed to cross-list with Date Approved by UGC:
9.f. Proposed Long Course Title: Graduate Seminar
9.g. Proposed Short Course Title (30-character/space maximum): Same as 9.F.
9.h. Proposed Catalog Course Description (60-word maximum): Same as listed now

9.i. Proposed Grading Option: ☐ Letter Grade ☒ Pass/Fail ☐ Both
   (If both, the course may be offered one way for each respective section.)
9.j. May proposed course change be repeated for additional units?
   ☒ Yes ☐ No
If Yes, maximum units that may be repeated: 8 (Bio 498 is limited to 3 repeats for 1 hour credit each.

9.k. Please check ONE of the following that most accurately describes the format of the course:

☐ Lecture Only
☐ Lab Only
☐ Lecture and Lab Combined
☐ Clinical
☐ Research
☐ Seminar
☐ Field Studies
☐ Independent Study
☐ Activity
☐ Supervision

9.l. If the course will be delivered electronically, check ONE of the following:

☐ Web
☐ ITV
☐ Other (hybrid, for example). Please explain:

10. Prerequisites: (must be completed before taking proposed course): none

11. Corequisites: (must be completed with proposed course): none

12. If course has no requisites, what consent will be required for all sections?
   (Check only one.)

☐ Instructor Consent
☐ Department Consent
☐ No Consent Required.

13. Justification for course change: the Biology Department would like to have BIO 498 (new course) co-convene with BIO 698 (this course is presently in the university catalog). Since BIO 498 is co-convened with BIO 698 the department needs approval from the UGC. Both courses have been co-convening but the UCC deleted BIO 498 from the University's owned course lines in the Spring 2008 and now each department must request its own 498.

14. Approvals

\[\text{M. Watwood}\]
\[9.18.08\]

Department Chair (if appropriate) Date

\[\text{\underline{11/7/09}}\]

Chair of college/curriculum committee Date

\[\text{\underline{12/17/08}}\]

Dean of College Date

For University Graduate Committee use only

Approved: ____________________________ Date
Syllabus for: Endocrine Journal Club
Northern Arizona University (Bio 698)
Spring 2008
1 hour Meeting/Week
1 Credit hour
Class time: Thursday TBA

Faculty Coordinators and Course Numbers:

Northern Arizona University
Course Numbers: Bio 698 (Graduate)
Location: TBA

Dr. Catherine Propper
Rm 215, Building 88 (Biology/Biochemistry)
e-mail: Catherine.Propper@nau.edu
Office hour: Wed 3-4.
Phone: 523-1374

Course Prerequisites: Instructor's permission or Graduate standing in a field of science.

Course Objectives: The main objectives of this course is to increase our awareness of critical findings in endocrinology in the last few years and to better learn how to critically evaluate the primary research literature.

Course Description: We will choose 3-4 topics in endocrinology around a specific theme each semester. For each topic section, we will read a review the first week. The undergraduates (Bio 498) in this co-convened course will choose the review paper and be prepared to summarize it and lead the discussion. The following 2-3 weeks on that topic will consist of a mix of papers chosen by the graduate students in this co-convened course with Bio 498. These papers will consist of a seminal primary literature historic paper on the topic and at least one seminal recent paper. Papers will be chosen in consultation with the faculty instructor. All students in the class are expected to read the papers each week and be ready to comment and participate in the discussion. For the discussion, the discussion leader will deliver a 10 min. presentation summarizing the paper of the week. All students are expected to read each paper carefully, be prepared to ask and answer questions. To achieve this goal, each student must submit 1 question on the Blackboard Discussion section by 5:00 pm on the Wednesday before the class each Thursday. Everyone is expected to log onto Blackboard and read these questions by the start of class on Thursday. The discussion leader will compile the posted questions from the VISTA discussion board and be prepared to lead the discussion on the paper.

Course Structure and Approach: See above
**Course Website:** This course will be posted on NAU’s VISTA. All papers and communications will be posted through this system.

**Evaluation Methods:** This course will be evaluated on a graded basis.

To get an A: Students must post a question on all but two of the papers, and may not miss more than 2 classes.

To get a B: Students must post on all but 3 of the papers and may not miss more than 3 classes.

To get a C: Students must post on all but 3 of the papers and may not miss more than 4 classes.

To get a D: Students must post on all but 4 of the papers and may not miss more than 5 classes.

To get an F: Any lower participation than that required for a D will earn students an F.

**Course Policy:**

1. **Attendance:** Participation in course discussion is critical to the class success. Attendance is part of the requirement to meet the grading scale as outlined above.

2. **Statement on Plagiarism and Cheating:** You are expected to be able to think for yourselves, and do your own work. Using someone else's ideas without acknowledgement is plagiarism and is a serious violation of academic ethics. Cheating or any other form of academic dishonesty in any fashion on an exam or during the development of an assignment also will not be tolerated, and disciplinary actions will be taken in accordance with the guidelines outlined in the appendix of the Student Handbook. Please see [http://www3.nau.edu/biology/policies.cfm](http://www3.nau.edu/biology/policies.cfm) on the Internet for details.

3. **Statement on Professionalism:** You are at the University not only to learn, but also to help you gain the necessary training to become a professional in your chosen field. Professional behavior, therefore, is expected at all times. Up to all the points available for an assignment may be deducted for unprofessional input of irrelevant information.
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

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<thead>
<tr>
<th>1. College</th>
<th>Engineering, Forestry &amp; Natural Sciences</th>
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<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>Electrical Engineering</td>
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<tr>
<td>3. Academic Plan Name</td>
<td>Electrical Engineering</td>
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<tr>
<td></td>
<td>FALL</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td>All</td>
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<tr>
<td>5. Effective Date</td>
<td>2009</td>
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<td>6. Is this proposal for a:</td>
<td>☑ New Plan</td>
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<td>Plan Change*</td>
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<td>☐ New Subplan</td>
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<td>☐ Subplan Change</td>
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<tr>
<td></td>
<td>☐ Plan Deletion</td>
</tr>
<tr>
<td></td>
<td>☐ Subplan Deletion</td>
</tr>
</tbody>
</table>

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

7.

Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: (http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)

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

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

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

For New Plans, leave this column blank.

To earn this degree, you must complete at least 128 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 EE prefix to satisfy these liberal studies requirements.
- at least 45 units of preprofessional requirements
- at least 63 units of professional requirements
- elective courses, if needed, to reach an overall total of at least 128 units

Be aware that some courses required for your degree may have pre or co-requisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these pre or co-requisites 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 and one in global diversity. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a list of the available diversity courses.

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

NAU also requires that you must complete 30 units at NAU, and 18 of those 30 NAU units must be upper-division courses.

Also note that you can’t have more than two grades of D in your engineering and computer science courses.

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 128 units to graduate. Contact your advisor for details.

To earn this degree, you must complete at least 128 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 EE prefix to satisfy these liberal studies requirements.
- at least 43 units of preprofessional requirements
- at least 66 units of professional requirements (at least 65 units in the computer engineering emphasis):
- elective courses, if needed, to reach an overall total of at least 128 units

Be aware that some courses required for your degree may have pre or co-requisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these pre or co-requisites 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 and one in global diversity. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a list of the available diversity courses.

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

NAU also requires that you must complete 30 units at NAU, and 18 of those 30 NAU units must be upper-division courses.

Also note that you can’t have more than two grades of D in your engineering and computer science courses.

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 128 units to graduate. Contact your advisor for details.

Revised 09/07
### Preprofessional Requirements

These 45 units provide a foundation for later advanced studies in your major field as well as a basic understanding of other fields of engineering.

You take the following 27 units of mathematics and science courses:

- CHM 151 (4 units)
- MAT 136, 137, 238, and 239 (15 units)
- PHY 161, 161L, and 262 (7 units)
- CHM 151L or PHY 262L (1 unit)

You take the following 15 units of basic engineering and computer science:

- (CS 122 or CS 122H), and CENE 225 (6 units)
- (EGR 186 or 186H) and 286 (6 units)
- One course from CENE 150, 251 and 280 and ME 252, 291, 340, 350 and 451 (3 units)

In addition, take the following 3 units:

- PHI 105 (3 units)

### Professional Requirements

You take at least 63 units of electrical engineering and other professional courses:

- EE 110, 188, 188L, 215, 280, 310, 325, 348, 364, and 380 which provide you with an overview of the different areas within electrical engineering and background for further specialization in your field of interest (35 units)
- EE 386W, which meets NAU’s junior writing requirement (3 units)
- EE 476C and 486C, which together meet NAU’s senior capstone requirement (4 units)
- at least 21 units selected in consultation with your advisor from one of two emphases described in the sections that follow

**Computer Engineering Emphasis**

You take at least the following 21 units:

- CS 126, 136, and 249 (9 units)

---

### Preprofessional Requirements

These 43 units provide a foundation for later advanced studies in your major field as well as a basic understanding of other fields of engineering.

You take the following 27 units of mathematics and science courses:

- CHM 151 (4 units)
- MAT 136, 137, 238, and 239 (15 units)
- PHY 161, 161L, and 262 (7 units)
- CHM 151L or PHY 262L (1 unit)

You take the following 13 units of basic engineering and computer science:

- (CS 122 or CS 122H), CS 122L and CENE 225 (7 units)
- (EGR 186 or 186H) and 286 (6 units)
- One course from CENE 150, 251 and 280 and ME 252, 291, 340, 350 and 451 (3 units)

In addition, take the following 3 units:

- PHI 105 (3 units)

### Professional Requirements

You take at least 66 units of electrical engineering and other professional courses (at least 65 units in the computer engineering emphasis):

- EE 110, 188, 188L, 215, 280, 310, 325, 348, 364, and 380 which provide you with an overview of the different areas within electrical engineering and background for further specialization in your field of interest (35 units)
- EE 386W, which meets NAU’s junior writing requirement (3 units)
- EE 476C and 486C, which together meet NAU’s senior capstone requirement (4 units)
- at least 24 units (23 in the computer engineering emphasis) selected in consultation with your advisor from one of two emphases described in the sections that follow

**Computer Engineering Emphasis**

You take at least the following 23 units:

- CS 126, 126L, 136, 136L and 249 (11 units)
<table>
<thead>
<tr>
<th>MAT 226 (3 units)</th>
<th>MAT 226 (3 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 410 or 412 (3 units)</td>
<td>EE 410 or 412 (3 units)</td>
</tr>
<tr>
<td>6 additional units from any 400 or 500-level EE courses</td>
<td>6 additional units from any 400 or 500-level EE courses</td>
</tr>
</tbody>
</table>

**Electrical Engineering Emphasis**

You take the following 21 units:

- EE 222 (3 units)
- PHY 263 (3 units)
- 3 additional units from CENE 150, 251 and 280 and ME 252, 291, 340, 350 and 451
- 6 additional units from any 400-level EE courses
- 6 additional units from any 400 or 500-level EE courses

**GENERAL ELECTIVES**

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 128 units of credit.

You may take these remaining courses from any academic area, 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 Electrical Engineering undergraduate courses and faculty.

<table>
<thead>
<tr>
<th>EE 222 (3 units)</th>
<th>PHY 263 (3 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 additional units from any other course with a prefix of AST, BIO, CENE, CENS, CHM, CM, CS, EGR, ENV, FOR, GLG, MAT, ME, PHY, PHS, or STA (except any recitations, BIO 100/100L, CS 110, EGR 101 or 102, ENV 101/101L, FOR 101, GLG 100/100L, PHY 101/101L, PHY 103, PHS 101/101L and MAT classes numbered lower than MAT 136).</td>
<td>9 additional units from any 400-level EE courses</td>
</tr>
<tr>
<td>6 additional units from any 400-level EE courses</td>
<td>6 additional units from any 400 or 500-level EE courses</td>
</tr>
</tbody>
</table>

**GENERAL ELECTIVES**

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 128 units of credit.

You may take these remaining courses from any academic area, 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 Electrical Engineering undergraduate courses and faculty.
8. For undergraduate plans, will this requirement be a student individualized plan?  ☒ no  ☐ yes

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

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

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.


   Objective – Graduates are technically competent and prepared for leadership and professional practice with strength in design, problem solving, communications and teams.

   Outcome 2.1 Possess professional skills and knowledge of the design process.
   Outcome 2.2 Ability to function in disciplinary and multi-disciplinary teams.
   Outcome 2.3 Possess abilities to effectively communicate orally.
   Outcome 2.4 Possess abilities to effectively communicate in writing.
   Outcome 2.5 Abilities in creativity, critical thinking and problem identification, formulation and solving.

   Objective – Graduates are grounded in mathematics and engineering science fundamentals and prepared for advanced education and lifelong learning.

   Outcome 3.1 Ability to apply knowledge of physics and mathematics (including calculus, linear algebra, complex variables and differential equations).
   Outcome 3.2 Ability to apply knowledge of probability, statistics, Laplace transforms and Fourier transforms.
   Outcome 3.3 Ability to design and conduct scientific and engineering experiments.
   Outcome 3.4 Motivation and skills needed for lifelong learning.
   Outcome 3.5 Ability to use industry standard analysis and design tools.

   Objective – Graduates are experienced with and understand diverse populations, such as that existing in the American Southwest.

   Outcome 4.1 Ability to relate a broad education and contemporary issues to engineering solutions and their impact in a societal and global context.
   Outcome 4.2 An appreciation and understanding of professional and ethical responsibility.

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

   The plan changes were necessitated by an additional credit hour added to CS 122, 126 and 249. To keep our program at 128 units, one engineering science elective was dropped in both emphases. Since only one credit needed to be added in the EE emphasis and the programs were currently both at 127 units, the deleted engineering science elective was converted into a professional elective. This will help boost enrollment in these senior electives and will not require any additional offerings. The other engineering science elective in the EE emphasis was broadened to include any prefix in the college so that students would be encouraged to pursue more breadth in their studies, facilitate the completion of minors, and reduce the number of substitutions required as students have had trouble finding classes that do not conflict with their required classes from the existing short list.
12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
   NA

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

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

Certifications

David R. Scott
Department Chair/Unit Head (if appropriate) 12-9-08

Chair of college curriculum committee 11-9-09

Dean of college 12-11-08

For committee use only

G. S. 
For University Curriculum Committee 1-27-09

Action taken: ☑ approved as submitted ☐ approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.
Bachelor of Science in Engineering  
ELECTRICAL ENGINEERING  
Electrical Engineering Emphasis  
2009-2010 Undergraduate Catalog  
Degree Progression Plan

### Freshman Year

<table>
<thead>
<tr>
<th>1st term</th>
<th>2nd term</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 110</td>
<td>EE 188</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>EGR 186</td>
<td>Electrical Engineering I</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>ENG 105</td>
<td>Calculus II (FNRQ)</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>MAT 136</td>
<td>University Physics I (SCI: LAB)</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>NAU 100</td>
<td>University Physics I Lab (SCI LAB)</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>CS 122</td>
<td>Programming for Engineering &amp; Science</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CS 122L</td>
<td>Programming for Engineering &amp; Science Lab</td>
</tr>
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Total units 16

### Sophomore Year

<table>
<thead>
<tr>
<th>3rd term</th>
<th>4th term</th>
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</thead>
<tbody>
<tr>
<td>CENG 225</td>
<td>EE 215</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>EE 222</td>
<td>Microprocessors w/ Lab</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
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<tr>
<td>MAT 238</td>
<td>Introduction to Electronics</td>
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<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PHY 262</td>
<td>Differential Equations</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>PHI 105</td>
<td>Engineering Design: Process</td>
</tr>
<tr>
<td>3</td>
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<tr>
<td>Total units 16</td>
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### Junior Year

<table>
<thead>
<tr>
<th>5th term</th>
<th>6th term</th>
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<tbody>
<tr>
<td>EE 325</td>
<td>EE 310</td>
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<tr>
<td>EE 364</td>
<td>Fundamentals of Computer Engineering</td>
</tr>
<tr>
<td>4</td>
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<tr>
<td>EE 380</td>
<td>Fundamentals of Signals &amp; Systems</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>CHM 151</td>
<td>Engineering Design: Methods</td>
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<td>CHM 151L</td>
<td>Major Elective ***</td>
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<td>3</td>
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<tr>
<td>Total units 16</td>
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### Senior Year

<table>
<thead>
<tr>
<th>7th term</th>
<th>8th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 476C</td>
<td>EE 486C</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
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<tr>
<td>ME</td>
<td>Capstone Design</td>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>ME</td>
<td>Major Elective ***</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ME</td>
<td>Major Elective ***</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ME</td>
<td>Major Elective ***</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>LS/DIV</td>
<td>Liberal Studies / Diversity *</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>LS</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Total units 16

Liberal Studies Distribution blocks

<table>
<thead>
<tr>
<th>AHI (6 units)</th>
<th>SPW (6 units)</th>
<th>CU (6 units)</th>
<th>Science (7 units)</th>
<th>Additional 3 units to reach 35 total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 105</td>
<td></td>
<td></td>
<td>PHY 161 &amp; 161L</td>
<td>CS 122</td>
</tr>
</tbody>
</table>

Revised 11/26/2008
PROGRAM INFORMATION

A minimum of 128 units are required for this degree.

You can not have more than two grades of D in your engineering and computer science courses.

*Take a Liberal Studies course that also satisfies a Diversity requirement.

** Completion of either CHM 151L OR PHY 262L is required. (CHM 151L is highly recommended.)

*** Major electives include 18 units from the following:
  - 3 units from any course with the following prefixes: AST, BIO, CENE, CENS, CHM, CM, CS, EGR, ENV, FOR, GLG, MAT, ME, PHY, PHS, or STA (except any recitations, BIO 100/100L, CS 110, EGR 101 or 102, ENV 101/101L, FOR 101, GLG 100/100L, PHY 101/101L, PHY 103, PHS 101/101L and MAT classes numbered lower than MAT 136).
  - 9 units from any 400-level EE courses
  - 6 units from any 400 or 500-level EE courses

GENERAL INFORMATION

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.
- 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): The diversity requirement may be fulfilled in any part of the program of study.
    http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: http://www.nau.edu/comp/placement.html
- Math placement: http://www.cefts.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml

CONTACT INFORMATION

Engineering Programs
Building 69, Room 122A
Phone: 928-523-5251
Department Chair: David Scott
Phone: 928-523-3162
Email: David.Scott@nau.edu

Debbie Wildermuth
Academic Services Coordinator
College of Engineering and Natural Sciences
Building 21, Room 102
Phone: 928-523-3842
Email: Debbie.Wildermuth@nau.edu

Revised 2/12/2008
# Bachelor of Science in Engineering

## ELECTRICAL ENGINEERING

Computer Engineering Emphasis

2009-2010 Undergraduate Catalog

**Degree Progression Plan**

### Freshman Year

<table>
<thead>
<tr>
<th>1st term</th>
<th>2nd term</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 110  Digital Logic and Lab</td>
<td>EE 188  Electrical Engineering I</td>
</tr>
<tr>
<td>EGR 186  Introduction to Engineering Design</td>
<td>EE 188L  Electrical Engineering I Lab</td>
</tr>
<tr>
<td>ENO 105  Critical Reading and Writing (FNRQ)</td>
<td>MAT 137  Calculus II (FNRQ)</td>
</tr>
<tr>
<td>MAT 136  Calculus I (SCI: SAS)</td>
<td>PHY 161  University Physics I (SCI: LAB)</td>
</tr>
<tr>
<td>NAU 100  Transition to College</td>
<td>PHY 161L  University Physics I Lab (SCI: LAB)</td>
</tr>
<tr>
<td>CS 122  Programming for Engineering &amp; Science (SCI: SAS)</td>
<td>CS 122L  Programming for Engineering &amp; Science Lab</td>
</tr>
</tbody>
</table>

Total units: 16

### Sophomore Year

<table>
<thead>
<tr>
<th>3rd term</th>
<th>4th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CENE 225  Engineering Analysis</td>
<td>EE 215  Microprocessors &amp; Lab</td>
</tr>
<tr>
<td>CS 126  Computer Science I</td>
<td>EE 280  Introduction to Electronics</td>
</tr>
<tr>
<td>CS 126L  Computer Science I Lab</td>
<td>MAT 239  Differential Equations</td>
</tr>
<tr>
<td>MAT 238  Calculus III</td>
<td>EGR 286  Engineering Design Process</td>
</tr>
<tr>
<td>MAT 226  Discrete Mathematics</td>
<td>PHI 105  Introduction to Ethics (AHI)</td>
</tr>
<tr>
<td>PHY 262  University Physics II (SCI: SAS) **</td>
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</tr>
</tbody>
</table>

Total units: 17

### Junior Year

<table>
<thead>
<tr>
<th>5th term</th>
<th>6th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 325  Engineering Analysis II</td>
<td>EE 310  Fundamentals of Computer Engineering</td>
</tr>
<tr>
<td>EE 364  Fundamentals of Electromagnetics</td>
<td>EE 348  Fundamentals of Signals &amp; Systems</td>
</tr>
<tr>
<td>EE 380  Fundamentals of Electronic Circuits</td>
<td>EE 386W  Engineering Design: Methods</td>
</tr>
<tr>
<td>CS 136  Computer Science II</td>
<td>CS 249  Data Structures</td>
</tr>
<tr>
<td>CS 136L  Computer Science II Lab</td>
<td>1  LS/DIV  Liberal Studies / Diversity *</td>
</tr>
</tbody>
</table>

Total units: 15

### Senior Year

<table>
<thead>
<tr>
<th>7th term</th>
<th>8th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 410 or EE 412  Embedded Control or Digital Systems Design</td>
<td>EE 486C  Capstone Design</td>
</tr>
<tr>
<td>EE 476C  Engineering Design Procedures Lab</td>
<td>ME  Major Elective ***</td>
</tr>
<tr>
<td>ME  Major Elective ***</td>
<td>LS/DIV  Liberal Studies / Diversity *</td>
</tr>
<tr>
<td>CHM 151  General Chemistry I (SCI: SAS)</td>
<td>LS  Liberal Studies</td>
</tr>
<tr>
<td>CHM 151L  General Chemistry I Lab **</td>
<td>1  LS  Liberal Studies</td>
</tr>
<tr>
<td>LS  Liberal Studies</td>
<td>3  Total units: 15</td>
</tr>
</tbody>
</table>

Total units: 15

Liberal Studies Distribution blocks

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Science (7 units)</th>
<th>Additional 3 units to reach 35 total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHII (6 units)</td>
<td>SPW (6 units)</td>
<td>CU (6 units)</td>
<td>PHY 161 &amp; 161L (4)</td>
<td>CS 122 (3)</td>
</tr>
<tr>
<td>PHI 105 (3)</td>
<td></td>
<td></td>
<td></td>
<td>PHY 262 (3)</td>
</tr>
</tbody>
</table>

Page 1 of 2

Revised 12/11/2008
PROGRAM INFORMATION

A minimum of 128 units are required for this degree.

You cannot have more than two grades of D in your engineering and computer science courses.

* Take a Liberal Studies course that also satisfies a Diversity requirement.

** Completion of either CHM 151L OR PHY 262L is required. CHM 151L is highly recommended.

*** Major Electives include 6 units from any 400 or 500-level EE courses

GENERAL INFORMATION

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
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- 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/LScourselst.htm](http://www4.nau.edu/aio/Articulation/LScourselst.htm)
  - 6 units of diversity courses (3 units in Global & 3 units in Ethnic). The diversity requirement may be fulfilled in any part of the program of study: [http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm](http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm)
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- Math placement: [http://www.cefi.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml](http://www.cefi.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml)

CONTACT INFORMATION

Engineering Programs
Building 69, Room 122A
Phone: 928-523-5251
Department Chair: David Scott
Phone: 928-523-3162
Email: David.Scott@nau.edu

Debbie Wildermuth
Academic Services Coordinator
College of Engineering, Forestry & Natural Sciences
Building 21, Room 102
Phone: 928-523-3842
Email: Debbie.Wildermuth@nau.edu
1. Is this course being proposed for Liberal Studies designation? Yes ☑ No ☐  
   If yes, route completed form to Liberal Studies.


3. College SBS 4. Academic Unit /Department Ethnic Studies

5. Course subject/catalog number ES 378 6. Units/Credit Hours 3

7. Long course title Asian American History  (max 100 characters including spaces)

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

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

A critical examination of the historical experience of Asian Americans as an ethnic minority group in the United States within the context of US and world history.

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

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

12. Cross-listed with HIS 378 The Asian American Experience (new course being proposed)  
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

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

14. Prerequisites (must be completed before proposed course) None

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

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 □
   If yes, does it require listing in the Course Equivalency Guide? yes □ no □
   Please list, if known, the institution and subject/catalog number of the course________________________

18. Names of current faculty qualified to teach this course: Professor John K. Leung

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

   This course will fill an important lacuna in the Ethnic Studies curriculum in terms of course offerings dealing with the historical experience of specific ethnic minorities in the United States. Currently, we have in the ES program only courses that address the historical experience of African Americans and Hispanic Americans. This course will add significantly to the richness and variety of the study of ethnic history in the US. It contributes and serves to support the diversity mission of the Ethnic Studies program as well as the University’s mission in this regard. It will also provide NAU students with an additional option to fulfill their US Ethnic Diversity curriculum requirement.

For Official AIO Use Only:
Component Type
Consent
Topics Course

36. Approvals

Anna Cremer  
Department Chair (if appropriate)  Oct. 28, 2005  Date

Chair of college curriculum committee  11/4/08  Date

Dean of college

For Committees use only

For University Curriculum Committee  1/27/09  Date

Action taken:
Approved as submitted  Approved as modified

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Sara, Jeff and Geeta:

I am sending two new course proposals on Asian American History to the History Department Undergraduate Committee for approval. One of these, HIS 378, will [eventually] be submitted also for Liberal Studies approval, but the other, HIS 415, will not. Both are also being proposed for Diversity approval. I am attaching the syllabi for these courses for your information and consideration.

Two questions:

1. Would ES want to cross-list these courses? If so, please let me know, and also let me know what ES number these should be cross-listed as. Also, please let me know if the cross-listing would entail modifications in the syllabi, especially with regard to prerequisites. I believe cross-listing would have to be done at the same course level, am I correct?

2. Whether or not ES wishes to have these courses cross-listed, would Sara be so kind as to write a short letter of support for these course proposals? Please address them to the HIS Undergraduate Committee and to the Department Chair (Professor Cynthia Kosso) and also to the CAL College Curriculum Committee.

Thanks.
John
Course Description

Since the first major waves of Asian immigrants came to the shores of the United States in the mid-19th century, the experience of American residents and citizens who are descendants of Asian ancestry has been an integral and important part of the history of the United States. Yet this rich historical experience, as a whole, has been largely relegated to “Special Topics” status in the vast majority of curricula and textbooks on US History. At the same time, while stereotypical images of Asian Americans—some derogatory to this day; some “pseudo-laudatory”—abound in American society and popular culture, few of these have been examined critically or through the lens of historical construction. This course seeks to address these issues by providing NAU students with a chance to examine critically and in a rigorously historical manner the experience of Asian Americans within the twin contexts of US history and world history. We will trace this multifaceted, complex and diverse historical experience through several main stages of development from the mid-16th century to the present time, and we will examine it through the lens of the history of immigration, the history of labor and social-economic development, community building, personal and family histories, the development of political status and influence, as well as the historical context of international relations.

The historical experience of Asian Americans exemplifies a fundamental problem common to almost all societies historically, but perhaps particularly to those in the “modern” and contemporary world in the 18th-through-20th centuries, which is the difficult balancing act of maintaining and developing one’s own identity and whatever that implicates while seeking acceptance in a national, international and inter-cultural arena of competitive interests and identities, and of navigating the transition between tradition and often-externally-determined “modernity.” Central to the purpose of this course is to engage students in reflection, understanding and appreciation of differences of historical, social, and cultural conditions between the world of the person of Asian ancestry living in an environment of varying stages of transition and “cross-over” in the United States in the 19th and 20th centuries and the students’ own world(s) as well as the essential comparabilities that bridge those differences and the intersections and connections between those worlds.

This course qualifies for the student’s fulfillment of NAU’s US Ethnic Diversity requirement. This course provides students with an academic learning experience in which they will:

- Gain a deeper understanding of the historical factors and conditions that have created the dynamics and tensions that shape the world of the Americans of Asian heritage
- Gain a better understanding of the issues of social and cultural change that confront all Americans
- Learn thereby from the experience of people of the past to better cope with the complexities and realities of our own day and of the future
- Become better prepared to live responsibly, productively and creatively as citizens of a changing world
Engage students primarily in the study of political and social conditions in the United States since the mid-19th century as they first of all pertain to the shaping of the experience of Americans who immigrated from Asia (or whose forebears did so) and of the communities and social organizations that they constructed and developed.

Engage students in reflecting on, analyzing and evaluating the interaction of peoples and to relate the social and political experience of Asian Americans to the broader social and political history of the United States and of the world since the 19th century.

Enhancing students’ understanding of theories and histories of social and community organization, political mobilization and participation, social mobility, education, labor, race, gender, class and cultural diversity.

Foster students’ skills in critical thinking, developing explanatory, critical, analytical and interpretive thinking that is crucial to successful historical scholarship.

Acquire a broad range of knowledge and essential intellectual and mental skills for success beyond graduation. In particular, the course will cultivate students’ critical thinking skills by confronting them with “knowledge” and interpretations of history, through their reading, class discussions, lectures and research exercises, that they must analyze, evaluate and critique.

**Student Learning Outcomes**

By the end of the course:

- Students will have learned, through reading, attending and taking notes at lectures, and participating in discussions, a framework for analyzing and interpreting the historical experience of Asian Americans and the contours of the empirical historical data on and related to that experience.

- Through the discussions, students will demonstrate their knowledge of the basic historical data and the fundamental interpretive ideas that they have learned relating to the Asian American historical experience.

- Through the short paper exercises, students will demonstrate competency in reading texts and examining ideas critically, interpreting different arguments and perspectives on Asian American history and evaluating the merits of these historical and/or historiographical arguments.

- Through these papers as well as the term research project, students will learn to synthesize evidence from a variety of sources and genres of sources to present interpretive portrayals of life experiences of Asian Americans in the historical context of the period covered by this course.

- Students will plan, organize, and produce a research project either in the form of a term paper or in some other approved form of research.

- In writing short papers, conducting research, preparing discussion notes and participation in seminar-type discussions, students will learn to present cogent arguments, listen and respond to other people’s arguments, support viewpoints by evidence, and critique as well as defend their own as well as other people's points of view.
Texts and Reading Material
The following books are to be purchased from the NAU bookstore:

The above books will be cited, where needed, in the following sections of this syllabus by the author's names in abbreviation. In addition, students should be aware that there are three other useful library resources that ought to be frequently consulted: a) The *Amerasia Journal*, b) Amy Tachiki et al, eds. *Roots: An Asian American Reader* [a publication project of the UCLA Asian American Studies Center, 1971] and c) Emma Gee ed. *Counterpoint: Perspectives on Asian America*.

Furthermore, the main “texts” will also be supplemented with many assigned readings from other monographs and anthologies, as well as selective primary sources. These monographs, anthologies and collections of primary source material are listed in the Course Schedule as “Supplementary Reading” in each section of the course. These supplementary sources in the students’ reading are included primarily to introduce students to examples of major influential interpretive and historiographical ideas and viewpoints relevant to the “topics of the week,” as well as to primary source material relevant to the topic when it is accessible to students at this level. Students may also use these lists of supplementary readings as guides and preliminary bibliographies to their research.

The supplementary reading material will be placed on Blackboard VISTA (electronic reserve) for this course wherever feasible, and otherwise on print reserve at Cline Library. A more specific reading assignment list (with more exact page numbers) and schedule will be developed for the course separate from this syllabus.

Assessment of Learning Outcomes
The course uses three types of instruments to assess your achievement of the learning objectives listed above:
1) Short papers: You will write TWO relatively short papers, each of approximately 1500 - 2000 words in length (roughly 5-6 “normal” pages.) One of these will be a topical essay, and the other will be a book review (a.k.a. historiographical paper.) These are intended more as “think-pieces” than as full-fledged research papers. In other words, these will be papers in which you critically analyze a problem, array and organize arguments on various sides of the issues involved, evaluate the strength of arguments, and write an argumentative explanation of the topic, drawing conclusions from what you have learned. Although they are not expected to be fully researched papers, the standard academic conventions and regulations will apply.
Topical essay: You will be provided with a list of topics/issues/questions from which you may make a choice.

Book review: You must choose a historiographical issue and the material to go with it either from the groups of supplementary reading material listed in the course schedule above or identify the issue and the material that you would “review” in this paper from the bibliographical sections of the Takaki volume or the Chan volume. If you prefer to write your review essay on a book or article or media item that does not come from these lists, you must first submit a proposal in writing to be reviewed and approved by me in advance.

2) Research paper/project: Your research project may build on the topical paper or the historiographical paper that you write for the course. Your research project for the semester may

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take the form of either an interpretive, critical research paper or a project (such as a community-based project, a presentation of family history, a major oral presentation, or a video or webpage presentation.) In any case it must involve dimensions of research that I must approve in advance. In the case of a research paper that is presented in written form, the final paper should be no less than 4000 words in length, not inclusive of bibliography or other auxiliary sections. In the case of other forms of presentation that is not primarily written, the project must include a written introduction of not less than 1000 words.

Separately from this syllabus, you will be given general parameters for planning and constructing this project, and, within these boundaries, you will submit a written proposal that identifies the specific subject that you choose, together with a preliminary articulation of ideas about how you expect to approach the research on the subject and how you plan to present the results of your research. After your proposal has been discussed and approved, and before you submit your final product, you will conduct several small exercises to help you focus your research, ascertain the feasibility of your project, move along in your conceptualization of the subject and organize your project, and produce acceptable drafts of the project. I will provide you with consultation and feedback at each of these stages. Further and more specific instructions for researching your topic and writing this term paper will be provided separately later.

3) Discussions: Several discussion sessions, in lieu of lectures, will be scheduled for this course. Active participation on your part in the discussion sessions is expected and will be an essential part of the evaluation for grading. To that end you must be ready to contribute to the discussion and debate, and do the specific readings for discussion beforehand. Questions for discussion will be handed out to beforehand, most likely a week prior to the discussion. You are strongly advised to take notes for your reading and to organize your thoughts and knowledge in response to these discussion questions in preparation for each discussion session. Your performance in discussions will be evaluated and reviewed on a biweekly basis. If you miss a discussion session, you will receive no points for the session, and there will be no make-ups.

A list of interim and final deadlines and for all written exercises will be provided separately from this syllabus. These deadlines must be rigorously observed, with serious consequences for any violation. Any written exercise that is handed in 1 day but no later than 1 day after the stated deadline (or on the following Monday in the case of a Friday deadline) will be accepted, with the grade for the exercise automatically lowered by 1 grade level (e.g., from A to B, or from B+ to C+); any exercise that is handed in more than 24 hours after the deadline (all deadlines are considered to be at 5 p.m. on the stated date,) or, in the case of Friday deadlines, after class time on the following Monday, will not be accepted, and you will forfeit the points for that exercise completely.

Evaluation and Grading Scale

The relative weight of the various components of the course grade will be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Discussions</td>
<td>20%</td>
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<tr>
<td>Short paper (Topical)</td>
<td>15%</td>
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<tr>
<td>Short paper (Historiographical)</td>
<td>15%</td>
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<tr>
<td>Term research project</td>
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<td>Total</td>
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Your course grade will be determined by amalgamating your scores from the exercises listed above in accordance with the following scale:

89% and above = A; 77-88.9% = B; 66-76.9% = C; 55-65.9% = D; Below 55% = F

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Course Format and Schedule

The following "course schedule" does not indicate specific dates on which we might expect a particular topic to be "covered." It does, however, indicate the topics that we shall attempt to deal with in the order in which we expect to approach them chronologically through the semester. This schedule by no means implies that each of the parts of the course and the topics of discussion and exploration listed here will occupy an equal amount of course time or command similar attention.

Part I: Setting the Framework of the Course

Introduction to the course and general overview of the syllabus
Discussion: What is Asian America? Why Study It?
Reading: Takaki, ch. 1;
          Chan, pp. xi – xvii, 223-229

Part II: The Nineteenth Century to the 1910s

American and Asian Historical Contexts for Asian Migration
Reading: Takaki, pp. 19-53
          Chan, pp. 3-12
Supplementary Reading:
Peter Duus, The Japanese Discovery of America (Bedford Series in History and Culture, 1997)
          Akira Iriye, Across the Pacific: An Inner History of American-East Asian Relation
          (Harcourt, Brace & World, Inc., 1967)
          Irwin and Hilary Conroy, "R.W. Irwin and Systematic Immigration to Hawaii" in Hilary Conroy
          and T. Scott Miyakawa, eds. East Across the Pacific: Historical and Sociological Studies of
          Japanese Immigration and Assimilation (hereafter cited in this syllabus as EAP) (ABC-Clio
          Press, 1972)
Alan Takeo Moriyama, Iningaisha: Japanese Emigration Companies and Hawaii (U of Hawaii
          Press, 1985)

Immigration Labor and the American West: the Chinese Case
Reading: Takaki, pp. 77-88
          Chan, pp. 25, 28-32, 35-40
Supplementary Reading:
Ping Chiu, Chinese Labor in California, 1850-1880: An Economic Study (State Historical Socie-
          ty of Wisconsin, 1967)

US Agricultural and Agribusiness Development and Asian Labor
Reading: Takaki, pp. 88-92, 94-95, 132-142, 188-197
          Chan, pp. 26-27, 32
Supplementary Reading:
          Sucheng Chan, This Bittersweet Soil: The Chinese in California Agriculture, 1860-1910
          (U of California Press, 1986)
          Carey McWilliams, Factories in the Field: The Story of Migratory Farm Labor in
          California (U of California Press, 1971)
Industry and Commerce
Reading: Takaki, pp. 88, 92-93, 95-99
        Chan, pp. 32-35, 40-42
Supplementary Reading:
Ping Chiu, Chinese Labor in California, 1850-1880: An Economic Study (State Historical Society of Wisconsin, 1967)

Exclusionism and Politics of Race in the 19th Century
Reading: Takaki, pp. 99-131, 142-176, 179-182, 197-229
        Chan, ch.3
Supplementary Reading:

International Developments, Asian History and American History Toward the End of the 19th Century: New Immigrant Groups in Old Patterns
Reading: Takaki, chs. 5, 7, 8, 9
        Chan, pp. 12-23
Supplementary Reading:
        Stuart Creighton Miller, Benevolent Assimilation: The American Conquest of the Philippines, 1899-1903 (Yale University Press, 1982)
        Joan Jensen, Passage From India: Asian Indian Immigrants in North America (Yale University Press, 1988)

Part 2: The Early Twentieth Century

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Development of Urban Asian America
Reading: Takaki, chs. 6, 7, 8
Supplementary Reading:
Stanford Lyman, Chinatown and Little Tokyo (Associated Faculty Press [New York, 1986)
Howard H. Sugimoto, “The Vancouver Riots of 1907: A Canadian Episode” in EAP, pp. 92-125

Social Organization and Community Development
Reading: Takaki, chs. 6-9
Chan, chs. 4, 6
Supplementary Reading:
Stanford Lyman, Chinese Americans (Random House, 1974), chs. 1-3, 5-6

Continuity and Change in Labor and Politics of Economy
Reading: Takaki, chs. 6-9
Supplementary Reading:

Politics of Race and Exclusion in the Twentieth Century
Reading: Chan, ch. 5
Supplementary Reading:
Bong-Youn Choy, Koreans in America (Nelson Hall, 1979)
S. Chandrashekhar, ed. From India to America: A Brief History of Immigration, Problems of Discrimination, Admission and Assimilation (Population Review Publications, 1982)

Part 3: World War II and the Late Twentieth Century

The Impact of World War II
Reading: Takaki, ch. 10
Chan, ch. 7
Supplementary Reading:
Film: Farewell to Manzanar

Post-WWII Asia and American Involvement's Impact on Asian America
Reading: Takaki, ch. 11
Chan, ch. 8
Supplementary Reading:
Paul Strand and Woodrow Jones, Jr., Indochinese Refugees in America: Problems of Adaptation and Assimilation (Duke University Press, 1985)

Recent History of Social and Cultural Development in the Context of Diversity
Reading: Takaki, ch. 12
Chan, ch. 9

Learning Portfolio The student’s short papers (including drafts with instructor feedback), research paper (including draft, research proposal and bibliographical exercise,) and discussion notes as well as any feedback material from the instructor will form the student’s learning portfolio for the course.

Attendance Policy Attendance and preparedness for the discussions are essential for any measure of success in this course. The final course grade for any student who misses more than 6 classes (including absences due to institutional excuses and medical reasons) will be lowered by one level (e.g. from A to B), and by two levels for any student who misses more than 12 classes. Any student who misses more than 18 classes will be requested to withdraw from the course, or will receive an F in the course regardless of performance in other areas.

Academic Honesty In all written and oral exercises, you must observe the fundamental rules of academic honesty rigorously and without exception, in matters of citation, quotation and annotation. Any unacknowledged use of another person's words or thoughts, whether from a published or unpublished source, including extensive and unacknowledged paraphrasing, will be construed as plagiarism. No credit will be given for work containing such material, and if the behavior is repeated, the student will receive an "F" for the course. Persistence beyond that could lead to even sterner disciplinary measures. If you are uncertain about the definition and meaning of these terms, please refer to relevant sections, especially Appendix F, of the current NAU Student Handbook. It is your responsibility to familiarize yourself with these matters as defined by the University.

Attachments: NAU Classroom and Course management Policy Statements, including policy statements on Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board and Academic Integrity.
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  ES 378

Course Title  Asian American History

Justification:
This course examines, in its entirety and specifically, the historical experience of an ethnic minority group in the United States (i.e., Asian Americans) and fully complies with the criteria for eligibility as a US Ethnic Diversity course as set forth by the Diversity Curriculum Subcommittee.

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 X modified existing

course: ______  course: ______  course: ______

Department Contact Information: Ethnic Studies

Name:  Sara Aleman

Phone Number  523-3886

Email Address  Sara.Aleman@nau.edu

Campus Box Number  15320

Date of submission  Oct. 2008

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.

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# University Curriculum Committee

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

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<th>1. College</th>
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<td>2. Academic Unit/Department</td>
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<td><strong>Interdisciplinary Studies</strong></td>
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<td>3. Academic Plan Name</td>
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<td>4. Subplan (if applicable)?</td>
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*Plan changes must be accompanied by an updated 8 semester plan.

7.  

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Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/aoc/AcademicCatalog/academiccatalogs.htm)
Be sure you include all catalog text that pertains to this plan change

For New Plans, leave this column blank.

B.A. in Interdisciplinary Studies
B.S. in Interdisciplinary Studies

Academic Advising Services, Gateway Student Success Center
NAU, PO Box 5650, Flagstaff, AZ 86011-5650
928-523-4772

Larry Gould • Associate Vice President and Campus Executive Officer • Northern Arizona University - Yuma • Larry.Gould@nau.edu (Preferred Contact Modality) • Phone: 928-317-6475 • FAX: 928-317-6419

Undergraduate Introduction

You may pursue the following academic plan in interdisciplinary studies:

• Bachelor of Arts in Interdisciplinary Studies

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

Interdisciplinary Studies

B.A. in Interdisciplinary Studies
B.S. in Interdisciplinary Studies

Alison Leigh Brown
Co-director, BIS/BAS
Professor, Humanities, Arts and Religion
Phone: +1 602 776-4607
Email: alison.brown@nau.edu

Academic Advising Services, Gateway Student Success Center
NAU, PO Box 5650, Flagstaff, AZ 86011-5650
928-523-4772

Larry Gould • Associate Vice President and Campus Executive Officer • Northern Arizona University - Yuma • Larry.Gould@nau.edu (Preferred Contact Modality) • Phone: 928-317-6475 • FAX: 928-317-6419

Undergraduate Introduction
(extended major)
bachelor of science in
interdisciplinary studies
(extended major)
NAU's flexible, B.A. and B.S. in Interdisciplinary Studies offers you an opportunity to design a plan of studies, in consultation with an advisor, to meet your individual educational needs. You may choose this degree if you plan to enter an occupation that requires a broad general education, if you are seeking career advancement or personal intellectual enrichment or if you are considering a preprofessional plan.

We also offer this degree as part of NAU's distance education program; however not all emphasis areas are available through distance education.

We designed this degree to broaden your background, but not to substitute for a degree that meets specific professional or occupational needs. If you are preparing for an occupation where entry is

You may pursue the following academic plan in interdisciplinary studies:

bachelor of arts in
interdisciplinary studies
(extended major)
bachelor of science in
interdisciplinary studies
(extended major)
NAU's flexible, B.A. and B.S. in Interdisciplinary Studies offers you an opportunity to design a plan of studies, in consultation with an advisor, to meet your individual educational needs. You may choose this degree if you plan to enter an occupation that requires a broad general education, if you are seeking career advancement or personal intellectual enrichment or if you are considering a preprofessional plan.

We also offer this degree as part of NAU's distance education program; however not all emphasis areas are available through distance education.

We designed this degree to broaden your background, but not to substitute for a degree
governed by licensure and/or professional certification, you should seek admission to the appropriate degree plan. **Bachelor's in Interdisciplinary Studies (extended major)**

To earn the Bachelor's Interdisciplinary Studies degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements
- at least 57-68 units of major requirements for the B.A. or at least 60-67 units of major requirements for the B.S.
- 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.)

that meets specific professional or occupational needs. If you are preparing for an occupation where entry is governed by licensure and/or professional certification, you should seek admission to the appropriate degree plan. **Bachelor's in Interdisciplinary Studies (extended major)**

To earn the Bachelor's Interdisciplinary Studies degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements
- at least 57-68 units of major requirements for the B.A. or at least 60-67 units of major requirements for the B.S.
- 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
Please note that you must complete NAU’s diversity requirements by taking two 3-unit courses, one in U.S. ethnic diversity and one in global Diversity. 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.

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

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

Finally, please note that the requirements for any particular Interdisciplinary Studies plan will be more specific than the general academic description given here. See the specific academic area in this catalog, may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete NAU’s diversity requirements by taking two 3-unit courses, one in U.S. ethnic diversity and one in global Diversity. 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.

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

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

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

**Liberal Studies (General Education) Requirements**

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

Be aware that you may use courses with prefixes in your emphasis area to fulfill liberal studies, but you may not use the same course(s) to satisfy your emphasis requirements and your liberal studies requirements; in addition, you may not use the specific courses in your focus to satisfy liberal studies requirements. (For the interdisciplinary emphases in arts and letters, public agency service, and women and gender studies, you may use the emphasis course prefixes to satisfy

given here. See the specific academic area in this catalog, which are listed at the end of this section, for the Interdisciplinary Studies plan you are interested in.

**Liberal Studies (General Education) Requirements**

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

Be aware that you may use courses with prefixes in your emphasis area to fulfill liberal studies, but you may not use the same course(s) to satisfy your emphasis requirements and your liberal studies requirements; in addition, you may not use the specific courses in your focus to satisfy liberal studies requirements. (For the interdisciplinary emphases in arts and letters, public agency management service, and women and gender studies, you may use the emphasis course
requirements in both emphasis and liberal studies; however, you may not use the same course(s) to satisfy both an emphasis and liberal studies requirement.)

**Major Requirements**

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

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

**Emphasis**

You must take 21-28 units in an emphasis approved by the Interdisciplinary Studies advisory council. See the end of this section for a list of Interdisciplinary Studies emphases, each of which has been designed with a clear and specific learning objective.

As part of NAU’s general university requirements, these units include a junior writing
university requirements, these units include a junior writing course and senior capstone experience, which we specify within each individual emphasis.

**Focus, Minor, or Certificate Requirements**

Meet this 15-unit requirement by choosing one of the three options described in this section.

**Focus in Interdisciplinary Studies**

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

**Minor**

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

**Certificate**

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

**Communication Skills Requirements**

You must take the following 21-25 units for the B.A.; 24 units for the B.S.:

- 3 units in computer literacy for
Communication Skills Requirements

You must take the following 21-25 units for the B.A.; 24 units for the B.S.:

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

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

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

**theory-based courses:**
SC 271, 321, 323, 351, 361, 365, 424, 472, 475 and 477
(Please note that you can’t use CLEP or locally prepared exams to satisfy this requirement. Transfer credit used to satisfy this requirement must be approved by the Interdisciplinary Studies/BAS Advisory Council.)

For the B.A., take a Language Requirement:
four courses (12-16 units) in a language other than English, selected below. At least 3 units must be upper-division.

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

**theory-based courses are defined as having at least 51 percent of the evaluation of the student based on oral performance.**

**theory-based courses:**
**COM 200**, SC 271, 321, 323, 351, 361, 365, 424, 472, 475 and 477
(Please note that you can’t use CLEP or locally prepared exams to satisfy this requirement. Transfer credit used to satisfy this requirement must be approved by the Interdisciplinary Studies/BAS Advisory Council.)

For the B.A., take a Language
from the same language. (You can take CLEP or AP exams to fulfill all or part of this requirement; however, you cannot use "travelers" or "conversation only" language courses for this requirement.)

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

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

For the B.S., take a Science Requirement: four courses from ANT 101, 102, or 104; BIO 301 and 302; PSY 230 or equivalent; MAT 114; STA 270 or equivalent; CCJ 355; ECI 497C; ESE 380; HS 333; SOC 355W or 365; PAS 355 or 356; POS 303, or courses with Biology, physics, astronomy, mathematics, geology, chemistry prefixes (12 units). All other courses must be pre-approved by the program director. At least six units
| General Electives | must be upper division.  
<p>| 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. |<br />
|<br />
| 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.) |<br />
|<br />
| The following Interdisciplinary Studies emphases are offered through specific academic departments at NAU. See the appropriate section of this catalog or contact the appropriate department for specific information about each emphasis. |<br />
|<br />
| General Electives |<br />
| 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. |<br />
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| Revised 09/07 |</p>
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<thead>
<tr>
<th>Emphasis</th>
<th>appropriate section of this catalog or contact the appropriate department for specific information about each emphasis.</th>
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<tbody>
<tr>
<td>administration of justice</td>
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<td>Criminal Justice</td>
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<td>early childhood education</td>
<td>Teaching and</td>
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<td>emergency services</td>
<td>Teaching and</td>
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<tr>
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<td>ethnic studies</td>
<td>Ethnic Studies</td>
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<tr>
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<td>Interdisciplinary</td>
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<td>learning and pedagogy</td>
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<td>library science</td>
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<td>Mathematics</td>
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<td>Speech Communication</td>
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<td>Health Sciences</td>
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Academics

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**Academics**

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.

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.

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

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


1. Students should be able to provide logically coherent pieces of written work.
2. Students should be able to effectively organize and orally deliver content based on audience and purpose.

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

   Change 1: Alison Brown will assume the duties relative to leadership in the program formally held by Larry Gould. Change 2: Computer skills requirement. This change results from our work to insure a better definition of the course work necessary to complete this requirement. Change 3: The remove of oral from the description of the requirement is in accord with previous changes in which we now require both oral and theory based courses. Change 4: The addition of the language “performance-based courses are defined as having at least 51 percent of the evaluation of the student based on oral performance” defines the minimum require particularly for transfer courses for acceptance of a course.
as meeting this requirement. Change 5: The addition of the language “or courses with Biology, physics, astronomy, mathematics, geology, chemistry prefixes” both adds clarification to the requirements, while creating consistency in the language between this and other plans governed by Yuma and the BIS/BAS Advisory Council. Change 6: The language “All other courses must be pre-approved by the program director” clarifies the final authority on acceptance of courses placing such authority in the hands of faculty not advising staff.

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

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

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

Certifications

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

Chair of college curriculum committee [Signature]

Dean of college [Signature]

For committee use only

[Signature] 1-27-09

For University Curriculum Committee [Signature] Date

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

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

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<thead>
<tr>
<th>1. College</th>
<th>Interdisciplinary Studies:</th>
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<td>Humanities or Public</td>
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<td>Management 90-30</td>
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<td>(extended major)</td>
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<tr>
<th>2. Academic Unit/Department</th>
<th>Interdisciplinary Studies</th>
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<th>3. Academic Plan Name</th>
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<th>4. Subplan (If applicable)?</th>
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<th>5. Effective Date</th>
<th>2008</th>
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<tr>
<th>6. Is this proposal for a:</th>
<th>□ New Plan</th>
<th>x□ Plan Change*</th>
<th>□ Plan Deletion</th>
<th>□ Subplan Deletion</th>
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<tr>
<td>□ New Subplan</td>
<td>□ Subplan Change</td>
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*Plan changes must be accompanied by an updated 8 semester plan.*

7.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: (http://www1.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)

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

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

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

Alison Leigh Brown
Co-director, BIS/BAS Professor, Humanities, Arts and Religion
Phone: +1 602 776-4607
Email: alison.brown@nau.edu

Open LOUIE

Interdisciplinary Studies: Humanities or Public Management 90-30 (extended major)

You may earn either a BA or BS in Interdisciplinary Studies: Degree completion with an emphasis in Humanities or Public Management.

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

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considering a preprofessional plan.

We also offer this degree as part of NAU’s distance education program; however, not all emphasis areas are available through distance education.

We designed this degree to broaden your background, but not to substitute for a degree that meets specific professional or occupational needs. If you are preparing for an occupation where entry is governed by licensure and/or professional certification, you should seek admission to the appropriate degree plan.

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

- to avoid any deficiencies or risk having to take more than 120 hours of credit to complete this degree a completed community

seeking career advancement or personal intellectual enrichment, if you are considering a preprofessional plan.

We also offer this degree as part of NAU’s distance education program; however, not all emphasis areas are available through distance education.

We designed this degree to broaden your background, but not to substitute for a degree that meets specific professional or occupational needs. If you are preparing for an occupation where entry is governed by licensure and/or professional certification, you should seek admission to the appropriate degree plan.

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

- to avoid any deficiencies or risk having to take more than 120 hours of credit to complete this degree a completed community
college degree AND an AGEC from a regionally accredited community college in Arizona are highly recommended students with a completed associate's degree and an AGEC will not have to complete the 35 units of liberal studies requirements; however, students without an AGEC certification will need to meet the NAU liberal studies requirements.

students may transfer up to a maximum of 90 hours of community college and/or university credit from regionally accredited institutions of higher education

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

college degree AND an AGEC from a regionally accredited community college in Arizona are highly recommended students with a completed associate's degree and an AGEC will not have to complete the 35 units of liberal studies requirements; however, students without an AGEC certification will need to meet the NAU liberal studies requirements.

students may transfer up to a maximum of 90 hours of community college and/or university credit from regionally accredited institutions of higher education

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

students must complete an overall total of at least 120 units

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<table>
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<tr>
<th>students must complete an overall total of at least 120 units</th>
<th>To be eligible for Honors at Graduation, you must complete 45 units at Northern Arizona University. If you complete less than 45 units at Northern Arizona University to fulfill the requirements for this degree, you will not qualify for Honors at Graduation regardless of your cumulative Grade Point Average.</th>
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<tr>
<td>To be eligible for Honors at Graduation, you must complete 45 units at Northern Arizona University. If you complete less than 45 units at Northern Arizona University to fulfill the requirements for this degree, you will not qualify for Honors at Graduation regardless of your cumulative Grade Point Average.</td>
<td>Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.) Please note that you must complete NAU’s diversity requirements by taking two 3-unit courses, one in U.S. ethnic diversity and one in global diversity. These courses may be used to meet other requirements within your academic plan if you</td>
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requirements by taking two 3-unit courses, one in U.S. ethnic diversity and one in global diversity. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a list of the available diversity courses.

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

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

**Liberal Studies (General Education) Requirements**

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

Click here to go to the section titled NAU’s Undergraduate Academic Plans for information about the 35 units of liberal
earned an AGEC must complete all Liberal Studies requirements before graduation.

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

Be aware that you may not use courses with same prefix(es) in your emphasis area to fulfill liberal studies, but you may not use the same course(s) to satisfy your emphasis requirements and your liberal studies requirements; in addition, you may not use the specific courses in your focus to satisfy liberal studies requirements. (For the interdisciplinary emphases in arts and letters, public agency service, and women and gender studies, you may use the emphasis course prefixes to satisfy requirements in both emphasis and liberal studies; however, you may not use the same course(s) to satisfy both an emphasis and liberal studies requirement.)

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

Please note that you must have a grade of C or better in all
You must complete at least 30 upper-division units at NAU for this major.

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

**Emphasis**

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

**Humanities Emphasis Requirements**

You must take 30 units from NAU as described below:
You must take 6 units from:

- HUM 345W and HUM 475C

Select 15 units from the following:

- HUM 370, 371, 373, 375, 376, 395; HUM 381 or 362

If the Global and/or U.S. Ethnic Diversity requirements have not already been met, you must select HUM 362 or HUM 381 from the above, both which meet the Global Diversity requirement and/or HUM 375, which meets the U.S. Ethnic Diversity requirement.

Finally, select 9 additional units
If the Global and/or U.S. Ethnic Diversity requirements have not already been met, you must select HUM 362 or HUM 381 from the above, both of which meet the Global Diversity requirement and/or HUM 375, which meets the U.S. Ethnic Diversity requirement.

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

**Public Management Emphasis Requirements**

You must take 30 units from NAU as described below:

You must take 6 units from:
- ENG 302W or ENG 305W
- PAS/POS 421C

You must also select following 15 units from the following:
- PAS 326, 355, 411, 450; PAS 415 or SC 477

Finally, you must select 9 units from the following:
- ANT 350 (G), 306 (E); PAS 310, 356, 401; POS 355; SOC 333

If the Global and/or U.S. Ethnic Diversity requirements have not already been met you must select ANT 350 from the above, which meets the Global Diversity requirement and/or ANT 306, which meets the Ethnic Diversity requirement.

**Focus, Minor, or Certificate Requirements**

**Focus**
ANT 350 (G), 306 (E); PAS 310, 356, 401; POS 355; SOC 333

If the Global and/or U.S. Ethnic Diversity requirements have not already been met you must select ANT 350 from the above, which meets the Global Diversity requirement and/or ANT 306, which meets the Ethnic Diversity requirement.

**Focus, Minor, or Certificate Requirements**

**Focus**
Students graduating from a regionally accredited community college in Arizona will be credited with having completed a focus area; however, the focus area will not be noted on the student’s transcripts.

Minors and/or Certificates are not allowed in the program.

**Communication Skills Requirements**

Included in the credit transferred as part of the completed community college degree you must have:

3 units in computer literacy for the B.A.; 6 units for the B.S.

This coursework must help you to understand in general the technical components of computers and information systems, the role of computers in modern society, how to solve problems using information systems technology, word processing, spreadsheet use, data base

Students graduating from a regionally accredited community college in Arizona will be credited with having completed a focus area; however, the focus area will not be noted on the student’s transcripts.

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Included in the credit transferred as part of the completed community college degree you must have:

3 units in computer literacy for the B.A.; 6 units for the B.S.

This coursework must help you to understand in general the technical components of computers and information systems, the role of computers in modern society, how to solve problems using information systems technology, word processing, spreadsheet use, data base

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Language Requirement: four courses (12-16 units) in a modern language other than English, selected from the same language. For the B.S., take a Science Requirement: 12 units of science courses drawn from the following ANT 101 102, or 104; POS 303; PSY 230 or equivalent; MAT 114, STA 270 or equivalent; or courses with Biology, physics, astronomy, mathematics, geology, chemistry prefixes. All other courses must be pre-approved by the BIS/BAS program director. You may use any combination of units earned, including labs attached to courses as long as the minimum of 12 units is achieved. **General Electives** Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

Revised 09/07
You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren’t used to meet major, minor, or liberal studies requirements.)

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

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

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

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

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

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

1. Students should be able to provide logically coherent pieces of written work.
2. Students should be able to effectively organize and orally deliver content based on audience and purpose.

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

   Change 1: Alison Brown is listed as the Co-Director of the Program  Change 2: Removal of Focus, Minor, or Certificate Requirements. This is an extended degree plan; thus, a focus, minor or certificate is not required. Keeping this requirement in place would result in needless complications and it would be overridden in all cases by the Director. Change 3: Computer skills requirement. This change results from our work to insure a better definition of the course work necessary to complete this requirement. Change 4: The remove of oral from the description of the requirement is in accord with previous changes in which we now require both oral and theory based courses. Change 5: The addition of the language “performance-based courses are defined as having at least 51 percent of the evaluation of the student based on oral performance” defines the minimum requirement particularly for transfer courses for acceptance of a course as meeting this requirement. Change 6: The language “All other courses must be pre-approved by the program director” clarifies the final authority on acceptance of courses placing such authority in the hands of faculty not advising staff.

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

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

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

Certifications

Department Chair/ Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

Date

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.

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

1. College ________________________

2. Academic Unit/Department BAS

3. Academic Plan Name ________________________

4. Subplan (if applicable)? ________________________

5. Effective Date FALL 2008

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

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

7.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www1.nau.edu/pio/AcademicCatalog/academiccatalogs.html)
Be sure you include all catalog text that pertains to this plan change.

For New Plans, leave this column blank.

Bachelor of Applied Science

If you are entering a B.A.S. degree with a pre-approved associate degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:

- 64 units in an associate degree transfer block
- at least 35 units of liberal studies requirements, 16-20 of which will be satisfied by associate degree transfer block
- at least 21 units of B.A.S. core requirements
- at least 12 units of specialization requirements
- elective courses, if needed, to reach an overall total

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.)

Alison Leigh Brown
Co-director, BIS/BAS
Professor, Humanities, Arts and Religion
Phone: +1 602 776-4607
Email: alison.brown@nau.edu

Bachelor of Applied Science

If you are entering a B.A.S. degree with a pre-approved associate degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:

- 64 units in an associate degree transfer block
- at least 35 units of liberal studies requirements, 16-20 of which will be satisfied by associate degree transfer block
- at least 21 units of B.A.S. core requirements
- at least 12 units of specialization requirements
- elective courses, if needed, to reach an overall total
of at least 120 units
Be aware that some courses required for your degree may have prerequisites that you must also take. Check NAU’s course catalog to find out. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

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

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

specialization requirements elective courses, if needed, to reach an overall total of at least 120 units
Be aware that some courses required for your degree may have prerequisites that you must also take. Check NAU’s course catalog to find out. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

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

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

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

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

**Associate Degree Transfer Block**

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

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

aware that some B.A.S. specializations require more than the minimum of 36 units of upper-division courses.)

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

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

**Associate Degree Transfer Block**

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

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

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

**Liberal Studies Completion Requirement**

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

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

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

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

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

- **communication block:**
  - one course from BME 420, CCJ 345W, ENG 302W or 305W, and SC 314, 315, 424, 472, 475, 477 (3 units)

  one course from BBA 305W, COM 200, BME 420, CCJ 345W, ENG 302W or 305W, and SC 314, 315, 424, 472, 475, 477 (3 units)
305W, and SC 314, 315, 424, 472, 475, 477 (3 units)

Public administration and management block:
one course from BME 480; CCJ 331, 333; HA 345; HS 410; MGT 303; PAS/POS 325, 326, 327, or 421C; PAS 401 or PAS 408C; POS 344, 359 or 428; and SOC 334 or 431 (3 units)

Values, ethics, and policy block:
one course from BME 310; SHP 300W; CCJ 315, 325, 380, or 450C; HUM 345W, 371, or 373; PAS 411; PHI 332W; or SOC 301, 333, 339, or 441 (3 units)

Technical, quantitative, qualitative and science block:
one course from BBA 340, BIO 301 and 302; CIS 360; CCJ 355; ECI 497C; ESE 380; HS 333; MAT 114; PAS 355; POS 303; SOC 365; or PAS 356

6 units from any of the previously listed courses in the core blocks
HS 333; MAT 114; PAS 355; POS 303; SOC 365; or PAS 356

6 units from any of the previously listed courses in the core blocks

a junior writing course, as specified within the requirements for each individual B.A.S. specialization (3 units)

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

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

**Specialization Requirements**

You take the following 12-20 units:

9-17 units of upper-division courses, as specified within the requirements for each individual B.A.S. specialization

a senior capstone, as specified within the requirements for
units:
9-17 units of upper-division courses, as specified within the requirements for each individual B.A.S. specialization
a senior capstone, as specified within the requirements for each B.A.S. specialization (3 units)
You may not use a specific course from your specialization to satisfy a liberal studies requirement, although you may use other courses with the course prefixes used in your specialization.

For information about the particular specializations NAU offers, see the Business Administration, Criminal Justice, Education—Teaching and Learning, Health Sciences, and Public Agency Service sections of this catalog.

**General Electives**
Additional coursework is required, if, after you have met the previously described requirements, you have not 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.

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yet completed a total of 120 units of credit.

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

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

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

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

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

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

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


Revised 09/07
1. Students should be able to provide logically coherent pieces of written work.
2. Students should be able to effectively organize and orally deliver content based on audience and purpose.

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

The school of communication has requested that we add COM 200 to the list of courses in the communication block. This provides great access to on-line courses while also making it easier for transfer students to transfer similar courses from the community colleges. Most importantly, the addition of the course creates greater diversity in the communication block.

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

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

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

Certifications

Department Chair/Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For committee use only

For University Curriculum Committee

Action taken: approved as submitted

Revised 09/07
Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.
Patrick Deegan
Associate Dean
Distance Learning
Northern Arizona University

January 20, 2009

Patrick:

As we have reviewed the BAS in Computer Technology and its replacement, the BAS in Technology Management, we have determined that CIS 360 should be removed from the BAS core. The W. A. Franke College of Business supports the removal of that course from the Core.

Sincerely,

[Signature]

Eric D. Yordy, J.D.
Associate Dean
The W. A. Franke College of Business
<table>
<thead>
<tr>
<th>1. College</th>
</tr>
</thead>
</table>
| 2. Academic Unit/Department | BA and BS  
| 3. Academic Plan Name | Public Agency Service  
| 4. Subplan (if applicable)? |  
| 5. Effective Date | FALL 2009  
| 6. Is this proposal for a: |  
| New Plan |  
| New Subplan |  
| xx Plan Change* |  
| Plan Change |  
| Plan Deletion |  
| Subplan Deletion |  

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

7.
Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing and strikethrough what is being deleted. (Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

**Interdisciplinary Studies: Public Agency Management Service (extended major)**

You may earn either a BA or BS in Interdisciplinary Studies: Public Agency **Management** Service.

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

- at least 35 units of **liberal studies requirements**. Be aware that you may not use courses with an PAS/POS prefix to satisfy liberal studies requirements. In addition, you may not use the specific courses in your focus, minor, or

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certificate to also satisfy
liberal studies
requirements.
at least 57-68 units of major
requirements for the B.A.
or at least 60-67 unit s of
major requirements for
the B.S.
elective courses, if needed,
to reach an overall total
of at least 120 units
Be aware that some courses
required for your degree may
have prerequisites that you
must also take. Check the
courses in the appropriate
subject. (You may be able to
count these prerequisites
toward your liberal studies or
general elective credit.)

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

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

Additionally, please note that you
may be able to use some courses

B.S.
elective courses, if needed, to
reach an overall total of at
least 120 units
Be aware that some courses
required for your degree may
have prerequisites that you must
also take. Check the courses in
the appropriate subject. (You
may be able to count these
prerequisites toward your liberal
studies or general elective
credit.)

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

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

Additionally, please note that you
may be able to use some courses
The Interdisciplinary Studies requires that you must take at least 30 units of upper-division courses (those numbered 300 and above).

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

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

Liberal Studies (General Education) Requirements

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

Be aware that you may use courses with same prefixes in your emphasis area to fulfill liberal studies, but you may not use the same course(s) to satisfy

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studies credit that we require. Contact the department of your emphasis for information about liberal studies courses that are specific to your major.

Be aware that you may use courses with prefixes in your emphasis area to fulfill liberal studies, but you may not use the same course(s) to satisfy your emphasis requirements and your liberal studies requirements; in addition, you may not use the specific courses in your focus to satisfy liberal studies requirements. (For the interdisciplinary emphases in arts and letters, public agency management service, and women and gender studies, you may use the emphasis course prefixes to satisfy requirements in both emphasis and liberal studies; however, you may not use the same course(s) to satisfy both an emphasis and liberal studies requirement.)

Major Requirements

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

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

Emphasis Requirements

To complete this emphasis, you take the following 24 units:
emphasis, a focus area, and communication skills requirements.

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

**Emphasis Requirements**

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

9 units from HUM 371, POS 326 or PAS 326, 310, 415, or 450

3 units from SOC 355W, ENG 302W or 305W, or HUM 345W, each of which meets NAU’s junior writing requirement

12 units in either public agency administration or social and community service, as described below

(Please note that you may substitute courses with written approval of a public agency service advisor.)

**public agency administration:**
9 units from CCJ 331 and 333; SOC 301, 333, 339, and 441; POS 325 or PAS 325; PAS 327, 355 or 411; and POS 327 and 428

3 units from POS 421C or PAS 421C, either of which meets NAU’s senior capstone requirement

**social and community service:**
9 units from CCJ 325, 333, and 410; PAS 411; SOC 301, 320W, 333, 417, and
public agency administration:  
9 units from CCJ 331 and 333; SOC 301, 333, 339, and 441; POS 325 or PAS 325; PAS 327, 355 or 411; and POS 327 and 428  
3 units from POS 421C or PAS 421C, either of which meets NAU's senior capstone requirement

social and community service:  
9 units from CCJ 325, 333, and 410; PAS 411; SOC 301, 320W, 333, 417, and 441; SOC 360 or GRT 360; PSY 365, 381; EDF 301W; and WGS 394  
plus 3 units from PAS 408C, which meets NAU's senior capstone requirement

Focus, Minor, or Certificate Requirements

Meet this 15-unit requirement by choosing one of the three options described in this section.

Focus in Interdisciplinary Studies

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

Minor

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

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

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

**Communication Skills Requirements**
be interested in. (Please note that not all minors are available statewide or online.)

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

Communication Skills Requirements

You must take the following 21-25 units for the B.A.; 24 units for the B.S.:

3 units in computer literacy for the B.A.; 6 units for the B.S. This coursework must help you to understand in general the

the role of computers in modern society, how to solve problems using information systems technology, word processing, spreadsheets, data base management, graphic information software, web site development, graphic design and statistical analysis software. and how to use the World Wide Web and common software-productivity tools. This course must have been taken within 10 years of admittance to NAU.
technical components of computers and information systems, the role of computers in modern society, how to solve problems using information systems technology, word processing, spreadsheet use, data base management, and how to use the World Wide Web and common software productivity tools. This course must have been taken within 10 years of admittance to NAU.

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

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

**theory-based courses:**
SC 271, 321, 323, 351, 361, 365, 424, 472, 475 and 477
(Please note that you can't use CLEP or locally prepared exams to satisfy this requirement. Transfer credit used to satisfy this requirement must be approved by the Interdisciplinary Studies/BAS Advisory Council.)

For the B.A., take a Language Requirement: four courses (12-16 units) in a language other than English, selected from the same language.
(You can take CLEP or AP
courses:
SC 271, 321, 323, 351, 361, 365, 424, 472, 475 and 477
(Please note that you can’t use CLEP or locally prepared exams to satisfy this requirement.
Transfer credit used to satisfy this requirement must be approved by the Interdisciplinary Studies/BAS Advisory Council.)
For the B.A., take a Language Requirement: four courses (12-16 units) in a language other than English, selected from the same language. (You can take CLEP or AP exams to fulfill all or part of this requirement; however, you cannot use "travelers" or "conversation only" language courses for this requirement.)
For the B.S., take a Science exams to fulfill all or part of this requirement; however, you cannot use "travelers" or "conversation only" language courses for this requirement.)
For the B.S., take a Science Requirement: four courses from ANT 101, 102, or 104; BIO 301 and 302; PSY 230 or equivalent; MAT 114; STA 270 or equivalent; CCJ 355; ECI 497C; ESE 380; HS 333; SOC 355W or 365; PAS 355 or 356; POS 303 or courses with Biology, physics, astronomy, mathematics, geology, chemistry prefixes (12 units). All other courses must be pre-approved by the program director. At least six units must be upper division. Additionally, courses taken in the Science Requirement may not be used to satisfy any other requirements in
Requirement: four courses from ANT 101, 102, or 104; BIO 301 and 302; PSY 230 or equivalent; MAT 114; STA 270 or equivalent; CCJ 355; ECI 497C; ESE 380; HS 333; SOC 355W or 365; PAS 355 or 356; POS 303 (12 units). At least six units must be upper division.

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

General Electives

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

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

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

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

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

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

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

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


   1. Students should be able to provide logically coherent pieces of written work.
   2. Students should be able to effectively organize and orally deliver content based on audience and purpose.

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

The name change of the program from Public Agency Service to Public Agency Management better defines the scope of the program, while making it more marketable. The inclusion of PAS/POS 421C in

Revised 09/07
the Social and Community Service block allows for students who are employed full-time to take these courses when they are not able to do an internship because of time constraints. The addition of ENG 302W allows for greater options for the students. The English Department has approved this addition. The additional language in the computer requirements section clarifies, for the students and advisors, the types of course which would be acceptable.

We have checked with the Franke College of Business:
Larry,
A program with the title Public Agency Management will, I expect, be fine. I would expect to request an exclusion of that degree program from those reviewed by AACSB. Such a request requires justification and any undergraduate program in which 25% or more of the content is in "traditional business disciplines" would not be excluded from review by the AACSB. That hurdle is 50% for graduate programs. As you move forward with the curriculum I would strongly suggest that the degree program content be monitored to ensure that it does not meet or exceed the maximum of 25% (or 50%) of content from the business disciplines.

Marc

Marc C. Chopin, PhD
Dean
Northern Arizona University
The W. A. Franke College of Business

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

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

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

Revised 09/07
Certifications

Department Chair/ Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For committee use only

For University Curriculum Committee

Action taken: __________________ approved as submitted  ______ approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.
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  ES 378  

Course Title  Asian American History  

Justification:
This course examines, in its entirety and specifically, the historical experience of an ethnic minority group in the United States (i.e., Asian Americans) and fully complies with the criteria for eligibility as a US Ethnic Diversity course as set forth by the Diversity Curriculum Subcommittee.

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: X  modified course:  existing course:  

Department Contact Information: Ethnic Studies

Name: Sara Aleman  

Phone Number  523-3886  

Email Address  Sara.Aleman@nau.edu  

Campus Box Number  15320  

Date of submission  Oct. 2008  

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 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  HIS 378

Course Title  The Asian American Experience

Justification:
This course examines, in its entirety and specifically, the historical experience of an ethnic minority group in the United States (i.e., Asian Americans) and fully complies with the criteria for eligibility as a US Ethnic Diversity course as set forth by the Diversity Curriculum Subcommittee

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:  X  modified course:  ______ existing course:  ______

Department Contact Information:

Name:  John K. Leung

Phone Number  523-6209

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Campus Box Number  6023

Date of submission  Oct. 2008

Signature of Department Chair  [Signature]

Signature of Dean  [Signature]

Form Approved by UCC: 5/04/04
Course Description

Since the first major waves of Asian immigrants came to the shores of the United States in the mid-19th century, the experience of American residents and citizens who are descendents of Asian ancestry has been an integral and important part of the history of the United States. Yet this rich historical experience, as a whole, has been largely relegated to “Special Topics” status in the vast majority of curricula and textbooks on US History. At the same time, while stereotypical images of Asian Americans – some derogatory to this day; some “pseudo-laudatory” – abound in American society and popular culture, few of these have been examined critically or through the lens of historical construction. This course seeks to address these issues by providing NAU students with a chance to examine critically and in a rigorously historical manner the experience of Asian Americans within the twin contexts of US history and world history. We will trace this multifaceted, complex and diverse historical experience through several main stages of development from the mid-19th century to the present time, and we will examine it through the lens of the history of immigration, the history of labor and social-economic development, community building, personal and family histories, the development of political status and influence, as well as the historical context of international relations.

The historical experience of Asian Americans exemplifies a fundamental problem common to almost all societies historically, but perhaps particularly to those in the “modern” and contemporary world in the 18th-through-20th centuries, which is the difficult balancing act of maintaining and developing one’s own identity and whatever that implicates while seeking acceptance in a national, international and inter-cultural arena of competitive interests and identities, and of navigating the transition between tradition and often-externally-determined “modernity.” Central to the purpose of this course is to engage students in reflection, understanding and appreciation of differences of historical, social, and cultural conditions between the world of the person of Asian ancestry living in an environment of varying stages of transition and “cross-over” in the United States in the 19th and 20th centuries and the students’ own world(s) as well as the essential comparabilities that bridge those differences and the intersections and connections between those worlds.

This course qualifies for the student’s fulfillment of NAU’s US Ethnic Diversity requirement.

This course reflects and supports the mission of NAU’s Liberal Studies Program by providing students with an academic learning experience in which they will:

- Gain a deeper understanding of the historical factors and conditions that have created the dynamics and tensions that shape the world of the Americans of Asian heritage
- Gain a better understanding of the issues of social and cultural change that confront all Americans
• Learn thereby from the experience of people of the past to better cope with the complexities and realities of our own day and of the future
• Become better prepared to live responsibly, productively and creatively as citizens of a changing world

**Liberal Studies Distribution Block**
HIS 378 will be assigned to the **Social and Political Worlds** block and supports the intent of the block by:
• Engaging students primarily in the study of political and social conditions in the United States since the mid-19th century as they first of all pertain to the shaping of the experience of Americans who immigrated from Asia (or whose forebears did so) and of the communities and social organizations that they constructed and developed
• Engage students in reflecting on, analyzing and evaluating the interaction of peoples and to relate the social and political experience of Asian Americans to the broader social and political history of the United States and of the world since the 19th century
• Enhancing students’ understanding of theories and histories of social and community organization, political mobilization and participation, social mobility, education, labor, race, gender, class and cultural diversity

**Liberal Studies Essential Skills**
HIS 378 will foster students’ skills in **Critical Thinking**. This course is a tool for the students for developing explanatory, critical, analytical and interpretive thinking that is crucial to successful historical scholarship. The assignments listed below as well as the general reading that students will be expected to do in the course will help students acquire a broad range of knowledge and essential intellectual and mental skills for success beyond graduation. In particular, the course will cultivate students’ critical thinking skills by confronting them with “knowledge” and interpretations of history, through their reading, class discussions, lectures and research exercises, that they must analyze, evaluate and critique.

**Student Learning Outcomes**
By the end of the course:
• Students will have learned, through reading, attending and taking notes at lectures, and participating in discussions, a framework for analyzing and interpreting the historical experience of Asian Americans and the contours of the empirical historical data on and related to that experience.
• Through the discussions, students will demonstrate their knowledge of the basic historical data and the fundamental interpretive ideas that they have learned relating to the Asian American historical experience.
• Through the short paper exercises, students will demonstrate competency in reading texts and examining ideas critically, interpreting different arguments and perspectives on Asian American history and evaluating the merits of these historical and/or historiographical arguments.
• Through these papers as well as the term research project, students will learn to synthesize evidence from a variety of sources and genres of sources to present interpretive portrayals of life experiences of Asian Americans in the historical context of the period covered by this course.
• Students will plan, organize, and produce a research project either in the form of a term paper or in some other approved form of research.
In writing short papers, conducting research, preparing discussion notes and participation in seminar-type discussions, students will learn to present cogent arguments, listen and respond to other people’s arguments, support viewpoints by evidence, and critique as well as defend their own as well as other people’s points of view.

**Texts and Reading Material**

The following books are to be purchased from the NAU bookstore:

The above books will be cited, where needed, in the following sections of this syllabus by the author’s names in abbreviation. In addition, students should be aware that there are three other useful library resources that ought to be frequently consulted: a) The *Amerasia Journal*, b) Amy Tachiki et al, eds. *Roots: An Asian American Reader* [a publication project of the UCLA Asian American Studies Center, 1971] and c) Emma Gee ed. *Counterpoint: Perspectives on Asian America*.

Furthermore, the main “texts” will also be supplemented with many assigned readings from other monographs and anthologies, as well as selective primary sources. These monographs, anthologies and collections of primary source material are listed in the Course Schedule as “Supplementary Reading” in each section of the course. These supplementary sources in the students’ reading are included primarily to introduce students to examples of major influential interpretive and historiographical ideas and viewpoints relevant to the “topics of the week,” as well as to primary source material relevant to the topic when it is accessible to students at this level. Students may also use these lists of supplementary readings as guides and preliminary bibliographies to their research.

The supplementary reading material will be placed on Blackboard VISTA (electronic reserve) for this course wherever feasible, and otherwise on print reserve at Cline Library. A more specific reading assignment list (with more exact page numbers) and schedule will be developed for the course separate from this syllabus.

**Assessment of Learning Outcomes**

The course uses three types of instruments to assess your achievement of the learning objectives listed above:

1) **Short papers:** You will write TWO relatively short papers, each of approximately 1500 - 2000 words in length (roughly 5-6 “normal” pages.) One of these will be a topical essay, and the other will be a book review (a.k.a. historiographical paper.) These are intended more as “think-pieces” than as full-fledged research papers. In other words, these will be papers in which you critically analyze a problem, array and organize arguments on various sides of the issues involved, evaluate the strength of arguments, and write an argumentative explanation of the topic, drawing conclusions from what you have learned. Although they are not expected to be fully researched papers, the standard academic conventions and regulations will apply.

   Topical essay: You will be provided with a list of topics/issues/questions from which you may make a choice.

   Book review: You must choose a historiographical issue and the material to go with it either from the groups of supplementary reading material listed in the course schedule above or identify the issue and the material that you would “review” in this paper from the bibliographical sections of the Takaki volume or the Chan volume. If you prefer to write your review essay on a book or article or media item
that does not come from these lists, you must first submit a proposal in writing to be reviewed and approved by me in advance.

2) Research paper/project: Your research project may build on the topical paper or the historiographical paper that you write for the course. Your research project for the semester may take the form of either an interpretive, critical research paper or a project (such as a community-based project, a presentation of family history, a major oral presentation, or a video or webpage presentation.) In any case it must involve dimensions of research that I must approve in advance. In the case of a research paper that is presented in written form, the final paper should be no less than 4000 words in length, not inclusive of bibliography or other auxiliary sections. In the case of other forms of presentation that is not primarily written, the project must include a written introduction of not less than 1000 words.

Separately from this syllabus, you will be given general parameters for planning and constructing this project, and, within these boundaries, you will submit a written proposal that identifies the specific subject that you choose, together with a preliminary articulation of ideas about how you expect to approach the research on the subject and how you plan to present the results of your research. After your proposal has been discussed and approved, and before you submit your final product, you will conduct several small exercises to help you focus your research, ascertain the feasibility of your project, and produce acceptable drafts of the project. I will provide you with consultation and feedback at each of these stages. Further and more specific instructions for researching your topic and writing this term paper will be provided separately later.

3) Discussions: Several discussion sessions, in lieu of lectures, will be scheduled for this course. Active participation on your part in the discussion sessions is expected and will be an essential part of the evaluation for grading. To that end you must be ready to contribute to the discussion and debate, and do the specific readings for discussion beforehand. Questions for discussion will be handed out to beforehand, most likely a week prior to the discussion. You are strongly advised to take notes for your reading and to organize your thoughts and knowledge in response to these discussion questions in preparation for each discussion session. Your performance in discussions will be evaluated and reviewed on a biweekly basis. If you miss a discussion session, you will receive no points for the session, and there will be no make-ups.

A list of interim and final deadlines and for all written exercises will be provided separately from this syllabus. These deadlines must be rigorously observed, with serious consequences for any violation. Any written exercise that is handed in 1 day but no later than 1 day after the stated deadline (or on the following Monday in the case of a Friday deadline) will be accepted, with the grade for the exercise automatically lowered by 1 grade level (e.g., from A to B, or from B+ to C+); any exercise that is handed in more than 24 hours after the deadline (all deadlines are considered to be at 5 p.m. on the stated date.) or, in the case of Friday deadlines, after class time on the following Monday, will not be accepted, and you will forfeit the points for that exercise completely.

Evaluation and Grading Scale

The relative weight of the various components of the course grade will be as follows:

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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Discussions</td>
<td>20%</td>
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<tr>
<td>Short paper (Topical)</td>
<td>15%</td>
</tr>
<tr>
<td>Short paper (Historiographical)</td>
<td>15%</td>
</tr>
<tr>
<td>Term research project</td>
<td>50%</td>
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</table>
Your course grade will be determined by amalgamating your scores from the exercises listed above in accordance with the following scale:

89% and above = A; 77-88.9% = B; 66-76.9% = C; 55-65.9 % = D; Below 55 % = F

(Note: In order to maintain consistency in the grading, each exercise will be graded according to this same scale.)

Course Format and Schedule

The following "course schedule" does not indicate specific dates on which we might expect a particular topic to be "covered." It does, however, indicate the topics that we shall attempt to deal with in the order in which we expect to approach them chronologically through the semester. This schedule by no means implies that each of the parts of the course and the topics of discussion and exploration listed here will occupy an equal amount of course time or command similar attention.

Part I: Setting the Framework of the Course

Introduction to the course and general overview of the syllabus
Discussion: What is Asian America? Why Study It?
Reading: Takaki, ch. 1;
Chan, pp. xi – xvii, 223-229

Part II: The Nineteenth Century to the 1910s

American and Asian Historical Contexts for Asian Migration
Reading: Takaki, pp. 19-53
Chan, pp. 3-12
Supplementary Reading:
Peter Duus, The Japanese Discovery of America (Bedford Series in History and Culture, 1997)
Alan Takeo Moriyama, Iningaisha: Japanese Emigration Companies and Hawaii (U of Hawaii Press, 1985)

Immigration Labor and the American West: the Chinese Case
Reading: Takaki, pp. 77-88
Chan, pp. 25, 28-32, 35-40
Supplementary Reading:

US Agricultural and Agribusiness Development and Asian Labor
Reading: Takaki, pp. 88-92, 94-95, 132-142, 188-197
        Chan, pp. 26-27, 32
Supplementary Reading:

Industry and Commerce
Reading: Takaki, pp. 88, 92-93, 95-99
        Chan, pp. 32-35, 40-42
Supplementary Reading:

Exclusionism and Politics of Race in the 19th Century
Reading: Takaki, pp. 99-131, 142-176, 179-182, 197-229
        Chan, ch.3
Supplementary Reading:

International Developments, Asian History and American History Toward the End of the 19th Century:
New Immigrant Groups in Old Patterns
Reading: Takaki, chs. 5, 7, 8, 9
      Chan, pp. 12-23

Supplementary Reading:

Part 2: The Early Twentieth Century

Development of Urban Asian America
Reading: Takaki, chs. 6, 7, 8
Supplementary Reading:
Stanford Lyman, *Chinatown and Little Tokyo* (Associated Faculty Press [New York], 1986)
Howard H. Sugimoto, “The Vancouver Riots of 1907: A Canadian Episode” in *EAP*, pp. 92-125

Social Organization and Community Development
Reading: Takaki, chs. 6-9
      Chan, chs. 4, 6
Supplementary Reading:
Stanford Lyman, *Chinese Americans* (Random House, 1974), chs.1-3, 5-6

Continuity and Change in Labor and Politics of Economy
Reading: Takaki, chs. 6-9
Supplementary Reading:

Politics of Race and Exclusion in the Twentieth Century
Reading: Chan, ch. 5
Supplementary Reading:
Part 3: World War II and the Late Twentieth Century

The Impact of World War II
Reading: Takaki, ch. 10
         Chan, ch. 7
Supplementary Reading:
Film: Farewell to Manzanar

Post-WWII Asia and American Involvement's Impact on Asian America
Reading: Takaki, ch. 11
         Chan, ch. 8
Supplementary Reading:
P. Strand and Woodrow Jones, Jr., Indochinese Refugees in America: Problems of Adaptation and Assimilation (Duke University Press, 1985)

Recent History of Social and Cultural Development in the Context of Diversity
Reading: Takaki, ch. 12
         Chan, ch. 9

Learning Portfolio The student's short papers (including drafts with instructor feedback), research paper (including draft, research proposal and bibliographical exercise,) and discussion notes as well as any feedback material from the instructor will form the student's learning portfolio for the course.

Attendance Policy Attendance and preparedness for the discussions are essential for any measure of success in this course. The final course grade for any student who misses more than 6 classes (including
absences due to institutional excuses and medical reasons) will be lowered by one level (e.g. from A to B), and by two levels for any student who misses more than 12 classes. Any student who misses more than 18 classes will be requested to withdraw from the course, or will receive an F in the course regardless of performance in other areas.

**Academic Honesty** In all written and oral exercises, you must observe the fundamental rules of academic honesty rigorously and without exception, in matters of citation, quotation and annotation. Any unacknowledged use of another person's words or thoughts, whether from a published or unpublished source, including extensive and unacknowledged paraphrasing, will be construed as plagiarism. No credit will be given for work containing such material, and if the behavior is repeated, the student will receive an "F" for the course. Persistence beyond that could lead to even sternier disciplinary measures. If you are uncertain about the definition and meaning of these terms, please refer to relevant sections, especially Appendix F, of the current NAU Student Handbook. It is your responsibility to familiarize yourself with these matters as defined by the University.

Attachments: NAU Classroom and Course management Policy Statements, including policy statements on Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board and Academic Integrity.
Northern Arizona University
Draft - 1-22-09

John Hagood and Ron Pitt believe the following document can become the bylaws for the UCC. Articles I and II can become the Bylaws; the remainder of the document can become the Operating Policies and Procedures.

University Curriculum Committee
Policies and Procedures

Article I. Name and Function

Section 1. The name of this Committee is the University Curriculum Committee (UCC).

Section 2. The purpose of the University Curriculum Committee is to establish and maintain standards, policies and procedures that will ensure University undergraduate curricula and all regulations pertaining hereto comply with the stated mission and goals of Northern Arizona University. All actions of the UCC are advisory to the Provost. The UCC accomplishes this purpose by fulfilling the following responsibilities:

2.1. Coordinating all undergraduate curricula to assure academic integrity and to prevent duplication and unnecessary course proliferation;

2.2. Reviewing, evaluating, and recommending approval or disapproval to the Provost of all new undergraduate courses, programs and degrees, proposed changes in existing courses, programs and degrees, and proposed deletion of courses, programs and degrees;

2.3. Reviewing, evaluating, and recommending approval or disapproval of Liberal Studies curricula policies and proposals and courses to be listed in the university Liberal Studies Program;

2.4. Reviewing, evaluating, and recommending approval or disapproval of courses and activities designated to meet the university ethnic and global diversity requirements;

2.5. Informing the Provost of demands on resources by proposals; and

2.6. Serving as an advisory and consultative body to the College Curriculum Committees regarding new programs, substantive program modifications and new courses.

Section 3. Regular meetings of the UCC occur on Tuesdays from 3-5 p.m. at pre-arranged locations scheduled by the Office of the Associate Provost for Academic Administration (APAA). Special meetings may be called by the Chair as necessary to conduct Committee work.

Section 4. A simple quorum (50% of the voting members + one member) of the voting members must be present at any meeting before any binding action may be taken.
Section 5. Items listed as an Action Item on the UCC Agenda require a representative from the appropriate academic unit (department or college) to be present at the UCC meeting to present and discuss the item. This representative may not be a member of the UCC. If an appropriate representative is not present, the item will be tabled. Items listed on the UCC Consent Agenda do not require a representative from the academic unit to be present at the UCC meeting. If an item is removed from the consent agenda in accordance with operating policy, the academic unit impacted will be contacted by the Office of the APAA and notified that a representative is needed.

Article II. Membership

Section 1. Membership on the UCC is composed of elected voting members and appointed ex officio non-voting members.

1.1. Elected voting members include faculty and academic professionals representing each college and Cline Library. (Need language to determine college representation)

1.2. All faculty members and academic professionals are elected through the Faculty Senate election process. Terms are for three years.

1.2. One voting student member is selected by the student government (Associated Students of Northern Arizona University, ASNAU).

1.3. One voting member is selected by Coconino Community College to represent community college issues.

1.4. Ex officio (non-voting) members include the Provost (or designee), the Director of the Gateway Student Success Center, the Registrar (or designee), the Dean of Distance Learning (or designee), the Chair of the Liberal Studies Committee (or designee).

Section 2. The UCC is chaired by a faculty member or academic professional elected by the UCC members at the last meeting of the academic year for the following academic year.

2.1. The term of the Chair is one year and the Chair may be re-elected to additional terms.

2.2. The Chair is responsible for setting the agenda in consultation with the staff of the APAA, conducting the meetings to ensure that the business of the Committee is conducted in a timely manner, and to provide leadership for the immediate and annual work of the Committee. The Chair serves as the primary liaison between the UCC and the Liberal Studies Committee.

2.3. The Chair may vote in the event of a tie.

Section 3. Duties of Membership.

3.1. Each member is expected to attend each meeting of the UCC and to
participate in UCC activities and any assigned specific tasks. At a minimum, this includes preparing in advance of UCC meetings by reading all materials scheduled on the agenda and being prepared for discussion and votes. If a member is unable to attend a scheduled meeting of the UCC, the member should notify the Office of the APAA of the impending absence. Substitutes are not permitted on a meeting-by-meeting basis and because of the importance of the discussions which occur at the UCC meetings votes in absentia are not permitted.

3.2. A member’s position will be declared vacant by the Chair if the member fails to attend meetings on a regular basis. If a committee member fails to attend three (3) consecutive meetings, the Faculty Senate office will be asked to conduct an election to fill the vacancy for the amount of time remaining in that member’s term.

3.3 If a regularly elected member of the UCC is unable to attend the meetings for one semester or more because of sabbatical, teaching assignment or other related university responsibilities, a substitute may be elected/appointed for the affected time period. If the academic unit opts to appoint the replacement, the Dean of the college will make the appointment. If the academic unit opts to elect the replacement, the standard process for electing members to the UCC will be followed.

Operating Policies and Procedures???

Article III. General Policies Regarding Curricular Proposals

Section 1. General information required by the UCC.
1.1. The proposal for curriculum change must be completed with all required information using the appropriate form. There are four forms all found at www2.nau.edu/academicadmin/chgfrms.html These include the:
    - Proposal for New Course
    - Proposal for Course Change
    - Proposal for Course/Program Deletion
    - Proposal for New Program or Plan Change

1.2. A statement from all academic units affected by the curriculum change indicating support for the change. If the change affects another academic unit’s programs, appropriate curricular change materials must be submitted from that academic unit.

1.3. For new courses a detailed course syllabus following the form and criteria as adopted by the UCC on April 23, 2003, found at www2.nau.edu/academicadmin/syllabus.doc

1.4. The justification for a course change must be clearly and logically presented on the course change form.

Section 2. Without seeking to set general educational policy or to infringe upon
departmental judgment as to content of courses, the UCC will utilize the following criteria when evaluating requests for curriculum change.

2.1. New Courses

2.1.1. The course should have a clear and essential place in the existing program offerings of the academic unit, either filling a gap in the existing course structure, or strengthening that structure without duplication or needless overlapping.

2.1.2. The course should not be an instance of unnecessary or undue proliferation, that is, of the splitting up of a body of knowledge or a field of study into parts too small to warrant separate treatment in themselves.

2.1.3. The content of the course should represent a unified and integrated body of subject matter.

2.1.4. The course should support the mission and goals of the academic unit, college/school and the University.

2.1.5. The course should demonstrate an awareness of current discipline-specific content.

2.1.6. As a rule, duplication of courses normally held to be within the range of another academic unit shall not be approved. When the UCC is asked to rule upon a new course proposal which contains material normally held to be within the coverage of another department, yet not offered in exactly the same form, the committee will consult with relevant departments and will evaluate such matters as:

- The extent of duplication,
- The criteria set forth above in criteria for new courses,
- The stated justifications for the new course,
- The level of instruction,
- Predicted enrollment,
- The extent to which the new course is central to the core curriculum of the program in which it is to be offered, and the effects of the new course on other affected departments.

2.2. Course Changes

2.2.1. The course change should not be so substantial as to constitute a new course. Course changes are generally changes in number, changes in requisites and minor changes in course description and/or title.

2.2.2. Course changes which affect the number of units or move the course to a 400-level must be fully justified in the appropriate section of the course change form.

2.2.3. Changes to courses which are cross-listed and co-convened must be accompanied by course change forms for both courses.

2.2.4. Changes to courses required of students in other majors must be accompanied by a letter of support from the academic units.
affected.

2.3. Course/Program Deletion
2.3.1. Proposals for a course or program deletion should be closely evaluated by the academic unit/college curriculum committees regarding the elimination of courses or programs required by another academic unit.

2.3.2. If a course or program required by another academic unit is proposed for deletion, the affected unit must also submit a program change form.

2.4 Change in Degree Name
2.4.1. Proposals to change the name of a currently offered degree must be accompanied by appropriate supporting documentation. Such changes must be approved by the UCC and then forwarded to the Provost for appropriate submission through channels to the Executive Director of the Arizona Board of Regents.

2.5. New Programs
2.5.1. *The new program proposal should satisfactorily and creatively respond to changes at the local, regional, national or international level and justify the need for a program in the specific academic area for which it is being proposed.*

2.5.2. The new program proposal should reinforce and respond to the changing values of NAU as an institution, to the mission and goals for the academic unit, college/school and University and to the needs of the student body and the State of Arizona.

2.5.3. The new program proposal should promote quality education and creatively respond to the diverse values in American education.

Section 3. New Programs require a two-phase approval process. Both phases are finalized at the state level by the Arizona Board of Regents (ABOR).

3.1. Phase One.
3.1.1. The Dean of the College notifies the Provost of an intent to create a new program. The Provost enters the program on the annual report to Academic Affairs Committee of ABOR.

3.2. Phase Two
3.2.1. The program proposal is fully developed and submitted to the academic unit and then to the college curriculum committee for review and approval.

3.2.2. After approval by the college curriculum committee, the program proposal is forwarded to the UCC.

3.2.3. After approval by the UCC, a Request for Expedited Implementation is prepared and forwarded to the Provost for approval. Following approval by the Provost, it is submitted to the
Chief Academic Officers of the State Universities.

3.2.4. If approved by the Chief Academic Officers, the Request is submitted to the Arizona Board of Regents for approval.

3.2.5. Only after final approval by the Arizona Board of Regents can the proposal be implemented at the local level. Local implementation is contingent upon allocation of appropriate resources by the Provost.

Section 4. Procedures Regarding Approval of Curricular Proposals

4.1. Stages of Review.

4.1.1. Using the general criteria from Section 2, appropriate faculty review at the academic unit and college level shall be conducted through elected committees. The academic unit and college curriculum committees shall review and approve each proposal and the academic unit leader and college Dean (or designee) shall sign each proposal prior to its being submitted to the UCC through the office of the Associate Provost for Academic Administration (APAA).

4.1.2. The Office of the APAA shall review material submitted. Items needing clarification or corrections will be returned to the Office of Dean of the College from which the material was sent.

4.1.3. Once approved for inclusion on the UCC agenda, the office of the APAA will prepare an agenda and make it available online at least one week prior to the UCC meeting. The agenda is sent to all Vice Presidents, Deans, Executive Directors, Associate/Assistant Deans, Academic unit chairs, and other appropriate constituencies.

4.1.4. The last UCC meeting in January of any academic year is the deadline for material to be considered for inclusion in the Academic Catalog for the subsequent academic year.

4.1.5. Using the general criteria from Section 2, the UCC shall review and act on each proposal.

4.2. Routing of Curriculum Proposals

4.2.1. New course proposals being submitted for liberal studies value are first sent to the Liberal Studies Committee. Following action by the Liberal Studies Committee, the proposal will be forwarded to the office of the APAA by the Liberal Studies Committee. The results of the Liberal Studies decision are forwarded to the UCC.

4.2.2. New course proposals being submitted for both liberal studies and diversity values are sent to both the Liberal Studies Committee and the UCC. The UCC will act upon the merits of the proposal for being a course and diversity and the Liberal Studies Committee will review it for liberal studies value. The results of the Liberal Studies decision are forwarded to the UCC.
4.2.3. New course proposals being submitted for diversity and/or purposes other than liberal studies are to be sent to the office of the APAA.

4.2.4. *Course change proposal forms for courses having liberal studies value are sent first to the Liberal Studies Committee if the proposed change involves the course description, course content and/or involves a number change. Course change proposal forms for courses having liberal studies value not involving the changes listed above are sent only to the UCC.*

4.2.5. Course change proposal forms for courses not having liberal studies value are sent to the office of the APAA.

4.2.6. Proposals for course/program deletion, plan changes and new programs are sent to the office of the APAA.

4.3. Procedures Regarding Diversity Proposals

4.3.1. Existing courses submitted for Diversity review are to be submitted to the UCC using the Diversity Course/Program Submission Form.

4.3.2. Proposed new courses submitted for Diversity review are to be submitted using the regular curricular review through the College Curriculum Committee. The College Curriculum Committee is responsible for including a Diversity Course/Program Submission Form when the course is sent to the APAA for inclusion on a UCC agenda.

4.3.3. A Sub-committee of the UCC reviews all proposals for Diversity classification and sends the results of all deliberations to the UCC for final approval.

4.4. Procedures Regarding Liberal Studies Curricular Policies, Proposals and Courses

4.4.1. All courses proposed for liberal studies value are to first be sent to the Liberal Studies Committee. Following review and approval by the Liberal Studies Committee, all courses are then sent to the UCC for final approval for the Liberal Studies program.

4.5 Procedures Regarding Course Fees

4.5.1 *When courses which have attached fees are proposed for a number change or for deletion, the submitted material must indicate the course has a fee attached to it and, in the case of number changes, if the fee is to continued on the course under the new number.*

4.5.2 *When new courses are submitted for approval and there is intent to request a course fee, the submitted curriculum material must indicate this intent. The Course Fee*
Justification form is to be sent to the APAA under separate cover.

Article IV. Changes to the Policies and Procedures

These Policies and Procedures may be amended at any regular or special meeting of the University Curriculum Committee by a majority vote of those present, provided that notice of the proposed actions shall have been given at the previous regular meeting, or shall have been communicated to all members of the Committee in writing through email or regular mail at least two (2) weeks prior to the meeting at which the action is to be taken.
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