University Curriculum Committee
Agenda for
February 10, 2009

I. Minutes from previous meeting – January 27, 2009

II. Consent Items

<table>
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<tr>
<th>Effective Date/ Revised Effective Date</th>
<th>Summary of Changes</th>
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### A. College of Arts and Letters - Consent

#### Change Course

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**Change Plan**

23. Bachelor Music Performance: Vocal  
Bachelor of Music Performance  
Vocal Music (Extended Major)  
Fall 2009  
Major Reqmts-Course(s) Added  
Support Link  
8 Term Plan:

24. Music Secondary Ed: Choral Extended  
Bachelor of Music Secondary Education:  
Choral (Extended Major)  
Fall 2009  
Major Reqmts-Course(s) Deleted  
Support Link  
8 Term Plan:

25. Music Secondary Ed: Instrumental  
Bachelor of Music Secondary Education:  
Instrumental (Extended Major)  
Fall 2009  
Support Link  
8 Term Plan:

**Delete Minor**

26. German Minor  
Minor - Secondary Education German  
Fall 2009  
Support Link  
8 Term Plan:

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**B. College of Engineering, Forestry and Natural Sciences - Consent**

**Change Course**

1. PHYS 101  
PHYS 101 3  PHYSICAL SCIENCE IN EVERYDAY LIFE  
Fall 2009  
Catalog Descr, Coreqs, Other, Units

2. PHY 111  
PHY 111 3  GENERAL PHYSICS I  
Fall 2009  
Catalog Descr, Coreqs, Other, Units

3. PHY 112  
PHY 112 3  General Physics II  
Fall 2009  
Catalog Descr, Coreqs, Other, Prereqs, Units

4. PHY 161  
PHY 161 3  UNIVERSITY PHYSICS I  
Fall 2009  
Catalog Descr, Coreqs, Other, Units

3
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### C. College of Social and Behavioral Sciences - Consent

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8. **ES 498C**
   - Fall 2009
   - Prereqs
   - **SEMINAR IN ETHNIC STUDIES**

**Change Plan**

9. **Minor Electronic Media and Film**
   - Fall 2009
   - **Support Link**
   - Minor Electronic Media & Film

**Delete Plan**

10. **Gerontology Certificate**
    - Fall 2009
    - **Support Link**
    - Gerontology

**Delete Certificate**

11. **Corrections Certificate**
    - Fall 2009
    - Support Link
    - Corrections Certificate

**Delete Minor**

12. **Gerontology Minor**
    - Fall 2009
    - Support Link
    - Gerontology Minor

**D. College of Health and Human Services - Consent**

**Change Course**

1. **DH 450**
   - Fall 2009
   - **Prereqs**
   - DH 450
   - ORAL HEALTH RESEARCH EVALUATION

2. **SHP 300W**
   - Fall 2009
   - Subject to HHS
   - SHP 300

3. **SHP 301**
   - Fall 2009
   - Subject to HHS
   - SHP 301

4. **SHP 303**
   - Fall 2009
   - Subject to HHS
   - SHP 303

5. **SHP 310**
   - Fall 2009
   - Subject to HHS
   - SHP 310
### E. Undergraduate Studies - Consent

**Change Course**

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F. The W. A. Franke College of Business – Consent

Delete Plan

1. **BAS in Computer Technology**
   BAS in Computer Technology
   Fall 2009
   Support Link
   8 Term Plan:

G. Diversity - Consent

Diversity Addition

1. **HIS 385 Diversity**
   HIS 385
   Ethnic Diversity
   Summer 2009
   Add Diversity

III. Action Items

A. College of Health and Human Services – Action

Change Plan

1. **Dental Hygiene**
   Fall 2009
   Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted
   Support Link: DH Plan Support

   Dental Hygiene Extended Major 8 Term Plan:

B. College of Engineering, Forestry and Natural Sciences - Action

Change Plan

1. **BA Environmental Studies**
   BA Environmental Studies
   Fall 2009
   Major Reqmts-Course(s) Added
   Support Link: BA ENV Support
   8 Term Plan: ENV 8 term

   Southwest Environment Focus; Landscape, Interpretation, and Conservation Focus

2. **BS Environmental Studies**
   BS Environmental Studies
   Fall 2009
   Major Reqmts-Course(s) Added
   Support Link: BS ENV Support
   8 Term Plan: BS Env 8 term

   Southwest Environment Focus; Landscape, Interpretation, and Conservation Focus
### C. College of Arts and Letters - Action

#### New Course

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### D. College of Social and Behavioral Sciences - Action

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**Support Link**: BA Theatre 8 term

**Support Link**: BS Theatre 8 term plan
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E. Diversity - Action

Diversity Addition

1. HIS 326 Diversity
   HIS 326 Global Diversity
   Summer 2009 Add Diversity

IV. Discussion
A. Bylaws Policies & Procedures
B. Paper vs. Online Syllabi

V. Informational
A. Integrated Bachelor's/Master's program
I. Minutes from previous meeting – December 2, 2008 – approved as presented.

II. Consent Items- all consent items approved as presented.

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### C. College of Engineering, Forestry and Natural Sciences

**Change Course**

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<td>126</td>
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<td>136, 3</td>
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<td>FOR 443</td>
<td>ECOLOGY AND MANAGEMENT OF INTRODUCED SPECIES IN FORESTS AND RANGELANDS</td>
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**Delete Course**

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### D. College of Social and Behavioral Sciences

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<td>PSY 495</td>
<td>ANIMAL INTELLIGENCE</td>
<td>495</td>
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E. Liberal Studies

Liberal Studies Deletion

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

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

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

F. College of Health and Human Services

Change Course

1. SST 456  
   SST  456  SURVEY OF AUDIOLOGY  
   Fall 2009  Prereqs

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 – all consent items approved as presented.

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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<td><strong>HIS BA BAX and Honors</strong></td>
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<td>BA, BAX and BA, BAX honors</td>
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<td>Bachelor of Fine Arts Ceramics</td>
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<td></td>
<td>Bachelor of Fine Arts Painting</td>
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B. College of Engineering Forestry and Natural Sciences

Change Plan

1. **BS Applied Computer Science Plan**  Fall 2009  Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted  Support_Link
   Bachelor of Science Applied Computer Science
   8 Term Plan:  [BS Applied Computer Science 8 term plan](#)

2. **BS Computer Science Plan**  Fall 2009  Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted  Support_Link
   Bachelor of Science, Computer Science
   8 Term Plan:  [BS Computer Science 8 term plan](#)

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

III. Action Items

A. College of Arts and Letters - all items approved. Item 3 was clarified for the “25 units” section of the major.

**New Course**

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

**Reactivate Course**

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

**Change Plan**

3. **Jewelry and Metalsmithing**  Fall 2009  Admission Requirements
   Bachelor of Fine Arts Jewelry and Metalsmithing
   Support Link:
   8 Term Plan:
B. The W. A. Franke College of Business – items 1 and 2 were approved as presented. Item 3 was approved with the word “Paid” removed from the requirements. Item 4 was pulled from the agenda by the department.

**New Course**

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<td>Fieldwork Experience - Internship</td>
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<td>2</td>
<td>HA 411</td>
<td>Club Management</td>
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**New Certificate**

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<td>Hospitality Accounting Certificate HRM</td>
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<td>Hospitality Accounting Certificate for</td>
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<td>Hospitality Certificate for Non-HRM Majors</td>
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C. College of Engineering, Forestry and Natural Sciences - items 1-5 and 7-8 were approved as presented. Item 6 was tabled due item not being approved by Liberal Studies.

**New Course**

<table>
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<td>PROGRAMMING FOR ENGINEERING AND SCIENCE LAB</td>
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<td>2</td>
<td>CS 126L</td>
<td>Computer Science I LAB</td>
<td>Fall 2009</td>
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<td>3</td>
<td>CS 136L</td>
<td>Computer Science II LAB</td>
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</table>
4. **ENV 182**  
   ENV 182  
   Eco House Seminar  
   F. 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

---

**Reactivate Course**

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

---

**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 - item approved as presented.**

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**New Course**

1. **ES 375**  
   ES 375  
   3 Asian American History  
   Fall 2009  
   Cross-list

---

**E. Undergraduate Studies - items 1-4 were approved. Items 1, 2, and 4 had additions to the Science Requirement group allowing Statistics and Environmental Sciences as well.**

**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:
### Liberal Studies - removed from agenda, item not approved by Liberal Studies.

**Capstone Addition**

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

### Diversity - both items approved as presented.

**Diversity Addition**

1. **ES 378 Diversity**  
   ES 378  
   Fall 2009  
   Add Diversity

2. **HIS 378 Diversity**  
   HIS 378  
   Fall 2009  
   Add Diversity

### IV. Discussion

A. Bylaws Policies & Procedures – Looked at the membership section and received various recommendations. Ron Pitt will incorporate recommendations and bring back to the UCC for discussion.

B. Paper vs. Online Syllabi
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 School of Art Jewelry and Metalsmithing

5. Current course subject/catalog number

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

ART 271 JEWELRY AND METALSMITHING II (3)
Studio course. Emphasizes increasing skill in materials, techniques, and processes related to jewelry and metalsmithing. May be repeated for a maximum of 6 units. Letter grade only. Course fee required. Prerequisite: ART 171 and Corequisite: ART 135 and ART 151

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

ART 271 JEWELRY AND METALSMITHING II (3)
Studio course. Emphasizes increasing skill in materials, techniques, and processes related to jewelry and metalsmithing. May be repeated for a maximum of 6 units. Letter grade only. Course fee required. Prerequisite: ART 171 and Corequisite: ART 135 and ART 151

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

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

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

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

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

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

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

If revised, how should it be revised? 

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

Revised 8/08
<table>
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<td>Current Grading Option*</td>
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<td>Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list?</td>
<td>Liberal Studies ☐ Diversity ☐</td>
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</table>

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.
   ART 135 and ART 151 are Art Foundations courses that art majors complete prior to studio course work. Students achieve higher levels of success when the courses are completed prior to ART 271 rather than enrolling in them at the same time.

10. Approvals

   Tom [Signature] 1-20-09

Department Chair/ Unit Head (if appropriate)/ Date

Pam [Signature] 1-14-09
Chair of college curriculum committee/Date

Jean [Signature] 1-22-09
Dean of college/Date

For Committee use only

Ron [Signature] 2-24-09

For University Curriculum Committee/Date

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

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


3. College Arts and Letters 4. Academic Unit/Department School of Art Studio, Art Ed, Art Minor

5. Current course subject/catalog number ART 335

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog /www4.nau.edu/ai0/AcademicCatalog/academiccatalogs.htm).

**ART 335 FIGURE DRAWING II (3)**
Representational and interpretive drawing in various media, with an emphasis on the human figure as form and as a design element leading to composition and creativity. 1 hr. lecture, 4 hrs. studio. May be repeated for a maximum of 6 units. Letter grade only. Course fee required. Prerequisite: (ART 132 and ART 136 and 6 hours of ART 235) or International Exchange Student Group

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

**ART 335 FIGURE DRAWING II (3)**
Representational and interpretive drawing in various media, with an emphasis on the human figure as form and as a design element leading to composition and creativity. 1 hr. lecture, 4 hrs. studio. May be repeated for a maximum of 6 units. Letter grade only. Course fee required. Prerequisite: **(ART 132 and ART 136 and 3 hours of ART 235)** or International Exchange Student Group.

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

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

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

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

If revised, how should it be revised? ___

Revised 8/08 21
**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

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</table>

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

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

Students do not require additional pre-requisites to succeed in this class.

### 10. Approvals

**Tom Pfan**

Department Chair/Unit Head (if appropriate)/Date 1-20-09

**Jan Stephens** 1-14-09

Chair of college curriculum committee/Date

**Jed Brown** 1-22-09

Dean of college/Date

For Committee use only

**Gen Bat** 2-24-09

For University Curriculum Committee/Date

Action taken: □ approved as submitted □ approved as modified

Revised 8/08
University Curriculum Committee
Proposal for Course Change

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


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

5. Current course subject/catalog number HIS 240

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

HIS 240 WESTERN CIVILIZATION I (3) Topics related to the ancient Middle East, Greeks and Romans, the medieval world, the Renaissance, and the Reformation. Letter grade only. Course fee required. SPW

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

HIS 240 The Development of Europe to 1650 Topics related to the development of Europe in a global context including ancient Middle East, Greeks and Romans, the medieval world, and the Renaissance and Reformation. Letter grade only. Course fee required. SPW

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

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

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

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

Revised 8/08
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<tr>
<td>Current Co-Convene with</td>
<td>Proposed Co-Convene with</td>
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<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.

The change is desired to align with the departmental goal to teach regional histories in a global context and to have the title and description reflect that fact.

10. Approvals

   [Signature]  10/14/08
   Department Chair/ Unit Head (if appropriate)/ Date

   [Signature]  11/4/08
   Chair of college curriculum committee/Date

   [Signature]  2.24.09
   Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Revised 8/08
Action taken: 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.

College of Arts and Letters, Department of History

HIS 240: The Development of Europe to 1650
T/TH 9:35-10:50 am
3cr.,
Instructor: Cynthia Kosso
Office:
Office Hours:
E-mail:
Phone:

**Course Description**

Description: History 240 is a survey of the historical development of European institutions, ideas and cultures from ancient times to the era of European expansion and in the context of global relationships.
The primary purpose of this course is to examine many aspects of ancient and medieval European history. Besides consideration of political activities and institutions, attention will be given as well to significant intellectual, social, cultural and religious changes which occurred during these periods. Special emphasis will be placed on the Classical, Germanic, and Christian elements which contributed to the emergence of a unique Western European world. The contributions of Islamic and Byzantine cultures will also be studied.

Since this is a survey course, the student, besides acquiring a broad knowledge of the past, will by researching, analyzing and evaluating primary and secondary sources develop an ability to accurately and critically read, weigh evidence, make judgments, draw conclusions, and interpret historical writings in their political, social, religious, moral, and cultural contexts and to clearly, cogently, and concisely express in writing these findings and insights.

The material to be covered in the semester will include the following: Ancient Near Eastern Civilizations, Classical World of Greece and Rome, Roman Empire and Christianity, Medieval Eastern World of the Byzantine Empire and Islam, High Middle Ages, Feudalism and Church Reform, Crusades, Late Middle Ages, Renaissance and Reformation.

### Liberal Studies Information.

This course supports the mission of the Liberal Studies Program by helping students to

- Consider the range of factors that have influenced the development of the various European states and cultures states from antiquity to 1650. The “rise” and “fall” of various states and other entities allows students to begin to understand the key elements in state formation in the past and will help them understand the complexities of the present;
- Asking students to confront various issues and factors (such as technological development, ethnic and gender identity and the impact of state emergence on the environment) that led to the development of state and cultural systems and numerous other institutions the understanding of which are key to preparing students to live responsible, productive and creative lives.

### Liberal Studies Distribution Block: Social and Political Worlds

HIS 240 supports the intent of this block by:

- Engaging students in a study of patterns that characterize the history of complex state development from ancient times to medieval;
- Studying the relationships among environmental, social, political and cultural factors on state formation;
- Enhancing student understanding of the varieties of political forms that can co-exist in a similar environment and the dynamic relationships among factors such as ethnic identity, gender, technology and status on human communities.

### Essential Skills: Effective Writing

The assignments listed below help students acquire a broad range of knowledge and essential skills for their success after graduation. The course will highlight effective writing through short essays, papers and exams.

### Course objectives and learning outcomes

By the end of the course, students will have gained the requisite skills and control of content to do the following:

1. show ability to offer critical analyses of key primary texts and/or informed interpretations of material evidence (critical reading & thinking, creative thinking).
2. show ability to use both traditional (the library, books and journals) and new (the Web) sources of data, aimed at interpreting issues in understanding culture (effective writing; valuing the diversity of human experience).
3. demonstrate an understanding of how contemporary experiences influence our approaches to the human past (critical reading & thinking) and how our cultural past influences the present.
4. formally discuss similarities and differences among the cultures of various historical periods and test hypothesis about the past (critical reading, effective oral communication, scientific inquiry; valuing the diversity of human experience).

### Course structure/approach

The general format of the course consists of lectures and discussion/seminar style periods. Students are always encouraged to ask questions, raise points, and make comments. In addition, we encourage in-class and out-of-class work in small groups in order to facilitate informed discussion of particular issues.
Assessment of Outcomes

Assignments

Four essays/presentations (these will be a combination of individual and group assignments)

Bronze Age Greece, Italy and the British Isles, group essay and discussion 50 points
Individual The first essay should be on one of the following: Homer, The Iliad; Plato, The Republic; Aristotle, Politics; Sophocles, Antigone; Plutarch on Tiberius Gracchus; or Early Church Documents (see links) 50 points
Group analysis of the roles of women and religion in political life in Renaissance Italy 50 points
(Individual) Material and Documentary evidence analysis 50 points

Two exams
- Exam one 100 points
- Exam two 100 points

Research topic, first draft and final paper
- Paper topic with preliminary bibliography 25 points
- First draft of paper 25 points
- Research paper 100 points

Grading scale: Total points possible -- 600

A = 600-540  B = 539-480  C = 479-420  D = 419-360  F = 359-0

Paper topic and bibliography, first draft, research paper: On your own you will produce a moderate length research paper (about 10 pages) assessing a particular topic in the study of European history. Early in the semester I require a description of your topic (at least one full page, typed, is required) and a bibliography. The preliminary bibliography must contain a minimum of 15 sources and no more than six of these may be web sources. This is to ensure a well researched and well thought-out paper. I also require a draft of the paper and this will be graded independently of the final product. More details will follow in class. This assignment builds on your ability to communicate in both oral and written form.

Short essays, book reviews and group projects: The essays are short papers responding to issues that arise from our readings, or class discussions and lectures. They will deal with particular, narrow topics in the topic being studied. Details for these assignments are given in class, and so attendance is paramount. They will contribute to assessment of creative and critical thinking, critical reading, and effective writing. The Group projects are intended to test your abilities to read and discuss sources and to think critically about them, as well as to test your writing skills. Typically you will write a 3 - 5 page summary, description and critique of the document or material item usefulness in studying the past. Illustrations, maps and bibliography do not count as “text.”

Geography assignment: One map will be drawn, then interpreted, and analyzed in class. This assignment will assess your ability to consider the formations various states and territories in Greece and the nature of their interlocking systems. The map assignment will be handed out in class.

Exams: There will be two exam exams which will assess your ability to assimilate and interpret the various kinds of evidence presented in class.

REWRITE POLICY

You are encouraged to rewrite your papers. Any rewrite of an assignment is due one week following the return of the paper to you. You may rewrite any paper (including maps and drafts) except exams.

In general grading of written assignments we will consider style, organization, and content. Please check for spelling (don’t just use your spell check, but also READ your own work), grammatical and organizational errors. I am delighted to read drafts in advance and will be happy to aid you in anyway I can to improve your writing skills.
Participation, Attendance and Academic Integrity: Though attendance is not mandatory, part of grade is from attendance and participation, and the short assignments and projects will be made available only in class, so attendance is certainly advisable.

Please see the NAU Code of Conduct for particulars about proper classroom behavior.

Plagiarism is not tolerated. See also the attached sheet on academic integrity, plagiarism and the Safe Working and Learning Environment Policy.

Late Submission, Make-up and Extra Credit Policy: Missed projects will be made-up only with a medical or legal certificate or by prior arrangement with the instructor. There are no extra credit projects, but all writing assignments may be rewritten and resubmitted.

Summary of assessment instruments:
Effective oral participation and presentations
Maps for assessment of understanding of cultural and economic relationships
Essay assignments and essay exams to assess writing, thinking and reading effectiveness

Required Text: Perry, et al., Western Civilization: Ideas, Politics, and Society, vol. I: To 1789 and Sources of Western Tradition, Vol. I, by Marvin Perry, 5th edition. In addition to the main text, there are a number of required primary readings available online.

Recommended: a dictionary and a style guide.

Class schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>Introduction and Background</td>
<td>None</td>
</tr>
<tr>
<td>two</td>
<td>Ancient Civilizations</td>
<td>Perry, Chs. 1-2 Primary readings and study questions (will be linked)</td>
</tr>
<tr>
<td></td>
<td>The Hebrews</td>
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<tr>
<td>three</td>
<td>Rise of the Greeks</td>
<td>Perry, Ch. 3 Primary readings and study questions (will be linked)</td>
</tr>
<tr>
<td>four</td>
<td>Classical Greek Civilization</td>
<td>Perry, Ch. 4 Primary readings and study questions (will be linked)</td>
</tr>
<tr>
<td>five</td>
<td>The Hellenistic World and the rise of Rome</td>
<td>Perry, Chs. 5-6 Primary readings and study questions (will be linked)</td>
</tr>
<tr>
<td>six</td>
<td>The Roman Empire</td>
<td>Perry, Ch. 7 Primary readings and study questions (will be linked)</td>
</tr>
<tr>
<td>seven</td>
<td>Review, discussion and test one</td>
<td>Perry, Chs. 1-7 Primary readings and study questions (will be linked)</td>
</tr>
<tr>
<td>eight</td>
<td>Christianity</td>
<td>Primary readings and study questions (will be linked)</td>
</tr>
<tr>
<td>nine</td>
<td>Christianity and the Heirs of Rome Paper 1 due Oct. 16</td>
<td>Perry, Chs. 8-9 Primary readings and study questions (will be linked)</td>
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<tr>
<td>ten</td>
<td>The High Middle Ages</td>
<td>Perry, Ch. 10 Primary readings and study questions (will be linked) (these are the same as below)</td>
</tr>
<tr>
<td>eleven</td>
<td>High Medieval Culture</td>
<td>Perry, Chs. 10-11 Primary readings and study questions (will be linked)</td>
</tr>
<tr>
<td>twelve</td>
<td>The Late Middle Ages</td>
<td>Perry, Ch. 12 Primary readings and study questions (will be linked)</td>
</tr>
<tr>
<td>thirteen</td>
<td>Renaissance and Reformation</td>
<td>Perry, Chs. 13-14 Primary readings and study questions (will be linked)</td>
</tr>
<tr>
<td>fourteen</td>
<td>Review for Test 2 and exam</td>
<td>Perry, Chs. 8-14 Primary readings and study questions (will be linked)</td>
</tr>
<tr>
<td>fifteen</td>
<td>The Expansion of Europe and discussion of final exam Test 2</td>
<td>Perry, Ch. 15, Chs. 16-17 Primary readings and study questions (will be linked)</td>
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<tr>
<td>sixteen</td>
<td>Medieval to Early Modern</td>
<td>Perry, Chs. 8-14 Primary readings and study questions (will be linked)</td>
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</table>

NORTHERN ARIZONA UNIVERSITY POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

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

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://www4.nau.edu/diversity/swale.htm. 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 the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.
Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at http://www2.nau.edu/dss/.

INSTITUTIONAL REVIEW BOARD

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

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

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www4.nau.edu/ovp/regulatorycompliance/irb/index.htm. If you have questions, contact Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

ACADEMIC INTEGRITY

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

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

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time ... at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit 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.
<table>
<thead>
<tr>
<th>1. Is this course a Diversity or Liberal Studies Course?</th>
<th>Liberal Studies ☒</th>
<th>Diversity ☐</th>
<th>Both ☐</th>
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<td>3. College</td>
<td>Arts and Letters</td>
<td>4. Academic Unit/Department</td>
<td>HISTORY</td>
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<tr>
<td>5. Current course subject/catalog number</td>
<td>HIS 241</td>
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<tr>
<td>6. Current catalog title, course description and units. (Cut and paste from current online academic catalog)</td>
<td>Show the proposed changes in this column. Please.BOLD the changes, to differentiate from what is not changing.</td>
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<tr>
<td>HIS 241 WESTERN CIVILIZATION II (3)</td>
<td>HIS 241 The Development of Europe since 1650 (3)</td>
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<tr>
<td>Topics related to Europe in the ages of absolutism, reason, revolution, Napoleon, nationalism, and the world wars, and the social and cultural background of our own age. Letter grade only. Course fee required. SPW</td>
<td>Topics related to the development of Europe in a global context in the ages of absolutism, reason, revolution, Napoleon, nationalism, and the world wars, and the social and cultural background of the modern age. Letter grade only. Course fee required. SPW</td>
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<tr>
<td>7. Is this course required or an elective in any other plan (major, minor, certificate)?</td>
<td>Yes ☐ No ☒</td>
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<td>If yes, explain and provide supporting documentation from the affected departments.</td>
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<tr>
<td>8. Does this change affect community college articulation?</td>
<td>Yes ☐ No ☒</td>
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<td>If yes, explain how in the justification and provide supporting documentation from the affected institutions.</td>
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<tr>
<td>Is the course a Common Course as defined by your Articulation Task Force?</td>
<td>Yes ☐ No ☒</td>
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<tr>
<td>If yes, has the change been approved by the Articulation Task Force?</td>
<td>Yes ☐ No ☐</td>
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<tr>
<td>If this course has been listed in the Course Equivalency Guide, should that listing be left as is ☒ or be revised ☐</td>
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</table>
IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

<table>
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<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>
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<tr>
<td>Current number of units/credits</td>
<td>Proposed number of units/credits</td>
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<tr>
<td>Current Course Fee</td>
<td>If subject or catalog number change</td>
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<td>Move ☐ or Delete ☐</td>
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<tr>
<td>Current Grading Option*</td>
<td>Proposed Grading Option*</td>
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<td>Letter Grade ☐ Pass/Fail ☐ or Both ☐</td>
<td>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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<td>Current Max number of units</td>
<td>Proposed Max number of units</td>
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<td>Proposed Prerequisite</td>
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<td>Current Co-requisite</td>
<td>Proposed Co-requisite</td>
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<tr>
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<td>Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list?</td>
<td>Liberal Studies ☐ Diversity ☐</td>
</tr>
</tbody>
</table>

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

The change is desired to align with the departmental goal to teach regional histories in a global context and to have the title and description reflect that fact.

10. Approvals

Cynthia Kosso

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only
Action taken:  

☑ approved as submitted  

approved as modified
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.

College of Arts and Letters, Department of History

HIS 241: The Development of Europe since 1650
Date and Time:
3cr.,
Instructor: David Kitterman
Office:
Office Hours:
E-mail:
Phone:

Course Description

Description: History 241 is a survey of the historical development of European institutions, ideas and cultures from approximately 1650 to the modern era and in the context of global relationships.
The primary purpose of this course is to examine many aspects of early modern and modern European history in a global context. Besides consideration of political activities and institutions, attention will be given as well to significant intellectual, social, cultural and religious changes which occurred during these periods. Americans are all to a greater or lesser extent inhabitants of a world shaped by the last five centuries of European history and culture. To understand how we came to be what we are, we must look to Western Europe, the land whose history from the 16th century to today has done much to shape our world.

How did that happen? How did the decentralized agrarian principalities of medieval Europe become great industrial nation-states? How and why did absolutism rise and then yield to democratic liberalism? How did Western science and technology create the first industrialized economies and reduce the power of superstition and disease? Why did Europe produce two great antagonistic economic systems, capitalism and communism?

In addition, as noted above, HIS 241 is designed to give the undergraduate student a general understanding of those major intellectual trends which have appeared in Europe since the Renaissance. Although our focus is European, we will also find it necessary to discuss developments in the United States and in Russia since these two areas play such a large role in the 20th century. As an intellectual history, we will discuss ideas and their development in the course of the past five or six centuries.

We begin with the breakdown of the Medieval Christian matrix during the Renaissance, the emphasis upon human reason in the 17th-19th centuries (science, revolution, industrial capitalism) and finally, the breakdown of human reason in the 20th century (modernism, fascism, world war). A class such as this gives us an excellent opportunity to illustrate not only what forces perhaps “made” the past but influence the present as well.

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Liberal Studies Information.

This course supports the mission of the Liberal Studies Program by helping students to

- Consider the range of factors that have influenced the development of the various European states and cultures from 1650 to the modern era. The “rise” and “fall” of various states and other entities allows students to begin to understand the key elements in state formation and development in the past and will help them understand the complexities of the present;
- Asking students to confront various issues and factors (such as, colonialism and imperialism, conquest, technological development, ethnic and gender identity and the impact of the nation state on the environment) that led to the development of state and cultural systems and numerous other institutions the understanding of which are key to preparing students to live responsible, productive and creative lives.

Liberal Studies Distribution Block: Social and Political Worlds

HIS 241 supports the intent of this block by:

- Engaging students in a study of patterns that characterize the history of complex state development from ancient times to medieval;
- Studying the relationships among environmental, social, political and cultural factors on state formation;
- Enhancing student understanding of the varieties of political forms that can co-exist in a similar environment and the dynamic relationships among factors such as ethnic identity, gender, technology and status on human communities.

Essential Skills: Effective Writing

The assignments listed below help students acquire a broad range of knowledge and essential skills for their success after graduation. The course will highlight effective writing through short essays, papers and exams.

Course objectives and learning outcomes

By the end of the course, students will have gained the requisite skills and control of content to do the following:

1. show ability to offer critical analyses of key primary texts and/or informed interpretations of material evidence (critical reading & thinking, creative thinking).
2. show ability to use both traditional (the library, books and journals) and new (the Web) sources of data, aimed at interpreting issues in understanding culture (effective writing; valuing the diversity of human experience).
3. demonstrate an understanding of how contemporary experiences influence our approaches to the human past (critical reading & thinking) and how our cultural past influences the present.
4. formally discuss similarities and differences among the cultures of various historical periods and test hypothesis about the past (critical reading, effective oral communication, scientific inquiry; valuing the diversity of human experience).

Course structure/approach
The general format of the course consists of lectures and discussion/seminar style periods. Students are always encouraged to ask questions, raise points, and make comments. In addition, we encourage in-class and out-of-class work in small groups in order to facilitate informed discussion of particular issues.

Assessment of Outcomes

Assessment Dates:
Exam #1 – Wednesday, February 6
Exam #2 – Wednesday, March 12
Final Paper due May 2 by 5pm
Final Exam – May 6 (3:00pm-5:00pm, LA #204)

Course Assessment:

The instructor will give three, in-class, written exams (including the final exam). There will also be a final analysis paper. The final analysis paper will be discussed in more detail later in the semester. Generally speaking, it will be approximately 5-8 pages in length and will not require independent research. The paper will require students to provide a thoughtful and reflective analysis of a theme or topic of Western civilization which, by the time the paper is due, will have been thoroughly and repeatedly covered in the readings, film(s) and lecture. The History Department has a Writing Center available to students which can help with fundamentals of written expression and specifically with writing papers on historical topics. You are encouraged to take advantage of this resource because papers will be graded on style, grammar and mechanics, as well as content.

Each exam, and the paper, is worth 100 points. Each student’s lowest score will be dropped. Therefore, there are 300 points available to be earned in this course. Letter grades will be assigned on a 10% basis of the total possible points.

Thus, 300-270 points = A; 269 - 240 points = B; 239 - 210 points = C; 209 - 180 points = D; below 179 points = F.

Participation, Attendance and Academic Integrity: Though attendance is not mandatory, part of grade is from attendance and participation, and the short assignments and projects will be made available only in class, so attendance is certainly advisable. The instructor will also evaluate student participation during class discussions and preparation in advance of each class. No specific grade will be assigned for participation, but final grades may be adjusted, up or down, depending upon the quality and regularity of class participation (particularly for borderline cases). Obviously, if you are not present for class, you cannot participate. While there will be no specific grade based on attendance, absences will be taken into account in connection with the participation evaluation.

In general grading of written assignments we will consider style, organization, and content. Please check for spelling (don’t just use your spell check, but also READ your own work), grammatical and organizational errors. I am delighted to read drafts in advance and will be happy to aid you in anyway I can to improve your writing skills.

Please see the NAU Code of Conduct for particulars about proper classroom behavior.

Plagiarism is not tolerated. See also the attached sheet on academic integrity, plagiarism and the Safe Working and Learning Environment Policy.

Late Submission, Make-up and Extra Credit Policy: Missed projects will be made-up only with a medical or legal certificate or by prior arrangement with the instructor. There are no extra credit projects, but all writing assignments may be rewritten and resubmitted.

ISBN#: 0-312-43945-6
Recommended: a dictionary and a style guide.

Class schedule *Please note: Reading assignments and topics to be covered on a given day are general predictions. Students will be responsible to have completely read the chapter noted below by the first day on which that chapter is scheduled to be covered (i.e., Chapter 2 read in full by September 5)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings/Lectures/Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 14</td>
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<td>Rational and Scientific Revolutions</td>
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<td>Consequences of Roman Imperialism</td>
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<td>War, Trade &amp; Empire</td>
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Feb. 15  Chapter 14  **War, Trade & Empire**
British Control of Trade
War of Austrian Succession & Seven Years War

Feb. 18  Ch. 14/15  **Life Under the Ancien Regime**
Structure of European Society
Classes and Lifestyles

Feb. 20  Chapter 15  **The Enlightenment**
Enlightened Despots
The American Revolution

Feb. 22  Chapter 16  **The French Revolution**
Establishment of the Republic
Nationalism

Feb. 25  Chapter 16  **The Napoleonic Empire**
The Continental System
Congress of Vienna

Feb. 27  Chapter 17  **The First Industrial Revolution**
Causes
Consequences

Feb. 29  Chapter 17  **The Liberal Response**
Faith in the Market
Liberals

Mar. 3   Chapter 17  **The Romantic and Socialist Responses**
Romanticism
Socialism

Mar. 5   Ch. 17/18  **Descent of Man; Rise of Woman**
Social Darwinism
Women’s Rights

Mar. 7   Ch. 17/18  **Construction of the Nation-State**
Nationalism
Revolutions of 1848

Mar. 10  Chapter 18  **Construction of the Nation-State**
Unification of Italy and Germany
Industry and Nation Building

_Mar. 12_  **Exam #2**  _Chapters 13-18_

Mar. 14  Chapter 19  **Imperial Rivalry**
Imperialism
Consequences
(_Last Day to Drop with a “W”_)

Mar. 17-21  **NO CLASS – NAU HOLIDAY – SPRING BREAK**

Mar. 24  Chapter 19  **The Second Industrial Revolution**
New Products and Opportunities

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Mar. 26  Chapter 19  The Alliance System
                  Triple Alliance
                  Triple Entente

Mar. 28  Chapter 19  Decadence and Malaise
                  Pre-War Economics
                  Pre-War Cultural Life

Mar. 31  Chapter 20  World War I - Beginnings
                  Schlieffen Plan
                  Industrialized Carnage

Apr. 2    Chapter 20  World War I – Breaking the Stalemate
                  New Fronts
                  “The Yanks Are Coming”

Apr. 4    Chapter 20  The Russian Revolution
                  New Forms of Thought and Expression: The Renaissance
                  On the Threshold of World History

Apr. 7    Chapter 20  World War I – End of the War
                  Germany’s Last Offensive
                  Treaty of Versailles

Apr. 9    Ch. 20/21  Recovery and Depression in the West
                  United States’ Growing Power
                  The Great Depression

Apr. 11   Ch. 20/21  Totalitarian Russia
                  Rise of Stalin
                  Communist Slaughter of Millions

Apr. 14   Ch. 20/21  Fascist Italy – Nazi Germany
                  Mussolini
                  Hitler

Apr. 16   Chapter 21  The Holocaust
                  Genocide
                  Lessons

Apr. 18   Chapter 21  The Failure of Diplomacy
                  Initial Aggression
                  Appeasement

Apr. 21   Chapter 21  World War II
                  Britain Stands Alone
                  Soviet Union and the United States

Apr. 23  Chapter 21  World War II
                  North Africa to Normandy
                  Stalingrad to Hiroshima

Apr. 25  Ch. 22/23  American Hegemony – Soviet Expansionism
                  Democracy v. Totalitarianism
                  Cold War

Apr. 28  Ch. 22/23  Rebuilding Europe
Decolonization and European Socialism
Soviet Empire Begins to Fall

Apr. 30 Ch. 23/24 The Atlantic System and Its Consequences, 1690-1740
Consolidation of the European State System
The Birth of the Enlightenment
(Continued)

May 2 Chapter 24 The Meaning of Western Civilization
Final Paper Due by 5pm

May 6 Final Exam: 3:00pm-5:00pm, LA

NORTHERN ARIZONA UNIVERSITY

POLICY STATEMENTS

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

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website http://www4.nau.edu/diversity/swale.htm. 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 the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

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

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at http://www2.nau.edu/dss/.

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

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.
A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www4.nau.edu/cyp/regulatorycompliance/irb/index.htm. If you have questions, contact Melanie Birk, Office of Grant and Contract Services, at 928-523-8288.

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

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

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

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

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

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


5. Current course subject/catalog number
   HIS 331

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

   HIS 331 FEUDAL JAPAN (THE 12TH TO THE 18TH CENTURY) (3)
   This course examines the political, social and cultural history of Japan from the twelfth to the eighteenth century. Letter grade only. GLB

   HIS 331 MEDIEVAL JAPAN (THE 13TH TO THE 17TH CENTURY) (3)
   This course examines the political, social and cultural history of Japan from the Kamakura shogunate to the early-Tokugawa era. Letter grade only. GLB

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 an elective in the Asian Studies minor program.

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

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

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

   If revised, how should it be revised?  

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

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<th>PROPOSED</th>
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<td>Current Course Fee yes □ no □</td>
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Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies □ Diversity □

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

   In the Fall 2007 offering of the course (at that time as HIS 399) the span of "coverage" of the course was found to be too broad, and this inhibited the depth of treatment of many of the historical subjects, in particular those that came toward the latter part of the historical period covered. Students became too preoccupied with "covering the syllabus" and were unable to pay enough attention to deeper understanding of the history that was expected to enable them to conduct meaningful research on focused aspects of the subject. Therefore it is proposed to reduce the "chronological" coverage of the course by excising the 12th century at the beginning and the bulk of the 17th century and the whole of the 18th century from the original syllabus in the latter part of the course. This results also in a modification of the course title from "Feudal Japan" to a more accurate and commonly adopted terminology, "Medieval Japan", which in the Japanese historical lexicon ("Chusei") corresponds more closely to the period from the beginning of the Kamakura shogunal era (1185 CE) to the end of the Sengoku era and the beginning of the Tokugawa shogunate (1603 CE).

10. Approvals

   Department Chair/Unit Head (if appropriate)/ Date
     17/10/08

   Chair of college curriculum committee/Date
     11/4/08

Revised 8/08
Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Action taken:  ✔ approved as submitted  approved as modified
HISTORY 331: Medieval Japan

Fall/Spring, XXXX
Class #:  
3 credits
Class Times:
Class Location:

Instructor: Prof. John K. Leung
Office: LA 211
Off. Hrs:
Phone: 523-6209
E-mail: John.Leung@nau.edu

Course Description

Despite a certain degree of controversy over how terms are defined, the period from the late-12th to the early-17th century in Japan’s history is often considered to be Japan’s “feudal age,” and sometimes as “medieval Japan.” These four and a half centuries witnessed historical transitions and transformations in Japan in almost every dimension and at every level. New political systems emerged and evolved, affecting Japanese society, its economy and culture comprehensively. These changing patterns also would have a profound impact on the character and nature of “modern Japan,” and the rapid political and economic transformation of Japan in the modern era, especially in the last 150 years since the mid-19th century, simply cannot be fully understood without a proper comprehension of the foundations for change that were laid in the preceding centuries. This course will deal broadly with the many facets of historical changes over this rather extensive, but crucial period of Japan’s dynamic past.

This course generally takes a chronological approach to the study of Japan’s political, institutional, social, economic, and cultural history in the “feudal” and “medieval age.” From the formative period of “proto-feudalism” or “early-feudalism” (the late-12th century to the mid-14th century) through the era of decentralized “high feudalism” (the mid-14th century to the late-16th century) to the beginnings of the age of “centralized feudalism” in the Tokugawa era (the early-17th century,) we will examine this history from the lens of the interaction and mutual influence between and among the following categories of development: viz. political and institutional, social and economic, and cultural. We will pay heed to the evolution of social and cultural historical conditions that affected not just the lives of the elites in Japan, but the lives of commoners as well. Since many historians have remarked on similarities in the patterns of the development of the dynamics of historical change between “medieval Europe” and “medieval Japan” (for instance, in the evolution of patterns of urban populations and cities in the late-medieval age,) we shall conclude this course with a consideration of comparative historiography and of the place of medieval and feudal Japan in world history.

This course qualifies for the student’s fulfillment of NAU’s Global Diversity curriculum requirement.

This course reflects and supports the mission of NAU’s 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
- Learn and analyze the traditions and legacies that have given rise to dynamics that have shaped human social, political and cultural experiences in certain parts of the world
- Learn from the past to develop an ethos of living responsibly, productively and creatively as citizens of a changing and globalizing world

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Liberal Studies Distribution Block
HIS 331 will be assigned to the Cultural Understanding block and supports the intent of the block by:

- Engaging students in the study of the history of the people of Japan and Japan’s development as a culture and society in the period from the 13th century CE to the early-17th century.
- Engage students in learning about specific cultural developments in Japan in the 13th-17th century period (e.g., in the areas of religions, literary and artistic accomplishments, the value system of the samurai) as well as the social and political conditions in which these cultural developments took place and evolved
- Enhancing students’ understanding of theories and histories of cultural development, including theories of social organization, political mobilization and participation, social mobility, education, gender, class and cultural diversity

Liberal Studies Essential Skills
HIS 331 will foster students’ skills in Critical Thinking. The history of medieval Japan challenges us to think critically and analytically of the historical precedents and formative factors of what we have come to take for granted as “the modern world” in a historical, social and cultural context that is different in many ways from that with which we are – or assume we are – familiar, while similar and comparable in other manners. Central to the purpose of this course is to engage students in critical reflection and appreciation of these differences as well as the similarities and comparabilities between these separate parts of the human world, and to do so within a historical framework of understanding. 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 the Japanese people in medieval times 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 from the reading and from lectures that pertain to specific discussion topics in the historical experience of medieval Japan
- Through short paper exercises, students will demonstrate competency in reading texts and examining ideas critically, interpreting different arguments and perspectives on Japanese 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 the Japanese people 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 presentation of research work
• In writing short papers, conducting research, preparing discussion notes and participation in seminar-type discussions, students will 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 listed as “Core Reading” in the following “Course Schedule” and will be available at the bookstore:
The required reading in this course consists primarily of sections and chapters from these two monographs, selections from other secondary sources and selections from primary sources in translation, organized into a weekly reading schedule as indicated in the Course Format & Schedule section of this syllabus. These sources are listed in this section of the syllabus either under “Core Reading” or as “Supplementary Reading.” (An * precedes the listing of primary source materials in the Course Schedule; there is also primary source material embedded in many of the secondary sources listed here.) Students are expected to read only excerpts, or selections, from these monographs and anthologies, and a more specific reading assignment list and reading schedule indicating more clearly the excerpts and selections will be developed for the course separate from this syllabus. The purpose of the inclusion of these supplementary sources in the students’ reading is primarily to introduce students generally to examples of major influential interpretive and historiographical ideas and viewpoints relevant to the “topics of the week.” Students may also use these lists of supplementary readings as guides and preliminary bibliographies to their research.

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 1200 words in length (roughly 4 “normal” pages.) One of these will be a topical essay, and the other will be 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. For this exercise you will be expected to engage and make use of information and ideas that you have garnered from both secondary and primary sources you have read.
Book Review/Historiographical paper: You must choose a historiographical issue and the material to go with it from the groups of supplementary reading material listed in the course schedule section of this syllabus; choices made outside the parameters of the syllabus should be done only with prior consultation with the instructor.
In the case of both the topical essay and the historiographical paper, before you write the paper, you will first submit a brief proposal in writing indicating your choice of topic and material, and this proposal has 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. As in the case of your topical paper – but perhaps at a deeper level and in a more extensive way, in your research project you will be expected to engage and make use of information and ideas that you have garnered from both secondary and primary sources you have read. Your research project for the semester may take the form of either an interpretive, critical research paper or a project (such as a rigorously researched and interpretive dramatization of history, or a major oral presentation, or the creation, production and presentation of a videographic representation of a historical subject.) 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 3000 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/explanation 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 for grading purposes. If you miss a discussion session, you will receive no points for the session, and there will be no make-ups.

**Deadlines**

The following is a tentative list of deadlines for the exercises for the course, including deadlines for “interim” exercises related to the research paper/project. This is subject to modification if necessary:

- Historiographical paper
- Topical paper
- Research Project
  - Initial proposal
  - Revised proposal
Outline & Bibliography
Draft of project/paper
Final paper/project

These deadlines must be rigorously observed, with serious consequences for any violation. Any written exercise that is handed in after the deadline but no later than 48 hours after the stated 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 48 hours after the deadline (all deadlines are considered to be at 5 p.m. on the stated date) will not be accepted, and you will forfeit all the points for that exercise.

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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<tbody>
<tr>
<td>Discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Short paper (Topical)</td>
<td>20%</td>
</tr>
<tr>
<td>Short paper (Historiographical)</td>
<td>20%</td>
</tr>
<tr>
<td>Term research project and all related exercises</td>
<td>40%</td>
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<tr>
<td>Total</td>
<td>100%</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

(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 schedule is tentative and must remain flexible. I reserve the right to modify the schedule as necessary.)

Week 1 Introduction and Background
Core Readings: Duus, ch. 1; Varley, chs. 1, 2

Weeks 2-3 The Legacy of Yamato and Heian Japan
Core Readings: Duus, ch. 2; Varley, chs. 2, 3

Supplementary Reading: Excerpts from Ivan Morris, The World of the Shining Prince: Courtly Life in Ancient Japan (Introduction by Barbara Ruch, Longitude Books Ltd., 1994)

Week 4 War and the Collapse of Courtly Aristocracy
Core Readings: Duus, ch. 3, pt. 1; Varley, ch. 4

Supplementary Reading: Excerpts from Paul Varley, Warriors of Japan (U. of Hawai’i Press, 1994)
Week 5  The Kamakura System of Governance and the Emergence of New Ruling Classes
Core Readings:  Duus, ch. 3;
Supplementary Reading:  Selections from John Whitney Hall et al, eds. Medieval Japan: Essays in Institutional History (Stanford University Press, 1988)
Selections from Jeffrey Mass, ed. Court and Bakufu in Japan: Essays in Kamakura History (Yale University Press, 1982)

Week 6-7  Society in the Kamakura Epoch
Core Readings:  Duus, ch. 3;

Week 8  Religion and Values in Early-Medieval Japan
Core Readings:  Varley, ch. 5
  * Byron Earhart, Religion in the Japanese Experience: Sources and Interpretations (Wadsworth, 1974) Excerpts from Pts. 2, 3, 8 and 14
  * Ryusaku Tsunoda et al. eds. Sources of Japanese Tradition, vol. 1 (Columbia University Press, 1964), selections from chs. VI to XIV
  Excerpt from Catharina Blomberg, The Heart of the Warrior (Japan Library: Sandgate, Folkestone, Kent, 1994)

Week 9-10  The Daimyo and the Ashikaga System
Core Readings:  Duus, ch. 4
Supplementary Reading:  Selections from John Whitney Hall et al, eds. Medieval Japan: Essays in Institutional History (Stanford University Press, 1988)
Excerpt from Peter J. Arnesen, The Medieval Japanese Daimyo (Yale University Press, 1979)

Video:  Daimyo

Week 11  The Dynamism of “High Feudalism”
Core Readings:

Week 12  A Century of Organized Disunity
Core Readings:  Duus, ch. 4
Supplementary Reading:  Paul Varley, *The Onin War: The History of Its Origins and Background* (Columbia University Press, 1967)
Films:  
*Kagemusha*  
*Throne of Blood*

**Week 13  Transition to “Pax Tokugawa”**

Core Readings:  Duus, ch. 5; Varley, ch. 6; Conrad Totman, *Japan Before Perry*, pp. 133-163


**Week 14  Medieval Japan and the World**

Derek Massarella, *A World Elsewhere: Europe’s Encounter with Japan in the Sixteenth and Seventeenth Centuries* (Yale University Press, 1990)

**Week 15  Medieval Feudal Japan in Comparative and World-History Perspective**

**Learning Portfolio**  The student’s short papers (including drafts with instructor feedback), research project/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.

**COURSE POLICIES**

**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 7 classes 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 20 classes will be requested to withdraw from the course, or will receive an F in the course regardless of performance in other areas.

Other Policies

There are several other academic policies that pertain to all courses at NAU, and these are appended to this syllabus as follows. These policies will apply to this iteration of HIS 331, and you are urged to pay attention to them as you read and comprehend this syllabus.
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  Arts and Letters  4. Academic Unit/Department  History

5. Current course subject/catalog number  
   HIS 485H

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog) 
   HIS 485H UNDERGRADUATE RESEARCH (1-6) 
   Original research under the supervision of a research adviser. Pass-fail only. May be repeated for up to 6 units of credit. Department consent required.

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

   HIS 485H UNDERGRADUATE RESEARCH (1-6) 
   Original research under the supervision of a research adviser. Letter grade only. May be repeated for up to 6 units of credit. Department consent required.

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

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

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

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

   If revised, how should it be revised?  _____

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

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

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

This course will be made available to History Departmental Honors students and they are required by the program to achieve an “A” in their culminating project. This change allows honors students to use the undergraduate research option as possible culminating project.

10. Approvals

Cynthia 10/20/08

Department Chair/Unit Head (if appropriate)/Date

Jean Brewer 11/30/08

Chair of college curriculum committee/Date

Jean Brewer 11/30/08

Dean of college/Date

For Committee use only

Ben 2-24-09

or University Curriculum Committee/Date
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  CAL 4. Academic Unit/Department  Music

5. Current course subject/catalog number  MUS 241

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog  
   /www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).  
   Music History to 1750  
   Evolution of music from primitive people, development of church music; early standardization of symphony orchestra and opera.  
   (3 units)

   Music History to 1750  
   Evolution of Western music from ancient Greece through the Baroque period.  
   (3 units)

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

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

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

If revised, how should it be revised? _____

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

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<td>Proposed Prerequisite</td>
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<td>ENG 105 or HON 190 or HON 191 with grade greater than or equal to C; MUS 121 and MUS 122</td>
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<td>Proposed Cross List with</td>
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<tr>
<td>Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies [ ] Diversity [ ]</td>
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</table>

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

The music history faculty have recognized that a certain degree of music theory is necessary for a full immersion into this course. The mixed preparedness level of the students has had a negative impact on the overall progress of the class.

10. Approvals

[Signature] November 6, 2008

Department Chair/ Unit Head (if appropriate)/ Date

[Signature] Chair of college curriculum committee/Date

Revised 8/08
Dean of College/Date

For University Curriculum Committee/Date

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

<table>
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<th>Is this course a Diversity or Liberal Studies Course?</th>
<th>Liberal Studies</th>
<th>Diversity</th>
<th>Both</th>
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   - fall 2009

3. College  **CAL**

4. Academic Unit/Department  **Music**

5. Current course subject/catalog number  **MUS 242**

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

   **MUS 242 MUSIC HISTORY FROM 1750 (3)**
   Music and musicians from mid-eighteenth century to the present. Letter grade only. Course fee required. Prerequisite: (ENG 105 or HON 190 or HON 191 with grade greater than or equal to C) or International Student Group

   **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 ☐

   If revised, how should it be revised?  ____

Revised 8/08

60
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 music history faculty have recognized that a certain degree of music theory is necessary for a full immersion into this course. The mixed preparedness level of the students has had a negative impact on the overall progress of the class.

10. Approvals

November 6, 2008

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Revised 8/08 61
For Committee use only

For University Curriculum Committee/Date

Action taken:

✓ approved as submitted  

approved as modified
University Curriculum Committee
Proposal for Course Change

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


3. College CAL 4. Academic Unit/Department School of Music

5. Current course subject/catalog number MUS 380

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

MUS 380 JUNIOR RECITAL (1-4)
Public recital for students who elect to present a recital in your junior year. Open to students currently enrolled in upper-division private lessons. Pass-fail only. Course fee required.

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

MUP 380 JUNIOR RECITAL (1-4)
Public recital for students who elect to present a recital in your junior year. Open to students currently enrolled in upper-division private lessons. Pass-fail only. Course fee required.

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

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

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

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

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

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

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

If revised, how should it be revised? __________

Revised 9/06
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<td>Current Cross List with</td>
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</table>

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

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

This course, Junior Recital, is a performance related course, which is reflected in the MUP prefix. The prefix MUS indicates academic related courses. Although this course has been listed as MUS 380 for a number of years, it has caused much confusion among students and faculty. By replacing the MUS prefix with MUP, we will alleviate this confusion.

December 19, 2008

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date
Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

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

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

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

OR

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

OR

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

NEW LIBERAL STUDIES COURSE

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

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

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

TOPICS COURSE ONLY

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

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

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

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3. College  

4. Academic Unit/Department  

5. Current course subject/catalog number  

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

| MUS 480C APPLIED LESSONS AND SENIOR RECITAL  
Preparing music and written background information for public performance. Letter grade only. Course fee required. CAP |

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

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

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

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

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Revised 9/06
Current course subject/catalog number | Proposed course subject/catalog number
---|---
MUS 480C | MUP 480C

Current number of units/credits | Proposed number of units/credits

Current Course Fee                  | If subject or catalog number change
yes □    no □                     | Move □ or Delete □

Current Grading Option*            | Proposed Grading Option*
Letter Grade □ Pass/Fail □ or Both □ | Letter Grade □ Pass/Fail □ or Both □

Current Repeat for additional Units | Proposed Repeat for additional Units

Current Max number of units | Proposed Max number of units

Current Prerequisite | Proposed Prerequisite

Current Co-requisite | Proposed Co-requisite

Current Co-Convene with | Proposed Co-Convene with

Current Cross List with | Proposed Cross List with

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

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

This capstone course, Applied Lessons and Senior Recital, is a performance related course, which is reflected in the MUP prefix. The prefix MUS indicates academic related courses. Although this course has been listed as MUS 480C for a number of years, it has caused much confusion among students and faculty. By replacing the MUS prefix with MUP, we will alleviate this confusion.

10. Approvals

[Signature]  
December 19, 2008

Department Chair/ Unit Head (if appropriate)/ Date

[Signature]  1-14-09

Chair of college curriculum committee/Date

[Signature]  11409

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified
Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: Deborah Raymond
Dept. Chair name: Todd Sullivan
College Contact name: Jean Boreen

Contact email: Deborah.raymond@nau.edu
Dept. Chair email: Todd.Sullivan@nau.edu
College Contact email: Jean.Boreen@nau.edu

1. This course is a Single section ☐ Multi-section ☑
2. List names of faculty who may teach this course: All Applied Faculty of School of Music
3. Section enrollment cap: N/A This is a prefix change only. The course already exits under MUS 480C, and the only reason for changing the prefix is because it is a performance related course, not an academic course. The prefix change will eliminate confusion for students and faculty.

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

OR

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

OR

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

NEW LIBERAL STUDIES COURSE

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

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

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

TOPICS COURSE ONLY

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

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

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

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

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

NEW SENIOR CAPSTONE COURSE (refer to question 19)

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

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

14. Do you intend to offer ABC 400 and ABC 400C? yes □ no □
   If no, please submit a course delete form for the ABC 400.
Is this course a Diversity or Liberal Studies Course? Liberal Studies ☐ Diversity ☐ Both ☐


3. College Arts and Letters

4. Academic Unit/Department Theatre

5. Current course subject/catalog number

<table>
<thead>
<tr>
<th>TH 113 PRODUCTION WORKSHOP</th>
<th>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH 113 PRODUCTION WORKSHOP (1)</td>
<td>Practical work in various phases of theatre for NAU theatre productions: sets, costumes, lights, props, makeup, sound, and publicity. May be repeated for up to 4 hours of credit.</td>
</tr>
<tr>
<td>TH 113 PRODUCTION WORKSHOP (1-2)</td>
<td>Practical work in various phases of theatre for NAU theatre productions: sets, costumes, lights, props, makeup, sound, and publicity. May be repeated for up to (4) 5 hours of credit.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

<table>
<thead>
<tr>
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<tr>
<td>Current course subject/catalog number</td>
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<tr>
<td>TH 113 Production Practicum</td>
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<td>1-2</td>
</tr>
<tr>
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<td>Current Co-requisite</td>
<td>Proposed Co-requisite</td>
</tr>
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<td></td>
</tr>
<tr>
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<td>Proposed Co-Convene with</td>
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<td>Current Cross List with</td>
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</tr>
<tr>
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</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.

The course change will align the course with enrollment expectation and the addition of repeatable credit up to five will allow TH 113 to replace TH 213 in our program. This change will streamline the program and assist our students in graduating in four years.

10. Approvals

Kathleen S. McElroy
Department Chair/Unit Head (if appropriate)/Date

Pan Stephens
Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

<table>
<thead>
<tr>
<th>or University Curriculum Committee/Date</th>
</tr>
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</table>

Revised 8/08

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

<table>
<thead>
<tr>
<th>1. Is this course a Diversity or Liberal Studies Course?</th>
<th>Liberal Studies ☐</th>
<th>Diversity ☐</th>
<th>Both ☐</th>
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<tbody>
<tr>
<td>2. Course change effective beginning of what term and year?</td>
<td>Fall 2009</td>
<td></td>
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<tr>
<td>(ex. Spring 2008, Summer 2008)</td>
<td>See effective dates calendar</td>
<td></td>
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<tr>
<td>3. College</td>
<td>Arts and Letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Academic Unit/Department</td>
<td>Theatre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Current course subject/catalog number</td>
<td>TH 263 BASIC STAGE LIGHTING</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

   TH 263 BASIC STAGE LIGHTING (3)
   Theory and practice of stage lighting technology. Letter grade only. Course fee required. Prerequisite: Admission to Theatre (BA) or Theatre (BS) or Theatre (BSED) or Theatre-Ext Major (BSED) or Theatre Studies (BS) or Theatre Ed MINOR or Theatre (MINOR)

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

   TH 263 BASIC STAGE LIGHTING LIGHTING DESIGN (3)
   Theory and practice of stage lighting technology as it relates to design. Letter grade only. Course fee required. Prerequisite: Admission to Theatre (BA) or Theatre (BS) or Theatre (BSED) or Theatre-Ext Major (BSED) or Theatre Studies (BS) or Theatre Ed MINOR or Theatre (MINOR)

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

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

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

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

If revised, how should it be revised? _____

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

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<td>Current course subject/catalog number</td>
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<td>TH 263 Basic Lighting Design</td>
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<td>Proposed number of units/credits</td>
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<tr>
<td>Current Course Fee yes □ no X</td>
<td>If subject or catalog number change</td>
</tr>
<tr>
<td></td>
<td>Move □ or Delete □</td>
</tr>
<tr>
<td>Current Grading Option* Letter Grade X □ Pass/Fail □ or Both □</td>
<td>Proposed Grading Option*</td>
</tr>
<tr>
<td></td>
<td>Letter Grade □ Pass/Fail □ or Both □</td>
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<td>Current Max number of units 3</td>
<td>Proposed Max number of units</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Prerequisite Admission to Theatre (BA) or Theatre (BS) or Theatre (BSED) or Theatre-Ext Major or Theatre Studies (BS) or Theatre Ed (MINOR) or Theatre (MINOR)</td>
<td>Proposed Prerequisite</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Co-requisite NA</td>
<td>Proposed Co-requisite</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Co-Convene with NA</td>
<td>Proposed Co-Convene with</td>
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<td></td>
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<tr>
<td>Current Cross List with NA</td>
<td>Proposed Cross List with</td>
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</table>

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

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

The change in title speaks more clearly to the content of the course and brings the title into alignment with the other design courses offered by the department.

### 10. Approvals

Department Chair/Unit Head (if appropriate)/Date 1/13/09

Chair of college curriculum committee/Date 1-14-09

Revised 8/08 75
Dean of college/Date

or Committee use only

For University Curriculum Committee/Date

Action taken:  

✓ approved as submitted  

approved as modified
University Curriculum Committee
Proposal for Course Change

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


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

5. Current course subject/catalog number 404

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

TH 404 SENIOR PRODUCTION TEAM SEMINAR  (3)
Advanced practice design and technology with emphasis on production collaboration and portfolio building. Letter grade only. Course fee required. Prerequisite: TH 304

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

TH 404 SENIOR PRODUCTION TEAM SEMINAR  (3)
Advanced Practice in theatre design and technology with emphasis on production collaboration and portfolio building. Letter grade only. Course fee required. Prerequisite: TH 304 Prerequisite: TH 126 and TH 127 and two of the following - TH 202, TH 204 or TH 263, Repeat once for credit.

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

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

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

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

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

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

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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IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

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<tr>
<td>Current course subject/catalog number TH 404 Senior Production Team Seminar</td>
<td>Proposed course subject/catalog number TH 404 Senior Production Team Seminar</td>
</tr>
<tr>
<td>Current number of units/credits 3</td>
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<tr>
<td>Current Course Fee yes X no □</td>
<td>If subject or catalog number change Move □ or Delete □</td>
</tr>
<tr>
<td>Current Grading Option* Letter Grade X □ Pass/Fail □ or Both □</td>
<td>Proposed Grading Option* Letter Grade □ Pass/Fail □ or Both □</td>
</tr>
<tr>
<td>Current Repeat for additional Units NA</td>
<td>Proposed Repeat for additional Units Repeat once for credit</td>
</tr>
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<td>Proposed Max number of units 6</td>
</tr>
<tr>
<td>Current Prerequisite TH 304</td>
<td>Proposed Prerequisite Prerequisite: TH 126 and TH 127 and two of the following - TH 202, TH 204 or TH 263</td>
</tr>
<tr>
<td>Current Co-requisite NA</td>
<td>Proposed Co-requisite</td>
</tr>
<tr>
<td>Current Co-Convene with 'A</td>
<td>Proposed Co-Convene with</td>
</tr>
<tr>
<td>Current Cross List with NA</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.

We are combining the existing TH 304 and TH 404 into a single seminar that will be repeated for credit. This change will create a more dynamic situation for the seminar.

10. Approvals.

Department Chair/Unit Head (if appropriate)/Date

Chair of college curriculum committee/Date

Dean of college/Date

or Committee use only

Revised 8/08

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For University Curriculum Committee/Date

Action taken:  

✓ approved as submitted  

approved as modified
University Curriculum Committee
Proposal for Course Change

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

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

3. College Arts and Letters

4. Academic Unit/Department Theatre

5. Current course subject/catalog number
   TH 423 Theatre Design III

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

   TH 423 THEATRE DESIGN III (1-3)
   Studies in computer-aided design
   technology for theatre; emphasis on
   application of software to scene, costume,
   and lighting design. Letter grade only.
   Course fee required.

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

   TH 423 THEATRE DESIGN III Computer Aided
   Drafting for Scenery and Lighting (1-3) (3)
   Studies in computer-aided design technology for
   theatre; emphasis on application of software to
   scene, costume, and lighting design. Letter grade
   only. Course fee required. Prerequisite: Instructor
   Consent

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

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

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

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

   If revised, how should it be revised? ______

Revised 8/08

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IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

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<td>TH 423 Computer Aided Drafting for Scenery and Lighting</td>
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<td>If subject or catalog number change</td>
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<tr>
<td>yes X no □</td>
<td>Move □ or Delete □</td>
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<tr>
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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 change of title reflects the reality of the course. It is a computer aided drafting course that will cover programs that relate to lighting and scenic design but not costume design. The prerequisites are the basic lighting and scenic design courses for the department.

10. Approvals

Kathleen Lee Queen 1/13/09

Department Chair/Unit Head (if appropriate)/Date

Dan Stephens 1-14-09

Chair of college curriculum committee/Date

Dean of college/Date

11/14/09

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

2. College  College of Arts and Letters
3. Academic Unit/Department  Art

4. Current course subject and catalog number  ART 462

5. Current catalog title
   No current title. Please omit Art 462 from catalogue listing. Art 462c is the course we now list and use

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.

11. Justification for course deletion.
    ART 462 is still on the books, but we would like to omit it from the catalogue, since we use Art 462c now.

12. Approvals

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

Revised 9/06
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For University Curriculum Committee/Date

Action taken: ______ approved as submitted ______ approved as modified

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

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

2. College  
Arts & Letters  
3. Academic Unit/Department  
School of Art

4. Current course subject and catalog number  
ID 326

5. Current catalog title  
INT CODES&REGULATIONS

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.

11. Justification for course deletion.  
   Course is not offered as part of the Interior Design program. It is a holdover from previous times and  
   is no longer applicable to the ID program of study. This class was replaced by ID 326W.

12. Approvals

   Department Chair/Unit Head (if appropriate)/ Date  
   Tom Payton / 12/11/08

   Chair of college curriculum committee/ Date  
   Dean of college/ Date

   Revised 9/07  
   85
For Committee use only

For University Curriculum Committee/Date

Action taken:  ✔ approved as submitted  □ approved as modified

Note: Submit original to associate provost's office

Revised 9/07

2. College        Arts & Letters        3. Academic Unit/Department    School of Art

4. Current course subject and catalog number   ID 389

5. Current catalog title
COOPERATIVE EDUCATION

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.
Course is not offered as part of the Interior Design program. It is a holdover from previous times and is no longer applicable to the ID program of study.

12. Approvals
   Tom Patten       12/11/08
   Department Chair/Unit Head (if appropriate)/ Date
   Tom Stephens       1-13-09
   Chair of college curriculum committee/ Date
   John Brown       1/13/09
   Dean of college/Date

Revised 9/07
For Committee use only

For University Curriculum Committee/Date

Action taken: _____ approved as submitted _____ approved as modified

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

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

2. College  Arts & Letters  3. Academic Unit/Department  School of Art

4. Current course subject and catalog number  ID 485

5. Current catalog title  
UNDERGRADUATE RESEARCH

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.
Course is not offered as part of the Interior Design program. It is a holdover from previous times and is no longer applicable to the ID program of study. If a student wanted to pursue research, it would be undertaken as an independent study.

12. Approvals

Tom Pate  12/11/08
Department Chair/Unit Head (if appropriate)/ Date

Jan Stephens  1-13-09
Chair of college curriculum committee/ Date

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

2. College  Arts & Letters   3. Academic Unit/Department  School of Art

4. Current course subject and catalog number  ID 490

5. Current catalog title
SENIOR PROJECT

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

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

If yes, list course ______

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

If required, for what academic plan/subplan? ________________________

If required, also submit Proposal for Plan Change.

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

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

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

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

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

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

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

11. Justification for course deletion.

Course is not offered as part of the Interior Design program. It is a holdover from previous times and is no longer applicable to the ID program of study. This class was replaced by ID 490C.

12. Approvals

[Signature] Tom Peters  12/11/08
Department Chair/Unit Head (if appropriate)/ Date

[Signature] Tom Stephens  1-13-09
Chair of college curriculum committee/ Date

[Signature] Dean of college/ Date  1/13/09

Revised 9/07
For Committee use only

For University Curriculum Committee/Date

Action taken: ✓ approved as submitted    ___ approved as modified

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


2. College Arts and Letters 3. Academic Unit/Department Theatre

4. Current course subject and catalog number TH 213

5. Current catalog title
   TH 213 EXTENDED PRODUCTION WORKSHOP (2)

   Leadership role for advanced students working on various aspects of NAU theatre productions. Letter grade only. May be repeated for a maximum of 6 units. Prerequisite: TH 123 or TH 223 or TH 263 or International Exchange Student Group

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? Theatre Minor, BA and BS
   Theatre Technology
   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 course is not meeting the student enrollment expectation of the theatre department.

12. Approvals

   [Signature] 1/13/09
   Department Chair/Unit Head (if appropriate)/ Date

   [Signature] 1-14-09
   Chair of college curriculum committee/ Date

Revised 9/07
Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Action taken:  ✔ approved as submitted  ❌ approved as modified

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

   Fall 2009

2. College   Arts and Letters     3. Academic Unit/Department  Theatre

4. Current course subject and catalog number  TH 304

5. Current catalog title
   TH 304 JUNIOR PRODUCTION TEAM SEMINAR  (3)
   Intermediate practice in theatre design and technology with emphasis on production collaboration and portfolio building. Letter grade only. Course fee required. Prerequisite: TH 126 and TH 127 and two of the following - TH 202, TH 204 or TH 263

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? ☑
   BA and BS in Theate
   If required, for what academic plan/subplan?  Design  ☑
   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 Theatre Department believes that the program and our students will be better served by combining Th 304 and Th 404 into a single seminar that is repeated for credit.

12. Approvals

   [Signature]
   Department Chair/Unit Head (if appropriate)  Date /13/09

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 Deletion


2. College Arts and Letters 3. Academic Unit/Department Theatre

4. Current course subject and catalog number TH 313

5. Current catalog title PRODUCTION PRACTICUM

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? ☑
   BA and BS Theatre
   If required, for what academic plan/subplan? Technology
   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 course is not meeting the enrollment goals of the Theatre Department and we feel the course can be replaced with an independent study.

12. Approvals

   Kathleen Lent 1/13/09
   Department Chair/Unit Head (if appropriate)/ Date

   Sam Stephens 1/14/09
   Chair of college curriculum committee/ Date

   Dean of college/Date

Revised 9/07
For Committee use only

For University Curriculum Committee/Date

Action taken:  √ approved as submitted  ___ approved as modified

Note: Submit original to associate provost's office
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College  CAL

3. Academic Plan Name  Bachelor of Music Performance: Vocal Music(Extended Major)

2. Academic Unit/Department  School of Music

4. Subplan (if applicable)?

5. Effective Date  FALL 2009

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

B. Music Performance: Vocal Music (extended major)

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

* at least 35 units of liberal studies requirements. Be aware that you may not use courses with an MUP or MUS prefix to satisfy these liberal studies requirements.
* at least 78 units of major requirements
* at least 16 units of language requirements

elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

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

Major Requirements

You must take the 78 units described in this section. Please be aware that you may only use music courses with a grade of C or above for this degree.

You take 34 units of core requirements:

* MUP 101, 102, 201, and 202 (may be waived by exam) (4 units)
  *
* MUP 431 (2 units)
  *
MUS 121, 122, 131, 132, 221, 222, 231, 232, 241, 242, and 303 (25 units)
*
MUS 330W, which meets NAU's junior writing requirement (3 units)

You also take the following 44 units:

* 4 terms of MUP 229 (12 units)

To enroll in upper-division applied music courses you must pass an upper-division qualifying exam (jury).

* 3 terms of MUP 429 (9 units)
  *
* 2 terms of MUP 364 (2 units)
  *
MUS 161, 162, 350, and 420 (8 units)
*
MUP 384 (1 unit)
*
8 terms of a 300-level MUP major ensemble as assigned, through audition from MUP 356, 361, and 362 (8 units)
*
MUP 480C, which meets NAU's senior capstone requirement (4 units)

Language Requirement
MUS 480C, which meets NAU's senior capstone requirement (4 units)

Language Requirement

You must demonstrate a two-semester proficiency in one of the following languages: French, German and Italian. In addition, you must take one semester of each of the remaining two languages for a total of 16 credit hours.

You may meet this proficiency requirement in one of two ways:

* By taking two semesters of college-level coursework in French, German or Italian and one semester of each of the remaining two languages
  
  (8 of the 16 credits may be applied to the Liberal Studies requirement);

OR

* by taking CLEP exams, which are offered by NAU's Counseling and Testing Center. Click here for more information.

General Electives

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

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

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

9. For undergraduate plans, will a milestone** be used to:
   □  a. verify satisfactory completion of a non course requirement.
   □  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.
   Two prefix-only changes are being made. MUS 380 is being changed to MUP 380. This is the junior recital that all majors must take, and since it is performance related, not an academic course, we have chosen to eliminate confusion on the part of students and faculty. The MUP prefix indicates that it is performance related. The same applies to MUS 480C, the senior capstone for performance majors. By changing the prefix to MUP, listing the course as MUP 480C, confusion will be eliminated by both faculty and students, as this is also a performance related course, not an academic one.

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

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

Department Chair/Unit Head (if appropriate)  Date

Chair of college curriculum committee  Date

Dean of college  Date

For committee use only

[Signature and date]

For University Curriculum Committee  Date

Action taken:  □ approved as submitted  □ approved as modified

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

**Voice**

2006-2009 Undergraduate Catalog

## 8-Term Undergraduate Plan

### Freshman Year

<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; term</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; term</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 101 Class Piano I *</td>
<td>MUP 102 Class Piano II *</td>
</tr>
<tr>
<td>MUS 121 Harmony I</td>
<td>MUS 122 Harmony II</td>
</tr>
<tr>
<td>MUS 131 Sight Singing &amp; Dictation I</td>
<td>MUS 132 Sight Singing &amp; Dictation II</td>
</tr>
<tr>
<td>MUP 229 Private Voice Lesson</td>
<td>MUP 229 Private Voice Lesson</td>
</tr>
<tr>
<td>MUS 161 Diction for Singers I</td>
<td>MUS 162 Diction for Singers II</td>
</tr>
<tr>
<td>MUP 3__ Major Ensemble – MUS 356,361, or 362</td>
<td>MUP 3__ Major Ensemble – MUS 356,361, or 362</td>
</tr>
<tr>
<td>ENG 105 English Composition</td>
<td>MAT 114 Quantitative Reasoning</td>
</tr>
<tr>
<td>MUP 384 Mvt &amp; Acting Tech for Singers</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td><strong>Total Units 15</strong></td>
<td><strong>Total Units 16</strong></td>
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### Sophomore Year

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<thead>
<tr>
<th>3&lt;sup&gt;rd&lt;/sup&gt; term</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; term</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 201 Keyboard Harmony I *</td>
<td>MUP 202 Keyboard Harmony II *</td>
</tr>
<tr>
<td>MUS 221 Harmony III</td>
<td>MUS 222 Harmony IV</td>
</tr>
<tr>
<td>MUS 231 Sight Singing &amp; Dictation III</td>
<td>MUS 232 Sight Singing &amp; Dictation IV</td>
</tr>
<tr>
<td>MUP 229 Private Voice Lesson</td>
<td>MUP 229 Private Voice Lesson</td>
</tr>
<tr>
<td>MUS 241 Music History to 1750</td>
<td>MUS 242 Music History from 1750</td>
</tr>
<tr>
<td>MUP 3__ Major Ensemble – MUS 356,361, or 362</td>
<td>MUP 3__ Major Ensemble – MUS 356,361, or 362</td>
</tr>
<tr>
<td>Language (CU Liberal Studies)***</td>
<td>Language (CU Liberal Studies)***</td>
</tr>
<tr>
<td><strong>Total Units 16</strong></td>
<td><strong>Total Units 16</strong></td>
</tr>
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</table>

### Junior Year

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<tr>
<th>5&lt;sup&gt;th&lt;/sup&gt; term</th>
<th>6&lt;sup&gt;th&lt;/sup&gt; term</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 303 Form &amp; Analysis</td>
<td>MUS 330W Topics in Music Literature</td>
</tr>
<tr>
<td>MUP 429 Private Voice Lesson</td>
<td>MUP 429 Private Voice Lesson</td>
</tr>
<tr>
<td>MUS 350 Vocal Pedagogy</td>
<td>MUP 380 Junior Recital</td>
</tr>
<tr>
<td>MUS 260 Introduction to World Music</td>
<td>Liberal Studies (Lab Science)</td>
</tr>
<tr>
<td>MUP 3__ Major Ensemble – MUS 356,361, or 362</td>
<td>MUP 3__ Major Ensemble – MUS 356,361, or 362</td>
</tr>
<tr>
<td>Language (Elective Liberal Studies)***</td>
<td>Language***</td>
</tr>
<tr>
<td><strong>Total Units 16</strong></td>
<td><strong>Total Units 16</strong></td>
</tr>
</tbody>
</table>

### Senior Year

<table>
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<th>7&lt;sup&gt;th&lt;/sup&gt; term</th>
<th>8&lt;sup&gt;th&lt;/sup&gt; term</th>
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<tbody>
<tr>
<td>MUP 431 Basic Conducting</td>
<td>MUP 480C Applied Lessons &amp; Senior Recital</td>
</tr>
<tr>
<td>MUP 429 Private Voice Lesson</td>
<td>MUP 364 Opera Theatre Performance</td>
</tr>
<tr>
<td>MUP 364 Opera Theatre Performance</td>
<td>MUP 3__ Major Ensemble – MUS 356,361, or 362</td>
</tr>
<tr>
<td>MUS 420 Major Performance Literature (Offered every other year)</td>
<td>MUP 3__ Major Ensemble – MUS 356,361, or 362</td>
</tr>
<tr>
<td>MUP 3__ Major Ensemble – MUS 356,361, or 362</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td><strong>Total units 12</strong></td>
</tr>
</tbody>
</table>
PROGRAM INFORMATION
Students may not use MUS or MUP prefixes courses to meet any liberal studies requirements.

*May be waived by examination

**Students must receive a grade of C or better in all MUP and MUS courses.

*** Language: Students must develop a two-term proficiency in two of the following foreign languages: French, German, Spanish, and Italian. You may meet this proficiency requirement in one of three ways:
- by taking two terms of college-level coursework in each of two languages
- or by taking CLEP exams, which are offered by NAU’s Counseling and Testing Center.
- or by taking a language proficiency exam through the School of Music (With this option, you receive no credit for successfully completing the exam. However, the total number of units required for your degree are reduced to no less than 120.)

GENERAL INFORMATION
- This 8-term plan is to be used in conjunction with the academic catalog and degree audit report.
- Honors students complete different requirements to meet NAU’s liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: http://www4.nau.edu/aio/Articulation/LScourselist.htm
  - 6 units of diversity courses: http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: http://www.nau.edu/ccmp/placement.html
- Cum GPA 2.0 or higher to graduate

CONTACT INFORMATION
School of Music
Performing Arts (#37), Room 120
PHONE: 928-523-3731
Director: Dr. Todd Sullivan
  PHONE: 928-523-3731
  EMAIL: Todd.Sullivan@nau.edu
Associate Director: Dr. Rick Stamer
  PHONE: 928-523-2606
  EMAIL: Rick.Stamer@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

105 11/16/2005
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College  CAL

3. Academic Plan Name  Bachelor of Music Secondary Education: Choral (Extended Major)

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

*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

Also, be sure you include all catalog text that pertains to this plan change

Academic Catalog August 2008 - August 2009
Undergraduate and Graduate

Music Secondary Education: Choral (extended major) (BMED)

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

To earn this degree, you must complete at least 141 units of coursework, which we describe in the sections that follow. Please note that this plan takes five years (ten terms) to complete.

* at least 35 units of liberal studies requirements Be aware that you may not use courses with an MUP or MUS prefix to satisfy these liberal studies requirements.

* at least 75 units of major requirements

* at least 31 units of teacher-preparation requirements

elective courses, if needed, to reach an overall total of at least 141 units

Be aware that some courses required for your degree may have prerequisites that you must also take. (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 30 courses you take for your degree must be upper-division courses (those numbered 300 and above).

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

(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.)

Academic Catalog August 2008 - August 2009
Undergraduate and Graduate

Music Secondary Education: Choral (extended major) (BMED)

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

To earn this degree, you must complete at least 141 units of coursework, which we describe in the sections that follow. Please note that this plan takes five years (ten terms) to complete.

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Be aware that you may not use courses with an MUP or MUS prefix to satisfy these liberal studies requirements.

* at least 75 units of major requirements

* at least 31 units of teacher-preparation requirements

elective courses, if needed, to reach an overall total of at least 141 units

Be aware that some courses required for your degree may have prerequisites that you must also take. (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.
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 141 units to graduate. Contact your advisor for details.

Major Requirements

You must take the 75 units we describe in this section. Please be aware that you may only use music courses with a grade of C or above for this degree.

You take 49 units of core requirements:

- MUP 101, 102, 201, and 202 (may be waived by exam) (4 units)
- MUP 431 and 435 (4 units)
- MUS 121, 122, 131, 132, 221, 222, 231, 232, 241, 242, 260, 303, and 405 (31 units)
- MUS 200, 353, 455, and 457 (7 units)
- MUS 351W, which meets NAU’s junior writing requirement (3 units)

You also take the following 26 units:

- 2 terms of 100-level private lessons (2 units)
- 2 terms of 200-level private lessons (4 units)

To enroll in upper-division applied music courses you must pass an upper-division qualifying exam (jury).

- 2 terms of 400-level private lessons (4 units)
- MUS 161, 162, 350, and 380 (5 units)
- 8 terms of a 300-level MUP major ensemble as assigned: audition from MUP 356, 361, and 362 (8 units)

Teacher-Preparation Requirements

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

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 141 units to graduate. Contact your advisor for details.

Major Requirements

You must take the 75 units we describe in this section. Please be aware that you may only use music courses with a grade of C or above for this degree.

You take 49 units of core requirements:

- MUP 101, 102, 201, and 202 (may be waived by exam) (4 units)
- MUP 431 and 435 (4 units)
- MUS 121, 122, 131, 132, 221, 222, 231, 232, 241, 242, 260, 303, and 405 (31 units)
- MUS 200, 353, 455, and 457 (7 units)
- MUS 351W, which meets NAU’s junior writing requirement (3 units)

You also take the following 26 units:

- 2 terms of 100-level private lessons (2 units)
- 2 terms of 200-level private lessons (4 units)

To enroll in upper-division applied music courses you must pass an upper-division qualifying exam (jury).

- 2 terms of 400-level private lessons (4 units)
You must complete 31 units of professional courses offered by the College of Education to qualify for certification to teach music education 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 Education for this part of your academic plan.

You should also receive advisement from the College of Education for this part of your academic plan.

Please note that, for this major, you substitute MUS 308 for ECI 308. Also note that these 31 units include ECI 495C, which meets NAU’s senior capstone requirement.

General Electives

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 141 units of credit.

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

Click here for information about our courses in music undergraduate and graduate and music performance undergraduate and graduate and faculty.

Click here for information about our courses in music undergraduate and graduate and music performance undergraduate and graduate and faculty.

For Year Plans, leave this column blank.

MUS 161, 162, 350 (4 units)

MUP 380 (1 unit)

8 terms of a 300-level MUP major ensemble as assigned through audition from MUP 356, 361, and 362 (8 units)

Teacher-Preparation Requirements

You must complete 31 units of professional courses offered by the College of Education to qualify for certification to teach music education 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 Education for this part of your academic plan.

You should also receive advisement from the College of Education for this part of your academic plan.

Please note that, for this major, you substitute MUS 308 for ECI 308. Also note that these 31 units include ECI 495C, which meets NAU’s senior capstone requirement.

General Electives

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 141 units of credit.

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

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

9. For undergraduate plans, will a milestone** be used to:
   □ a. verify satisfactory completion of a non course requirement.
   □ 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.
   MUS 380 is being changed to MUP 380. This is the junior recital that all majors must take, and since it is performance related, not an academic course, we have chosen to eliminate confusion on the part of students and faculty. The MUP prefix indicates that it is performance related.

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.

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

Revised 09/07
Certifications

T. Sullivan

Department Chair/Unit Head (if appropriate)  Date
December 19, 2008

Pam Stephens
Chair of college curriculum committee  Date
1-14-09

Jean Brown
Dean of college  Date
11/14/09

For committee use only

For University Curriculum Committee  Date
2-24-09

Action taken:  approved as submitted  approved as modified

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

Revised 09/07
## Bachelor of Music Education
### Choral (Extended Major)
#### 2006-2009 Undergraduate Catalog

### 10-Term Plan

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<thead>
<tr>
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<tbody>
<tr>
<td>MUP 101 Class Piano I *</td>
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<td>MUP 380 Junior Recital</td>
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<td>ECI 322 Secondary School Curriculum</td>
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PROGRAM INFORMATION

Students may not use MUS or MUP prefixes courses to meet any liberal studies requirements.

*May be waived by examination

** This course is required for Arizona certification, not graduation. May be waived by examination.

GENERAL INFORMATION

- This 10-term plan is to be used in conjunction with the academic catalog and degree audit report.
- Honors students complete different requirements to meet NAU's liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: http://www4.nau.edu/aio/Articulation/LScourselist.htm
  - 6 units of diversity courses: http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: http://www.nau.edu/comp/placement.html
- Cum GPA 2.0 or higher to graduate

CONTACT INFORMATION

School of Music
Performing Arts (#37), Room 120
PHONE: 928-523-3731
Director: Dr. Todd Sullivan
PHONE: 928-523-3731
EMAIL: Todd.Sullivan@nau.edu

Associate Director: Dr. Rick Stamer
PHONE: 928-523-2606
EMAIL: Rick.Stamer@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
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<td>[ ] Subplan Change</td>
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*Plan changes must be accompanied by an updated 8 semester plan.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:

www4.nau.edu/aio/AcademicCatalog/academiccatalogs.html

To ensure you include all catalog text that pertains to this plan change.

Academic Catalog August 2008 - August 2009
Undergraduate and Graduate

Music Secondary Education: Instrumental (extended major) (BMED)

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

To earn this degree, you must complete at least 147 units of coursework, which we describe in the sections that follow. Please note that this plan takes five years (ten terms) to complete.

* at least 35 units of liberal studies requirements
  Be aware that you may not use courses with an MUP or MUS prefix to satisfy these liberal studies requirements.
  *
  at least 81 units of major requirements
  *
  at least 31 units of teacher-preparation requirements
  *
  elective courses, if needed, to reach an overall total of at least 147 units

Be aware that some courses required for your degree may have prerequisites that you must also take. (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).

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 tallied correctly, the catalog editor will adjust them accordingly.)

Academic Catalog August 2008 - August 2009
Undergraduate and Graduate

Music Secondary Education: Instrumental (extended major) (BMED)

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

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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 147 units to graduate. Contact your advisor for details.

**Major Requirements**

You must take the 81 units we describe in this section. Please be aware that you may only use music courses with a grade of C or above for this degree.

You take 49 units of core requirements:

* MUP 101, 102, 201, and 202 (may be waived by exam) (4 units)

* MUP 431 and 433 (4 units)

* MUS 121, 122, 131, 132, 221, 222, 231, 232, 241, 242, 260, 303, and 405 (31 units)

* MUS 200, 353, 455, and 457 (7 units)

MUS 351W, which meets NAU's junior writing requirement (3 units)

You also take the following 32 units:

* 4 terms of 200-level private lessons (8 units)

To enroll in upper-division applied music courses you must pass an upper-division qualifying exam (jury).

* 2 terms of 400-level private lessons (4 units)

* MUP 107, 108, 109, 110, 207, 208*, 209, and 210 (8 units) (*wind majors only)

* MUS 380 (1 unit)

* terms of 300-level MUP major ensemble, as assigned through audition from MUP 350, 352, 353, 354, 372, and 374 (8 units) (Piano majors take MUP 374, and guitar

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).

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* MUP 101, 102, 201, and 202 (may be waived by exam) (4 units)

* MUP 431 and 433 (4 units)

* MUS 121, 122, 131, 132, 221, 222, 231, 232, 241, 242, 260, 303, and 405 (31 units)

* MUS 200, 353, 455, and 457 (7 units)

MUS 351W, which meets NAU's junior writing requirement (3 units)

You also take the following 32 units:

* 4 terms of 200-level private lessons (8 units)

To enroll in upper-division applied music courses you must pass an upper-division qualifying exam (jury).

* 2 terms of 400-level private lessons (4 units)

MUP 107, 108, 109, 110, 207, 208*, 209, and
majors take MUP 372. * 

WIND and percussion majors take MUP 354 for at least 2 terms which may count as the required major ensemble for those 2 terms, provided that the student performs on his/her major instrument in the ensemble.

Teacher-Preparation Requirements
You must complete 31 units of professional courses offered by the College of Education to qualify for certification to teach music education 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 Education for this part of your academic plan.

You should also receive advisement from the College of Education for this part of your academic plan.

Please note that, for this major, you substitute MUS 308 for ECI 308. Also note that these 31 units include ECI 495C, which meets NAU’s senior capstone requirement.

General Electives
Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 147 units of credit.

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

Click here for information about our courses in music undergraduate and graduate and music performance undergraduate and graduate faculty.

210 (8 units) (*wind majors only)

MUP 380 (1 unit)

8 terms of 300-level MUP major ensemble, as assigned through audition from MUP 350, 352, 353, 354, 372, and 374 (8 units) (Piano majors take MUP 374, and guitar majors take MUP 372).

WIND and percussion majors take MUP 354 for at least 2 terms which may count as the required major ensemble for those 2 terms, provided that the student performs on his/her major instrument in the ensemble.

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Please note that, for this major, you substitute MUS 308 for ECI 308. Also note that these 31 units include ECI 495C, which meets NAU’s senior capstone requirement.

General Electives
Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 147 units of credit.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren’t used to meet major, minor, or liberal studies requirements.)
8. For undergraduate plans, will this requirement be a student individualized plan*?  x  no  □ yes
   *A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAiLS focus, for which coursework requirements are established by the student in consultation with the advisor.
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11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
    MUS 380 is being changed to MUP 380. This is the junior recital that all majors must take, and since it is performance related, not an academic course, we have chosen to eliminate confusion on the part of students and faculty. The MUP prefix indicates that it is performance related.

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

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

Certifications

December 19, 2008

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For committee use only

For University Curriculum Committee 2-24-09

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.
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<td>MUS 405</td>
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<tr>
<td>MUS 455</td>
<td>Teaching Methods III</td>
<td>2</td>
<td>MUS 457</td>
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<tr>
<td>BME 437</td>
<td>Eng Immersion Meth Sec. School</td>
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<td>MUS 308</td>
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<td>ECI 322</td>
<td>Secondary School Curriculum</td>
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<td>ECI 465</td>
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<td>Liberal Studies</td>
<td>3</td>
<td>MUP 2</td>
</tr>
<tr>
<td>MUP 3</td>
<td>Large Ensemble****</td>
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<td>MUP 3</td>
</tr>
<tr>
<td>MUP 1</td>
<td>Techniques I***</td>
<td>1</td>
<td>ECI 450</td>
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<td><strong>Total Units: 16</strong></td>
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<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>9th Term</th>
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<tbody>
<tr>
<td>POS 220</td>
<td>Fed &amp; AZ Constitution**</td>
<td>9</td>
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<tr>
<td></td>
<td><strong>Total Units: 12</strong></td>
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</table>
PROGRAM INFORMATION

Students may not use MUS or MUP prefixes courses to meet any liberal studies requirements.

*May be waived by examination

** This course is required for Arizona certification, not graduation. May be waived by examination.

***Techniques I: MUP 107, 108, 109, 110
Techniques II: MUP 207, 208, 209, and 210

****300-level MUP major ensemble, as assigned through audition from MUP 350, 352, 353, 354, and 372.
Wind and percussion majors take MUP 354 for at least 2 terms which may count as the required major ensemble for those 2 terms, provided that the student performs on his/her major instrument in the ensemble.

GENERAL INFORMATION

- This 10-term plan is to be used in conjunction with the academic catalog and degree audit report.
- Honors students complete different requirements to meet NAU’s liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: http://www4.nau.edu/aio/Articulation/LScourseslist.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/ccomp/placement.html
- Cum GPA 2.0 or higher to graduate

CONTACT INFORMATION

School of Music
Performing Arts (#37), Room 120
PHONE: 928-523-3731
Director: Dr. Todd Sullivan
PHONE: 928-523-3731
EMAIL: Todd.Sullivan@nau.edu
Associate Director: Dr. Rick Stamer
PHONE: 928-523-2606
EMAIL: Rick.Stamer@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

11/16/2005
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College  Arts and Letters

2. Academic Unit/Department  Modern Languages

3. Academic Plan Name  Minor- Secondary Education German

4. Subplan (if applicable)?

5. Effective Date  FALL

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

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

7.
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/eio/AcademicCatalog/academiccatalogs.htm)
Be sure you include all catalog text that pertains to this plan change.

For this minor, complete the following 20 units:

GER 201, 202, 303, 304W, and 403 (17 units) (or credit by exam for any of them)

LAN 430 (3 units)
You may also be required to take GER 404 to develop your language skills.

Be aware that some courses required for your minor may have prerequisites that you must also take. Check the courses in the appropriate subject. You must have at least 6 classroom units in German; you can’t satisfy all minor requirements with credits from CLEP exams.

Additionally, you may only take lower-level GER courses if you have not already taken advanced GER coursework. For instance, after you’ve completed 200-level GER courses, you can’t take GER courses at the 100 level; after completing a 300-level courses you can’t take 100- or 200-level courses.

Finally, we won’t recommend you for student teaching if you earn a grade below a B in any required language course.

For New Plans, leave this column blank.

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.

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


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

We are deleting the plan because there is no demand for it. There have been no students enrolled in it for the past 5 years. No degrees have been awarded for this plan for the same period of time (last 5 years).

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

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

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

Certifications

[Signatures 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 09/07
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 CEFNS
4. Academic Unit/Department Physics and Astronomy

5. Current course subject/catalog number PHS 101

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

   PHS 101 PHYSICAL SCIENCE IN EVERYDAY LIFE (3)

   Physical science concepts encountered daily: motions of the sun, earth, and moon; motions and forces; electricity; heat and the conservation of energy; the nature of matter. Corequisite: PHS 101L SAS

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

   PHS 101 PHYSICAL SCIENCE IN EVERYDAY LIFE (4)

   Physical science concepts encountered daily: motions of the sun, earth, and moon; motions and forces; electricity; heat and the conservation of energy; the nature of matter. 3 hrs lecture, 3 hrs lab. Corequisite: PHS 101L SAS

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.
   No documentation is required since these courses have always been co-requisites for each other. No other plans are affected.

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

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

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

   If revised, how should it be revised? ______

Revised 8/08
<table>
<thead>
<tr>
<th>CURRENT</th>
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<tr>
<td>Current course subject/catalog number</td>
<td>Proposed course subject/catalog number</td>
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</tr>
<tr>
<td>3</td>
<td>4 (with embedded lab)</td>
</tr>
<tr>
<td>Current Course Fee</td>
<td>Yes □ No □</td>
</tr>
<tr>
<td>If subject or catalog number change</td>
<td>Move □ or Delete □</td>
</tr>
<tr>
<td>Current Grading Option*</td>
<td>Proposed Grading Option*</td>
</tr>
<tr>
<td>Letter Grade □ Pass/Fail □ or Both □</td>
<td>Letter Grade □ Pass/Fail □ or Both □</td>
</tr>
<tr>
<td>Current Repeat for additional Units</td>
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<td>Current Max number of units</td>
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</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.

Our department policy has been to require students to take the lecture section (PHS 101) and lab section (PHS 101L) as co-requisites. Students were not allowed to take either course independently. We are requesting that the courses be combined to eliminate confusion regarding the grading scheme that included scores from both PHS101/101L to compute a combined grade in PHS 101. Once the lab and lecture are connected it will naturally follow that both components of the course contribute to the course grade. This change will not affect any other department’s programs since these two courses are already co-requisites for each other.

10. Approvals

Department Chair/Unit Head (if appropriate)/Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Action taken: √ approved as submitted approved as modified

Revised 8/08
University Curriculum Committee
Proposal for Course Change

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


3. College CEFNS

4. Academic Unit/Department Physics and Astronomy

5. Current course subject/catalog number PHY 111

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog) Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.

<table>
<thead>
<tr>
<th>PHY 111 GENERAL PHYSICS I (3)</th>
<th>PHY 111 GENERAL PHYSICS I (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First course in the two-semester, algebra-based, introductory physics sequence. Classical mechanics, heat, and sound. Prerequisite or Corequisite: MAT125 or MAT125H or higher and Corequisite: PHY 111L SAS</td>
<td>First course in the two-semester, algebra-based, introductory physics sequence. Classical mechanics, heat, and sound. 3 hrs lecture, 3 hrs lab. Prerequisite or Corequisite: MAT125 or MAT125H or higher and Corequisite: PHY 111L SAS</td>
</tr>
</tbody>
</table>

7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes ☒ No □ If yes, explain and provide supporting documentation from the affected departments. No documentation is required since these courses have always been co-requisites for each other. No other plans are affected.

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

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

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

If revised, how should it be revised? ______

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

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<td>4 (with embedded lab)</td>
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<td>If subject or catalog number change</td>
</tr>
<tr>
<td>yes ☐ no ☐</td>
<td>Move ☐ or Delete ☐</td>
</tr>
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<td>Current Grading Option*</td>
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<td>Proposed Co-Convene with</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.

Our department policy has been to require students to take the lecture section (PHY 111) and lab section (PHY 111L) as co-requisites. Students were not allowed to take either course independently. We are requesting that the courses be combined to eliminate confusion regarding the grading scheme that included scores from both PHY111/111L to compute a combined grade in PHY 111. Once the lab and lecture are connected it will naturally follow that both components of the course contribute to the course grade. This change will not affect any other department's programs since these two courses are already co-requisites for each other.

10. Approvals

Department Chair/Unit Head (if appropriate)/Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Action taken: ☑ approved as submitted ☑ approved as modified

Revised: 8/08
University Curriculum Committee
Proposal for Course Change

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


3. College CEFNS
4. Academic Unit/Department Physics and Astronomy

5. Current course subject/catalog number PHY 112

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

   PHY 112 GENERAL PHYSICS II (3)
   Second course in the two-semester, algebra-based, introductory physics sequence. Electricity, magnetism, and optics. Prerequisite: PHY 111 and PHY 111L and Corequisite: PHY 112L SAS

   PHY 112 GENERAL PHYSICS II (4)
   Second course in the two-semester, algebra-based, introductory physics sequence. Electricity, magnetism, and optics. 3 hrs lecture, 3 hrs lab. Prerequisite: PHY 111 and PHY 111L and Corequisite: PHY 112L SAS

   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. No documentation is required since these courses have always been co-requisites for each other. No other plans are affected.

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

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

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

   If revised, how should it be revised? ______

Revised 8/08

129
### IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

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<td>Proposed Grading Option*</td>
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<td>If subject or catalog number change</td>
</tr>
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<tr>
<td>Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list?</td>
<td>Liberal Studies ☐ Diversity ☐</td>
</tr>
</tbody>
</table>

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

Our department policy has been to require students to take the lecture section (PHY 112) and lab section (PHY 112L) as co-requisites. Students were not allowed to take either course independently. We are requesting that the courses be combined to eliminate confusion regarding the grading scheme that included scores from both PHY112/112L to compute a combined grade in PHY 112. Once the lab and lecture are connected it will naturally follow that both components of the course contribute to the course grade. This change will not affect any other department's programs since these two courses are already co-requisites for each other.

10. Approvals

   Department Chair/ Unit Head (if appropriate)/ Date
   [Signature] 1/15/09

   Chair of college curriculum committee/Date
   [Signature] 1/20/09

   Dean of college/Date
   [Signature] 1/6/09

For Committee use only

   [Signature] 2/24/09

For University Curriculum Committee/Date

   [Signature]

Action taken: √ approved as submitted approved as modified

Revised 8/08
University Curriculum Committee  
Proposal for Course Change

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

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

3. College  CEFNS  
4. Academic Unit/Department  Physics and Astronomy

5. Current course subject/catalog number  PHY 161

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

<table>
<thead>
<tr>
<th>PHY 161 UNIVERSITY PHYSICS I</th>
<th>(3)</th>
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</thead>
<tbody>
<tr>
<td>First course in the three-semester, calculus-based, introductory physics sequence. Classical mechanics. Prerequisite or Corequisite: MAT 136 or MAT 136H or higher and Corequisite: PHY161L SAS</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>PHY 161 UNIVERSITY PHYSICS I</th>
<th>(4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First course in the three-semester, calculus-based, introductory physics sequence. Classical mechanics. 3 hrs lecture, 3 hrs lab. Prerequisite or Corequisite: MAT 136 or MAT 136H or higher and Corequisite: PHY161L SAS</td>
<td></td>
</tr>
</tbody>
</table>

7. Is this course required or an elective in any other plan (major, minor, certificate)?  Yes ☒  No ☐
   If yes, explain and provide supporting documentation from the affected departments.
   No documentation is required since these courses have always been co-requisites for each other. No other plans are affected.

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

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

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

   If revised, how should it be revised?  

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

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</tr>
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<td>3</td>
<td>4 (with embedded lab)</td>
</tr>
<tr>
<td>Current Course Fee</td>
<td>Yes □, No □</td>
</tr>
<tr>
<td>If subject or catalog number change</td>
<td>Move □ or Delete □</td>
</tr>
<tr>
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<tr>
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<td>Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list?</td>
<td>Liberal Studies □, Diversity □</td>
</tr>
</tbody>
</table>

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

Our department policy has been to require students to take the lecture section (PHY 161) and lab section (PHY 161L) as co-requisites. Students were not allowed to take either course independently. We are requesting that the courses be combined to eliminate confusion regarding the grading scheme that included scores from both PHY161/161L to compute a combined grade in PHY 161. Once the lab and lecture are connected it will naturally follow that both components of the course contribute to the course grade. This change will not affect any other department's programs since these two courses are already co-requisites for each other.

10. Approvals

![Signature]

Department Chair/Unit Head (if appropriate)/Date

![Signature]

Chair of college curriculum committee/Date

![Signature]

Dean of college/Date

For Committee use only

![Signature]

For University Curriculum Committee/Date

Action taken: □ approved as submitted □ approved as modified

Revised 8/08
University Curriculum Committee
Proposal for Course Deletion

   Fall 2009

2. College  CEFNS   3. Academic Unit/Department  Physics and Astronomy

4. Current course subject and catalog number  PHS 101L

5. Current catalog title  
   PHS 101L Physical Science in Everyday Life Lab

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  PHS 101

8. Is course an elective? ☐  or required for an academic plan/subplan? ☒  
   Numerous plans in CEFNS -  please see justification
   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.  No supporting documents are needed, since the only change in other plans will be administrative - by requiring a lecture/lab combination course instead of each course individually. Please see justification

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

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

11. Justification for course deletion.  
    We are requesting this lab be imbedded into its corresponding lecture (see corresponding lecture course change form). We would like this lab to be built in course scheduling along with the lectures with separate class numbers, but the lab will not have a grade associated with it. Students will be required to enroll in both the lecture and lab at the same time (which is the intention.) This organization of lecture with lab is common in the sciences and would look the same as BIO 201 or 205.

12. Approvals

   [Signature]
   1-15-09

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
   Fall 2009

2. College  
   CEFNS

3. Academic Unit/Department  
   Physics and Astronomy

4. Current course subject and catalog number  
   PHY 111L

5. Current catalog title  
   PHY 111L General Physics II Lab

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  
   PHY 111

8. Is course an elective? ☐ or required for an academic plan/subplan? ☑  
   Numerous plans in CEFNS -  
   please see justification
   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.  No supporting documents are needed since the only change in other plans will  
   be administrative - by requiring a lecture/lab combination course instead of each course  
   individually. Please see justification

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

11. Justification for course deletion.  
    We are requesting this lab be imbedded into its corresponding lecture (see corresponding lecture  
    course change form). We would like this lab to be built in course scheduling along with the lectures with  
    separate class numbers, but the lab will not have a grade associated with it. Students will be required to  
    enroll in both the lecture and lab at the same time (which is the intention.) This organization of lecture  
    with lab is common in the sciences and would look the same as BIO 201 or 205.

12. Approvals  
   [Signature]
   1-15-09

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 Deletion

   Fall 2009

2. College CEFNS
3. Academic Unit/Department Physics and Astronomy

4. Current course subject and catalog number PHY 112L

5. Current catalog title
   PHY 112L General Physics II Lab

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 PHY 112

8. Is course an elective? ☐ or required for an academic plan/subplan? ☒
   If required, for what academic plan/subplan? Numerous plans in CEFNS - please see justification
   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. No supporting documents are needed since the only change in other plans will be administrative - by requiring a lecture/lab combination course instead of each course individually. Please see justification.

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

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

11. Justification for course deletion.
    We are requesting this lab be imbedded into its corresponding lecture (see corresponding lecture course change form). We would like this lab to be built in course scheduling along with the lectures with separate class numbers, but the lab will not have a grade associated with it. Students will be required to enroll in both the lecture and lab at the same time (which is the intention.) This organization of lecture with lab is common in the sciences and would look the same as BIO 201 or 205.

12. Approvals

   Department Chair/Unit Head (if appropriate)/ Date 1-15-09

Revised 9/07

137
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


2. College CEFNS 3. Academic Unit/Department Physics and Astronomy

4. Current course subject and catalog number PHY 161L

5. Current catalog title
   PHY 161L University Physics I Lab

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 PHY 161

8. Is course an elective? ☐ or required for an academic plan/subplan? ☒
   If required, for what academic plan/subplan? Numerous plans in CEFNS - please see justification
   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. No supporting documents are needed since the only change in other plans will be administrative - by requiring a lecture/lab combination course instead of each course individually. Please see justification

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

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

11. Justification for course deletion.
   We are requesting this lab be imbedded into its corresponding lecture (see corresponding lecture course change form). We would like this lab to be built in course scheduling along with the lectures with separate class numbers, but the lab will not have a grade associated with it. Students will be required to enroll in both the lecture and lab at the same time (which is the intention.) This organization of lecture with lab is common in the sciences and would look the same as BIO 201 or 205.

12. Approvals

Department Chair/Unit Head (if appropriate)/ Date

139
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

<table>
<thead>
<tr>
<th>Is this course a Diversity or Liberal Studies Course?</th>
<th>Liberal Studies □</th>
<th>Diversity □</th>
<th>Both □</th>
</tr>
</thead>
</table>

2. Course change effective beginning of what term and year?  
(ex. Spring 2008, Summer 2008)  
See effective dates calendar.  
**Fall 09**

3. College  
**SBS**

4. Academic Unit/Department  
**Communication**

5. Current course subject/catalog number  
**EMF 223**

| 6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog  
[www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)).  
EMF 223 ELECTRONIC JOURNALISM NEWS WRITING AND REPORTING (3)  
Introduces news writing and reporting, including grammar and style; news gathering; news judgment; story leads, organization, and selection; interviewing, actualities, and production. 3 hrs. lecture, 2 hrs. lab weekly. Letter grade only. Course fee required.  
Prerequisite: COM 130 or JLS 130 or 130H or EM 121  
Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.  
EMF 223 ELECTRONIC NEWS AND REPORTING (3)  
Introduces news writing and reporting, including grammar and style; news gathering; news judgment; story leads, organization, and selection; interviewing, actualities, and production. 3 hrs. lecture, 2 hrs. lab weekly. Letter grade only. Course fee required.  
Prerequisite: COM 130 or JLS 130 or 130H or EM 121 |

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

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

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

Revised 8/08  
141
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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<tr>
<td>Current Course Fee yes ☐ no ☐</td>
<td>If subject or catalog number change Move ☐ or Delete ☐</td>
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<td>Current Grading Option* Letter Grade ☐ Pass/Fail ☐ or Both ☐</td>
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<td>Current Cross List with</td>
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Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies ☐ Diversity ☐

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.
This is a simplification of the course title, which accurately captures the course content.
COM 130 is no longer offered and was therefore removed as a prerequisite.

10. Approvals

[Signature] 1-7-09

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

[Signature] 1-8-09

Dean of college/Date
Action taken:  ✔ approved as submitted  approved as modified
University Curriculum Committee
Proposal for Course Change

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


3. College SBS

4. Academic Unit/Department Communication

5. Current course subject/catalog number EMF 225

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

**EMF 225 INTRODUCTION TO AUDIO, LIGHTING AND NONLINEAR EDITING (3)**

Introduction to the theory and techniques of audio production and editing, lighting for video and film and nonlinear video editing. Letter grade only. Course fee required. Prerequisite: EMF 121 and EMF 123

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

**EMF 225 INTRODUCTION TO AUDIO, LIGHTING AND NONLINEAR EDITING Production Techniques (3)**

Introduction to the theory and techniques of audio production and editing, shooting and lighting for video and film and nonlinear video editing. Letter grade only. Course fee required. Prerequisite: [EMF 121 and or EMF 123] and [EMF 129 or EMF 223].

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. Photojournalism requires EMF 225, but this does not have any affect on that requirement.

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

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

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

If revised, how should it be revised? _____

Revised 8/08

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IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

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<td>Proposed Max number of units</td>
</tr>
<tr>
<td>Current Prerequisite EMF 121 &amp; EMF 123</td>
<td>Proposed Prerequisite EMF 121 or EMF 123 and EMF 129 or EMF 223</td>
</tr>
<tr>
<td>Current Co-requisite</td>
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Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies □ Diversity □

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

The title change fits the course better; changing the prereq to EMF 121 or EMF 123 allows for more flexibility for students entering the EMF program; adding prereq for EMF 129 or EMF 223 adds requirement of prior experience in creating media content.

10. Approvals

Mark Nera 1-7-09
Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date 1-8-09

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date 2-24-09

Action taken: □ approved as submitted □ approved as modified

Revised 8/08
University Curriculum Committee
Proposal for Course Change

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


3. College SBS

4. Academic Unit/Department Communication

5. Current course subject/catalog number EMF 229

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

   EMF 229 INTRODUCTION TO LONG FORM AUDIO/VISUAL STORYTELLING (3)

   Development of scripts for short films and videos of thirty minutes or more or the first act, or page equivalent, of an original feature length screenplay. Letter grade only. Course fee required. Prerequisite: EMF 129

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

   EMF 229 INTRODUCTION TO LONG FORM AUDIO/VISUAL STORYTELLING Screenwriting 1 (3)

   Development of scripts for short films and videos of thirty fifteen minutes or more and a thirty–page treatment or the first act, or page equivalent, of an original feature length screenplay. Letter grade only. Course fee required. Prerequisite: EMF 129

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

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

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

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

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

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

If revised, how should it be revised? __________

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

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<td>If subject or catalog number change</td>
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Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies ☐ Diversity ☐

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

Students have repeatedly stated that they do not understand the current title of the course. Title was changed for clarity and description was updated to describe assignments more accurately.

### 10. Approvals

[Signature] 1-7-09

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
<table>
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<tr>
<th>1. Is this course a Diversity or Liberal Studies Course?</th>
<th>Liberal Studies ☐</th>
<th>Diversity ☐</th>
<th>Both ☐</th>
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<td>3. College</td>
<td>SBS</td>
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<td>4. Academic Unit/Department</td>
<td>Communication</td>
<td></td>
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<td>5. Current course subject/catalog number</td>
<td>EMF 251</td>
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<tr>
<td>6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog /www4.nau.edu/aiol/AcademicCatalog/academiccatalogs.htm).</td>
<td>EMF 251 ELECTRONIC MEDIA STAFF WORKSHOP (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional hands-on production, post production, writing or sales experience in working as a staff member in one of the departments of student media operations of UTV or KJACK radio. 1 hr. lecture, 3 hrs. lab. May be repeated for a maximum of 6 units. Pass-fail or letter grade. Course fee required. Prerequisite or Corequisite: EMF 121 or 123 or 124 or 223 or 225 or 226 or 327</td>
<td></td>
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<td>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</td>
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<tr>
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<td>EMF 251 ELECTRONIC MEDIA STAFF WORKSHOP CONVERGED MEDIA WORKSHOP 1 (1)</td>
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<tr>
<td></td>
<td>Professional hands-on production, post production, writing or sales experience in working as a staff member in one of the departments of student media operations of UTV or KJACK radio. 1 hr. lecture, 3 hrs. lab. EMF 251 and EMF 252 may be repeated for a combined maximum of 6 12 units. Pass-fail or letter grade. Course fee required. Prerequisite or Corequisite: EMF 121 or 123 or 124 or 223 or 225 or 226 or 327</td>
<td></td>
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<tr>
<td>7. Is this course required or an elective in any other plan (major, minor, certificate)?</td>
<td>Yes ☐ No ☒</td>
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<td>If yes, explain and provide supporting documentation from the affected departments.</td>
<td></td>
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<tr>
<td>8. Does this change affect community college articulation?</td>
<td>Yes ☐ No ☒</td>
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<td>If yes, explain how in the justification and provide supporting documentation from the affected institutions.</td>
<td></td>
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<td>Is the course a Common Course as defined by your Articulation Task Force?</td>
<td>Yes ☐ No ☐</td>
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<td>If yes, has the change been approved by the Articulation Task Force?</td>
<td>Yes ☐ No ☐</td>
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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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<td>Current Course Fee yes □ no □</td>
<td>If subject or catalog number change Move □ or Delete □</td>
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<td>Letter Grade □ Pass/Fail □ or Both □</td>
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</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.

Prerequisites have been dropped, allowing for enrollment growth and a gateway into the EMF program, as well as an opportunity for all NAU students to become involved with campus wide student media. Title change better reflects this vision for the class. Ways of combining credits in EMF 251 and EMF 252 have been simplified.

10. Approvals

[Signature] 1-7-09

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date 1-8-09

Dean of college/Date

For Committee use only
For University Curriculum Committee/Date

Action taken: ✓ approved as submitted approved as modified

Revised 8/08
University Curriculum Committee
Proposal for Course Change

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


3. College SBS

4. Academic Unit/Department Communication

5. Current course subject/catalog number EMF 252

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<th>6. Current catalog <strong>title</strong>, course description and <strong>units</strong>. (Cut and paste from current on-line academic catalog) [www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm].</th>
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<tr>
<td><strong>EMF 252 ELECTRONIC MEDIA MANAGEMENT WORKSHOP</strong> (2)</td>
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<tr>
<td>Hand-on experience in supervising staff members, overseeing facilities, and managing departmental operation in a student media facility: UTV news, UTV production, KJACK radio. 2 hrs. lecture, 4 hrs. lab. May be repeated up to 6 hrs. Pass-fail or letter grade. Course fee required. Prerequisite or Co-requisite: EMF 124 or 223 or 225 or 226 or 327</td>
</tr>
</tbody>
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<tr>
<th>7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes ☐ No ☑ X</th>
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<tbody>
<tr>
<td>If yes, explain and provide supporting documentation from the affected departments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Does this change affect community college articulation? Yes ☐ No ☑ X</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, explain how in the justification and provide supporting documentation from the affected institutions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is the course a Common Course as defined by your Articulation Task Force? Yes ☐ No ☑ X</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, has the change been approved by the Articulation Task Force? Yes ☐ No ☑ X</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>EMF 252 ELECTRONIC CONVERGED MEDIA MANAGEMENT WORKSHOP 2 (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand-on experience in supervising staff members, overseeing facilities, and managing departmental operation in a student media facility: UTV NAZ Today news, UTV production and programming, KJACK radio. 2 hrs. lecture, 4-6 hrs. lab. EMF 251 and EMF 252 may be repeated for up to 6 hrs. <strong>a combined maximum of 12 units</strong>. Pass-fail. Course fee required. <strong>Prerequisite or Co-requisite: EMF 124 or 223 or 225 or 226 or 327</strong></td>
</tr>
</tbody>
</table>

Revised 8/08

152
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>
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</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 X□</td>
<td>Proposed Grading Option* Letter Grade □ Pass/Fail X□ 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 Up to 12 units in conjunction with EMF 251</td>
</tr>
<tr>
<td>Up to six units</td>
<td></td>
</tr>
<tr>
<td>Current Prerequisite Prerequisite or Co-requisite: EMF 124 or 223 or 225 or 226 or 327</td>
<td>Proposed Prerequisite All prerequisites for class removed</td>
</tr>
<tr>
<td>Current Co-requisite Prerequisite or Co-requisite: EMF 124 or 223 or 225 or 226 or 327</td>
<td>Proposed Co-requisite All co-requisites for class removed</td>
</tr>
<tr>
<td>Current Co-Convene with</td>
<td>Proposed Co-Convene with</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.

Prerequisites have been dropped, allowing for enrollment growth and a gateway into the EMF program, as well as an opportunity for all NAU students to become involved with campus wide student media. Title change better reflects this vision for the class. Ways of combining credits in EMF 251 and EMF 252 have been simplified. Letter grade option has been dropped since all sections of the course have been offered Pass/Fail for the past several semesters.

10. Approvals

Mark Jason 1-7-09

Department Chair/ Unit Head (if appropriate)/ Date

hair of college curriculum committee/Date

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

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

2. Course change effective beginning of what term and year?
Fall 09

3. College  SBS
4. Academic Unit/Department  Communication

5. Current course subject/catalog number
EMF 328W

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog)
EMF 328W ELECTRONIC MEDIA AND FILM MANAGEMENT AND OPERATIONS  (3)
Management, operations and standard practices of the various businesses in the electronic media industry. Letter grade only. Course fee required. Prerequisite: EMF 121 JWRT

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

EMF 328W ELECTRONIC MEDIA AND FILM DEVELOPMENT AND MANAGEMENT (3)
Development, management, operations and standard practices of the various businesses in the electronic media and film industry. Letter grade only. Course fee required. Prerequisite: EMF 121 JWRT

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

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

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

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

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

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<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*</td>
<td>Proposed Grading Option*</td>
</tr>
<tr>
<td>Letter Grade [ ] Pass/Fail [ ] or Both [ ]</td>
<td>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>
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<td>Current Co-Convene with</td>
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Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies [ ] Diversity [ ]

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

The change in title and description more closely captures the course content.

10. Approvals

Mark We [ ] 1-7-09

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date 1-8-09

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

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

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


3. College SBS

4. Academic Unit/Department Communication

5. Current course subject/catalog number EMF 329W

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

EMF 329W LONG FORM AUDIO/VISUAL STORYTELLING (3)

Develop and write original scripts for long form (30 minutes and longer) narratives. Students will write and revise a minimum of thirty pages of an original entertainment script. Letter grade only. Course fee required. Prerequisite: EMF 129 and EMF 229 JWRT

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

EMF 329W Screenwriting 2 (3)

Develop and write original scripts for long form (30 minutes and longer) (90 minute) narratives. Students will write and revise a minimum of thirty approximately 90 pages of an original entertainment script. Letter grade only. Course fee required. Prerequisite: EMF 129 and EMF 229 and instructor approval. JWRT

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

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

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

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

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

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

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

If revised, how should it be revised? _____

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

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<tr>
<td>yes □ no □</td>
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<td>Letter Grade □</td>
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<td>Proposed Prerequisite</td>
</tr>
<tr>
<td>EMF 129 and EMF 229 JUWR</td>
<td>EMF 129 and EMF 229 JUWR, Instructor Approval</td>
</tr>
<tr>
<td>Current Co-requisite</td>
<td>Proposed Co-requisite</td>
</tr>
<tr>
<td>Current Co-Convene with</td>
<td>Proposed Co-Convene with</td>
</tr>
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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.

Students have repeatedly stated that they do not understand the current title of the course.

### 10. Approvals

Mark N. 1-7-09

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date 1-8-09

Revised 8/08 158
For Committee use only

For University Curriculum Committee/Date

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

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


3. College Sciences

4. Academic Unit/Department Ethnic Studies

5. Current course subject/catalog number ES 498

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

ES 498C SEMINAR IN ETHNIC STUDIES (3)
The Capstone Seminar in Ethnic studies will provide an in depth examination of relevant topics in the field of Ethnic Studies, centering on one or more of the following: African American Studies, Asian/Pacific American Studies, Chicano/Latino Studies, and/or Native American Studies. This capstone course encourages student to think critically about contemporary issues from a historical and multidisciplinary perspective. Critical insights may be drawn from disciplines such as literature, cultural studies, education, political science, psychology, history, intersectionality, multiculturalism and identity. Prerequisite: two courses - (ES 191 or WST 191) and (ES 215 or SOC 215) and (ES 356 or POS 356) CAP

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

ES 498C SEMINAR IN ETHNIC STUDIES (3)
The Capstone Seminar in Ethnic studies will provide an in depth examination of relevant topics in the field of Ethnic Studies, centering on one or more of the following: African American Studies, Asian/Pacific American Studies, Chicano/Latino Studies, and/or Native American Studies. This capstone course encourages student to think critically about contemporary issues from a historical and multidisciplinary perspective. Critical insights may be drawn from disciplines such as literature, cultural studies, education, political science, psychology, history, intersectionality, multiculturalism and identity. Prerequisite: two courses - (ES 191 or WST 191) and (ES 215 or SOC 215) and (ES 356 or POS 356) CAP

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

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

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

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

If revised, how should it be revised? ____

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

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<tr>
<td>Current Max number of units</td>
<td>Proposed Max number of units</td>
</tr>
<tr>
<td>Current Prerequisite two courses - (ES 191 or WST 191) and (ES 215 or SOC 215) and (ES 356 or POS 356) CAP</td>
<td>Proposed Prerequisite Junior status</td>
</tr>
<tr>
<td>Current Co-requisite</td>
<td>Proposed Co-requisite</td>
</tr>
<tr>
<td>Current Co-Convene with</td>
<td>Proposed Co-Convene with</td>
</tr>
<tr>
<td>Current Cross List with</td>
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</tbody>
</table>

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

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

Ethnic Studies students have been having a difficult time enrolling in ES 498; the prerequisites are contributing to the problem. Junior status meets the prerequisite requirement and the change will enable students to enroll without special administrative assistance.

10. Approvals

Department Chair/Unit Head (if appropriate)/Date

Chair of college curriculum committee/Date

Dean of college/Date

Revised 8/08
Action taken: √ approved as submitted ______________________ approved as modified
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>Social &amp; Behavioral Sciences</th>
<th>2. Academic Unit/Department</th>
<th>School of Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Academic Plan Name</td>
<td>Minor Electronic Media &amp; Film</td>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
</tbody>
</table>

5. Effective Date  
FALL

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

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

7.
MINOR Electronic Media and Film

To complete this minor, take the following 21 units:

- **EMF 121 and 123 or 222 (6 units)**
- **15 units of EMF courses, including at least 6 units at the 300-400 level (These may include up to 6 units of variable-credit coursework.)**
- **Up to 6 units of courses also acceptable for the minor include:**
  - ADV 207, COM 305, 382, 400, 425, 450, PR 272
  - Students may also use up to 6 hours of EMF 251 and 252 workshop credit. However the student may only apply a total of 9 hours of workshop and variable-credit hours toward the minor.

Some courses required for your minor may have prerequisites that you must also take. Check the courses in the appropriate subject.

---

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

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

MINOR Electronic Media and Film

To complete this minor, take the following 21 units:

- **EMF 121 and 123 or 222 (6 units)**
- **15 units of EMF courses, including at least 6 units at the 300-400 level (These may include up to 6 units of variable-credit and/or student media workshop (EMF 251-252) coursework.)**
- **Up to 6 units of courses also acceptable for the minor include:**
  - ADV 207, COM 305, 382, 400, 425, 450, PR 272
  - Students may also use up to 6 hours of EMF 251 and 252 workshop credit. However the student may only apply a total of 9 hours of workshop and variable-credit hours toward the minor.

Students completing the EMF minor are encouraged to earn minor credit hours by participating in the student-media workshops (EMF 251-252).

Some courses required for your minor may have prerequisites that you must also take. Check the courses in the appropriate subject.

Revised 12/08
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 B.A.L.S focus, for which coursework requirements are established by the student in consultation with the advisor.
   If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student’s individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:
   □ a. verify satisfactory completion of a non course requirement.
   □ b. indicate admission to a major.
   X c. will not be used.
   **A Milestone is used to record noncourse requirements, such as the HRM 600-hour work experience requirement or admission to Business Major status.
   If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.


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

   Students have requested that they be able to earn more workshop credits and to have more flexibility in variable credit hours for the minor. It serves the students and the program.

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

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

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

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

Certifications

Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For committee use only

Date

For University Curriculum Committee

Action taken: K approved as submitted approved as modified

Revised 12/08
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  SBS

2. Academic Unit/Department  Sociology & social work
   Subplan (if applicable)?  Undergraduate certificate

3. Academic Plan Name  Gerontology

4. Effective Date  Fall 2009

6. Is this proposal for a:
   ☐ New Plan  ☐ Plan Change*
   ☐ New Subplan  ☐ Subplan Change
   X 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.
For New Plans, leave this column blank.

**Certificate Gerontology**

If you are preparing for a career in human services, this interdisciplinary certificate in gerontology provides you with a basic understanding of the processes of aging and the characteristics of the aged. If you are currently employed in the field of aging, you become better equipped to work with patients in the areas of health, physical aging, and the psychological and sociocultural aspects of aging. This certificate plan includes information about current policy issues in gerontology and their impacts on patients, workers, and agencies.

You must take at least 21 units to complete this plan with a cumulative grade point average of at least 2.00, including:

- one of SOC 360, SOC 360W, GRT 360, or GRT 360W (3 units)
- GRT 460 and PSY 345W (6 units)
- at least 3 units of GRT 408C (internship)
- 9 units from GRT 410, PRM 220 and 326, SOC 418, and other courses approved by your advisor.

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

Click here for more information about Gerontology undergraduate 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.)

**Certificate Gerontology**

If you are preparing for a career in human services, this interdisciplinary certificate in gerontology provides you with a basic understanding of the processes of aging and the characteristics of the aged. If you are currently employed in the field of aging, you become better equipped to work with patients in the areas of health, physical aging, and the psychological and sociocultural aspects of aging. This certificate plan includes information about current policy issues in gerontology and their impacts on patients, workers, and agencies.

You must take at least 21 units to complete this plan with a cumulative grade point average of at least 2.00, including:

- one of SOC 360, SOC 360W, GRT 360, or GRT 360W (3 units)
- GRT 460 and PSY 345W (6 units)
- at least 3 units of GRT 408C (internship)
- 9 units from GRT 410, PRM 220 and 326, SOC 418, and other courses approved by your advisor.

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

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

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

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage -

    n/a

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
    We have very low enrollments in the Gerontology certificate and no faculty to teach the courses.

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?
    n/a

Certifications

[Signature]
Department Chair/Unit Head (if appropriate)  Date  1/8/09

Revised 09/07

169
Chair of college curriculum committee

Dean of college

1-8-09

For committee use only

For University Curriculum Committee

2-24-09

Action taken: 

1/ 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    SBS
2. Academic Unit/Department    Sociology & Social Work
3. Academic Plan Name
   Certificate Corrections
4. Subplan (if applicable)?
5. Effective Date    FALL 2009
6. Is this proposal for a:
   x Plan Deletion
   □ New Plan
   □ Plan Change*
   □ New Subplan
   □ Subplan Change
   □ Subplan Deletion

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

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

For New Plans, leave this column blank.

**CERTIFICATE CORRECTIONS**

To complete this certificate, you take the following 18 units, and a cumulative grade point average of at least 2.00:
- SOC 240 and 445 (6 units)
- 9 units from SOC 339 and 441 and CCJ 350, 410, and 415
- SOC 408, in the field of corrections (3 units)

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

Click here for more information about Sociology [undergraduate courses](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm) and [faculty](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).

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

**CERTIFICATE CORRECTIONS**

To complete this certificate, you take the following 18 units, and a cumulative grade point average of at least 2.00:
- SOC 240 and 445 (6 units)
- 9 units from SOC 339 and 441 and CCJ 350, 410, and 415
- SOC 408, in the field of corrections (3 units)

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

Click here for more information about Sociology [undergraduate courses](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm) and [faculty](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).

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

*A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor. If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

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

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

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

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

N/A

Revised 09/07
11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
   We have very low enrollments (1 this year) in the Corrections certificate program and no faculty to teach the courses.

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

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

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

Certifications

[Signature]
Department Chair/ Unit Head (if appropriate) Date 11/8/09

[Signature]
Chair of college curriculum committee Date 1-3-09

[Signature]
Dean of college Date

For committee use only

[Signature]
For University Curriculum Committee Date 2-24-09

Action taken: ______ approved as submitted ______ approved as modified

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

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

1. College  SBS

2. Academic Unit/Department  Sociology & Social Work

3. Academic Plan Name  Gerontology

4. Subplan (if applicable)?  Gerontology Minor

5. Effective Date  FALL 2009

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

<table>
<thead>
<tr>
<th><strong>MINOR GERONTOLOGY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If you are preparing for a career in human services, this minor provides you with a basic understanding of the processes of aging and the characteristics of the aged. We emphasize health, physical aging, and the psychological and sociocultural aspects of aging as well as current policy issues in gerontology. We encourage you to apply your knowledge of aging to your major field of interest through practical field experiences within agencies and services that work with elders. You must take at least 18 units to complete this minor, including:</td>
</tr>
<tr>
<td>• one of SOC 360, SOC 360W, GRT 360, or GRT 360W (3 units)</td>
</tr>
<tr>
<td>• GRT 460 and PSY 345W (6 units)</td>
</tr>
<tr>
<td>• 9 units from GRT 410, PRM 220 and 326, SOC 418, and other courses approved by your advisor</td>
</tr>
<tr>
<td>We also encourage you to take at least 3 units of GRT 408C. 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.</td>
</tr>
<tr>
<td>Click here for more information about Gerontology undergraduate courses.</td>
</tr>
</tbody>
</table>

**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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We also encourage you to take at least 3 units of GRT 408C. 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 Gerontology undergraduate 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 BAiLS focus, for which coursework requirements are established by the student in consultation with the advisor.
If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

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

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

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage -
    
    n/a

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
    We have very low enrollment in the Gerontology minor and have no faculty to teach it.

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

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

Revised 09/07
14. Will present library holdings support this academic plan/subplan?
   n/a

Certifications

Department Chair/Unit Head (if appropriate)  1/8/09

Chair of college curriculum committee  1-8-09

Dean of college  

For committee use only  2-24-07

For University Curriculum Committee  

Action taken:  ☑ approved as submitted  ☑ approved as modified

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

Revised 09/07
University Curriculum Committee
Proposal for Course Change

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


3. College CHHS

4. Academic Unit/Department Dental Hygiene

5. Current course subject/catalog number DH 450

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

DH 450 ORAL HEALTH RESEARCH EVALUATION (3)
Introduces skills and tools that enable the oral health professional to read and apply scientific literature to dental hygiene practice. Letter grade only. Prerequisite: STA 270

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

DH 450 ORAL HEALTH RESEARCH EVALUATION (3)
Introduces skills and tools that enable the oral health professional to read and apply scientific literature to dental hygiene practice. Letter grade only. Prerequisite: STA 270 or PSY 230

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

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

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

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

If revised, how should it be revised? ______

Revised 9/07

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IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

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<td>Current Grading Option*</td>
<td>Proposed Grading Option*</td>
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</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.

Adding PSY 230 allows students two options for a statistics course pre-requisite for our dedicated research course.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Revised 9/07
INTEROFFICE MEMORANDUM

TO: UCC, Ron Pitt, Nicole Morrow

FROM: Denise Helm
Associate Dean, College of Health and Human Services

CC: Debbie Craig, Chair HHS Curriculum Committee

DATE: January 20, 2009

SUBJECT: Change in prefix for SHP 300W, 301, 303, 310 485, 497 and 499

The College of Health and Humans Services would like to change the prefix on the College courses to be consistent with the College name. Please change the prefix for SHP 300W, 301, 303, 310, 485, 497 and 499 to HHS.

J. Ronald Pitt
2-24-9
Is this course a Diversity or Liberal Studies Course? Liberal Studies ☐ Diversity ☐ Both ☐

Course change effective beginning of what term and year?

College NAU AF ROTC
Academic Unit/Department Air Force ROTC

Current course subject/catalog number AS101L

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

**AS 101L AEROSPACE STUDIES LEADERSHIP LAB (1)**
Development of personal leadership and managerial abilities. Examination and demonstration of Air Force customs and courtesies, drill and ceremonies, and standards of discipline and conduct. Pass-fail only. Course fee required. Corequisite: AS 101

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

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

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

If revised, how should it be revised? _____

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<tr>
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<tr>
<td>Current Co-requisite 3101</td>
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<td>Proposed Co-Convene with</td>
</tr>
<tr>
<td>Current Cross List with</td>
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</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.

*Follow United States Code 2109(c)(1)*

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

Revised 8/08 182
For Committee use only

For University Curriculum Committee/Date

Action taken:  ☑ approved as submitted  approved as modified

Revised 8/08
University Curriculum Committee  
Proposal for Course Change

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

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

3. College  NAU AF ROTC  
4. Academic Unit/Department  Air Force ROTC

5. Current course subject/catalog number  AS102L

| 6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog) | Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing. |
| AS 102L AEROSPACE STUDIES LEADERSHIP LAB  (1) | AS 102L AEROSPACE STUDIES LEADERSHIP LAB  (1) Continuation of AS 101L. Per 10 U.S.C.2109(c)(1), Practical Military Training, “A person who is not qualified for, and...will not be able to become qualified for, advanced training (POC), ...shall not be permitted to participate in ...practical military training” including LLAB. Pass-fail only. Course fee required. Prerequisite: GMC/POC Student Group Corequisite: AS 102 |
| Continuation of AS 101L. Pass-fail only. Course fee required. Corequisite: AS 102 |

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

8. Does this change affect community college articulation?  Yes ☒  No ☐  
   If yes, explain how in the justification and provide supporting documentation from the affected institutions.  
   Is the course a Common Course as defined by your Articulation Task Force?  Yes ☒  No ☐  
   If yes, has the change been approved by the Articulation Task Force?  Yes ☐  No ☒  
   If this course has been listed in the Course Equivalency Guide, should that listing be left as is ☒  or be revised ☐  
   If revised, how should it be revised?  

Revised 8/08  
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<tr>
<td>Current Course Fee</td>
<td>If subject or catalog number change</td>
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<tr>
<td>yes ☐</td>
<td>Move ☐ or Delete ☐</td>
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<tr>
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<tr>
<td>AS102</td>
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</tr>
<tr>
<td>Current Cross List with</td>
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</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.
   Follow United States Code 2109(c)(1)

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

University Curriculum Committee/Date

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

<table>
<thead>
<tr>
<th>Is this course a Diversity or Liberal Studies Course?</th>
<th>Liberal Studies □</th>
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<th>Both □</th>
</tr>
</thead>
</table>

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

   **Fall 2009**

3. College  **NAU AF ROTC**

4. Academic Unit/Department  **Air Force ROTC**

5. Current course subject/catalog number  **AS201L**

<table>
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<tr>
<th>6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog [www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm]).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AS 201L AEROSPACE STUDIES LEADERSHIP LAB (1)</strong></td>
</tr>
<tr>
<td>Application of elements of personal leadership. Demonstration of command, effective communications, individual leadership instruction, physical fitness training, and knowledge of Air Force requirements. Pass-fail only. Course fee required. Corequisite: AS 201</td>
</tr>
<tr>
<td>Show the proposed changes in this column. Please <strong>BOLD</strong> the changes, to differentiate from what is not changing.</td>
</tr>
<tr>
<td>AS 201L AEROSPACE STUDIES LEADERSHIP LAB (1) Application of elements of personal leadership. Demonstration of command, effective communications, individual leadership instruction, physical fitness training, and knowledge of Air Force requirements. <strong>Per 10 U.S.C.2109(c)(1), Practical Military Training,</strong> &quot;A person who is not qualified for, and...will not be able to become qualified for, advanced training (POC),...shall not be permitted to participate in...practical military training&quot; including LLAB. Pass-fail only. Course fee required. Prerequisite: GMC/POC Student Group Corequisite: AS 201</td>
</tr>
</tbody>
</table>

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

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

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

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

   If revised, how should it be revised?  □

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

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.
   Follow United States Code 2109(c)(1)

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

Sr University Curriculum Committee/Date

Revised 8/08
Action taken:  /  approved as submitted  

approved as modified
# University Curriculum Committee
## Proposal for Course Change

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

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

3. College  
   - NAU AF ROTC

4. Academic Unit/Department  
   - Air Force ROTC

5. Current course subject/catalog number  
   - AS202L

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog  
   - www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).
   
   **AS 202L AEROSPACE STUDIES LEADERSHIP LAB**  
   - (1)  
   - Continuation of AS 201L. Pass-fail only.  
   - Course fee required. Corequisite: AS 202

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

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

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

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

   - If revised, how should it be revised?

---

Revised 8/08
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<td>If subject or catalog number change</td>
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<tr>
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<tr>
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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.
   Follow United States Code 2109(c)(1)

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

University Curriculum Committee/Date

Revised 8/08
Action taken: √ approved as submitted          approved as modified

Revised 8/08
University Curriculum Committee
Proposal for Course Change

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


3. College NAU AF ROTC
4. Academic Unit/Department Air Force ROTC

5. Current course subject/catalog number AS250

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

**AS 250 AIR FORCE PHYSICAL TRAINING COURSE (1)**
Opportunity for all NAU students to get into better shape, without any commitment to Air Force ROTC. The classes are held Monday, Wednesday, and Friday mornings and last for one hour. The syllabus will cover both cardiovascular and anaerobic activity, aimed at helping every participant to get in better shape regardless of fitness level. This is a pass/fail class graded solely upon attendance and counts toward elective credit. Pass-fail only. May be repeated for a maximum of 10 units.

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

**AS 250 AIR FORCE PHYSICAL TRAINING COURSE (1)**
Opportunity for NAU students who meet the following requirements: Per 10 U.S.C. 2109(c)(1), Practical Military Training, “A person who is not qualified for, and...will not be able to become qualified for, advanced training (POC),...shall not be permitted to participate in...practical military training” including Physical Fitness Training. All Students’ must have recent Physical Examination medically clearing individual to participate in class and proof of liability insurance. The syllabus will cover both cardiovascular and anaerobic activity, aimed at helping every participant to get in better shape regardless of fitness level. This is a pass/fail class graded solely upon attendance and counts toward elective credit. Pass-fail only. May be repeated for a maximum of 10 units.

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

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

Revised 8/08

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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.
   Follow United States Code 2109(c)(1)

10. Approvals

Department Chair/Unit Head (if appropriate)/Date

Chair of college curriculum committee/Date

Revised 8/08
Dean of college/Date
For Committee use only
[Signature] 2-24-09
For University Curriculum Committee/Date

Action taken: [✓] approved as submitted  approved as modified
completed coursework and previously signed AFROTC Form 48s are incorporated into the new plan as it is only considered “complete” when all coursework is annotated.

1.16. Special Student

1.16.1. Special students are not members. Cadets are not authorized to enroll in POC classes without an EA unless they are Special Student with no intent to commission. Special students may be:

1.16.1.1. Eligible for membership, but do not wish to pursue a commission.

1.16.1.2. Ineligible for membership and wish to take AS classes for academic credit only. See AFROTCI 36-2017, AFROTC College Program, for information on PMT restrictions.

1.16.1.2.1. Conscientious objectors

1.16.1.2.2. Present or former commissioned officers of any branch of the armed forces. NOTE: Present or former warrant officers may be accepted for membership.

1.16.1.3. Officers of the Health Services and Mental Health Administration and members of the National Oceanic and Atmospheric Administration.

1.16.1.4. Individuals on active duty with any military service (does not include cadets contracted under Airman Education and Commissioning Program). NOTE: An enlisted member or warrant officer of the Reserve or National Guard of any service is eligible for entry and membership subject to requirements of this chapter.

1.16.1.5. Students who engage in or acknowledge homosexual or bisexual conduct do not meet Air Force standards and are not eligible for AFROTC membership; reference AFI 36-2005, Appointment in Commissioned Grades and Designation and Assignment in Professional Categories – Reserve of the Air Force and United States Air Force.

1.16.1.6. Students who do not or cannot meet the required standards of body mass index (BMI), physical fitness, appearance, decorum, discipline, and military performance.

1.16.1.7. Individuals disenrolled from a previous officer-training program, except as described in paragraph 1.14.

1.16.1.8. Individuals who received severance pay, separation pay, readjustment pay, Voluntary Separation Incentive, or Special Separation Benefit pay when released from active duty or discharged from any uniformed service.

1.16.2. An individual in special student status is not authorized to participate in LLAB without a waiver from the commander. Detachment commanders should review AFROTCI 36-2017, prior to authorizing a waiver to participate. Document waiver on AFROTC Form 16.
commissioning leadership credit requirement, and be counseled via AFROTC Form 16 on the need to satisfy this requirement in a subsequent term. Removal from a qualifying leadership position is an administrative act and is not punitive in nature. If the cadet is removed from such a position due to misconduct, the underlying misconduct may be grounds for disenrolling the cadet (see AFROTCI 36-2011).

1.2.3.4. The EO will:

1.2.3.4.1. Conduct the In-Service Training (IST) program IAW AFOATSI 36-2201.

1.2.3.4.2. Retain a record of in-service meetings for one academic year, to include attendance and topics covered.

1.2.3.4.3. Ensure new instructors who did not attend either the Detachment CC Instructor Course or the AFROTC Instructor Course are familiar with AFROTC educational principles and policies presented during the most recent summer’s program. Use handouts from a recent attendee or contact AFOATS/CR for student materials. Document training and retain until the instructor attends the appropriate instructor course or is reassigned.

1.2.3.4.4. Evaluate the detachment commander each academic term IAW AFOATSI 36-2201.

1.2.3.4.5. The EO will be evaluated by any qualified instructor in the detachment as directed by the detachment commander.

1.2.3.4.6. Conduct at least one session annually to review the following items; lessons for these are located in the Faculty Development section of the AFOATS curriculum Web page at https://hq.afoats.af.mil/curriculum unless otherwise noted:

1.2.3.4.6.1. AFROTC training procedures and policies in the ATM.

1.2.3.4.6.2. AFROTC Form 48, Planned Academic Program, preparation and maintenance procedures, as prescribed in AFROTCI 36-2011.

1.2.3.4.6.3. AFROTC Form 16 procedures, as outlined in AFROTCI 36-2011.

1.2.3.4.6.4. Cadet record and student management roster (SMR) review procedures.

1.2.3.4.6.5. Drill and ceremonies evaluation procedures.

1.2.3.4.6.6. Cadet uniform wear and grooming standards.

1.2.3.4.6.7. Fitness standards and Physical Fitness Test (PFT), refer to AFROTCI 36-2007, AFROTC Cadet Physical Fitness Program.
3.1.4. Medical Care. Cadets may receive medical care at a military medical treatment facility or a military-authorized civilian treatment facility for injuries occurred during PMT. All forms applicable to medical care and reimbursement may be found on the JA portion of AFOATS Restricted Web site (ref paragraph 1.2.3.2.5), the DOT section of the AFOATS Restricted Web site, and the DOT/COC section of the AFROTC Knowledge Now Web page.

3.1.5. PMT Eligibility. Per 10 U.S.C.2109(c)(1), Practical Military Training, "A person who is not qualified for, and...will not be able to become qualified for, advanced training (POC), ...shall not be permitted to participate in...practical military training." Persons that fall into this category may however, attend PMT events as guests to view the events, listen to guest speakers, or attend field trips on a space available basis at the discretion of the detachment commander.

3.1.5.1. Special students and senior military college (SMC) students who will never qualify for the POC may not participate in PMT, including LLAB.

3.1.5.2. 10 U.S.C. 2103(b), Eligibility for Membership, and AFI 36-2011, allow legal immigrant and non-immigrant non-US citizens actively seeking US citizenship to participate in PMT and be the only exception to this rule. Detachment commanders may use discretion in allowing participation when a non-US citizen currently does not meet other non-citizenship related cadre membership standards but is progressing toward meeting them in the future. Other non-US citizens wishing to participate in the AFROTC program but who do not have intentions of pursuing citizenship/commissioning will be considered on a case-by-case basis.

3.1.6. New Student Orientation Program (NSOP). At their discretion, detachments may conduct a NSOP for incoming students. If conducted prior to the start of the academic term, cadet involvement must be strictly voluntary. NSOP should introduce cadets to the education and training programs. NSOP conducted like a "boot camp" and activities that involve hazing, maltreatment, disrespect or physically, mentally, or emotionally abusive rites of passage are not authorized and will not be tolerated. An active duty detachment officer must supervise NSOP.

3.1.7. Timeframe. Detachments will not direct any mandatory PMT (PT or LLAB) during periods when academic classes of a cadet's academic institution are not in session (i.e., holidays, fall and spring breaks, etc.). Any PMT conducted during these times must be strictly voluntary.

3.2. Hourly Requirements. The hourly requirements for PMT activities are:

3.2.1. Mandatory PMT Activities. Detachments may require each cadet to attend no more than 5 hours of mandatory PMT activities per week (Monday through Sunday) for GMC cadets and no more than 6 hours per week for POC cadets. This is in addition to AS academics classes. See paragraph 3.3.3 for classification of cadets in LLAB. Mandatory PMT activities are comprised of the following:
of duty”. Refer to AFROTC 36-2007 regarding the cadet PT program administration. Any waivers involving this program must be submitted to AFROTC/DO for approval.

3.4.3. Physical Training Activities. A PT activity is any AFROTC sponsored activity classified as moderate or hard work IAW AETC 48-101, Prevention of Heat Stress Disorders. PT activities include, but are not limited to, conditioning exercises, calisthenics, 1.5-mile run, the Physical Fitness Diagnostic (PFD), the Physical Fitness Test (PFT), Warrior Runs, etc. Please refer to AFI 10-248 and AFROTC 36-2007 for further guidance.

3.4.4. Special Students. Special students can participate in PT activities with detachment commander’s approval, have met all requirements of AFROTC 36-2007, and provide proof of liability insurance. This should be documented on AFROTC Form 16. Special Students at SMC who will not be qualified for advanced training may not participate in PT activities IAW Title 10 U.S.C sec2109(c)(1).

3.5. Non-PMT Activities. There are many activities cadets participate in that are not training and/or are not sponsored by the detachment or cadet wing. Non-PMT activities include those events that are neither part of the scheduled coursework, part of the curricular activities, nor within the definition of PMT, but have social, public relations, or educational value. AFROTC is not liable for non-PMT activities. Do not use class or LLAB time or give LLAB credit for non-PMT activities. The detachment commander may designate any non-PMT activity as off limits for uniform wear. Care should be taken when non-PMT activities are announced or posted such that non-PMT activities are not confused with PMT. Activities such as cadet staff or flight meetings conducted outside LLAB are considered non-PMT, regardless of whether or not participants wear the AFROTC uniforms.

3.5.1. Extracurricular Cadet Activities. Cadets can participate as private citizens in university, community, or civilian sponsored events provided they do not wear a uniform or create the appearance of representing AFROTC. Any cadet who participates does so voluntarily with the understanding that the activity is not sponsored by AFROTC, is not PMT, and that injuries could result in loss of AFROTC status and benefits. The following are non-PMT extracurricular activities, which include, but are not limited to:

3.5.1.1. Fundraising. Information on the legality of fundraising within AFROTC can be found in AFOATS1 51-601, Chapter 1. Cadets and detachments must review this instruction. Documentation regarding any fundraising activity must specify differences between AFROTC versus university funds.

3.5.1.2. PT not supervised by active duty cadre.

3.5.2. University-Sponsored Events. If cadets participate in university events, they do not require any coordination with AFROTC. Detachment commanders must avoid any impression that AFROTC sponsors the event. The Air Force is not liable for medical care when cadets participate in non-AFROTC sponsored events. If there is any coordination or interaction with AFROTC, care must be taken to ensure the cadet understands the event is not sponsored by AFROTC and is not PMT.
1.2.5. Ensure the PT program is conducted on the host institution and/or cross-town institution to the maximum extent practical.

1.2.6. Detachment Commander’s Discretion:

1.2.6.1. Commanders may, on a case-by-case basis, approve make-up activities in-lieu of attendance at regular PT activities.

1.2.6.2. For hardship caused by distance from the host institution, the Detachment Commander may direct cadets to perform individual PT. In these circumstances, the goals of the PT Program must still be met via: (a) enrollment in an appropriate host institution physical education or kinesiology course, (b) participation in a sister service’s PT program at a cross-town location where it is not possible for AFROTC to facilitate PT twice per week, or (c) an individual workout regimen approved by the detachment commander. In any case, the student must be required to submit a weekly fitness report to the COC describing the type and duration of PT activities accomplished. This must be by exception only.

1.2.6.3. On a case-by-case basis in unusual circumstances beyond the cadet’s control, the detachment commander may temporarily suspend the requirement for a cadet to participate in the unit’s mandatory PT program. (Example: A cadet returned home for a family emergency, was away from school for 10 days, and now risks failing the course and or semester unless maximum effort is applied to academics.) In such cases, the detachment commander must document the reason and maintain this documentation in the cadet’s UPRG.

1.2.6.4. Commanders may excuse in-season intercollegiate athletes from attendance provided they pass the PFA prior to season start or in-season if the detachment commander determines otherwise.

1.2.6.5. At Senior Military Colleges (SMC) with PT programs which meet or exceed the requirements of the AFROTC Cadet PT Program, detachment commanders may elect to utilize the (higher) attendance and performance standards required by the SMC. However, SMC cadets must still meet the following requirements:

1.2.6.5.1. Have a current physical on file IAW paragraph 1.4.4.1.1 of this instruction.

1.2.6.5.2. Complete an AFROTC Form 29, Physical Health Screening Questionnaire (PHSQ), IAW paragraph 1.4.4.1.3. of this instruction.

1.2.6.5.3. Complete the PFA NLT 30 days of term start.

1.3. Detachment Responsibilities:

1.3.1. Administrative Requirements: During the first 30-day period from the beginning of the term, accomplish the following requirements:
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<tr>
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<th>Liberal Studies</th>
<th>Diversity</th>
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<td>4. Academic Unit/Department</td>
<td>Air Force ROTC</td>
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<td>6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog)</td>
<td>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</td>
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<td>AS 301L AEROSPACE STUDIES LEADERSHIP LAB (1)</td>
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<tr>
<td>Application of leadership and management theories and concerns through participation in advanced leadership experiences; weight and fitness training. Pass-fail only. Course fee required. Corequisite: AS 301. Per 10 U.S.C.2109(c)(1), Practical Military Training, “A person who is not qualified for, and...will not be able to become qualified for, advanced training (POC), ...shall not be permitted to participate in ...practical military training” including LLAB. Pass-fail only. Course fee required. Prerequisite: GMC/POC Student Group Corequisite: AS 301</td>
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Revised 8/08
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9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.
   Follow United States Code 2109(c)(1)

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

Revised 8/08
Action taken: 

✓ approved as submitted

approved as modified
University Curriculum Committee
Proposal for Course Change

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


3. College NAU AF ROTC

4. Academic Unit/Department Air Force ROTC

5. Current course subject/catalog number AS302L

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

**AS 302L AEROSPACE STUDIES LEADERSHIP LAB (1)**
Continuation of AS 301L. Pass-fail only. Course fee required. Corequisite: AS 302

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

AS 302L AEROSPACE STUDIES LEADERSHIP LAB (1) Continuation of AS 301L. Per 10 U.S.C.2109(c)(1), Practical Military Training, "A person who is not qualified for, and...will not be able to become qualified for, advanced training (POC), ...shall not be permitted to participate in ...practical military training" including LLAB. Pass-fail only. Course fee required. Prerequisite: GMC/POC Student Group Corequisite: AS 302

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 □

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☐ 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.
   Follow United States Code 2109(c)(1)

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

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 □  Diversity □  Both □


3. College  NAU AF ROTC  4. Academic Unit/Department  Air Force ROTC

5. Current course subject/catalog number  AS401L

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

AS 401L AEROSPACE STUDIES LEADERSHIP LAB  (1)
Advanced lab experience in practicing leadership and managerial techniques with individuals and groups. Applying effective communications and human relations. Pass-fail only. Course fee required. Prequisite: AS 401

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

AS 401L AEROSPACE STUDIES LEADERSHIP LAB  (1) Advanced lab experience in practicing leadership and managerial techniques with individuals and groups. Applying effective communications and human relations. Per 10 U.S.C.2109(c)(1), Practical Military Training, "A person who is not qualified for, and...will not be able to become qualified for, advanced training (POC), ...shall not be permitted to participate in ...practical military training" including LLAB. Pass-fail only. Course fee required. Prerequisite: GMC/POC Student Group Corequisite: AS 401

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

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

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

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

If revised, how should it be revised? ______

Revised 8/08

207
IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

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☐ 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.
   Follow United States Code 2109(c)(1)

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

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 NAU AF ROTC 4. Academic Unit/Department Air Force ROTC

5. Current course subject/catalog number AS402L

| 6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog /www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm). | Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing. |
| AS 402L AEROSPACE STUDIES LEADERSHIP LAB (1) Continuation of AS 401L. Pass-fail only. Course fee required. Corequisite: AS 402 | AS 402L AEROSPACE STUDIES LEADERSHIP LAB (1) Continuation of AS 401L. Per 10 U.S.C.2109(c)(1), Practical Military Training, "A person who is not qualified for, and...will not be able to become qualified for, advanced training (POC),...shall not be permitted to participate in...practical military training" including LLAB. Pass-fail only. Course fee required. Prerequisite: GMC/POC Student Group Corequisite: AS 402 |

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

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

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

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

If revised, how should it be revised? _____

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

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

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

Follow United States Code 2109(c)(1)

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

Revised 8/08
Action taken: approved as submitted approved as modified
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College: The W. A. Franke College of Business
2. Academic Unit/Department

3. Academic Plan Name: BAS in Computer Technology
4. Subplan (if applicable)?

5. Effective Date: Fall 2009

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

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

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

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.

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


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

The proposed BAS in Technology Management (from Distance Learning) will replace the BAS in Computer Technology. BAS in CT should not be deleted unless the new degree BAS in TM is approved at the February meeting.

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

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

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

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

Certifications

[Signature]
Department Chair/ Uni-Head (if appropriate)

[Signature]
Chair of college curriculum committee

[Signature]
Dean of college

Date

Date

Date

For committee use only

[Signature]
For University Curriculum Committee

Date

Action taken: □ approved as submitted □ approved as modified

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

Revised 09/07
01/06/2009

List of Committee Actions/Decisions (by E-mail) 11/11/08 – 01/05/09

1) NAU courses: HIS 385 Committee Approved- US Ethnic

Minutes for the NAU-UCC Diversity Curriculum Requirement Subcommittee
January 12, 2009 Meeting

HIS 326 China Since 1945 was approved as a Global Diversity course after discussion

[Signature]

2-24-09
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 385

Course Title Navajo History

Justification:
This course examines, in its entirety and specifically, the historical experience of an ethnic minority in the United States and thus fully complies with the criteria for eligibility as an 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:

Name: Cynthia Kosso

Phone Number 3-9305

Email Address Cynthia.kosso@nau.edu

Campus Box Number 6023

Date of submission 11/24/08

Signature of Department Chair

Signature of Dean

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

Catalog:

**HIS 385 NAVAJO HISTORY (3)**

A history of the Dini (Navajo) from pre-history to the present. Letter grade only.

Prerequisite: HIS 293

Syllabus:

**Description:**

Native peoples of North America have played an important role in shaping the course of American culture and history. Further, until fairly recently, the study of Native Americans such as the Diné/Navajo have emphasized Native-white relationships and the influences of federal Indian policies on Native peoples. Today, the study of the Diné is enriched by methodologies and theories that explore Diné perspectives on the past and illuminate the persistence of a distinctive Navajo cultural identity as it is reflected in the efforts to recover and maintain cultural values from family to community to the nation.

This course is designed to provide students with a critical historical overview of Navajo life, culture, and history within the contexts of U.S. and global history. We begin with an overview of Diné origins, for it is important to understand how traditional narratives continue to serve as a template for contemporary Navajo life—from the private to the public. We then examine Diné responses to the waves of Spanish, Mexican, and American settlers, including the transformations that Navajos experienced as a result of contact. We pay close attention to the effects of American assimilation on Navajos after 1863 to the present, including shifts in gender roles. Finally, because the Diné do not live in isolation from the rest of the world, we will also learn about how the past has shaped Navajo perspectives on current issues such as the history of Navajos in the U.S. military and their participation in the United Nations Indigenous peoples’ forum in the quest for justice. As students will discover, “tradition” has been transformed by social and historical circumstances, and so is not without political or historical context.

HIS 385 introduces students to the study of the Navajo past through the varieties of methodologies and approaches that have been utilized to interpret the Navajo past. It seeks to enrich students’ understanding and appreciation for how the Diné have strived to maintain a distinctive identity even as they have embraced changes that have, ironically, assisted in the preservation of culture and tradition, from the personal to the governmental levels. This course emphasizes students’ engagement in critical reflection, understanding, and appreciation for the place that Native peoples such as the Navajos have played in the history of the United States.
Submit electronic and hard copy original to Associate Provost for Academic Administration, Ronald.Pitt@nau.edu, Box 6052.

Catalog:
**HIS 385 NAVAJO HISTORY (3)**
A history of the Dini (Navajo) from pre-history to the present. Letter grade only.
Prerequisite: HIS 293

College of Arts and Letters
Department of History

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<td>Navajo History</td>
<td>3 Hrs</td>
<td>Spring 2008</td>
<td>Jennifer Denetdale</td>
<td>LA 320</td>
<td>TT 10:00-11L30</td>
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preservation of culture and tradition, from the personal to the governmental levels. This course emphasizes students’ engagement in critical reflection, understanding, and appreciation for the place that Native peoples such as the Navajos have played in the history of the United States.

This course qualifies for the student’s fulfillment of NAU’s U.S. Ethnic Diversity requirement.

This course supports the mission of the Liberal Studies Program by providing students with an academic learning experience in which they will:

- Critically examine the range of factors that have shaped Navajo identity and cultural persistence across three centuries. As students examine Navajo responses to changes in their society and their relationships to other tribal peoples and non-Indians, they also must confront such issues as tradition and persistence, including challenges to traditional gender’s roles and Navajo commitment to the pursuit and recovery of their sovereignty.
- Gain an understanding and appreciation for the roles that Navajos have played in the formation of both the Navajo Nation and the United States.
- Encourages an exploration of issues of cultural and political changes that face all Americans, thereby preparing them to live responsible, productive, and creative lives.

HIS 385 is in the Social and Political Worlds block and supports the intent of the block by:

- Engaging students in the study of the patterns that characterize the history of Navajo people’s relationships with other tribal peoples and foreign nation states such as Spain, Mexico, and the United States.
- By developing an understanding and appreciation for how Navajos have served as a model for other indigenous peoples throughout the world who seek to recover their traditional values as the foundation for their lives, community and government.
- Students will learn how the study of the history of Navajos has changed over time as a result of the employment of different empirical and theoretical strategies employed to study human behavior and social, political, and cultural systems.
- These courses enhance student understanding of the dynamic relationships between human communities and their relationships to their environment—cultural, political, and economics.

**Liberal Studies Essential Skills**

The reading and writing requirements for this course will foster effective critical thinking skills. The assignments listed below will help students acquire a broad range of knowledge and essential skills for success beyond graduation. The course will especially cultivate effective critical thinking though exams, short papers and a research paper.

**Student Learning Outcomes**

Fifteen weeks from now, students will have developed some sense of how Native peoples such as the Navajos have played a significant role in the shaping of the Navajo nation as well as Navajo relationships to the United States. To foster students’ critical thinking skills, we will devote a substantial amount of time to discussing reading assignments and films. For that reason, students must be prepared to participate in discussions, which includes reading assignments before coming to class. Lectures will always relate to the topics assigned but will not duplicate assigned readings. Instead, they will introduce additional material, different interpretations, and theoretical
concepts that are not always in the text. Active engagement with the content of this course will allow students to:

- learn through texts, lectures, and films the essential history of Navajos and their relationships to the American nation and also develop an understanding of the various theoretical contexts that have shaped the discipline.
- demonstrate through class discussions their understanding of textual materials and participate in critical discussions of sources;
- demonstrate in a series of short papers, their ability to organize and write thoughtful, critical papers on topics relating to Navajo historiography;
- critically assess primary documents and current secondary literature as included in “For Our Navajo People” and Reclaiming Diné History. Students will do this as they present their ideas in class discussions and react to those of their peers, and as they write short analytical papers based on those sources;
- demonstrate that they can engage in critical thinking, based on discussions which will then be presented in writing and rewriting (as necessary) of the required short papers;
- demonstrate their knowledge of the course content on a midterm and final exam, which cover the basic course texts;
- show on the midterm and final how well they understand the historical experiences of Navajos over several centuries, and also the role of Navajos in shaping their own nation as well as the American nation;
- demonstrate their understanding of the history of Navajos as reflected in lectures, class discussions and short essays on that topic.

Texts:

- Jennifer Nez Denetdale, Reclaiming Diné History: The Legacies of Navajo Chief Manuelito and Juanita (Univ. of Arizona Press, 2007)
- Tiana Bighorse, Bighorse the Warrior (Univ. of Arizona Press, 1999)

Assessment of learning outcomes:

Papers:
Four short papers are required; each should be three to four pages in length and double-spaced. The main source materials for these papers are the primary documents in “For Our Navajo People;” and chapters in Reclaiming Diné History and Bighorse the Warrior, supplemented by lectures and film resources. Each paper is worth fifty points. I will provide a number of questions to consider in the preparation of the essays. These prompts will be distributed at least a week before the papers are due. In addition, I will provide some essential instructions about organizing and writing a formal paper.

Revisions:

Form Approved by UCC: 5/04/04
All papers may be revised to improve grades. When papers are revised the final grade will be the average of the first draft and the revised one. Revisions are due one week after the papers have been returned.

**Late Papers:**
Personal illnesses or family emergencies are the only accepted excuses for late papers. Other late papers will be accepted, but five points will be deducted for each day after the due date.

**Attendance:**
Class discussions play a role in determining your grade. It is important that you come to class and discuss the readings and listen to lectures in order to fully appreciate the cultural and political contexts for Navajo history.

**Grades:**

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**Contact Information:**
You can reach me by phone at 3-4507. My e-mail address is Jennifer.Denetdale@nau.edu.

**Course Outline**

**Week one Introduction / A Decolonizing Agenda**
What is “warrior scholarship” and what is our responsibility to the Native communities and nations we study and research?

Reading: chapter one and two—*Reclaiming Diné History*

**Week two Navajo Origins and Dinétah**
What characteristics in traditional narratives are manifested in contemporary Navajo values? How has the archaeology and anthropology of Navajos changes over several decades?

Readings in oral tradition and history including Richard Begay’s “Tsé Biyah ‘Anii’áhi” and Klara Kelley’s and Harris Francis’s “Abalone Shell Buffalo People”

**Week three Slavery in the Southwest**
How pervasive was the slave trade in Navajo women and children? And how did this trade shape Navajo relations with the Spaniards, Mexicans, and Americans? What does an understanding of slaves among the Navajos tell us about Navajo identity and culture?
Readings from *Reclaiming Diné History* and David Brugge’s “Eighteenth-Century Fugitives” and Estevan Rael-Galvez’s “Rosario’s Secret”

**Week four  American Expansion**
What has been the Navajo experience under American occupation beginning in 1846? How has the Long Walk and the Bosque Redondo reservation experience shaped Navajo collective memory? How have Navajos used stories of the Long Walk to promote Navajo nationalism?

Readings: *Bighorse the Warrior* and two chapters from *Reclaiming Diné History*

**Week five  The Reservation Era—American Assimilation**
In what ways did Navajos seek to recover from their devastating experience of removal and then return to their homeland? How did they fare under American assimilation policies?
Readings from “*For Our Navajo People*”

**Week six  Livestock reduction**
How did Navajo livestock increase and their own population increase, coupled with limited access to land, lead to federal government mandates to reduce their livestock? How were women, who owned livestock and dictated land use, affected by stock reduction? What are the connections between stock reduction and the establishment of the modern Navajo government?

Readings from “*For Our People*”

**Test # 1  2nd half of class**

**Week seven  Introduction to the wage economy**
How was Navajo traditional self-subsistence transformed as a result of the livestock reduction? What were the experiences of Navajos as they entered the American market economy?

Readings include Colleen O’Neill’s “The ‘Making’ of the Navajo Worker” and Kathy M’Closkey’s “Part-Time for Pin Money”

**Week eight  Education and Assimilation**
In what ways did the dictates of American education reshape Navajo gender roles? How do Navajos remember the boarding school experience?

Readings include “The Merriam Report, letters from “For Our People,”” and poetry and prose by Navajo writers like Laura Tohe and Irvin Morris

**Week nine  Development and modernity**
How has the modern era in American society shaped Navajo responses? In what ways does the Navajo government mirror the American democratic model?

Readings from Colleen O’Neill on modernity and the discourse of Development, and selections from “*For Our People*”

Form Approved by UCC: 5/04/04
Film: The Return of Navajo Boy

Week ten  The Navajo Nation and Sovereignty
What kinds of issues has the Navajo Nation faced in the twentieth century? How have they strived to re-establish their government based on traditional principles? What does “sovereignty” and “cultural sovereignty” mean to Navajo people?

Readings from Lloyd Lee on the future of Navajo nationalism and Jennifer Denetdale on gender and the Navajo Nation

Week eleven  Development of Natural Resources
With the creation of dependency, begun in the early reservation period, how have Navajos been affected by the mining of their resources, including coal, oil, and uranium? What is the state of Navajo water rights?

Readings from Fire on the Plateau

Film: The Four Corners: A National Sacrifice?

Week twelve  Removal in the Twentieth Century
We will became familiar with the history of the land dispute between Navajos and Hopis. We will also consider the place of coal mining in the relocation of Navajos that began in 1974

Readings from Fire on the Plateau and the United Nation’s Draft Declaration on Indigenous Peoples and Human Rights

Film: Broken Rainbow

Week thirteen  Recovering Tradition in Government
Since at least the late 1980s, Navajos, including their leaders, have explored what it means to recreate their government based on traditional principles. What are some of the issues and problems that have framed this endeavor? What do we mean by “sovereignty” and “cultural sovereignty”?

Readings will include primary documents generated by Navajo traditional scholars and intellectuals at the tribal college.

Week fourteen  Manifest Destiny in the Twentieth Century
In what ways did Federal Indian policy shape American foreign policy? How have Navajo scholars responded to generations of an American intellectual tradition that was created on the study of Navajos through several disciplines including history and anthropology?

Readings from the Navajo Times/letters to the editor; Jeannette Writer’s “Terrorism in Native America”

Week fifteen  Student Presentations

Form Approved by UCC: 5/04/04
Week sixteen  Final exam
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 385

Course Title    Navajo History

Justification: This course was formerly offered at the 400-level (486), but not offered at all recently until the hiring of Professor Jennifer Denetdale has made it possible to offer it again. The Department now wants to make the course available to more students by shifting it to the 300-level, and by encouraging students to meet either the Liberal Studies and/or the Ethnic Diversity requirements. This course examines the historical experience of a unique ethnic minority group in the U.S., it enhances the mission of the University regarding the Native American presence in the curriculum, and it complies with the criteria established for an ethnic diversity course.

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:    X    existing course:    

Department Contact Information:    History

Name: Cynthia Kosso or Jennifer Denetdale

Phone Number  3-9805

Email Address  Cynthia.kosso@nau.edu

Campus Box Number  6023

Form Approved by UCC: 5/04/04
Date of submission

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.
Catalogue Description
HIS 385 Navajo History

A History of the Diné (Navajo) from pre-history to the present.
College of Arts and Letters
Department of History

HIS 385  Navajo History
Spring 2008

Credits  3 Hrs
Instructor  Jennifer Denetdale
Office  LA 320
Office Hours  TT 10:00-11L30
Prerequisite  HIS 293

Description:

Native peoples of North America have played an important role in shaping the course of American culture and history. Further, until fairly recently, the study of Native Americans such as the Diné/Navajo have emphasized Native-white relationships and the influences of federal Indian policies on Native peoples. Today, the study of the Diné is enriched by methodologies and theories that explore Diné perspectives on the past and illuminate the persistence of a distinctive Navajo cultural identity as it is reflected in the efforts to recover and maintain cultural values from family to community to the nation.

This course is designed to provide students with a critical historical overview of Navajo life, culture, and history within the contexts of U.S. and global history. We begin with an overview of Diné origins, for it is important to understand how traditional narratives continue to serve as a template for contemporary Navajo life—from the private to the public. We then examine Diné responses to the waves of Spanish, Mexican, and American settlers, including the transformations that Navajos experienced as a result of contact. We pay close attention to the effects of American assimilation on Navajos after 1863 to the present, including shifts in gender roles. Finally, because the Diné do not live in isolation from the rest of the world, we will also learn about how the past has shaped Navajo perspectives on current issues such as the history of Navajos in the U.S. military and their participation in the United Nations Indigenous peoples’ forum in the quest for justice. As students will discover, “tradition” has been transformed by social and historical circumstances, and so is not without political or historical context.

HIS 385 introduces students to the study of the Navajo past through the varieties of methodologies and approaches that have been utilized to interpret the Navajo past. It seeks to enrich students’ understanding and appreciation for how the Diné have strived to maintain a distinctive identity even as they have embraced changes that have, ironically, assisted in the preservation of culture and tradition, from the personal to the governmental levels. This course emphasizes students’ engagement in critical reflection, understanding, and appreciation for the place that Native peoples such as the Navajos have played in the history of the United States.

This course qualifies for the student’s fulfillment of NAU’s U.S. Ethnic Diversity requirement.
This course supports the **mission of the Liberal Studies Program** by providing students with an academic learning experience in which they will:

- Critically examine the range of factors that have shaped Navajo identity and cultural persistence across three centuries. As students examine Navajo responses to changes in their society and their relationships to other tribal peoples and non-Indians, they also must confront such issues as tradition and persistence, including challenges to traditional gender’s roles and Navajo commitment to the pursuit and recovery of their sovereignty.
- Gain an understanding and appreciation for the roles that Navajos have played in the formation of both the Navajo Nation and the United States.
- Encourages an exploration of issues of cultural and political changes that face all Americans, thereby preparing them to live responsible, productive, and creative lives.

**HIS 385** is in the **Social and Political Worlds** block and supports the intent of the block by:

- Engaging students in the study of the patterns that characterize the history of Navajo people’s relationships with other tribal peoples and foreign nation states such as Spain, Mexico, and the United States.
- By developing an understanding and appreciation for how Navajos have served as a model for other indigenous peoples throughout the world who seek to recover their traditional values as the foundation for their lives, community and government.
- Students will learn how the study of the history of Navajos has changed over time as a result of the employment of different empirical and theoretical strategies employed to study human behavior and social, political, and cultural systems.
- These courses enhance student understanding of the dynamic relationships between human communities and their relationships to their environment--cultural, political, and economics.

**Liberal Studies Essential Skills**

The reading and writing requirements for this course will foster **effective critical thinking** skills. The assignments listed below will help students acquire a broad range of knowledge and essential skills for success beyond graduation. The course will especially cultivate effective critical thinking though exams, short papers and a research paper.

**Student Learning Outcomes**

Fifteen weeks from now, students will have developed some sense of how Native peoples such as the Navajos have played a significant role in the shaping of the Navajo nation as well as Navajo relationships to the United States. To foster students' critical thinking skills, we will devote a substantial amount of time to discussing reading assignments and films. For that reason, students must be prepared to participate in discussions, which includes reading assignments before coming to class. Lectures will always relate to the topics assigned but will not duplicate assigned readings. Instead, they will introduce
additional material, different interpretations, and theoretical concepts that are not always in the text. Active engagement with the content of this course will allow students to:

- learn through texts, lectures, and films the essential history of Navajos and their relationships to the American nation and also develop an understanding of the various theoretical contexts that have shaped the discipline.
- demonstrate through class discussions their understanding of textual materials and participate in critical discussions of sources;
- demonstrate in a series of short papers, their ability to organize and write thoughtful, critical papers on topics relating to Navajo historiography;
- critically assess primary documents and current secondary literature as included in “For Our Navajo People” and Reclaiming Diné History. Students will do this as they present their ideas in class discussions and react to those of their peers, and as they write short analytical papers based on those sources;
- demonstrate that they can engage in critical thinking, based on discussions which will then be presented in writing and rewriting (as necessary) of the required short papers;
- demonstrate their knowledge of the course content on a midterm and final exam, which cover the basic course texts;
- show on the midterm and final how well they understand the historical experiences of Navajos over several centuries, and also the role of Navajos in shaping their own nation as well as the American nation;
- demonstrate their understanding of the history of Navajos as reflected in lectures, class discussions and short essays on that topic.

Texts:

- Jennifer Nez Denetdale, Reclaiming Dine History: The Legacies of Navajo Chief Manuelito and Juanita (Univ. of Arizona Press, 2007)
- Tiana Bighorse, Bighorse the Warrior (Univ. of Arizona Press, 1999)

Assessment of learning outcomes:

Papers:

Four short papers are required; each should be three to four pages in length and double-spaced. The main source materials for these papers are the primary documents in “For Our Navajo People:” and chapters in Reclaiming Dine History and Bighorse the Warrior, supplemented by lectures and film resources. Each paper is worth fifty points. I will provide a number of questions to consider in the preparation of the essays. These prompts will be distributed at least a week before the papers are due. In addition, I will provide some essential instructions about organizing and writing a formal paper.
Revisions:
All papers may be revised to improve grades. When papers are revised the final grade will be the average of the first draft and the revised one. Revisions are due one week after the papers have been returned.

Late Papers:
Personal illnesses or family emergencies are the only accepted excuses for late papers. Other late papers will be accepted, but five points will be deducted for each day after the due date.

Attendance:
Class discussions play a role in determining your grade. It is important that you come to class and discuss the readings and listen to lectures in order to fully appreciate the cultural and political contexts for Navajo history.

Grades:
Four papers at fifty points each 200 points
Midterm 100
Final Exam` 100
400

A 90%+ 360-400
B 80-89% 320-359
C 70-79% 280-319
D 60-69% 240-279
F 59----- 239-----

Contact Information:
You can reach me by phone at 3-4507. My e-mail address is Jennifer.Denetdale@nau.edu.

Course Outline

Week one Introduction /A Decolonizing Agenda
What is “warrior scholarship” and what is our responsibility to the Native communities and nations we study and research?

Reading: chapter one and two—Reclaiming Diné History

Week two Navajo Origins and Dinétah
What characteristics in traditional narratives are manifested in contemporary Navajo values? How has the archaeology and anthropology of Navajos changes over several decades?

Readings in oral tradition and history including Richard Begay’s “Tsé Biyah ‘Anii’áhi” and Klara Kelley’s and Harris Francis’s “Abalone Shell Buffalo People”
Week three  Slavery in the Southwest
How pervasive was the slave trade in Navajo women and children? And how did this trade shape Navajo relations with the Spaniards, Mexicans, and Americans? What does an understanding of slaves among the Navajos tell us about Navajo identity and culture?

Readings from *Reclaiming Diné History* and David Brugge’s “Eighteenth-Century Fugitives” and Estevan Rael-Galvez’s “Rosario’s Secret”

Week four  American Expansion
What has been the Navajo experience under American occupation beginning in 1846? How has the Long Walk and the Bosque Redondo reservation experience shaped Navajo collective memory? How have Navajos used stories of the Long Walk to promote Navajo nationalism?

Readings: *Bighorse the Warrior* and two chapters from *Reclaiming Diné History*

Week five  The Reservation Era—American Assimilation
In what ways did Navajos seek to recover from their devastating experience of removal and then return to their homeland? How did they fare under American assimilation policies?

Readings from “For Our Navajo People”

Week six  Livestock Reduction
How did Navajo livestock increase and their own population increase, coupled with limited access to land, lead to federal government mandates to reduce their livestock? How were women, who owned livestock and dictated land use, affected by stock reduction? What are the connections between stock reduction and the establishment of the modern Navajo government?

Readings from “For Our People”

Test # 1  2nd half of class

Week seven  Introduction to the Wage Economy
How was Navajo traditional self-subsistence transformed as a result of the livestock reduction? What were the experiences of Navajos as they entered the American market economy?

Readings include Colleen O’Neill’s “The ‘Making’ of the Navajo Worker” and Kathy M’Closkey’s “Part-Time for Pin Money”

Week eight  Education and Assimilation
In what ways did the dictates of American education reshape Navajo gender roles? How do Navajos remember the boarding school experience?
Readings include “The Merriam Report, letters from “For Our People,” and poetry and prose by Navajo writers like Laura Tohe and Irvin Morris.

**Week nine  Development and modernity**
How has the modern era in American society shaped Navajo responses? In what ways does the Navajo government mirror the American democratic model?

Readings from Colleen O’Neill on modernity and the discourse of Development, and selections from “For Our People”

Film: *The Return of Navajo Boy*

**Week ten  The Navajo Nation and Sovereignty**
What kinds of issues has the Navajo Nation faced in the twentieth century? How have they strived to re-establish their government based on traditional principles? What does “sovereignty” and “cultural sovereignty” mean to Navajo people?

Readings from Lloyd Lee on the future of Navajo nationalism and Jennifer Denetdale on gender and the Navajo Nation.

**Week eleven  Development of Natural Resources**
With the creation of dependency, begun in the early reservation period, how have Navajos been affected by the mining of their resources, including coal, oil, and uranium? What is the state of Navajo water rights?

Readings from *Fire on the Plateau*

Film: *The Four Corners: A National Sacrifice?*

**Week twelve  Removal in the Twentieth Century**
We will become familiar with the history of the land dispute between Navajos and Hopis. We will also consider the place of coal mining in the relocation of Navajos that began in 1974.


Film: *Broken Rainbow*

**Week thirteen  Recovering Tradition in Government**
Since at least the late 1980s, Navajos, including their leaders, have explored what it means to recreate their government based on traditional principles. What are some of the issues and problems that have framed this endeavor? What do we mean by “sovereignty” and “cultural sovereignty”? 
Readings will include primary documents generated by Navajo traditional scholars and intellectuals at the tribal college.

**Week fourteen Manifest Destiny in the Twentieth Century**
In what ways did Federal Indian policy shape American foreign policy? How have Navajo scholars responded to generations of an American intellectual tradition that was created on the study of Navajos through several disciplines including history and anthropology?

Readings from the *Navajo Times/letters to the editor; Jeannette Writer’s “Terrorism in Native America”*

**Week fifteen Student Presentations**

**Week sixteen Final exam**
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 385

Course Title  Navajo History

Justification: This course was formerly offered at the 400-level (486), but not offered at all recently until the hiring of Professor Jennifer Denetdale has made it possible to offer it again. The Department now wants to make the course available to more students by shifting it to the 300-level, and by encouraging students to meet either the Liberal Studies and/or the Ethnic Diversity requirements. This course examines the historical experience of a unique ethnic minority group in the U.S., it enhances the mission of the University regarding the Native American presence in the curriculum, and it complies with the criteria established for an ethnic diversity course.

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:  X  existing course:  

Department Contact Information: History

Name: Cynthia Kosso or Jennifer Denetdale

Phone Number  3-9805

Email Address  Cynthia.kosso@nau.edu

Campus Box Number  6023

Form Approved by UCC: 5/04/04
Date of submission

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

1. College  CHHS

3. Academic Plan Name  Dental Hygiene Extended Major

5. Effective Date  FALL 2009

4. Subplan (if applicable)?

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

7.

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

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

To earn this degree, you must complete at least 126 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 DH prefix to satisfy these liberal studies requirements.
- at least 28 units of preprofessional requirements
- at least 81 units of major requirements
- elective courses, if needed, to reach an overall total of at least 126 units

**Preprofessional Requirements**

To be eligible to enter the clinical phase of the plan, you must complete the following 28 units of prerequisite courses:

- CHM 130 and 151L (5 units)
- BIO 181:181L, 201, and 202 (12 units)
- NTS 135 or 256 or any Human Nutrition course approved by advisor (3 units)
- PSY 101 (3 units)
- STA 270 (3 units)
- DH 100 and 101 (2 units)

**Major Requirements**

After you have been accepted into the dental hygiene plan, you take the following 84 units:

- DH 208 and 227 (8 units)
- BIO 205 (4 units)
- DH 228, 235, 235L, and 338 (11 units)

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

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

To earn this degree, you must complete at least 124 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 DH prefix to satisfy these liberal studies requirements.
- at least 31 units of preprofessional requirements
- at least 84 units of major requirements
- elective courses, if needed, to reach an overall total of at least 124 units

**Preprofessional Requirements**

To be eligible to enter the clinical phase of the plan, you must complete the following 31 units of prerequisite courses:

- ENG 105 (4 units)
- CHM 130 and 151L (5 units)
- BIO 181:181L, 201, and 202 (12 units)
- NTS 135 or 256 or any Human Nutrition course approved by advisor (3 units)
- PSY 101 (3 units)
- STA 270 (3 units)
- DH 102 (1 unit)
- DH 100 and 101 (2 units)

**Major Requirements**

After you have been accepted into the dental hygiene plan, you take the following 84 units:

- SOC 101 (3 units)
- DH 208 and 227 (8 units)
- BIO 205 (4 units)
- BIO 320 (3 units)
- DH 340 (3 units)
- DH 300, 319, 319L (enroll in 3 labs), 369, 369L, 370, and 418 (13 units)
- DH 320, 320L (enroll in 3 labs), 326, 419, and 450 (13 units)
- DH 373W, which meets NAU's junior writing requirement (3 units)
- DH 408 (3 units)
- DH 354, 425, and 425L (enroll in 4 labs) (8 units)
- DH 416, 426, 426L (enroll in 4 labs), and 470 (8 units)
- DH 495C, which meets NAU's senior capstone requirement (3 units)

- DH 228, 235, 235L, and 338 (11 units)
- BIO 320 (3 units)
- DH 340 (3 units)
- DH 300, 319, 319L (enroll in 3 labs), 369, 369L, 370, and 418 (13 units)
- DH 320, 320L (enroll in 3 labs), 326, 419, and 450 (13 units)
- DH 373W, which meets NAU's junior writing requirement (3 units)
- DH 339 (1 unit)
- DH 408 (3 units)
- DH 354, 425, and 425L (enroll in 4 labs) (8 units)
- DH 416, 426, 426L (enroll in 4 labs), and 470 (8 units)
- DH 495C, which meets NAU's senior capstone requirement (3 units)

Academic Catalog August 2008 - August 2009
Undergraduate and Graduate

DH 227 PRECLINICAL DENTAL HYGIENE (5)
Professional roles of the dental hygienist. Theory and practice of dental hygiene, emphasizing prevention and individualized care. May be repeated for a maximum of 5 units. 2 hrs. lecture, 6 hrs. lab. Letter grade only. Course fee required. Prerequisite: DH 101 and Dental Hygiene Milestone

DH 450 ORAL HEALTH RESEARCH EVALUATION (3)
Introduces skills and tools that enable the oral health professional to read and apply scientific literature to dental hygiene practice. Letter grade only. Prerequisite: STA 270

Academic Catalog August 2009 - August 2010
Undergraduate and Graduate

DH 227 PRECLINICAL DENTAL HYGIENE (5)
Professional roles of the dental hygienist. Theory and practice of dental hygiene, emphasizing prevention and individualized care. May be repeated for a maximum of 5 units. 2 hrs. lecture, 6 hrs. lab. Letter grade only. Course fee required. Prerequisite: DH 101 and Dental Hygiene Milestone

DH 450 ORAL HEALTH RESEARCH EVALUATION (3)
Introduces skills and tools that enable the oral health professional to read and apply scientific literature to dental hygiene practice. Letter grade only. Prerequisite: STA 270 or PSY 230

For New Plans, leave this column blank.

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

Revised 09/07
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.


Students will successfully meet the competencies and values as outlined in the Dental Hygiene Student Competencies to become competent oral health providers using health promotion and disease prevention strategies.

Students will be able to formulate comprehensive oral hygiene care plans that are patient-centered and based on current scientific evidence and evaluate the effectiveness of services provided.

Students will be able to employ professional judgment and critical thinking skills to analyze and creatively address situations in a safe, ethical, and legal manner.

Students will be able to demonstrate effective interpersonal skills through actions, oral and written communication, and working with diverse populations.

Students will demonstrate leadership skills and provide service to the community through health promotion activities and education.

Students will be able to demonstrate a self-responsibility for professional growth and optimum patient care.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
   1. ENG 105 is a requirement for graduating from NAU and is a preprofessional requirement for Dental Hygiene.
   2. Changing Major Requirements to 84 instead of 81: The new total includes the addition of SOC 101 and DH 339. Note: the current catalog lists 81 units within the Major Requirement. The total should have been 80 units—a typographical error.
   3. Accreditation calls for taking "any sociology course." By selecting SOC 101, students can use SOC 101 as a liberal studies course, which will not increase the total numbers of units for this major.
   4. DH 102 (1 unit) replaces DH 100 (1 unit) and DH 101 (1 unit) and DH 339 is added for 1 credit. These changes were made in a previous plan change.
   5. DH 227: removing the prerequisite of DH 101 is necessary because DH 101 has been dropped and Dental Hygiene Milestone covers all DH prerequisites.
   6. DH 450: Adding PSY 230 allows students two options for a statistics course.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?  
Not applicable

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

Not applicable

Revised 09/07
14. Will present library holdings support this academic plan/subplan?

Yes

Certifications

Department Chair/Unit Head (if appropriate)  Date  1/20/2009

Chair of college curriculum committee  Date  1/21/09

Dean of college  Date  1/21/09

For committee use only

For University Curriculum Committee  Date  2/24/08

Action taken:  approved as submitted  approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.
TO: Marge Reveal, RDH, MS, Chair – Dental Hygiene Department
FROM: K. Laurie Dickson, PhD Professor and Chair – Psychology Department
DATE: March 2, 2009
RE: Letter of support

This memorandum indicates my support for the students in the NAU Dental Hygiene Department to complete either STA 270 or PSY 230 as a pre-requisite to their program. The Dental Hygiene Department understands that PSY 230 may not be available to all students. Many of their students will take STA 270 or the equivalent course at a community college or other university in Arizona.
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<thead>
<tr>
<th></th>
<th>College</th>
<th>2. Academic Unit/Department</th>
<th>3. Academic Plan Name</th>
<th>4. Subplan (if applicable)?</th>
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<tbody>
<tr>
<td>1</td>
<td>CEFNS</td>
<td>CSE</td>
<td>BA Environmental Studies</td>
<td>Southwest Environment Focus; Landscape, Interpretation, and Conservation Focus</td>
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<tr>
<td>5</td>
<td>Effective Date</td>
<td>FALL 2009</td>
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<td>6</td>
<td>Is this proposal for a:</td>
<td>□ New Plan</td>
<td>□ Plan Change*</td>
<td>□ New Subplan</td>
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*Plan changes must be accompanied by an updated 8 semester plan.  

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/academiccatalog.htm)

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

For New Plans, leave this column blank.

The Southwest Environment

Take three courses from each of the following groups:

Group A
AIS 470, ENV 330, ENV 440 and 440L, FOR 230, FOR 250, FOR 270, FOR 340, FOR 370, FOR 479, GLG 303, GLG 304

Group B
ANT 102, ANT 205, ANT 306, ANT 351, ANT 459, PL 407, POS 455, SOC 333, SOC 444

Group C
ENG 464, HIS 308, HIS 368, HIS 381, HIS 397, HUM 130, HUM 373

Landscape, Interpretation, and Conservation

Take three courses from each of the following groups:

Group A
BIO 326, BIO 414, CENE 440, ENV 440 and 440L, FOR 222,

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.)

This change impacts only the course listing in two of the focus areas of the major. Four classes are added to the list in each focus area; everything else remains as is.

The Southwest Environment

Take three courses from each of the following groups:

Group A
AIS 470, ENV 330, ENV 440 and 440L, FOR 230, FOR 250, FOR 270, FOR 340, FOR 370, FOR 479, GLG 303, GLG 304

Group B
ANT 102, ANT 205, ANT 306, ANT 351, ANT 459, **GCS 350**, PL 407, **POS 347**, POS 455, **PRM 446**, SOC 333, SOC 444

Group C
ENG 464, HIS 308, HIS 368, HIS 381, HIS 397, HUM 130, HUM 373, **GCS 352**

Landscape, Interpretation, and Conservation

Take three courses from each of the following groups:

Group A
BIO 326, BIO 414, CENE 440, ENV 440 and 440L, FOR 222, FOR

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.


Upon completion of the major, students should be able to:

- Understand core environmental concepts in the natural sciences, social sciences, and humanities
- Be able to apply the disciplinary concepts of the natural sciences, social sciences, and the humanities to the understanding of specific environmental issues
- Demonstrate a multi-disciplinary competence in at least one environmental issue area
- Write clearly and critically, for a broad audience, on environmental issues

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

Revised 09/07
New courses are being proposed for the curriculum of the Grand Canyon Semester. Making those courses count in two of the focus areas of the Environmental Studies degree program will allow Environmental Studies majors to participate in Grand Canyon Semester, with all of their GCS course units counting toward their major.

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

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?
   If so, attach supporting documentation from the affected departments/units and college dean.
   No, though having all GCS units “count” toward a major may be attractive to non-NAU students participants in Grand Canyon Semester who consider a transfer to NAU.

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

Certifications

Department Chair/Unit Head (if appropriate)  Date

Wayne K. Gladen

Chair of college curriculum committee  Date

Dean of college  Date

For committee use only

For University Curriculum Committee  Date

Action taken: X 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 Arts
ENVIRONMENTAL STUDIES
(EXTENDED MAJOR)
2009-2010 Undergraduate Catalog

Degree Progression Plan

<table>
<thead>
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<th>Freshman Year</th>
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<td>Total units</td>
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Liberal Studies Distribution blocks

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<th>CU (6 units)</th>
<th>Science (7 units)</th>
<th>Additional 3 units to reach 35 total</th>
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<tr>
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<td>COM 150 (3)</td>
<td>LAN 101 (4)</td>
<td>LAN 102 (4)</td>
<td>HUM 175 (3)</td>
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</table>
PROGRAM INFORMATION
A minimum of 120 units are required for this degree.

You can not count a grade of D for any major courses. Although it is not required that you retake a major course in which you earn a D, you must complete 56 units with a grade of C or better in the major.

* Math foundation is satisfied with MAT 114; however some courses in the focus area have higher level math courses as a pre-requisite.

** You must demonstrate proficiency in a language other than English that is equivalent to two years of university coursework. You may satisfy this requirement by taking language courses or by testing out of all or part of it by taking the CLEP exam.

*** Focus electives include 27 hours from one of the five focus areas listed below. Within each focus area, you must complete 9 units each from Group A, Group B, and Group C. You may also take other courses consistent with your focus area with approval from your advisor. Courses with pre-requisites or co-requisites are noted with (#) and the pre-requisite needs to be taken before the desired course and co-requisites need to be taken with the desired course. Courses that also satisfy liberal studies or diversity are indicated in ( ) with their appropriate distribution block.

- **Sustainability, Community, and Biocultural Diversity**
  Group A: AIS 470 (#), BIO 326 (#), CENE 150 (#), EGR 190, ENV 440/440L (#), FOR 222 (SPW), FOR 230 (SPW & E), FOR 240 (SCI: SAS), FOR 270 (SCI: SAS), FOR 370 (SCI: SAS & #)
  Group B: ANT 102 (CU & G), ANT 205 (CU & E), ANT 306 (SPW & E), ANT 351 (SPW & E), ANT 459 (E & #), PL 407 (#), POS 455, SOC 333 (SPW), SOC 444 (#)
  Group C: ENG 464 (#), HIS 308 (AHI), HIS 381(CU), HIS 397 (SPW), HIS 488 (#), HUM 130 (CU & E), HUM 373 (CU & #)

- **The Southwest Environment**
  Group B: ANT 102 (CU & G), ANT 205 (CU & E), ANT 306 (SPW & E), ANT 351 (SPW & E), ANT 459 (E & #), GCS 350 (#), PL 407 (#), POS 347, POS 455, PRM 446, SOC 333 (SPW), SOC 444 (#)
  Group C: ENG 464 (#), HIS 308 (AHI), HIS 381(CU), HIS 397 (SPW), HIS 488 (#), HUM 130 (CU & E), HUM 373 (CU & #)

- **Globalization & Environmental Change**
  Group B: ANT 459 (E & #), ECO 325 (#), FOR 493 (#), GGR 240 (SPW), GGR 241 (SPW), GGR 376 (SPW), GGR 457 (#), POS 344 (SPW), POS 455, POS 361 (SPW, G & #), PRM/GGR 300 (G), SOC 319, SOC 414, SOC 444 (#)
  Group C: COM 250 (AHI), HA 284, HUM 373 (CU & #), REL 391 (CU & #)

- **Landscape, Interpretation, and Conservation**
  Group B: ANT 370 (SPW), ANT 459 (E & #), GCS 350 (#), GGR 239 (SCI: SAS), GGR 346 (SPW), PL 201 (SPW), PL 302, PL/CM 303, PL 376 (SPW), PL 407 (#), POS 344 (SPW), POS 347, POS 455, PRM 300 (G), PRM 446, SOC 333 (SPW), SOC 334
  Group C: COM 250 (AHI), ENG 441C (#), GCS 352 (#), HIS 397 (SPW), HUM 130 (CU & E), HUM 373 (CU & #), PRM 360

- **Water and Energy Systems**
  Group B: CCS 323, FOR 493 (#), GGR 371, POS 455, SOC 319, SOC 333 (SPW), SOC 334
  Group C: CM 120 (CU), CM 250 (AHI), HIS 308 (AHI), HIS 397 (SPW), HUM 130 (CU & E), HUM 373 (CU & #)

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/L_Scourseslist.htm](http://www4.nau.edu/aio/Articulation/L_Scourseslist.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.
  - The diversity requirement may be fulfilled in any part of program of study.
  - English placement: [http://www.nau.edu/compass/placement.html](http://www.nau.edu/compass/placement.html)
  - Math placement: [http://www.math.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml](http://www.math.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml)

CONTACT INFORMATION
Environmental Sciences
Building 19, Room 119
Phone: 928-523-9333
Department Chair: Rod Parnell
Phone: 928-523-3329
e-MAIL: Roderic.Parnell@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 10/14/2008
### University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
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<tbody>
<tr>
<td>CEFNS</td>
<td>CSE</td>
<td>BS Environmental Studies</td>
<td>Southwest Environment Focus; Landscape, Interpretation, and Conservation Focus</td>
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</table>

5. Effective Date  
FALL 2009

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

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

7. 

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

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

For New Plans, leave this column blank.

The Southwest Environment

Take three courses from each of the following groups:

**Group A**
AIS 470, ENV 330, ENV 440 and 440L, FOR 230, FOR 250, FOR 270, FOR 340, FOR 370, FOR 479, GLG 303, GLG 304

**Group B**
ANT 102, ANT 205, ANT 306, ANT 351, ANT 459, PL 407, POS 455, SOC 333, SOC 444

**Group C**
ENG 464, HIS 308, HIS 368, HIS 381, HIS 397, HUM 130, HUM 373

... 

Landscape, Interpretation, and Conservation

Take three courses from each of the following groups:

**Group A**
BIO 326, BIO 414, CENE 440, ENV 440 and 440L, FOR 222, FOR 479, GLG 303, GLG 304

**Group B**
ANT 102, ANT 205, ANT 306, ANT 351, ANT 459, **GCS 350**, PL 407, POS 347, POS 455, PRM 446, SOC 333, SOC 444

**Group C**
ENG 464, HIS 308, HIS 368, HIS 381, HIS 397, HUM 130, HUM 373, **GCS 352**

... 

Landscape, Interpretation, and Conservation

Take three courses from each of the following groups:

**Group A**
BIO 326, BIO 414, CENE 440, ENV 440 and 440L, FOR 222, FOR 479, GLG 303, GLG 304

[This change impacts only the course listing in two of the focus areas of the major. Four classes are added to the list in each focus area; everything else remains as is.]

The Southwest Environment

Take three courses from each of the following groups:

**Group A**
AIS 470, ENV 330, ENV 440 and 440L, FOR 230, FOR 250, FOR 270, FOR 340, FOR 370, FOR 479, GLG 303, GLG 304

**Group B**
ANT 102, ANT 205, ANT 306, ANT 351, ANT 459, **GCS 350**, PL 407, POS 347, POS 455, PRM 446, SOC 333, SOC 444

**Group C**
ENG 464, HIS 308, HIS 368, HIS 381, HIS 397, HUM 130, HUM 373, **GCS 352**

... 

Landscape, Interpretation, and Conservation

Take three courses from each of the following groups:

**Group A**
BIO 326, BIO 414, CENE 440, ENV 440 and 440L, FOR 222, FOR 479, GLG 303, GLG 304

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.)

Revised 09/07
FOR 240, FOR 250, FOR 270, GLG 110, GLG 112, GLG 304

Group B
ANT 370, ANT 459, GGR 239, GGR 346, PL 201, PL 302,
PL/CM 303, PL 376, PL 407, POS 344, POS 455, PRM 300,
SOC 333, SOC 334

Group C
COM 250, ENG 441C, HIS 397, HUM 130, HUM 373, PRM 360

240, FOR 250, FOR 270, GLG 110, GLG 112, GLG 303, GLG 304

Group B
ANT 370, ANT 459, GCS 350, GGR 239, GGR 346, PL 201, PL 302,
PL/CM 303, PL 376, PL 407, POS 344, POS 347, POS 455, PRM 300,
PRM 446, SOC 333, SOC 334

Group C
COM 250, ENG 441C, HIS 397, HUM 130, HUM 373, GCS 352, PRM 360

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.


Upon completion of the major, students should be able to:

- Understand core environmental concepts in the natural sciences, social sciences, and humanities
- Be able to apply the disciplinary concepts of the natural sciences, social sciences, and the humanities to the understanding of specific environmental issues
- Demonstrate a multi-disciplinary competence in at least one environmental issue area
- Write clearly and critically, for a broad audience, on environmental issues

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
New courses are being proposed for the curriculum of the Grand Canyon Semester. Making those courses count in two of the focus areas of the Environmental Studies degree program will allow Environmental Studies majors to participate in Grand Canyon Semester, with all of their GCS course units counting toward their major.

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

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?
   If so, attach supporting documentation from the affected departments/units and college dean.
   No, though having all GCS units “count” toward a major may be attractive to non-NAU students participants in Grand Canyon Semester who consider a transfer to NAU.

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

Certifications

Department Chair/ Unit Head (if appropriate) ___________________________ Date 11/13/08

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

Dean of college ___________________________ Date 11/18/08

For committee use only

For University Curriculum Committee ___________________________ Date 2-24-09

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  
ENVIRONMENTAL STUDIES  
(EXTENDED MAJOR)  
2009-2010 Undergraduate Catalog

Degree Progression Plan

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<td>MAT XXX</td>
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Liberal Studies Distribution blocks

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PROGRAM INFORMATION

A minimum of 120 units are required for this degree.

You cannot count a grade of D for any major courses. Although it is not required that you retake a major course in which you earn a D, you must complete 56 units with a grade of C or better in the major.

* Math foundation is satisfied with MAT 114; however some courses in the focus area have higher level math courses as a pre-requisite.

** Focus electives includes 27 hours from one of the five focus areas listed below. Within each focus area, you must complete 9 units each from Group A, Group B and Group C. You may also take other courses consistent with your focus area with approval from your advisor. Courses with pre-requisites or co-requisites are noted with (#) and the pre-requisite needs to be taken before the desired course and co-requisites need to be taken with the desired course. Courses that also satisfy liberal studies or diversity are indicated in ( ) with their appropriate distribution block.

- **Sustainability, Community, and Biocultural Diversity**
  
  Group A: AJS 470 (#), BIO 326 (#), CENE 150 (#), EGR 190, ENV 440/440L (#), FOR 222 (SPW), FOR 230 (SPW & E), FOR 240 (SCL: SAS), FOR 270 (SCL: SAS), FOR 370 (SCL: SAS & #)
  
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  Group C: CM 250 (AHI), CM 320 (CU), HIS 308 (AHI), HIS 397 (SPW), HIS 488 (#), HUM 130 (CU & E), HUM 373 (CU & #)

- **The Southwest Environment**
  
  
  Group B: ANT 102 (CU & G), ANT 205 (CU & E), ANT 306 (SPW & E), ANT 351 (SPW & E), ANT 459 (E & #), PL 407 (#), POS 455, SOC 333 (SPW), SOC 444 (#)
  
  Group C: ENG 464 (#), HIS 308 (AHI), HIS 381 (CU), HIS 397 (SPW), HIS 488 (#), HUM 130 (CU & E), HUM 373 (CU & #)

- **Globalization & Environmental Change**
  
  
  Group B: ANT 459 (E & #), ECO 325 (#), FOR 493 (#), GGR 249 (SPW), GGR 241 (SPW), GGR 376 (SPW), GGR 457 (#), POS 344 (SPW), POS 455, POS 361 (SPW, G & #), PRM/300 (G), SOC 319, SOC 414, SOC 444 (#)
  
  Group C: COM 250 (AHI), HIA 284, HUM 373 (CU & #), REL 391 (CU & #)

- **Landscape, Interpretation, and Conservation**
  
  
  Group B: ANT 370 (SPW), ANT 459 (E & #), GCS 350 (#), GGR 239 (SCL: SAS), GGR 346 (SPW), PL 201 (SPW), PL 302, PL/M 303, PL 376 (SPW), PL 407 (#), POS 344 (SPW), POS 347, POS 455, PRM 300 (G), PRM 446, SOC 333 (SPW), SOC 334
  
  Group C: CM 250 (AHI), ENG 441 (C), GCS 352 (#), HIS 397 (SPW), HUM 130 (CU & E), HUM 373 (CU & #), PRM 360

- **Water and Energy Systems**
  
  
  Group B: CCJ 312, FOR 493 (#), GGR 371, POS 455, SOC 319, SOC 333 (SPW), SOC 334
  
  Group C: CM 120 (CU), COM 250 (AHI), HIS 308 (AHI), HIS 397 (SPW), HUM 130 (CU & E), HUM 373 (CU & #)

GENERAL INFORMATION

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- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
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  - 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
- The diversity requirement may be fulfilled in any part of program of study.
- Math placement: [http://www.cefns.nau.edu/Academic/Math/studentInformation/Placement/PlacementSh.html](http://www.cefns.nau.edu/Academic/Math/studentInformation/Placement/PlacementSh.html)

CONTACT INFORMATION

Environmental Sciences
Building 19, Room 119
Phone: 928-523-9333
Email: Rodric.Parnell@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 10/14/2008
University Curriculum Committee
Proposal for New Course

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

   See effective dates schedule.

3. College CAL
   4. Academic Unit/Department HISTORY

5. Course subject/catalog number HIS 326
   6. Units/Credit Hours 3

7. Long course title China Since 1945
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) China Since 1945

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

   A critical examination of the political, ideological, social, economic and cultural developments in the People's Republic of China since the mid-20th century

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

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

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

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

14. Prerequisites (must be completed before proposed course) HIS 251 or HIS 325 (Either of these may also be taken as a co-requisite to satisfy the prerequisite)

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)?
   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 take the place of an existing 400-level History seminar on the history of the People’s Republic of China (HIS 425.) Given the level of student interest in the history and politics of the PRC we should no longer restrict the subject matter to a senior-level undergraduate seminar which typically requires a smaller class cap. The reformulating of this course as a 300-level course will make the topic more widely available to NAU students. It will also strengthen the department’s Liberal Studies offering in the Political and Social Worlds block and make a larger class available to students who may wish to study this subject in order to meet their Global Diversity curriculum requirement.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signatures and dates]

For Committees use only

[Signature and date]
Please attach Syllabus here.
HISTORY 326: China Since 1945

Fall/Spring, XXXX
Class #:
3 credits
Class Times:
Class Location:

Instructor: Prof. John K. Leung
Office: LA 211
Off. Hrs:
Phone: 523-6209
E-mail: John.Leung@nau.edu

Course Description
This course focuses on the political, ideological, social, economic and cultural developments in the People's Republic of China (PRC) since the mid-20th century. It provides students with an opportunity to examine, and to develop critical assessments of, the political system and dynamics of political change in the PRC, its social and economic systems and institutions, the changes in political structure and relationships in the PRC in the past half-century, the role of leadership and mass social-political movements, modulations in China's "cultural" developments, and the evolution of China's (and the Chinese people's) relationships with other states and nations around the world in the last fifty years. This course qualifies for the student's fulfillment of NAU's Global Diversity curriculum requirement.

This course reflects and supports the mission of NAU's 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 and more analytical understanding of the traditions and legacies that have given rise to dynamics and tensions in social, political and cultural experiences in China that have shaped and continues to shape our world
- Through gaining these understandings and through forming an intellectual and ethical connection with the experiences of Chinese people of the recent past, develop an ethos of living responsibly, productively and creatively as citizens of a changing and globalizing world

Liberal Studies Distribution Block
HIS 326 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 People's Republic of China since the mid-20th century
- Engage students in reflecting on, analyzing and evaluating the ways in which political developments affect social and economic transformations and the evolution of ideologies, values and social culture
- Enhancing students' understanding of political ideologies and theories of governance, as well as society's responses to such theories as they applied historically in specific sets of conditions – in this case, in the evolving conditions and environments of China from 1945 to the present day

Liberal Studies Essential Skills

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HIS 326 will foster students’ skills in Critical Thinking. A study of the history of the People’s Republic of China (PRC) challenges us to think critically and analytically of the many images and “instinctual” understandings (as well as misunderstandings) that we hold of other peoples, nations and societies around the world and of the Chinese in particular; it challenges and obliges us to critically reexamine the factors that shape history that we have come to take for granted as typical of “the modern world” and to do so by placing ourselves in a historical, social and cultural context that is different in many ways from that with which we are – or assume we are – familiar, while similar and comparable in other manners. Central to the purpose of this course is to engage students in critical reflection and appreciation of these differences as well as the similarities and comparabilities between these separate parts of the human world, and to do so within a historical framework of understanding. 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.

Prerequisite

HIS 251 (Modern Asia) or HIS 325 (Modern China) or permission of the instructor. Either of these courses, when available as such, may also be taken simultaneously with HIS 326 as a co-requisite.

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 the PRC (1949 to the present) 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 from the reading and from lectures that pertain to specific discussion topics in the historical experience of contemporary China
- Through short paper exercises, students will demonstrate competency in reading texts and examining ideas critically, interpreting different arguments and perspectives on the PRC’s 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 the Chinese people 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 presentation of research work
- In writing short papers, conducting research, preparing discussion notes and participation in seminar-type discussions, students will 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 listed as “Core Reading” in the following “Course Schedule” and will be available at the bookstore:

Maurice Meisner, Mao’s China and After, The Free Press, 1999
Robert Garner, ed. Understanding Contemporary China, Lynne Rienner Publishers, 1999

The required reading in this course consists of sections and chapters from these two monographs, as well as selections from other secondary sources and selections from primary sources in translation, as indicated in the reading schedules in the Course Format & Schedule section of this syllabus where the reading materials are listed either as “Core Reading” or as “Supplementary Reading.” Both the “Core Reading” material and those listed as “Supplementary” are to be treated as required reading. Nevertheless, students are expected to read only excerpts, or selections, from the “Supplementary Reading” monographs and anthologies, and a more specific reading assignment list and reading schedule indicating more clearly the excerpts and selections will be developed for the course separate from this syllabus. Wherever feasible and appropriate, the excerpts from the supplementary reading that students are required/expected to read will be posted on VISTA, while the volumes themselves will be placed on print reserve in Cline library. The purpose of the inclusion of these supplementary sources in the students’ reading is primarily to introduce students to examples of major influential interpretive and historiographical ideas and viewpoints relevant to the subjects being discussed, and these are viewpoints and interpretations with which students must become familiar in preparation for the discussion sessions in the course. Students may also use these lists of supplementary readings as guides and preliminary bibliographies for their papers and research projects in this course.

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 1200 words in length (roughly 4 “normal” pages.) One of these will be a topical essay, and the other will be 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. For this exercise you will be expected to engage and make use of information and ideas that you have garnered from both secondary and primary sources you have read.

Book Review/Historiographical paper: You must choose a historiographical issue and the material to go with it from the groups of supplementary reading material listed in the course schedule section of this syllabus; choices made outside the parameters of the syllabus should be done only with prior consultation with the instructor.

In the case of both the topical essay and the historiographical paper, before you write the paper, you will first submit a brief proposal in writing indicating your choice of topic and material, and this proposal has 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. As in the case of your topical paper – but perhaps at a deeper level and in a more extensive way, in your research project you will be expected to engage
and make use of information and ideas that you have garnered from both secondary and primary sources you have read. Your research project for the semester may take the form of either an interpretive, critical research paper or a project (such as a rigorously researched and interpretive dramatization of history, or a major oral presentation, or the creation, production and presentation of a videographic representation of a historical subject.) 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 3000 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/explanation 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 for grading purposes. If you miss a discussion session, you will receive no points for the session, and there will be no make-ups.

Deadlines

The following is a tentative list of deadlines for the exercises for the course, including deadlines for “interim” exercises related to the research paper/project. This is subject to modification if necessary:

- Book Review/Historiographical paper
- Topical paper
- Research Project
  - Initial proposal
  - Revised proposal
  - Outline & Bibliography
  - Draft of project/paper
  - Final paper/project

These deadlines must be rigorously observed, with serious consequences for any violation. Any written exercise that is handed in after the deadline but no later than 48 hours after the stated 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 48 hours after the deadline (all deadlines
are considered to be at 5 p.m. on the stated date) will not be accepted, and you will forfeit all the points for that exercise.

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>20%</td>
</tr>
<tr>
<td>Short paper (Historiographical)</td>
<td>20%</td>
</tr>
<tr>
<td>Term research project and all related exercises</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</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
(The following schedule is tentative and must remain flexible. I reserve the right to modify the schedule as necessary.)

The subject of this course will be divided up into six chronological sections. The scope and “mass” of these sections are not even and should not be expected to be even. We will, for instance, spend far less course time on the first section, which focuses on the historical background for the formation of the People’s Republic of China, than we will on Section 4, which spans the crucial years from 1966 to 1989. Likewise, our approach to Section 1 will be much more general and less in-depth than our approach to Section 4.

In each of these sections of the course, except for the final section (Part 6) we will deploy the following foci in approaching the subject matter and the material. (Thus in the following schedule we will dispense with repeating these foci in each section):

- A general historical narrative of the period
- Politics, policies, ideologies and political movements and struggles
- Social conditions and social changes/developments
- Economic developments
- Cultural developments
- International relations and world context
- A culminating discussion session on the history of the period and on interpretations from readings

Part 1: HISTORICAL BACKGROUND: REVOLUTION AND WAR IN THE MAKING OF CONTEMPORARY CHINA

Core Readings: Maurice Meisner, Mao’s China and After, Part 1
Robert Gamer, ed. Understanding Contemporary China, chs. 1-3, 4 (pp. 63-71), 7 (pp. 179-184), 10, 11 (293-302)

Supplementary Readings: Excerpts from
Arif Dirlik, The Origins of Chinese Communism
Suzanne Pepper, Civil War in China
James P. Harrison, The Long March to Power
Dick Wilson, China's Revolutionary War

Part 2: 1949-1957 SETTING THE COURSE FOR ONGOING REVOLUTION

Core Readings: Maurice Meisner, Mao's China and After, Part 2 and Part 3 (chs. 5-12)

Supplementary Readings: Excerpts from
Frederick Wakeman, ed. Dilemmas of Victory: The Early Years of the People's Republic of China
The Cambridge History of China, vol. 14
David Milton, et al, eds. The China Reader: People's China
Wang Gungwu, China and the World Since 1949
Colin Mackerras, China: The Impact of Revolution
Mao Zedong, (trans. and ed. by John K. Leung and Yingmao Kau,) The Writings of Mao Zedong, 1949-1976


Core Readings: Maurice Meisner, Mao's China and After, Part 3 and Part 4 (chs. 13-17)
Robert Gamer, ed. Understanding Contemporary China, pp. 70-78, 184-190, ch. 8

Supplementary Readings: Excerpts from
David Bachman, Bureaucracy, Economy and Leadership in China: The Institutional Origins of the Great Leap Forward
Jian Chen, Mao's China and the Cold War
The Cambridge History of China, vol. 14
David Milton, et al, eds. The China Reader: People's China
Wang Gungwu, China and the World Since 1949
Colin Mackerras, China: The Impact of Revolution
Mao Zedong, (trans. and ed. by John K. Leung and Yingmao Kau,) The Writings of Mao Zedong, 1949-1976


Core Readings: Maurice Meisner, Mao's China and After, Part 5 (chs. 18-21)

Supplementary Readings: Excerpts from
Roderick MacFarquhar and Michael Schoenhals, eds. Mao's Last Revolution
Jan Myrdal and Gun Kessle, China: The Revolution Continued
William Hinton, Turning Point in China
Lowell Dittmer, China's Continuous Revolution
William Joseph, et al., eds. *New Perspectives on the Cultural Revolution*
Jian Chen, *Mao’s China and the Cold War*
The Cambridge History of China, vol. 14
Mao Zedong, *The Selected Works of Mao Zedong*
Liu Shaoqi, *The Selected Writings of Liu Shaoqi*


**Core Readings:**
Maurice Meisner, *Mao’s China and After*, Parts 6-8
Robert Gamer, ed. *Understanding Contemporary China*, chs. 3, 4, 5, 7, 8, 9, 11

**Supplementary Readings:**
Excerpts from
John Gittings, *China Changes Face*
Orville Schell and David Shambaugh, eds. *The China Reader: The Reform Era*
Victor Nee and David Mozingo, eds. *State and Society in Contemporary China*
Shangquan Gao, *Two Decades of Reform in China*
Lawrence Sullivan, ed. *China Since Tiananmen*
Quansheng Zhao, *Interpreting Chinese Foreign Policy*
Jian Chen, *Mao’s China and the Cold War*
The Cambridge History of China, vol. 15

Part 6: TODAY’S CHINA, ITS CURRENT ISSUES AND PROBLEMS FOR THE FUTURE

**Supplementary Readings:**
Excerpts from
David Denoon, ed. *China: Contemporary Political, Economic and International Affairs*
Yong Deng and Fei-ling Wang, eds. *In the Eyes of the Dragon*
Jing Wang, *High Culture Fever*
Gloria Davies, ed. *Voicing Concerns: Contemporary Chinese Critical Inquiry*
Yongnian Zheng, *Discovering Chinese Nationalism in China*
The Cambridge History of China, vol. 15

**Learning Portfolio**
The student’s short papers (including drafts with instructor feedback), research project/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.

**Course Policies**

**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 7 classes 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 20 classes will be requested to withdraw from the course, or will receive an F in the course regardless of performance in other areas.
University Curriculum Committee
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes [ ] No [x]
   If yes, route completed form to Liberal Studies.

   See effective dates schedule.  
   Fall 2010-2009

3. College  [ ] Arts & Letters  4. Academic Unit /Department  [ ] Philosophy

5. Course subject/catalog number  PHI 347
   6. Units/Credit Hours  3 units

7. Long course title  Law and Philosophy
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)  Law and Philosophy

9. Catalog course description (max. 30 words, excluding requisites).
   Foundational issues in law such as criminal responsibility, justification of punishment, legal moralism, legal paternalism, duty to obey, civil disobedience, constitutionalism, and the moral foundations of law.

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

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

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

13. May course be repeated for additional units? yes [ ] no [x]
    a. If yes, maximum units allowed?  N/A
    b. If yes, may course be repeated for additional units in the same term? yes [x] no [ ]
       (ex. PES 100)

14. Prerequisites (must be completed before proposed course)  N/A

15. Corequisites (must be completed with proposed course)  N/A

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

revised 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 ☒

19. Names of current faculty qualified to teach this course:
   Chris Griffin, Jeff Downard, Yuri Cohen, George Rudebusch, Julie Piering

   Philosophy and Law is a standard offering in departments offering the Philosophy BA degree. Philosophy faculty are frequently given joint appointments to teach in affiliated Colleges of Law (true of both University of Arizona and Arizona State University). The American Philosophical Association has both a Committee on Law and Philosophy as well as publishing a Newsletter on Philosophy and Law (co-edited by NAU Philosophy Faculty Griffin). Further, the Philosophy Department has recently assumed leadership of Advising for Pre-Law students (Dr. Downard). This course will offer students intending to go to law school a valuable course for understanding the philosophical dimensions of the practice and theory of law. Furthermore, this course brings necessary breadth to the upper division ethics/value theory offerings for philosophy majors, needed especially for those majors with intentions of graduate work in philosophy. Enrollment in this course is likely to be strong, especially among pre-law students who are not served mainly by courses offered in the College of Social and Behavioral Sciences. In short, this course is a core offering for majors, one with great potential for subscription from students outside the College of Arts and Letters, and complements the Philosophy Department’s leadership in pre-law advising. The Department already has a number of faculty presently qualified to teach the course.

For Official AIO Use Only:
Component Type: ☐ consent ☒ topics course

35. Approvals

George Rudebusch 1-5-09
Department Chair (if appropriate)

Tim Stephens 1-13-09
Chair of college curriculum committee

Jean Green 1-13-09
Dean of college

For Committees use only

Sam Green 2-24-09
For University Curriculum Committee

Action taken: ☒ Approved as submitted

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There are no pre-requisites for this course.

**COURSE DESCRIPTION**

This course surveys a number of foundational issues in law from a philosophical perspective. What is the, or what are the, moral foundation(s) for law backed by the threat of coercion? In the West, there are two traditional answers: one is natural law, tracing back to Aristotle, Aquinas, Pufendorf and Locke. Second is positivism—that law is a human construct. In the first part of this course we consider classical and contemporary expressions of these views, and criticisms of them as well. This will occupy our attention for the first third of the course. We then turn our attention to particular questions about the law: Do we have a moral duty to obey the law in general? Under what circumstances, if any, might we have a moral obligation to disobey the law? Can the law properly be used to protect us from ourselves? Can the law be used to dissuade citizens from acting in offensive but not harmful ways? Is there a legitimate basis for the law to regulate private, consensual behavior? Can the law be used to compensate for past injustices? If so, can the law itself discriminate legitimately between persons on the basis of race? Does the law properly accommodate differences between the sexes, and does a history of racial and gender inequality underwrite continued systematic injustice on these bases? How ought the idea of responsibility be manifest in the criminal law? Is there a significant moral difference between successful intentions to harm and unsuccessful attempts? What is or are the moral functions of criminal sanction? What is the significance of the victim of criminal offense for deciding upon punishment?

Each of these questions has given rise to conflicting answers which we want to examine on their own, but whose answers individually might not be easily systematized. Can we achieve a coherent understanding of law, its basis, and its application? These are the questions before us.

**Student Learning Expectations/Outcomes for this Course**

Upon successful completion of this course, students will...

- demonstrate advanced critical reading skills by writing a series of expository papers reconstructing the argumentative position(s) assigned articles on topics in the philosophy of law;
- demonstrate advanced critical writing by writing a term paper conveying an original argument in a research term paper;
...cultivate a deeper understanding of the philosophical problems that arise in the theory and practice of law and legal reasoning through critical discussion and written responses throughout the course of the semester, and manifest on a final exam.

Course structure/approach

This course will be a mixture of lecture and student discussion. To facilitate class discussion, students will write one page discussion question responses on a regular basis [frequency dependent upon class size] to prompts addressing the assigned reading, or current events or developments in law. You are expected to complete the reading for the week BEFORE the academic week starts. Quality regular contributions to class discussion (and this can take the form of answers to my questions about the reading, questions from you about the reading or about our discussion, thoughtful observations about how our class is related to common elements of our culture) can raise your grade.

Textbook and required materials


Selected Readings (excerpts from classical texts) will be posted on Vista Shell for course. THIS REQUIRES MAINTAINING OFFICIAL ENROLLMENT AND INTERNET ACCESS.

Recommended optional materials/references (attach reading list)

See end of syllabus.
Course outline

Week One: Course Introduction, Basic Moral Frameworks (Consequentialism, Deontology, Virtue Theory, Rights and Duties (READINGS: Handouts on Moral Categories; Andrew Altman, introduction to Arguing About Law: An Introduction, .pdf on Vista)


Week Six: Is There a Moral Obligation to Obey the Law? (READINGS: Plato, Crito excerpt; Martin Luther King, “Letter From Birmingham Jail”; Scott Shapiro, “Authority”)


Week Eight: Law and Morality: Privacy Decisions. (READINGS: Court Cases: Griswold v. Connecticut (contraception); Roe v. Wade (abortion); Bowers v. Hardwick (consensual homosexuality).


Week Twelve: Defeating Responsibility. (READINGS: John Martin Fischer and Mark Ravizza, “Responsibility for Consequences”; Court Case: People v. Young.)

Assessment of Student Learning Outcomes

- Methods of Assessment
  
  Course grades will be assigned on the basis of scores from short essays (4-6 pages in length, the first one being revisable after comments from instructor), a midterm take home assignment (6 pages), a final exam/term paper (8 pages), and cumulative performance on short discussion responses (one page each, minimum of 5 over the course of the semester).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Short Essay, 4-6 pages (revisable)</td>
<td>40</td>
<td>(20%)</td>
</tr>
<tr>
<td>Second Short Essay, 4-6 pages</td>
<td>40</td>
<td>(20%)</td>
</tr>
<tr>
<td>Take Home Assignment, 6 pages</td>
<td>50</td>
<td>(25%)</td>
</tr>
<tr>
<td>Term Paper/Final Exam, 8 pages</td>
<td>50</td>
<td>(25%)</td>
</tr>
<tr>
<td>Discussion Questions (cumulatively)</td>
<td>20</td>
<td>(10%)</td>
</tr>
</tbody>
</table>

Timeline for Assessment

See Course Outline Above. [As this class will predictably enroll many pre-law students who are not necessarily majors, I have found that these students are benefitted by an early writing assignment, allowing them to decide whether they are well enough prepared for an upper division philosophy course, which can be difficult for those with no experience. I have also found that allowing students to revise their first paper after detailed commentary from the instructor helps many students get a feel for what is expected of them.]

Grading System

There are total of 200 points available in the course. Grades for the course will be assigned on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>180-200</td>
<td>(90%-100%)</td>
</tr>
<tr>
<td>B</td>
<td>160-179</td>
<td>(80%-89%)</td>
</tr>
<tr>
<td>C</td>
<td>140-159</td>
<td>(70%-79%)</td>
</tr>
<tr>
<td>D</td>
<td>120-139</td>
<td>(60%-69%)</td>
</tr>
<tr>
<td>F</td>
<td>Less than 120</td>
<td>(less than 60%)</td>
</tr>
</tbody>
</table>

As mentioned above, quality class participation as described above may improve your grade. How? If at the end of the semester, a student is within a few points of the next higher grade, I will be favorably inclined to boost the marks of those students who have made regular and quality contributions to class discussions. This judgment is entirely at the discretion of the instructor.

Course policy

- Retests/makeup tests
  
  Offered only for students making prior arrangements with me or for well documented excused absences. As the university provides

revised 8/08
• Attendance
Attendance will be taken each class. Numerous unexcused absences will harm your grade. At instructor’s discretion, students with more than 7 contact hours in unexcused absences will have their course grade lowered by one full letter grade; absences beyond 10 contact hours may result in a lowering of two letter grades for the course. Almost certainly,

Please turn off cell phones (do not merely turn them to silent mode—texting during class is a distraction to others).

• Statement on plagiarism and cheating
A word on plagiarism. All papers will be turned in electronically and may be compared against a national database of papers on the topics assigned. Curious thing about plagiarism. If you go beyond our texts to investigate what we’re discussing, you can actually get credit for this—it’s called research, IF YOU DOCUMENT WHAT YOU CONSULT! Failing to document what you consult or make use of in an assignment is both wrong (it is academic dishonesty, presenting someone else’s work as your own) and stupid (if you merely say what you are doing, you eliminate the dishonesty charge and might actually be rewarded for doing research). The basic point here is, do your own work, and if that requires you to consult the work of others, cite these other works. Failure to do so will result in an automatic zero for the assignment and will be referred to administration. Students should be able to write grade A quality assignments by relying merely on the material presented in class and assigned.

University policies:
The University maintains a set of General Academic and Safety policies which are considered parts of all syllabi in the Department of Philosophy. These policies may be found by following this link:
http://www2.nau.edu/academicadmin/UCCPolicy/pleystmt.html.

Invitation:
The subject matter of this course may be either of great personal interest to you or particularly difficult. It may be both for some of you. In either case, please come in to see me in office hours to talk about the course material, or really anything at all, if you would like or if you think it will be helpful.

Recommended optional materials/references

[This is a list for the curriculum committee’s benefit—a list of classical and contemporary texts in the field. Excerpts from some of these are included in the course outline above, but certainly not all of them.]


-----*The Province of Jurisprudence Determined* (Cambridge: Cambridge University Press, 1995)


Gerald Dworkin, "Paternalism," *The Monist*, vol. 56 (1972)


-----"Civil Disobedience in the Modern World," *Humanities in Review*, vol. 2 (1979), 37-60


Lon L. Fuller, *The Morality of Law* (New Haven, CT: Yale University Press, 1964)


M.B.E. Smith, "Do We have a Prima Facie Obligation to Obey the Law," 82 *Yale Law Journal* 950 (1973)


University Curriculum Committee
Proposal for New Course

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

2. New course effective beginning what term and year? (ex. Spring 2009, 
   Summer 2009)  
   See effective dates schedule.  
   Fall 2009

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

5. Course subject/catalog number  AIS 290  
   6. Units/Credit Hours  03

7. Long course title  Foundations of Indigenous Environmental Justice: Law, Policy and 
   Movements  
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including 
   spaces)  Indigenous Environmental Justice

9. Catalog course description (max. 30 words, excluding requisites).
   This course examines perspectives on environmental justice, the history of the environmental 
   justice movement, policy and law, contemporary issues, and current struggles of indigenous peoples 
   for environmental justice worldwide.

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)  
    None
16. Is the course needed for a new or existing plan of study (major, minor, certificate)?
   Name of plan?
   BS BA Applied Indigenous Studies
   Yes ☒ No ☐
   Note: If required, a new plan or plan change form must be submitted with this request.

Applied Indigenous Studies

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

18. Names of current faculty qualified to teach this course: Karen Jerrett-Snider, Octaviana Trujillo

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

   This course will enhance the curriculum of Applied Indigenous Studies and meet a particular need that exists in our program of study, and is not addressed in existing courses elsewhere.

Additionally, the course will be of interest to students in Environmental Studies, Sustainable Communities, Forestry, Environmental Science, Political Science, and Criminology and Criminal Justice.

Furthermore, the proposed course is relevant to two of the key areas of focus for research and teaching identified in the April 21, 2006 institutional task force report entitled, “Research and Graduate Education Task Force Report”. Those two areas are environment and sustainable systems, and Native American issues.

For Official AIO Use Only:
Component Type
Consent
Topics Course

35. Approvals

[Signature]
Department Chair (if appropriate)  Date 12-5-08

[Signature]
Chair of college curriculum committee  Date

Dean of college  Date

[Signature]
For Committees use only

revised 8/08

276 2
University Curriculum Committee

2-24-09

Date

Action taken:

X Approved as submitted

Approved as modified

revised 8/08

277
Indigenous Environmental Justice
AIS 290
Dr. Karen Jarratt-Snider
Department of Applied Indigenous Studies
College of Social and Behavioral Sciences
Northern Arizona University
M, W, 3:45 – 5:00 p.m. (03 Credit Hours)

Course Description:

This course examines definitions of and different perspectives on environmental justice, traces the history of the environmental justice movement, policy, law and regulation, and the circumstances and status of indigenous peoples that make indigenous environmental justice unique. Students in the course will explore contemporary issues and developments in current struggles for environmental justice for Indigenous peoples in the United States and throughout the world.

Outcomes for the Course:

By the end of the course, students will:
• have a clear understanding of distinctions between environmentalism and environmental justice, indigenous environmental justice issues, and law and policy relevant to indigenous environmental justice;
• have an understanding of current indigenous environmental justice issues;
• and have developed critical thinking skills.

Course Structure and Approach:

The course includes lectures, group discussions in class and discussion boards in VISTA, guest lectures, short written responses to readings, oral presentations, use of VISTA learning modules, and web resources. Students are expected and required to attend class, come to class prepared to discuss the assigned reading for each class, participate fully in class discussions, and complete and submit all assignments on time. Unless specifically designated by the instructor for a particular assignment, all work is to be submitted in class or placed in my faculty mailbox in Room 100, SBS West. In other words, assignments submitted by e-mail will not be accepted unless unusual circumstances occur, and then only with consent of the instructor. Students must utilize appropriate writing standards, including appropriate citation formats, and for all writing assignments.

Assessment Methods:

Each student will submit short written responses based on course material (readings, guest speaker presentations, films and lectures) and subsequent group discussions. Five reading/writing responses will be in-class exercises, and ten will be comprised of postings to discussion board questions through VISTA. Additionally, students will submit a portfolio of case studies in indigenous environmental justice, selecting TWO case
studies—one within the United States and one beyond U.S. borders (instructor approval of selected cases required). See case study assignment handout for detailed instructions and requirements.

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<td>Reading/Discussion Board</td>
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<td>75 pts.</td>
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<td>Class Participation</td>
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<tr>
<td>Final Exam</td>
<td>125 pts.</td>
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**Total Points Possible** 425 pts.

**Grading Scale:**

- **A** = 90 % or above
- **B** = 80-89%
- **C** = 70-79%
- **D** = 60-69%
- **F** = 59% or below

**Make-up exams** will be provided only in the event of serious illness or family emergencies, and make-up exam times will be arranged at the instructor's discretion.

**Classroom management statement:** Environmental justice is a subject which necessitates our asking questions and examining issues from a variety of perspectives, and can lead to vigorous debate. Such debate is an important part of a healthy academic environment. However, in order to ensure that all members of the class feel comfortable participating, it is critical to phrase your comments in a manner which is respectful of all people. Failure to conduct yourself in a manner respectful to all members of the class will result in appropriate action by the instructor.

**Extra Credit.** Various extra credit opportunities will be announced as appropriate opportunities arise throughout the semester. A maximum of 25 extra credit points is possible for the course.

**Required Texts:**


**Reserve Text:**
Course Schedule

Section I: What is Environmental Justice?

Weeks one and two

History of the environmental justice movement
Read: Mutz, Ch. 1
Grijalva, pp. 3-8.
Definitions of and Perspectives on Environmental Justice
Read: Mutz, Ch. 2

The Green and White: Environmentalism and Environmental Justice

Reading response/discussion board posting due WEEK TWO.

Section II: Indigenous Environmental Justice

Weeks three, four, and five

What are the factors and issues unique to indigenous environmental justice?
What’s the same, what’s different, and why does it matter?
Indigenous Environmental Justice in the U.S.
Read: Mutz, Ch. 7 and Ch. 10
Grijalva, pp. 10-12, Ch. 2.

Reading response/discussion board posting due WEEK FOUR.

Indigenous Environmental Justice Beyond the U.S.
Read: Mutz, Ch. 4

MIDTERM EXAM—END OF WEEK FIVE

Section III: Environmental Justice Issues and Case Studies

Weeks Six - Thirteen

Science and Environmental Justice:
Local knowledge, Traditional Ecological Knowledge, and Science
Read: [ER] "Agriculture Unbound: Cultivating the Ground Between Science Traditions," in Zapotec Science: Farming and Food in the Northern Sierra of Oaxaca

Read: Stewart, Ch. 3

Reading response/discussion board posting due WEEK SEVEN.

Toxic/Hazardous Waste
Read: Toxic/Hazardous Waste module in VISTA

Mining
Read: Mutz, Ch. 13

Water: Quantity, Quality, and Rights
Read: Mutz, Ch. 3
Grijalva, Ch. 3 and Ch. 4

Subsistence: Hunting, Fishing, Gathering and other Natural Resource Rights

Film: Oil on Ice


Read: Stewart, pp. 65-69 and one of the following as assigned:
"The Eastern Woodlands"
"Prairies and Plains"
"The Mountain West"

Reading response/discussion board posting due WEEK NINE.

Sacred Sites

Read: Assignments from Seibert (reserve text)
Film: In the Light of Reverence

Reading response/discussion board posting due WEEK ELEVEN

Growth and Development
"Free" Trade and Immigration
Guest speaker series
Read: VISTA module
Case study assignment due beginning of week 13

Section IV: Looking Toward the Future

Week Fourteen: Case study assignment due

Possibilities for Effecting Environmental justice for Indigenous Peoples

Challenges:
Film: Crude Impact

Growth, Development and the Impacts of Climate Change on Indigenous Peoples

--Displacement/Relocation of Indigenous People
--Alaskan Natives
--Indigenous Peoples in Southeast Asia, Africa, and Latin America

Film: The Weather Report

Opportunities

Read: Mutz, Ch. 14

Strategies
Read: Grijalva, Ch. 7

Case study portfolios due the end of week fourteen

Week Fifteen: Discussion and Review
Week Sixteen: Final Exam

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

SAFE ENVIRONMENT POLICY
NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.
You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://www4.nau.edu/diversity/swale.htm. 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 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 the appropriate documentation.
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.
with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

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

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at http://www2.nau.edu/dss/.

INSTITUTIONAL REVIEW BOARD

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

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

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www4.nau.edu/ovp/regulatorycompliance/irb/index.htm. If you have questions, contact Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

ACADEMIC INTEGRITY

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

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

revised 8/08
**University Curriculum Committee**

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

<table>
<thead>
<tr>
<th>1. College</th>
<th>Social and Behavioral Sciences</th>
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<tbody>
<tr>
<td>3. Academic Plan Name</td>
<td>B.A. Applied Indigenous Studies</td>
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<tr>
<td>4. Subplan (if applicable)?</td>
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<tr>
<td>5. Effective Date</td>
<td>FALL 2009</td>
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<tr>
<td>6. Is this proposal for:</td>
<td>☒ Plan Change*</td>
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<tr>
<td></td>
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<td>☐ Subplan Change</td>
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<tr>
<td></td>
<td>☐ Subplan Deletion</td>
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</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:**

---

**MAJOR REQUIREMENTS**

You must take at least the following 42 units with a grade of C or better in each course:

- required core courses: AIS 101, 201, 202, 210, 304, 350, 404, and 408 (24 units)
- AIS 301W, which meets NAU’s junior writing requirement (3 units)
- one of the following, chosen with your advisor’s approval: ECO 201, CCJ 355, COM 305, JLS 440C, NUR 390, POS 303, PSY 230, PAS 355, SOC 355W and 365, STA 270, and CTE 340W (3-4 units)
- 9 units from AIS 232, 450, and 470; AIS 320 or POS 320; ANT 205, 301, 303, 306, 307, 351, 365, 406, 459, and 460; ARH 145; BIO 479; BME 570; CCJ 415; COM 301; ECO 425; ES 191, 215, and 356; FOR 270 and 370; HIS 280, 293, 380, 381, 385, 386, 413, 414; NAV 101, 102, 201, 202, 303, 304W, 311, 312, 321, 405, and 406; REL 201, 380; SC 323 and 477; SOC 315; and other courses approved by the department chair, with no more than 4 units in any one course prefix
- AIS 490C, which meets NAU’s senior capstone requirement (3 units)

---

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

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

**MAJOR REQUIREMENTS**

You must take at least the following 42 units with a grade of C or better in each course:

- required core courses: AIS 101, 201, 202, 210, 304, 350, 404, and 408 (24 units)
- AIS 301W, which meets NAU’s junior writing requirement (3 units)
- one of the following, chosen with your advisor’s approval: ECO 201, CCJ 355, COM 305, JLS 440C, NUR 390, POS 303, PSY 230, PAS 355, SOC 355W and 365, STA 270, and CTE 340W (3-4 units)
- 9 units from AIS 290, 232, 450, and 470; AIS 320 or POS 320; ANT 205, 301, 303, 306, 307, 351, 365, 406, 459, and 460; ARH 145; BIO 479; BME 570; CCJ 415; COM 301; ECO 425; ES 191, 215, and 356; FOR 270 and 370; HIS 280, 293, 380, 381, 385, 386, 413, 414; NAV 101, 102, 201, 202, 303, 304W, 311, 312, 321, 405, and 406; REL 201, 380; SC 323 and 477; SOC 315; and other courses approved by the department chair, with no more than 4 units in any one course prefix

AIS 490C, which meets NAU’s senior capstone requirement (3 units)
8. For undergraduate plans, will this requirement be a student individualized plan? ☐ no ☐ yes
   *A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAI.S focus, for which coursework requirements are established by the student in consultation with the advisor.
   If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student’s individual requirements for the degree audit system.

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

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


11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
   Add AIS 290 course to the major requirements to increase student options of courses.

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?
   No

Certifications

[Signature]
Department Chair/Unit Head (if appropriate) Date 12-5-08

[Signature]
Chair of college curriculum committee Date 1-8-09

[Signature]
Dean of college Date

For committee use only

[Signature]
For University Curriculum Committee Date 2-24-09

Action taken: ☒ approved as submitted ☐ approved as modified

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

Revised 09/07
Degree Progression Plan

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<td>AIS 201</td>
<td>American Indian Expression</td>
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Sophomore Year

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<td>AIS 202</td>
<td>Roots Fed American Indian Policy</td>
<td>AIS elective</td>
<td>See Catalog or Advisor</td>
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Junior Year

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Senior Year

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<tr>
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<td>See Catalog or Advisor</td>
<td>AIS 490C</td>
<td>Strategic Planning</td>
<td>3</td>
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<tr>
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<td>Fieldwork or Internship (Traditionally offered during summer before or after senior year)</td>
<td>AIS elective</td>
<td>See Catalog or Advisor</td>
<td>3</td>
</tr>
<tr>
<td>AIS 404</td>
<td>Strategic Analysis and Planning</td>
<td>GE</td>
<td>General Elective</td>
<td>1</td>
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<td>Minor or GE</td>
<td>See Catalog or Advisor</td>
<td>Minor or GE</td>
<td>See Catalog or Advisor</td>
<td>3</td>
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<td>LS</td>
<td>Liberal Studies</td>
<td>Minor or GE</td>
<td>See Catalog or Advisor</td>
<td>3</td>
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<tr>
<td>Total units</td>
<td>15</td>
<td></td>
<td></td>
<td>13</td>
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</tbody>
</table>

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

Liberal Studies Distribution blocks

Revised 09/07
<table>
<thead>
<tr>
<th>AHI (6 units)</th>
<th>SPW (6 units)</th>
<th>CU (6 units)</th>
<th>Science (7 units)</th>
<th>Additional 3 units to reach 35 total</th>
</tr>
</thead>
</table>

**PROGRAM INFORMATION**

Individualized coursework (AIS 408 and AIS 497) may be used toward your Applied Indigenous Studies Degree with prior written approval from your Applied Indigenous Studies faculty advisor and the Applied Indigenous Studies Department Chair. Only individualized coursework with an AIS prefix may be used. Individualized coursework includes the following: (AIS 408 Field Work 1-12 units maximum) and AIS 497 (Independent Study 1-6 units maximum). Students are highly recommended to plan on enrolling in AIS 408 during the summer term. Students must speak with a faculty advisor to arrange the AIS 408 coursework.

You may also use AIS 299, AIS 399 or AIS 499 toward your plan requirements. These are topics courses that provide in-depth study of an aspect, concept, or problem within this plan. May be repeated for a maximum of 6 units of credit. A grade of "C" or better is required in all coursework (42 units) applied toward this plan to earn your degree in Applied Indigenous Studies.

**GENERAL INFORMATION**

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

**CONTACT INFORMATION**

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

Department of Applied Indigenous Studies  
http://www.ais.nau.edu  
Social and Behavioral Sciences West Building (#70) Room 100  
PHONE: 928-523-6624 FAX: 928-523-5560  
Department Chair: Dr. Octaviana Trujillo  
Phone: 928-523-3498  
Email address d-ais@nau.edu

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

1. College
   Social and Behavioral Sciences

3. Academic Plan Name
   B.S. Applied Indigenous Studies

4. Subplan (if applicable)?

5. Effective Date
   FALL 2009

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

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

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

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

MAJOR REQUIREMENTS
You must take at least the following 45 units with a grade of C or better in each course:
- required core courses: AIS 101, 201, 202, 210, 304, 350, 404, and 408 (24 units)
- AIS 301W, which meets NAU's junior writing requirement (3 units)
- one of the following, chosen with your advisor's approval: ECO 201, CCJ 355, COM 305, JLS 440C, NUR 390, POS 303, PSY 230, PAS 355, SOC 355W and 365, STA 270, and CTE 340W (3-4 units)
- 12 units from AIS 232, 450, and 470; AIS 320 or POS 320; ANT 205, 301, 303, 306, 307, 351, 365, 406, 459, and 460; ARH 145; BIO 479; BME 570; CCJ 415; COM 301; ECO 425; ES 191, 215, and 356; FOR 270 and 370; HIS 280, 293, 368, 380, 381, 385, 386, 413, 414; NAV 101, 102, 201, 202, 303, 304W, 311, 312, 321, 405, and 406; REL 201, 380; SC 323 and 477; SOC 315; and other courses approved by the department chair, with no more than 4 units in any one course prefix
- AIS 490C, which meets NAU's senior capstone requirement (3 units)

MAJOR REQUIREMENTS
You must take at least the following 45 units with a grade of C or better in each course:
- required core courses: AIS 101, 201, 202, 210, 304, 350, 404, and 408 (24 units)
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- one of the following, chosen with your advisor's approval: ECO 201, CCJ 355, COM 305, JLS 440C, NUR 390, POS 303, PSY 230, PAS 355, SOC 355W and 365, STA 270, and CTE 340W (3-4 units)
- 12 units from AIS 290, 232, 450, and 470; AIS 320 or POS 320; ANT 205, 301, 303, 306, 307, 351, 365, 406, 459, and 460; ARH 145; BIO 479; BME 570; CCJ 415; COM 301; ECO 425; ES 191, 215, and 356; FOR 270 and 370; HIS 280, 293, 368, 380, 381, 385, 386, 413, 414; NAV 101, 102, 201, 202, 303, 304W, 311, 312, 321, 405, and 406; REL 201, 380; SC 323 and 477; SOC 315; and other courses approved by the department chair, with no more than 4 units in any one course prefix
- AIS 490C, which meets NAU's senior capstone requirement (3 units)

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

9. For undergraduate plans, will a milestone** be used to:
   ☐ a. verify satisfactory completion of a non course requirement.
   ☐ b. indicate admission to a major.
   ☒ c. will not be used.
** A Milestone is used to record 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.
    Add AIS 290 course to the major requirements to increase student options of courses.

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?
    No

Certifications

Department Chair/Unit Head (if appropriate) ___________________________ Date 12-5-08

Chair of college curriculum committee ___________________________ Date 1-8-09

Dean of college ___________________________ Date

For committee use only

For University Curriculum Committee ___________________________ Date 2-24-09

Action taken: ☒ approved as submitted ______ approved as modified

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

Revised 09/07
## Bachelor of SCIENCE
### APPLIED INDIGENOUS STUDIES
2009-2010 Undergraduate Catalog

### Degree Progression Plan

<table>
<thead>
<tr>
<th>1st term</th>
<th>Freshman Year</th>
<th>2nd term</th>
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<tbody>
<tr>
<td>AIS 101</td>
<td>Introduction to Indigenous Studies</td>
<td>AIS 201</td>
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<td>MAT xxx or ENG 105</td>
<td>Quantitative Reasoning or (FNRQ)</td>
<td>ENG 105</td>
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<td>NAU 100</td>
<td>Transition to College</td>
<td>LS</td>
</tr>
<tr>
<td>FS Seminar</td>
<td>Liberal Studies</td>
<td>LS</td>
</tr>
<tr>
<td>GE</td>
<td>General Elective</td>
<td>AIS/POS 210</td>
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<td><strong>Total units</strong></td>
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<thead>
<tr>
<th>3rd term</th>
<th>4th term</th>
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<tr>
<td>AIS 202</td>
<td>Roots Fed American Indian Policy</td>
</tr>
<tr>
<td>AIS elective</td>
<td>See Catalog or Advisor</td>
</tr>
<tr>
<td>LS</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td>Minor Course</td>
<td>See Catalog or Advisor</td>
</tr>
<tr>
<td>Statistics or Research</td>
<td>See Catalog or Advisor for list of Courses that meet requirement</td>
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<td><strong>Total units</strong></td>
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<tr>
<th>5th term</th>
<th>6th term</th>
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<tbody>
<tr>
<td>AIS 304</td>
<td>Indigenous-State Relations</td>
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<td>AIS 301W</td>
<td>Communication Skills for AIS</td>
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<tr>
<td>Minor Course</td>
<td>See Catalog or Advisor</td>
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<tr>
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<tr>
<th>7th term</th>
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<tr>
<td>Minor Course</td>
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<td>AIS 408</td>
<td>Fieldwork or Internship (traditionally offered during summer before or after senior year)</td>
</tr>
<tr>
<td>AIS 404</td>
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  - 6 units of diversity courses: [http://www4.nau.edu/aio/Articulation/DiversityCourses1.htm](http://www4.nau.edu/aio/Articulation/DiversityCourses1.htm)
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- Math placement: [http://www.cefs.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml](http://www.cefs.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml)

**CONTACT INFORMATION**

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

Department of Applied Indigenous Studies
Social and Behavioral Sciences West Building (#70) Room 100
PHONE: 928-523-6624      FAX: 928-523-5560
Department Chair: Dr. Octaviana Trujillo
Phone: 928-523-3498
Email address d-ais@nau.edu
<table>
<thead>
<tr>
<th>1. College</th>
<th>Social and Behavioral Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Academic Plan Name</td>
<td>B.A. Applied Indigenous Studies (Extended Major)</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>2. Academic Unit/Department</td>
<td>Applied Indigenous Studies</td>
</tr>
</tbody>
</table>

| 5. Effective Date | FALL 2009 |

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

*Plan changes must be accompanied by an updated 8 semester plan.
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: (http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)

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

**MAJOR REQUIREMENTS**
You must take at least the following 54-55 units with a grade of C or better in each course:
- required core courses: AIS 101, 201, 202, 210, 304, 350, 404, and 408 (24 units)
- AIS 301W, which meets NAU's junior writing requirement (3 units)
- one of the following, chosen with your advisor's approval: ECO 201, CCJ 355, COM 305, JLS 440C, NUR 390, POS 303, PSY 230, PAS 355, SOC 355W and 365, STA 270, and CTE 340W (3-4 units)
- AIS 490C, which meets NAU's senior capstone requirement (3 units)
- 21 units in one of the following cross-disciplinary emphases

**Applied Indigenous Cultural Resource Management Emphasis**
For this emphasis, you take the following 21 units with a grade of C or better in each course:
- AIS 232 (3 units)
- 18 units from ANT 102, 250, 351, 359W, 365, 459, and 460 (22 units)

**Applied Indigenous Economic Development Emphasis**
For this emphasis, you take the following 21 units with a grade of C or better in each course:
- ECO 284, 285, 325, and 425 (12 units)
- ACC 255, FIN 303, and MGT 303 (9 units)

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

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For this emphasis, you take the following 21 units with a grade of C or better in each course:
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For this emphasis, you take the following 21 units with a grade of C or better in each course:
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Applied Indigenous Environmental Management Emphasis
For this emphasis, you take the following 21 units with a grade of C or better in each course:
- ECO 325, ENV 181 and POS 359 (9 units)
- 12 units from AIS 320 or POS 320, PL 302 or 402W, POS 224, 250, 344, or 345

Applied Indigenous Environmental Science Emphasis
For this emphasis, you take the following 21 units with a grade of C or better in each course:
- AIS 380 (3 units)
- 12 units from ENV 181, 230, 280, or 385W
- FOR 230 (3 units)
- POS 359 (3 units)

Applied Indigenous Knowledge Emphasis
For this emphasis, you take the following 21 units with a grade of C or better in each course:
- FOR 230, 270, and 370; and AIS 450 and 470 (15 units)
- 6 units from FOR 222, 240, 380, and 382; PL 302; POS 344 and 359; and REL 380 and 391

Applied Indigenous Policy Administration Emphasis
For this emphasis, you take the following 21 units with a grade of C or better in each course:
- AIS 320; POS 224, 241, and 250; and ECO 425 (15 units)
- PL 201 or PR 272 (3 units)
- 3 units from POS 316, 317, 325, 326, 344, 345, 359, or 455; and CCJ 101 or 415

Applied Indigenous Politics and Movements Emphasis
For this emphasis, you take the following 21 units with a grade of C or better in each course:
- PL 302, POS 359, and ECO 325 (9 units)
- 12 units from PL 306, POS 320 or AIS 320, and POS 250, 314, 344, 356, 361, 455, and 480

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 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. Click here for more information.

Because these courses are available at NAU, we suggest that you fulfill this requirement with either Navajo or Spanish, depending on your career aspirations.

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 Applied Indigenous Studies Courses and Faculty.

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

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

Add AIS 290 course to the major requirements to increase student options of courses.

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?  
   No

Certifications

[Signature]
Department Chair/ Unit Head (if appropriate)  
[Signature]  
Chair of college curriculum committee  
[Signature]  
Dean of college  
[Signature]  
Date  
1-8-09  
Date

For committee use only

[Signature]  
For University Curriculum Committee  
[Signature]  
Date  
2-24-09

Action taken:  
Y 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 Arts
#### APPLIED INDIGENOUS STUDIES EXTENDED

#### 2009-2010 Undergraduate Catalog

#### Degree Progression Plan

#### Freshman Year

<table>
<thead>
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<th>1st term</th>
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<tbody>
<tr>
<td>AIS 101 Introduction to Indigenous Studies</td>
<td>AIS 201 American Indian Expression</td>
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<td>MAT xxx or ENG 105</td>
<td>MAT xxx or ENG 105</td>
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<tr>
<td>Quantitative Reasoning or (FNRQ)</td>
<td>Quantitative Reasoning or (FNRQ)</td>
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<tr>
<td>Critical Reading/Writing (FNRQ)</td>
<td>Critical Reading/Writing (FNRQ)</td>
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<tr>
<td>NAU 100 Transition to College</td>
<td>LS Liberal Studies (SCI:SAS)</td>
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<td>FY Seminar Liberal Studies</td>
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<td>GE General Elective</td>
<td>AIS/POS 210 Current American Indian Government</td>
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#### Junior Year

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<td>AIS 301W Communication Skills for AIS</td>
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<tr>
<td>AIS emphasis See Catalog or Advisor</td>
<td>LS Liberal Studies</td>
</tr>
<tr>
<td>LS Liberal Studies</td>
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#### Senior Year

<table>
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<tr>
<td>AIS emphasis See Catalog or Advisor</td>
<td>AIS 490C Strategic Planning</td>
</tr>
<tr>
<td>AIS 408 Fieldwork or Internship (Traditionally offered during summer before or after senior year)</td>
<td>AIS elective See Catalog or Advisor</td>
</tr>
<tr>
<td>AIS 404 Strategic Analysis and Planning</td>
<td>AIS emphasis See Catalog or Advisor</td>
</tr>
<tr>
<td>LS Liberal Studies</td>
<td>GE General Elective</td>
</tr>
<tr>
<td>GE General Elective</td>
<td>GE General Elective</td>
</tr>
<tr>
<td>Total units 14</td>
<td>Total units 14</td>
</tr>
</tbody>
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• Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
• Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
• Submit graduation application during 7th term.

Liberal Studies Distribution blocks

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<th>AH1 (6 units)</th>
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PROGRAM INFORMATION

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You may also use AIS 299, AIS 399 or AIS 499 toward your plan requirements. These are topics courses that provide in-depth study of an aspect, concept, or problem within this plan. May be repeated for a maximum of 6 units of credit. A grade of "C" or better is required in all coursework (42 units) applied toward this plan to earn your degree in Applied Indigenous Studies.

GENERAL INFORMATION

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• Honors students complete different requirements to meet NAU’s Liberal Studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
• Students should see an academic advisor regularly to confirm their academic progress.
• Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
• All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: [http://www4.nau.edu/Articulation/LScourselist.htm](http://www4.nau.edu/Articulation/LScourselist.htm)
  - 6 units of diversity courses: [http://www4.nau.edu/Articulation/DiversityCourseList.htm](http://www4.nau.edu/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](http://www.nau.edu/comp/placement.html)
• Math placement: [http://www.cefnsl.nau.edu/Academic/Math/studentinformation/Placement/Placement.shtml](http://www.cefnsl.nau.edu/Academic/Math/studentinformation/Placement/Placement.shtml)

CONTACT INFORMATION

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

Department of Applied Indigenous Studies [http://www.ais.nau.edu](http://www.ais.nau.edu)
Social and Behavioral Sciences West Building (#70) Room 100
PHONE: 928-523-6624 FAX: 928-523-5560
Department Chair: Dr. Octaviana Trujillo
Phone: 928-523-3498
Email address [dl-ais@nau.edu](mailto:dl-ais@nau.edu)

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

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<tr>
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<tbody>
<tr>
<td>3. Academic Plan Name</td>
<td>B.S. Applied Indigenous Studies (Extended Majors)</td>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
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6. Is this proposal for a:
   - [ ] New Plan
   - [x] Plan Change*
   - [ ] New Subplan
   - [ ] Subplan Change
   - [ ] Subplan Deletion

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

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

Major Requirements
You must take at least the following 54-55 units with a grade of C or better in each course:
- required core courses: AIS 101, 201, 202, 210, 304, 350, 404, and 408 (24 units)
- AIS 301W, which meets NAU’s junior writing requirement (3 units)
- one of the following, chosen with your advisor’s approval: ECO 201, CCJ 355, COM 305, JLS 440C, NUR 390, POS 303, PSY 230, PAS 355, SOC 355W and 365, STA 270, and CTE 340W (3-4 units)
- AIS 490C, which meets NAU’s senior capstone requirement (3 units)
- 21 units in one of the following cross-disciplinary emphases

Applied Indigenous Cultural Resource Management Emphasis
For this emphasis, you take the following 21 units with a grade of C or better in each course:
- AIS 232 (3 units)
- 18 units from ANT 102, 250, 351, 359W, 365, 459, and 460 (22 units)

Applied Indigenous Economic Development Emphasis
For this emphasis, you take the following 21 units with a grade of C or better in each course:
- ECO 284, 285, 325, and 425 (12 units)
- ACC 255, FIN 303, and MGT 303 (9 units)

Applied Indigenous Environmental Management Emphasis
For this emphasis, you take the following 21 units with a grade of C or better in each course:
- ECO 325, ENV 181 and POS 359 (9 units)
- 12 units from AIS 320 or POS 320, PL 302 or 402W, POS 224, 250, 344, or 345

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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Applied Indigenous Cultural Resource Management Emphasis
For this emphasis, you take the following 21 units with a grade of C or better in each course:
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- AIS 290 (3 units)
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- 12 units from AIS 320 or POS 320, PL
**Applied Indigenous Environmental Science Emphasis**
For this emphasis, you take the following 21 units with a grade of C or better in each course:
- AIS 380 (3 units)
- 12 units from ENV 181, 230, 280, or 385W
- FOR 230 (3 units)
- POS 359 (3 units)

**Applied Indigenous Knowledge Emphasis**
For this emphasis, you take the following 21 units with a grade of C or better in each course:
- FOR 230, 270, and 370; and AIS 450 and 470 (15 units)
- 6 units from FOR 222, 240, 380, and 382; PL 302; POS 344 and 359; and REL 380 and 391

**Applied Indigenous Policy Administration Emphasis**
For this emphasis, you take the following 21 units with a grade of C or better in each course:
- AIS 320; POS 224, 241, and 250; and ECO 425 (15 units)
- PL 201 or PR 272 (3 units)
- 3 units from POS 316, 317, 325, 326, 344, 345, 359, or 455; and CCJ 101 or 415

**Applied Indigenous Politics and Movements Emphasis**
For this emphasis, you take the following 21 units with a grade of C or better in each course:
- PL 302, POS 359, and ECO 325 (9 units)
- 12 units from PL 306, POS 320 or AIS 320, and POS 250, 314, 344, 356, 361, 455, and 480

**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 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. Click here for more information.

Because these courses are available at NAU, we suggest that you fulfill this requirement with either Navajo or Spanish, depending on your career aspirations.

**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 Applied Indigenous Studies Courses and Faculty.

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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.

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

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

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

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


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

   Add AIS 290 course to the major requirements to increase student options of courses.

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?
   No
Certifications

Department Chair/Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

Date

Date

Date

Date

For committee use only

For University Curriculum Committee

Action taken: X 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
### APPLIED INDIGENOUS STUDIES EXTENDED
#### 2009-2010 Undergraduate Catalog
#### Degree Progression Plan

<table>
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<tr>
<th>Freshman Year</th>
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<td>AIS 101</td>
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<td>MAT 114 or ENG 105</td>
<td>Quantitative Reasoning or Critical Reading/Writing</td>
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<tr>
<td>NAU 100</td>
<td>Transition to College</td>
<td>1</td>
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<tr>
<td>FT Seminar</td>
<td>Liberal Studies</td>
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<td>GE</td>
<td>General Elective</td>
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<td>AIS 202</td>
<td>Roots Fed American Indian Policy</td>
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<td>AIS elective</td>
<td>See Catalog or Advisor</td>
<td>3</td>
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<tr>
<td>LS</td>
<td>Liberal Studies</td>
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<tr>
<td>AIS emphasis</td>
<td>See Catalog or Advisor</td>
<td>3</td>
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<tr>
<td>Statistics or Research</td>
<td>See Catalog or Advisor for list of Courses that meet requirement</td>
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<td>AIS 304</td>
<td>Indigenous-State Relations</td>
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<td>AIS 301W</td>
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<th>Senior Year</th>
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<tr>
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<td>See Catalog or Advisor</td>
<td>3</td>
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<td>3</td>
</tr>
<tr>
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<td>Liberal Studies</td>
<td>3</td>
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<tr>
<td>GE</td>
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- Math placement: [http://www.cefs.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml](http://www.cefs.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml)

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EMAIL: shs.advisor@nau.edu

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PHONE: 928-523-6624 FAX: 928-523-5560
Department Chair: Dr. Octaviana Trujillo
Phone: 928-523-3498
Email address d-ais@nau.edu

Revised 09/07
University Curriculum Committee
Proposal for New Course

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

   See effective dates schedule.

3. College Social & Behavioral Sciences
   4. Academic Unit /Department Geography, Planning & Recreation

5. Course subject/catalog number PRM 446
   6. Units/Credit Hours 3

7. Long course title Protected Area Management
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Protected Area Management

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

   This course explores “protected area management” of lands in the United States and internationally. Focus of the course is on PLACE (the image), legal and legislative PROCESS, and resource PROTECTION.

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

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

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

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

14. Prerequisites (must be completed before proposed course) na
3. Corequisites (must be completed with proposed course)  na

16. Is the course needed for a new or existing plan of study (major, minor, certificate)?
   Name of plan?  
   Grand Canyon Semester & Wildland Recreation Mgmt. Emphasis 
   
   Note: If required, a new plan or plan change form must be submitted with this request.

17. Is a potential equivalent course offered at a community college (lower division only)?
   If yes, does it require listing in the Course Equivalency Guide?
   Please list, if known, the institution and subject/catalog number of the course

18. Names of current faculty qualified to teach this course: Pam Foti, Aaron Divine, Annette McGivney

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

   This course will be a core class in NAU's Grand Canyon Semester. In addition, the course will be part of the Parks and Recreation Management’s “wildland emphasis area”. In addition, the course may be of interest to students in Forestry, Geography, Public Planning, and Environmental Studies.

For Official AIO Use Only: 
Component Type 
Consent 
Topics Course
35. Approvals

<table>
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<tr>
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<th>Date</th>
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<tr>
<td>Department Chair (if appropriate)</td>
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<tr>
<td>Chair of college curriculum committee</td>
<td>1/28/09</td>
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<td>Dean of college</td>
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For Committees use only

<table>
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<tbody>
<tr>
<td>For University Curriculum Committee</td>
<td>2-24-09</td>
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Action taken:

- [ ] Approved as submitted
- [ ] Approved as modified

Course description:
Please attach Syllabus here.

PRM 446: Protected Area Management
(3 credit hours)

Course Information:
Class/Field Instructors: Pam Foti, Ph.D.
Room 260 SBS-West (Building #70)
523-6196 wk/527-0242 hm
Office Hours: TBA and by appointment (lots of time available)!
Pam.Foti@nau.edu

Annette McGivney, MLS
Room 315 School of Communications (Building #16)
523-2646 wk/774-2377 hm
Office Hours: TBA
Annette.McGivney@nau.edu

Field Instructors: Aaron Divine, MS John Lynch
Room 268 SBS-West (Building #70) Room 257
523-7835 523-
Office Hours: TBA Office Hours: TBA
Aaron.Divine@nau.edu & John.Lynch@nau.edu

Class Time: TBA
Class Location: SBS Room 204
Field Work: Dates/Location TBA

College: Social and Behavioral Sciences
Department: Geography, Planning, and Recreation
Semester: Fall, 2009
Credit Hours: 3

Course Prerequisites: None

Course Description:
The purpose of this course is to explore the concepts of protected area management in the United States and internationally (such as wilderness areas, areas of critical environmental concern, research natural areas, and other areas managed or designated for wilderness/wild characteristics) as a physical PLACE (the image), as a legal and legislative PROCESS in the country's culture, and as a resource to both manage and PROTECT (the reality of designation, use, and management).
Student Learning Expectations/Outcomes for this Course:
Critical thinking skills and oral presentation skills related to protected area management domestic and international.

Course Structure/Approach:
This course will include 3 hours of lecture/week and 5 days of field work in a wildland setting. Students will have homework assignments, quizzes, and/or readings each week; readings and homework will be discussed during the class period. The major course assignments include an international protected area overview, wildland field work experience, and wildland research poster and presentation.

Course Text and Readings:
(Note: Selected chapters will be provided or posted to the Cline Library Reserves)

4. Other articles to be assigned.

Course Outline
The course will begin with a broad exploration of historical and current concepts related to the "idea" of wildlands, the meaning of wildlands to the individual, and wildlands as a PLACE. This section of the course will also include an exploration of wildland values and allow the student to explore their personal connection and perception to the concept of wildlands as a PLACE.

In the PROCESS section of the course, the unfolding of the drama related to the American wilderness and protected areas will be shared. The series of compromises which eventually ended in the passage of The Wilderness Act (1964) and similar legislation for managing or designating protected areas will be explored. Finally, process will relate to the pen and paper technicalities of protected area designation and the challenges of "using" a resource designated for protection. In addition, international protected area management will be explored.

During the PROTECTION section of the course, the course will focus on protected area planning, management, and monitoring. The primary planning and management techniques will be introduced along with protected area management
issues, concerns, and future challenges. A focus on Recreation Ecology will be included in the final section of the course.

Course Schedule

Week #1:
- Class Orientation
- Instructor Outdoor Introductions (Pam and Annette)
- Syllabus/Assignments Review
- 5-Day Field Experience Overview
- Packing Your Pack the CBS Way
- Expedition Behavior for the Backcountry Traveler
- Cook Group/Tent Mate/Micro-Teach Sign-Up

Week #2:
- Student Outdoor Introductions I
- Place: The Wildland Idea
- Wilderness & the American Mind Assignment

Week #3:
- Student Outdoor Introductions II
- Place: The Wildland Idea
- STUDENT INFO/HEALTH WAIVER DUE

Week #4:
- Place: Wild Connections & Perceptions
- Field Class; Dutch Oven Cooking

Week #5:
- Place: Wildland History & Agencies
  “Wild by Law”

Week #6:
- Protected Area Process: The Wilderness Act Assignment
- The Themes and Values of Wilderness
- Wilderness Lands and Agency Overview
- USFS Guest Instructor

Week #7:
- Protected Area Process: ACEC’s and Research Natural Areas
  David Brower Movie

Week #8:
- Protected Area Process: International Protected Areas
  International Protected Area Assignment I
Week #9:
Protected Area Process: International Protected Areas
International Protected Area Assignment II

Week #10:
Field Experience (5 Days)
Natural & Cultural Micro-Teaches

Week #11:
Wildland Protection: Planning and Management Techniques
Wildland Reflective Journal Due

Week #12:
Wildland Protection: Recreation Ecology I

Week #13:
Wildland Protection: Recreation Ecology II

Week #14:
The Future of Protected Area Management
Users Statistics and Trends

Week #15:
Wildland Research Paper Poster/Presentation DUE

COURSE ASSIGNMENTS
Student Outdoor Introductions 25 pts.
Wilderness & the American Mind Assignment 20 pts.
Homework Assignments (six TBA) 60 pts.
In-Class Quizzes (six unannounced) 60 pts.
The Wilderness Act Assignment 10 pts.
International Protected Area Overview 60 pts.
Wildland Field Experience 50 pts.
Wildland Reflective Journal 20 pts.
Natural & Cultural Micro-Teach 30 pts.
Wildland Research Paper Poster 75 pts.
TOTAL POINTS: 410 pts.

COURSE GRADING
93 - 100 A 381-410 pts.
82 - 92 B 336-380 pts.
71 - 81 C 291-335 pts.
60 - 70 D 246-290 pts.
Below 60 F Below 210 pts.

PRM 446: Protected Area Management
COURSE ASSIGNMENTS

1). Assignments To Be Discussed/Distributed In-Class:
Wilderness & the American Mind Assignment 20 pts.
Homework Assignments (10 pts. Each) 60 pts.
In-Class Quizzes (10 pts. Each) 60 pts.
The Wilderness Act Assignment 10 pts.

Wildland Field Experience 50 pts.
Wildland Reflective Journal 20 pts.
Natural & Cultural Micro-Teach 30 pts.

Field Experience Note:
It is expected that you will follow the field groundrules and behave in a way which displays positive expedition behavior, creates an inclusive environment, and adheres to safety rules and regulations related to backcountry travel. It is expected that you will pack the appropriate gear (as per the Gear List) to protect yourself in the backcountry and be prepared for inclement weather. Please be prepared to accept the challenges which the environment will present to us and to practice Leave No Trace in a responsible manner. We will work as a team in the field and support each other in our physical, intellectual, spiritual, and emotional endeavors.

2). Student Outdoor Introductions
DUE:
Value: 25 points

The objective of this assignment is to allow each member of our class a short period of time to discuss their outdoor experiences, their outdoor goals, their outdoor dreams, and your relationship to the "wild" environment. The instructors will provide an example of the outdoor introductions. Each student will have 10 minutes to discuss the following topics:

What outdoor activities do you currently pursue?
Give a brief overview of "select" outdoor experiences!
Discuss your personal level of "risk taking" behavior. Is adventure a necessary part of your life?
What personal benefits do you gain from outdoor experiences?
What are your outdoor goals and dreams for the future?
Explain your connection with the natural world. What environment do you consider to be your "place"?

Visuals are highly encouraged!
Grading:
Time: 10 points
Visuals: 5 points
Effort/Content: 10 points
3). Natural & Cultural Micro-Teach
   DUE:
   Value: 30 points

Each student will have the opportunity to sign-up either individually OR with a partner to complete a micro-teach in the field. Micro-teach topics include natural and cultural history. Specific topics include:

- Flora of the Area
- Mammals and Birds of the Area
- Reptiles, Amphibians, and Insects of the Area
- Indigenous Peoples of the Area
- Modern History of the Area
- The Night Sky
- Geology of the Area
- Weather and Climate of the Area
- Resource Management of the Area Today

You OR you and your micro-teach partner are expected to prepare and present a presentation on the assigned topic. Your presentation will occur in the field. The use of field material and field examples is highly encouraged.

   One Person Micro-Teaches = 20 minutes
   Two Person Micro-Teaches = 30 minutes

FYI: IT IS BEST TO PREPARE FOR YOUR MICRO-TEACH BEFORE LEAVING FLAGSTAFF!

This is your opportunity to show your outdoor education skills and to facilitate additional learning during our travels. Use your imagination, be creative, and have fun. We all want to learn more about the area we will be visiting!

Grading Criteria:
* Obvious Preparation (5 pts.)  Presentation Skills (5 pts.)
* Time (5 pts.)  Enthusiasm and Interest (5 pts.)
4). Wilderness Reflective Journal
   DUE: 20 points
   Value: 20 points

   What did you learn? What did it mean? How did you connect? These are only a few of the possible questions that could be addressed in a reflective journal.

   For this assignment, you are asked to keep a reflective journal while in the field for our wildland journey. There needs to be a journal entry for each day, while there is no specific length of a daily entry, it must be obvious to the instructors that you put significant effort into the assignment.

   Do not focus on the details of what happened each day, rather, spend your time reflecting on the relationship between the experience and you. Creative writings, drawings, and poetry are very welcomed.

5). International Protected Area Presentation
   Protected Area Name DUE: 60 points
   Overview DUE:
   Total Value: 60 points

   Select a Protected Area in a country outside the United States. Recognize that you will need significant information related to the area. Please contact the instructors if you have any questions or if you need assistance in choosing your site.

   Prepare a 10 minute verbal presentation on your international wildland area to share with the class AND a written report to hand-in to the instructor. Visuals during your oral presentation are necessary!

   Your wilderness area overview (presentation and report) should include the following information:
   (Presentation Time: 10 minutes; Report Length 2-3 pages, single spaced)

   1. Name of the area and country.
   2. Location of the area and a small MAP.
   3. Date of Designation.
   4. Who manages the area?
5. Primary resources/VALUES for protection in area - what were the reasons for designation?

7. Protected area description: (to include)
   A. Size (acres)
   B. Recreation Activities
   C. Staff Size
   D. On-Site Fees/Permits
   E. Elevation and Landform of the Site
   F. Major Fauna
   G. Major Flora
   H. Major Geology
   I. Climate
   J. Water Resources
   K. Trails
   L. Special Resources On-Site
   M. Visual Representation of the Site - What does it look like? (Photo)

8. Any visitor information you can gather: numbers, types, primary visitation times.
9. Management Goals/Planning Info
10. Future threats to the protected area.
11. Why did you choose this protected area?

Grading:  Site Name Handed-In On-Time (10 points)
          Time (10 points)
          Content (20 points)
          Effort (10 points)
          Visuals (10 points)

   DUE:  Value: 75 points
   
   Citation Due:  (5 points)
Using the list of journals and sources noted below, go to Cline Library (or use the internet) and select a research paper which deals with WILDLAND MANAGEMENT (the research must be focused on wildland management, planning, or designation. The CITATION of your wilderness paper will be due in-class on (we want to avoid duplicate articles).


Prepare a POSTER for presentation AND a 7 minute oral presentation of the research paper to present to the class. Your poster/presentation should cover the following areas:

A. Paper citation
B. Study Overview/Methods (what did they want to do and how did they do it?)
C. Study Results (what did they find out?)
D. Study Discussion (how did the study impact the management, use, or designation of wilderness?)
E. Study Conclusion (how did the study advance our knowledge base of wilderness?)
F. Recommendations for future research based on this study.

Possible Sources:
Wilderness.Net
International Journal of Wilderness
Journal of Parks and Recreation Administration
Journal of Leisure Research
Journal of Forestry
Journal of Soil and Water Conservation
Environmental Management

Grading:
- Citation DUE (5 points)
- Study Overview (10 points)
- Study Results (5 points)
- Study Discussion (10 points)
- Recommendations (5 points)
- Effort (10 points)
- Presentation (10 points)
- Poster (20 points)
NOTE:
Plagiarism is the practice of claiming or implying original authorship of (or incorporating material from) someone else's written or creative work, in whole or in part, into one's own without adequate acknowledgment. Plagiarism is considered academic dishonesty at NAU and offenders in PRM 446: Protected Area Management will fail the course.

WILDLAND FIELD WORK GROUNDRULES

1. Possessing or being under the influence of illegal drugs or alcohol is inappropriate behavior for the field work. Drugs and alcohol are directly related to risk management, safety, and expedition behavior issues. Please refrain from the use of these substances while in the field. Use of alcohol or illegal drugs while in the field may result in immediate expulsion from the course and an "F" grade for the course.

2. CD and DVD players are not recommended for the field. Please leave these items behind with your personal gear. Let's keep the wilderness QUIET.

3. Please show up ON TIME for class sessions and group debriefings. We cannot begin until everyone is present and it is impolite (poor expedition behavior) to ask everyone to wait.

4. During class sessions or group debriefings, please feel free to ask questions, disagree, contribute your experiences, opinions, etc. We would prefer that any class sessions be less lecture-oriented and more discussion-oriented.

5. During the classes and in the field we will be teaching and using the NOLS & Wilderness Education Association (WEA) approach to minimum impact camping (LNT). While you may have used other methods in the past, we ask that you keep an open mind during this class and try our approach.

6. Your safety is our first concern while in the field. Please inform the instructors if you are leaving the camp/group area. Also, inform the instructors or leader if you are feeling ill or have an injury.

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7. Each person has personal feelings and beliefs regarding racial, gender, ethnic origin, etc. differences. In this class and in the field we ask participants to tolerate differences and similarities in others. Please avoid jokes and statements which might hurt the feelings of another participant. We have to work together on this course; there will be many forces trying to tear us apart.

8. Equipment abuse is not appropriate. If you have a question about how something works or how to adjust something, please ask. Respect your equipment...your life depends on it!

9. Environmental abuse will not be tolerated. It is inappropriate to throw anything on the ground and leave it there. If you drop it, pick it up. If you spill it, clean it up. Do not add any substance to the water sources. As a group, our goal will be to leave every site we visit in the same or better condition than when we arrived.

10. The field experience will be a tobacco smoke-free environment. No smoking. Spitting chew on the ground in the field is also inappropriate - if you chew, carry the spit out in a bottle/ziplock.

11. WATCH YOUR LANGUAGE IN THE FIELD; SWERING IS INAPPROPRIATE FIELD BEHAVIOR, as are inappropriate topics of conservation.

WILDLAND FIELD WORK HAZARDS

A primary focus while in the field will be safety. It is extremely important that you remain alert and cautious while traveling in wild areas. While on the outdoor experience, there are several hazards that you need to consider:

1. Rattlesnakes - there will be rattlesnakes. Keep your ears and eyes open. Yield to them. Check shaded spots when it's hot outside and sunny spots when it's cool outside. Watch where you put your hands and feet. BE AWARE.

2. Dehydration - you need to drink 2-4 quarts of water each day. This is especially important when we are camped near a water source. We may have a dry camp and on this night you will have a little less water to use. Monitor your urine -- dark yellow urine usually means you're not drinking enough water.

3. Heat Exhaustion - it may be in the 90's during the days. It is possible that you may become overheated while hiking in this heat (in most cases we will avoid exertion during the hottest part of the day). Symptoms: pale/clammy skin, profuse
perspiration, tiredness/weakness, headache, nausea, dizziness. Let the leaders know if you begin to feel too hot.

4. Sun Burn - there will be lots of sun. Try to keep out of the sun, cover your skin, or protect your skin with sunscreen. Sunburns out in the backcountry are very uncomfortable -- especially when you're carry a backpack...ouch!!

5. Scorpions - we will probably see some scorpions. You will find them in sandy, warm areas. Also, check your shoes and gear in the morning. The sting will not kill you, but it will be very painful. KEEP YOUR EYES OPEN. Watch where you sit!

6. Red Ants - we will definitely see red ants. They are very numerous in the popular camping areas and they are annoying. They will bite and the bite will sting for several hours (again, you won't die and you probably won't get sick). When we're in a red ant area -- watch where you sit and watch for things crawling up your legs. Avoid spilling food on the ground!!!

7. Fooling Around - have fun, but think before you do something. Almost any injury that you receive in a backcountry area is potentially dangerous. You will have a great deal of latitude to explore in camp areas; use good judgement in hiking, climbing, and exploring. Note: Stay away from steep canyon walls and edges - you can fall in and be killed - BE CAREFUL OUT THERE.

8. Hypothermia - hypothermia may be defined as an overall lowering of the body's core temperature. It is one of the greatest killers of unprepared outdoor recreationist. Signs include uncontrollable shivering, slurred/slow speech, labored or shallow breath, and, eventually, a faint heartbeat. The victim may appear mentally confused and comment that "nothing's wrong with me". Watch others and watch yourself! Treat hypothermia by (1) adding heat and (2) sharing your heat.
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.

   Fall, 2009

3. College  SBS  4. Academic Unit /Department  Communication

5. Course subject/catalog number  EMF 325  6. Units/Credit Hours  3

7. Long course title  Post Production (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)  Post Production

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

Post Production explores the more advanced aspects of video editing including: editing styles and techniques, professional non-linear editing technology, preparing for the edit, and creating video DVDs.

10. Grading option: 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)  EMF 225

15. Corequisites (must be completed with proposed course)

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes □ x no □
   Name of plan? Electronic Media and Film, Entertainment Emphasis, Production Track

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

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322 1
17. Is a potential equivalent course offered at a community college (lower division only) yes x
   No □ □
   If yes, does it require listing in the Course Equivalency Guide? yes □ □
   Please list, if known, the institution and subject/catalog number of the course __________

18. Names of current faculty qualified to teach this course: Brandon Neuman, Kurt Lancaster, Charlie Hicks, Norm Medoff

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

   This course will allow students in the EMF program the opportunity to learn more advanced editing and post production techniques and practices. Strong editing and post-production skills are a critical part of any professional video or media production.

   Currently the EMF program has only one class (EMF 225) that introduces students to the basic editing techniques for approximately 3-4 weeks. We offer many other classes that focus on the Pre-production and production phases, but there is currently no class being offered which focuses solely on the post-production phase. In order to effectively work in any of the various parts of the production industry the students must have a strong understanding of what takes place during post-production. They must also be proficient in the operation of the professional post-production editing software systems including Final Cut Pro and Avid.

35. Approvals

   
   Department Chair (if appropriate) Date

   Chair of college curriculum committee Date

   Dean of college Date

: Committees use only
Please attach Syllabus here.
Northern Arizona University
School of Communication
Social and Behavior Science

Post-Production
EMF-325

*Semester offered:* Fall

*Class meetings:*
T, Th 2:20 - 3:45 p.m.
Building 16, Room – 242

*Credit Hours:* 3

*Instructor:* Brandon Neuman, M.Ed

*Office and Office Hours:*
Office: Building 16, Room – 101F, located in the Student Media Center
Hours: 9:30am – 11 am M, W.
An appointment is suggested if a meeting time is required outside of the regular office hours. Students are always welcome to drop in anytime outside of the regular office hours, but I can’t guarantee that I will be in my office or I may not be available to meet at that time.

*Course Pre-requisites:* EMF 225

*Course Description:*
Post Production explores the more advanced aspects of video editing including: editing styles and techniques, professional non-linear editing technology, preparing for the edit, and creating video DVDs.

*Learning Outcomes:*
Upon completion of this course each student should be able to demonstrate the intended competencies:
- An understanding of the two main styles of professional film/video editing.
- Demonstrate professional editing techniques.
- Demonstrate the procedures that are used when preparing to edit.
- Be able to identify and operate the specific hardware and software tools that are used in professional film, video, and audio editing.
- Be able to critique and evaluate editing styles and techniques.

*Course Structure/approach:*
Practice: Effective, post-production skills are a necessity that electronic media students will use as a foundation upon which to build their future production skills and practices. One of the primary goals of this course is to instruct in and provide opportunities to create high quality television programming. Television production students will also gain a working understanding of the operation and integration of various types of digital non-linear editing
equipment. Throughout the semester students will work on four practical editing projects, which will allow them to strengthen their professional post-production editing skills. The practice and experience provided in this course is based on professional editing software platforms and professional editing techniques.

**Theory:** What we see and hear in the electronic media is not by chance. Every detail of the broadcast operation and aesthetic decisions is controlled and manipulated. Post-production students will be introduced to the aesthetic skills and decision-making strategies that are used when producing various forms of television and electronic media.

**Required materials:**


At least 5 high quality (Sony, Panasonic, TDK, etc) mini DV tapes

At least 2 blank DVD-R discs

Supplementary Readings: As Assigned

**Course Documents and Communication:**
All course documents and handouts will be distributed using the NAU Vista online learning environment. Any course announcements will also be posted on Vista. Please check the Vista site for this course regularly for any changes or handouts.
Vista address:  http://vista.nau.edu

**Assignments:**
Post-Production Assignments: Each Student will work on four practical post-production assignments. These production assignments will focus on different aspects of television post-production. Separate assignment sheets will be handed out for each assignment.

Exams: Two exams will be given to ensure that the student is progressing through and understanding the class discussions and assigned readings.

**Written Work:**
All written work must be typed or word-processed on one side of 8 ½ x 11 inch plain white paper. Every page must include your name and the assignment title in the upper right or left hand corner. Staple all pages together. Do not use any type of report cover. Title pages are expected (name, date, class number/section number, assignment title, instructor name, course title).

Emailed work will only be accepted with prior approval from the instructor.

Projects: Projects should be turned in on time. Written materials that are to be included are expected to be in format (see above). All video work should include the following: turned in on Mini DV tape, labeled, and cued to the appropriate spot.
Standards:
All written or other assignments will be graded against collegiate and professional standards rather than against the performance of other students in the class. Mechanical correctness is required, and points will be deducted for spelling, grammatical, and other usage errors.

Attendance Policy:
Attendance and participation are essential to your success. Role will be taken at each class meeting. Three unexcused absences will result in a reduction of your overall grade by one full letter grade. Every two additional unexcused absences thereafter will result in your grade being further reduced by another full letter grade. University excused absences will be honored and will not result in any grade deficit.

Students who miss class due to excused, or unexcused absences are solely responsible and accountable for catching up on the material covered, handouts/instructions, and any course schedule changes that occur during the absence. If you are absent, it is your responsibility to contact the instructor or check on Vista to get any handouts, assignments, and any course schedule changes.

Academic Dishonesty Policy:
Academic dishonesty will not be tolerated in any Electronic Media and Film class. The actions that constitute a violation of the academic dishonesty policy include cheating, plagiarizing, and the submission of work that was not originally done by the student. Anyone who is found in violation of the academic dishonesty policy will face a series of possible consequences including receiving a “0” on the assignment, possibly receiving an “F” in the course, and/or possible suspension from the University.

Late Homework Policy:
If assigned homework is not turned in on the posted due date, the student will receive a reduction in the assignment grade. Each day that the homework assignment is late will result in a reduction of one letter grade per day. Late homework will not be accepted after it is more that 4 days past the original due date. Under certain circumstances the instructor may allow for homework to be turned in late. The student must make arrangements with the instructor before the homework is due.

Materials due on the day of the final class meeting (ex. final exams, projects, etc.) will not be permitted to be completed or turned in late for any reason unless a serious and compelling justification exists. If such scenario is acknowledge, the student will be given 48 hours from the time the assignment was originally due to deliver the assignment to the instructor. After this time period, no assignments will be considered for any credit and the student’s final grade will be calculated based on completed work. The instructor reserves the right to determine exactly what constitutes “excusable”, “serious”, “compelling”, and “justification” in the preceding regulations concerning due dates.
Test Policy:
Tests may only be taken on the day the test is assigned. If a test is missed without the student contacting the instructor, the student will not be able to makeup the missed test. If a student has a verifiable emergency or has contacted the instructor before the test date, a make up test will be allowed.

Grading:
All grading is completed using a pre-determined criterion on a range system. No grades will be calculated based on a statistical “curve” of means. Every effort is made to ensure the grading process in this course is as fair as possible.

Final grades are calculated by dividing the total number of points earned by the total number of points possible.

Grade Ranges:
- 90% - 100%  A
- 80% - 89%  B
- 70% - 79%  C
- 60% - 69%  D
- 0% - 59%  F

Percentage calculations are rounded from tenths as follows: (.4 rounds down; .5 rounds up) to the nearest whole point. Ex: an 89.5 would be rounded to 90, the final grade an A; an 89.4 would be rounded to 89, the final grade a B.

All assignments are graded on pre-determined specific criterion, listed on assignment sheets. Points will be assigned on a range basis for each criterion.

If you have any questions about the criterion for grading on an assignment, contact the instructor before completing the assignment.

If you disagree with a grade you have received please do the following:

1. Re-read the assignment
2. Re-read the instructor’s comments
3. Prepare a written justification for your grade challenge
4. Make an appointment to discuss the grade with your instructor

Course Grades:
- 2-Exams – Each exam is worth 100 points.
- 3-- Assignment #1, #2, #3  30 points
- 1--Assignment #4  100 points

Total points possible – 390
**University Policy Statements:**
The instructor respects and is under the authority of the following Policy Statements of Northern Arizona University: The Safe Environment Policy; The NAU Students with Disabilities Policy; The Institutional Review Board Policy; and the University Policy on Academic Integrity. Upon student request, the instructor is required to provide students with copies of these policy statements.

**Friendly Notes:**
This class is a fast paced, labor intensive, and requires a great deal of outside class time. If you are running a tight schedule this term, consider your limitations. You will be expected to spend at least two hours of homework time per hour of in-class time.

Each student will be required to have a prior understanding of the operation of professional ENG/EFP equipment. Each student will be required to use professional cameras, audio gear, tripods, and their respective techniques to complete the assigned projects.

Group / Team work is mandatory in this class. If you are not ready to be a team player, reconsider your objectives.

Electronic production equipment is extremely expensive and delicate. Any student who is discovered knowingly in violation of standard operating procedure with any unit of equipment will immediately lose all equipment access in the School of Communication for the remainder of the current term.
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<th>Date</th>
<th>Chapters</th>
<th>Topic</th>
<th>Assignment</th>
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<td>Course introduction</td>
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<td>8/26</td>
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<td>Historical overview of editing</td>
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<td>Editing styles</td>
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<td>Editing styles continued…</td>
<td>Assignment #4 Assigned</td>
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<td>Preparing for and shooting for the edit.</td>
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<td><strong>Week 2</strong></td>
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<td>Preparing for and shooting for the edit.</td>
<td>Assignment #1 assigned</td>
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<td>Computer hardware and equipment</td>
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<td>Network based editing environments</td>
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<td>9/11</td>
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<td>Introduction to Avid Editing Software</td>
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<td>Meet in Edit Suite A</td>
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<td>9/16</td>
<td>Chapter 2</td>
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<td>Assignment #4 Concept and Proposal Due</td>
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<td>Meet in Edit Suite A</td>
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<td>9/18</td>
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<td>Assignment #4 concept pitch.</td>
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<td>Week 5</td>
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<td>Edit Work Day - Assistance available in edit bays. Class does not formally meet</td>
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<td>9/23</td>
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<td>Watch and critique of assignment #1</td>
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<td>Exam #1 Review</td>
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<td>10/2</td>
<td>Kauffmann</td>
<td>Editing Techniques / Tips</td>
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<td></td>
<td>Chapter 5</td>
<td>Types of shots</td>
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<td>Editing Techniques / Tips</td>
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<td>10/7</td>
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<td>Manipulation of Time</td>
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<td>Transitions</td>
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<tr>
<td>10/9</td>
<td>Kauffmann</td>
<td>Editing Techniques / Tips</td>
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<td>Chapter 8</td>
<td>Tips cont.</td>
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<td>Audio editing tips and techniques</td>
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<td>Avid training II more advanced techniques</td>
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<td>10/14</td>
<td>Kauffmann</td>
<td>Class meets in edit suite A</td>
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<td></td>
<td>Chapter 11</td>
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<tr>
<td>10/16</td>
<td></td>
<td>Avid training II more advanced techniques</td>
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<td>10/21</td>
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<td>Young Editing</td>
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<td>Pg. 67</td>
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The instructor reserves the right to make any necessary changes to the course schedule.

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<td>Watch and critique project #3</td>
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<td>Exporting for web and other mediums</td>
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<td>11/4</td>
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<td>11/6</td>
<td>Basic Color Correction</td>
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<td>Waveform / Vectorscopes</td>
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<td>Veteran’s Day No Class</td>
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<td>11/13</td>
<td>Introduction to DVD Studio Pro</td>
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<td>Watch and Critique the rough cuts</td>
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<td>Week 13</td>
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<td>11/18</td>
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<td>12/4</td>
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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>School of Communication</td>
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<tr>
<td>3. Academic Plan Name</td>
<td>BS Electronic Media &amp; Film</td>
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<tr>
<td>4. Subplan (if applicable)?</td>
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<td>6. Is this proposal for a:</td>
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<td></td>
<td>☐ Plan Change*</td>
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<td>☐ Subplan Change</td>
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<td>☐ Plan Deletion</td>
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<tr>
<td></td>
<td>☐ Subplan Deletion</td>
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</table>

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

7.

Revised 12/08
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.

**B.S. Electronic Media and Film**

These plans are designed to expand your knowledge, increase your awareness, and enable you to articulate ideas as well as to acquire the general communication skills necessary in today's society. Our plans include studies in the use of electronic media in the general fields of communication, which encompasses the preparation, production, transmission, and regulation of messages to large audiences as well as to smaller groups and individuals. You have opportunities for hands-on experience in a variety of in-house as well as broadcast and non-broadcast functions.

You will be educated about the responsibilities entertainment and news producers have toward themselves and society, as well as the creative, aesthetic, business and technical aspects of film and the electronic media, and its history and influence upon our culture.

Our faculty members have set the following goals for these academic plans: to acquaint you with radio, television, Internet, film and

---

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

**B.S. Electronic Media and Film**

These plans are **The major is** designed to expand your knowledge, increase your awareness, and enable you to articulate ideas as well as to acquire the general communication skills necessary in today's society. Our plans include studies in the use of electronic media in the general fields of communication, which encompasses the preparation, production, transmission, and regulation of messages. **The major includes studies in electronic media and film, which encompasses the development, preparation, production, transmission, regulation and management of messages and content** to large audiences as well as to smaller groups and individuals. You have opportunities for hands-on experience in a variety of in-house **media operations** as well as broadcast and non-broadcast functions.

You will be educated about the responsibilities entertainment and news producers have toward themselves and **their content, their product and their society**, as well as the creative, aesthetic, business and technical aspects of film and the electronic media, and its history and influence upon our culture.

Our faculty members have set the following goals for these academic plans: to acquaint you with radio, television, Internet, film and
other electronic media, including their organization, structure, and function as well as historical development and social aspects; to provide you with the necessary background and conceptual tools to function and create programming in the general fields of entertainment, news, multimedia, radio, television, corporate and industrial video, and satellite and cable communication; to manage and express original ideas in video, new media and film, and to instill a thorough understanding of the technique, business and art of creating content for the electronic media and entertainment industry thus enabling you to become a better communicator and consumer of communication messages

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an EMF prefix to satisfy these liberal studies requirements.
- at least 42 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.)

Revised 12/08

other electronic media, including their organization, structure, and function as well as historical development and social aspects; to provide you with the necessary background and conceptual tools to function and create programming in the general digital and converged media, fields of entertainment, news, multimedia, radio, television, corporate and industrial video, and satellite and cable communication; to manage and express original ideas in video, new media and film, and to instill a thorough understanding of the technique, business and art of creating content for the electronic media and entertainment industry thus enabling you to become a better communicator and consumer of communication messages

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:
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- at least 42 units of major requirements
- at least 18 units of minor requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)
Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a list of the available diversity courses.

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

You should also be aware that you may take EMF 408 after you have completed 89 units toward your degree. You must apply to and receive prior approval from our electronic media, entertainment, news and film faculty members. We reserve the right to deny approval based on our assessment of your preparation and competence.

See School of Communication page for information about Communication Core, Graduation Requirements, and Advising and Student Responsibilities.

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

**MAJOR REQUIREMENTS**

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

Complete at least the following 42 units:

- COM 101 and 200 with grades of C or

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 you may take EMF 408 Fieldwork Experience after you have completed 89 units toward your degree. You must apply to and receive prior approval from our electronic media, entertainment, news and film faculty members. We reserve the right to deny approval based on our assessment of your preparation and competence.

See School of Communication page for information about Communication Core, Graduation Requirements, and Advising and Student Responsibilities.

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

**MAJOR REQUIREMENTS**

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

Complete at least the following 42 45 units:

- COM 101 and 200 with grades of C or
or better (6 units)
- EMF 121 and 123 (6 units)
- EMF 327 or 328W (3 units)
- COM 382 (3 units)
- 24 units from one of two emphases that we describe in the sections that follow

Entertainment Emphasis
Take the following 12 units:
- EMF 129, 222, 322 (9 units)
- SC 111 (3 units)
- Take 12 units in one of the following tracks:

Entertainment Writing Track
Take the following 12 units
  - EMF 229, 321, 329W, 426C

Entertainment Production Track
Take the following 12 units:
  - EMF 225, 226, 326, 426C

(Production students should take EMF 328W in the Major Core Courses to satisfy the junior level writing requirement)

Entertainment Emphasis
better (6 units)
- EMF 121, and 123 and 225 (6 units)
- EMF 327 or 328W (3 units)
- COM 382 (3-units)
- 24 27 units from one of two emphases that we describe in the sections that follow

Entertainment Emphasis requirements:
- EMF 129, 222, 321 or 322 (9 units)
- SC 111 or EMF 124 (3 units)
- COM 382 (3 units)
- Take 12 units in one of the following tracks:

Take 12 units in one of the following tracks:

Entertainment-Writing-Screenwriting
Track
Screenwriting Students take the following 12 units
  - EMF 229, 321 or 322 (whichever one was not used to satisfy Entertainment Emphasis requirement), 329W, 426C

Entertainment Production Track
Entertainment Production students take the following 12 units:
  - EMF 225, 226, 325, 326, 426C

(Production students should must take EMF 328W or EMF 329W and its prerequisite in the Major Core Courses to satisfy the junior level writing requirement)

Revised 12/08
Entertainment Management Track
Take the following 12 units:
- EMF 327 or 328W (one of these was satisfied in the Major Core Courses) (3 units)
- EMF 423C (3 units)
- Choose two classes from:
  ADV 207, COM 305, COM 400, COM 425, COM 450, PR 272
  (6 units)

Electronic Media News Emphasis
Take the following 24 units:
- EMF 124, 223, 225, 326, and 423C (15 units)
- one of EMF 323W, 324, or 333 (3 units)
- JLS 130 (3 units)
- JLS 131 (3 units) (If you are a transfer student, you may take SC 111 if you have completed JLS 131.)

MINOR REQUIREMENTS
You must complete the Minor in International Communication or 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

Entertainment Development and Management Track
Entertainment Development and Management students take the following 12 units:
- EMF 327 or 328W (one of these was satisfied in whichever one was not used to satisfy the Major Core Courses requirement), EMF 428C, COM 400 (3-units)
- EMF 423C (3-units)
- Choose two classes one class from:
  ADV 207, COM 305, COM 400; COM 425, COM 450, PR 272 (6-units)

Electronic Media News Emphasis
Electronic Media News Students take the following 24 27 units:
- EMF 124, 223, 225, 226, 326, and 423C (15 units)
- one of EMF 323W, 324, or 333 (3 units) (News students must take either EMF 323W or 328W to satisfy the junior level writing requirement)
- COM 400 (3 units)
- JLS 130 (3 units)
- JLS 131 (3 units) (If you are a transfer student, you may take SC 111 if you have completed JLS 131.)

MINOR REQUIREMENTS
You must EMF majors must complete the Minor in International Communication or a minor of at least 18 units from those described in this catalog. In consultation with your advisor, you should select a minor
advise you about this part of your academic plan.

For the entertainment management focus, if you choose, you may instead complete any 15-unit certificate plan offered by The W. A. Franke College of Business plus 3 units of ACC, BA, CIS, ECO, FIN, MGT, or MKT coursework, for a total of 18 units.

**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 Electronic Media courses and faculty.

that’s appropriate for your career aspirations and educational needs. Your minor advisor will advise you about this part of your academic plan.

**To promote Global Engagement, EMF faculty advisors encourage students to consider studying abroad and to consider the Minor in International Communication.**

For the entertainment development and management fees track, if you may choose, you may instead to complete any 15-unit certificate plan offered by The W. A. Franke College of Business plus 3 units of ACC, BA, CIS, ECO, FIN, MGT, or MKT coursework, for a total of 18 units. Be aware that some classes in this certificate may require prerequisites.

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

You may take these remaining courses from any academic areas, using these courses to pursue your 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 Electronic Media courses and faculty.
8. For undergraduate plans, will this requirement be a student individualized plan? [ ] no [X] yes

*A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAiLS focus, for which coursework requirements are established by the student in consultation with the advisor. If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

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

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


Students will
   • Become better communicators and more active consumers of entertainment and news messages.
   • Recognize, name and define a wide array of entertainment programs, key creators of entertainment messages, terms, facts, social aspects and history of entertainment studies.
   • Explain and apply the technique, business and art of creating content for the electronic media and entertainment industry.
   • Analyze and evaluate how creators of entertainment and news messages convey meaning using visual image and sound design.
   • Learn, analyze, assess and apply principles of effective electronic media and film management
   • Manage, develop and produce original products in electronic, new, converged and digital media entertainment and news programming that demonstrate effective writing, creative and critical thinking and technical excellence

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

The Electronic Media and Film program began its third year in fall 2008. Based upon completed student projects (screenplays and video productions), formal and informal student...
interviews and ongoing reviews of student work, the EMF faculty determined that all students needed a basic production course (EMF 225). Additionally a small reorganization of requirements allows for greater flexibility (e.g. students in the Entertainment Emphasis now have the option of taking either EMF 124 or SC 111 as well as EMF 321 or 322) and more appropriately targets classes to a student's emphasis (e.g. News students are now required to take COM 400).

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.
   NA

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

Certifications

Department Chair/Unit Head (if appropriate)

Date

Chair of college curriculum committee

Date

Dean of college

Date

For committee use only

Revised 12/08
For University Curriculum Committee
Date

Action taken:  _Y_ 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
## ELECTRONIC MEDIA AND FILM:
### Entertainment Emphasis
## School of Communication
### 2009-2010 Undergraduate Catalog
### Degree Progression Plan

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<td>EMF 129</td>
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<td>EMF 222</td>
<td>Intro to Electronic Media, Film and Entertainment</td>
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<td>Fund of Public Speaking (SPW) Announcing for Media</td>
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January 2009
This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
Students should see an academic advisor regularly to confirm their academic progress.
Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
Students must submit graduation application during the 7th term.

Liberal Studies Distribution blocks

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

This plan includes studies in the use of electronic media in the general fields of communication, which encompasses the preparation, production, transmission, and regulation of messages to large audiences as well as to smaller groups and individuals. There are opportunities for hands-on experience in a variety of in-house as well as broadcast and non-broadcast functions. You will be educated about the responsibilities entertainment and news producers have toward themselves and society, as well as the creative, aesthetic, business and technical aspects of film and the electronic media, and its history and influence upon our culture.

Faculty members strive to acquaint you with radio, television, Internet, film and other electronic media, including their organization, structure, and function as well as historical development and social aspects to provide you with the necessary background and conceptual tools to function and create programming in entertainment, news, multimedia, radio, television, corporate and industrial video, and satellite and cable communication. Some courses in your major may have prerequisites that *you must complete* before taking those courses. Courses for your major are offered in specific sequence and you must complete the communication core and required prerequisite courses in sequence to avoid a delay in graduation. You must earn a grade of C or better in all courses required for this Electronic Media and Film major.

You must complete the Minor in International Communication or a minor of at least 18 units from those described in the NAU catalog. In consultation with your advisor, you should select a minor that's appropriate for your career aspirations and educational needs. You must earn a grade of "C" or better in the School of Communication Core (COM 101 and COM 200), Freshman Composition (ENG 105 or equivalent transfer ENG coursework) and Liberal Studies Mathematics Foundation Course.

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

**GENERAL INFORMATION**

- This 8-term plan is to be used in conjunction with the academic catalog and degree progress report.
- Honors students complete different requirements to meet NAU's Liberal Studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: [http://www4.nau.edu/aio/Articulation/LScoursetlist.htm](http://www4.nau.edu/aio/Articulation/LScoursetlist.htm)

Revised 12/08

344
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
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<th>SBS</th>
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| 3. Academic Plan Name | BA Applied Sociology Extended Major |

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<th>Sociology &amp; Social Work</th>
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| 4. Subplan (if applicable)? |

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<th>FALL 2009</th>
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<th>6. Is this proposal for:</th>
<th>□ New Plan</th>
<th>x Plan Change*</th>
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<td>□ Subplan Change</td>
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<tr>
<td></td>
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<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.

**B.A. APPLIED SOCIOLOGY (EXTENDED MAJOR)**

This degree combines a liberal arts foundation with a focus on applying academic skills and sociological knowledge in a professional setting. For this degree, you choose an emphasis in applied research, corrections, family studies, or health and gerontology.

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 54 units of major requirements
- at least 16 units of language requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

Please note that you must complete NAU’s diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These

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

**B.A. APPLIED SOCIOLOGY (EXTENDED MAJOR)**

This degree combines a liberal arts foundation with a focus on applying academic skills and sociological knowledge in a professional setting. For this degree, you choose an emphasis in applied research, corrections, family studies, or individualized study, or health and gerontology.

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 54 units of major requirements
- at least 16 units of language requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

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

**MAJOR REQUIREMENTS**

To complete this degree, you take the following 54 units with a grade of C or better in each course:

- SOC 101 and 201 (6 units)
- SOC 365 or STA 270 (3 units)
- SOC 355W, which meets NAU’s junior writing requirement (3 units)
- SOC 498C, which meets NAU’s senior capstone requirement (3 units)
- 21 additional units of sociology courses, which may include up to 12 units of SOC 408
- 18 units in one of the five emphases described in the following sections

Please note that you must take at least 9 of the 54 units required for this major at NAU.

In addition, we recommend that you take

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

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

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

**MAJOR REQUIREMENTS**

To complete this degree, you take the following 54 units with a grade of C or better in each course:

- SOC 101 and 201 (6 units)
- SOC 365 or STA 270 (3 units)
- SOC 355W, which meets NAU’s junior writing requirement (3 units)
- SOC 498C, which meets NAU’s senior capstone requirement (3 units)
- 21 additional units of sociology courses, which may include up to 12 units of SOC 408
- 18 units in one of the five emphases described in the following sections

Please note that you must take at least 9 of the 54 units required for this major at NAU.

Revised 09/07
In addition, we recommend that you take no more than 6 units of sociology courses as web-based courses. Engagement with the community of sociology majors and faculty is a critical component of your education, and participation in the sociology learning community is best achieved by participating in face-to-face NAU courses.

Applied Research Emphasis
If you are interested in a career involving research in public agencies, businesses, or other organizations, this emphasis helps you to learn research and related technical skills essential for conducting a wide range of social research and to gain research experience through an internship or practicum.

For this emphasis, take the following 18 units:
- SOC 408 and/or SBS 585 (6 units)
- 12 units from SOC 414 and 431, CIS 120, MKT 303 and 439, PL 201 and 406, and STA 471 or 472

Corrections Emphasis
This emphasis provides you with a basic understanding of and preparation for the field of corrections.

For this emphasis, you take the following 18 units:
- SOC 240 and 445 (6 units)
- 9 units from SOC 339 and 441 and CCJ 350, 410, and 415
- SOC 408 (in the field of corrections) (3 units)

Please note that you can also receive a certificate in corrections after completing these units.

Revised 09/07
Family Studies Emphasis
This emphasis provides you with a basic understanding of the institution of the family and its role in societies and allows you to examine the dynamics of family life with emphasis on transitions in this institution.

For this emphasis, you take the following 18 units:
- SOC 216 and 217 (6 units)
- 12 units from SOC 204, 316, 414, 417, and 418; SOC 360 or GRT 360; SW 450; CCJ 410 and 425; and SOC 408 (in the field of family studies)

Health and Gerontology Emphasis
This emphasis provides you with an understanding of health and aging from the social sciences perspective, which prepares you for careers in health or gerontology.

For this emphasis, you take the following 18 units:
- SOC 318 (3 units)
- SOC 360 or GRT 360 (3 units)
- 12 units from SOC 408 (in the fields of health or gerontology), SOC 418 and 528, GRT 410, ANT 470, PSY 345W and 480C, and HP 200 and 307

Please note that you may wish to take coursework beyond this emphasis to complete the certificate in gerontology; see the section titled Gerontology for more information.

Individualized Study Emphasis
This emphasis provides you with the opportunity to develop an individualized

This emphasis provides you with a basic understanding of the institution of the family and its role in societies and allows you to examine the dynamics of family life with emphasis on transitions in this institution.

For this emphasis, you take the following 18 units:
- SOC 216 and 217 (6 units)
- 12 units from SOC 204, 316, 414, 417, and 418; SOC 360 or GRT 360; SW 450; CCJ 410 and 425; and SOC 408 (in the field of family studies)

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This emphasis provides you with an understanding of health and aging from the social sciences perspective, which prepares you for careers in health or gerontology.

For this emphasis, you take the following 18 units:
- SOC 318 (3 units)
- SOC 360 or GRT 360 (3 units)
- 12 units from SOC 408 (in the fields of health or gerontology), SOC 418 and 528, GRT 410, ANT 470, PSY 345W and 480C, and HP 200 and 307

Please note that you may wish to take coursework beyond this emphasis to complete the certificate in gerontology; see the section titled Gerontology for more information.

Individualized Study Emphasis
This emphasis provides you with the opportunity to develop an individualized

Revised 09/07
plan of study in consultation with your advisor. You must work closely with your advisor to develop a structured, 18-unit disciplinary or interdisciplinary emphasis that meets your particular career objectives. You must get this student individualized plan approved as early as possible to ensure that you graduate in a timely fashion; please be aware that your advisor must approve these 18 units of coursework.

**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 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. Click here for more information.

**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.)

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**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 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. Click here for more information.

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

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

---

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

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

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

Revised 09/07
9. For undergraduate plans, will a milestone** be used to:
   a. verify satisfactory completion of a non course requirement.
   b. indicate admission to a major.
   x. c. will not be used.

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

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

    n/a

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
    We have no enrollments in the Health & Gerontology or the Corrections Emphasis for the extended major in the BA in Applied Sociology and no faculty to teach the courses.

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

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

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

Certifications

[Signatures]  1/8/09
Department Chair/Unit Head (if appropriate)  Date

[Signatures]  1-3-09
Chair of college curriculum committee  Date

[Signatures]  Date
Dean of college

For committee use only

[Signatures]  2-24-09
For University Curriculum Committee  Date

Action taken:  X 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

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<th>1. College</th>
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<td>3. Academic Plan Name</td>
<td>BS Sociology Extended major</td>
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<tr>
<td>2. Academic Unit/Department</td>
<td>Sociology &amp; Social Work</td>
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<td>4. Subplan (if applicable)?</td>
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<td>5. Effective Date</td>
<td>FALL 2009</td>
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<td>6. Is this proposal for a:</td>
<td>□ New Plan</td>
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<td></td>
<td>□ Subplan Change</td>
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*Plan changes must be accompanied by an updated 8 semester plan.

7. Revised 09/07
**B.S. Applied Sociology (Extended Major)**

This degree combines a liberal arts foundation with a focus on applying academic skills and sociological knowledge in a professional setting. For this degree, you choose an emphasis in applied research, corrections, family studies, or health and gerontology.

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

- at least 35 units of [liberal studies requirements](#)
- at least 54 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

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

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

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**

To complete this degree, take the following 54 units with a grade of C or better in each course:

- SOC 101 and 201 (6 units)
- SOC 365 or STA 270 (3 units)
- SOC 355W, which meets NAU’s junior writing requirement (3 units)
- SOC 498C, which meets NAU’s senior capstone requirement (3 units)
- 21 additional units of sociology courses, which may include up to 12 units of SOC 408
- 18 units in one of the five emphases described in the following sections

Please note that you must take at least 9 of the 54 units required for this major at NAU.

In addition, we recommend that you take no more than 6 units of sociology courses as web-based courses. Engagement with the community of sociology majors and faculty is a critical component of your education, and participation in the sociology learning community is best achieved by participating in face-to-face NAU courses.

Applied Research Emphasis
If you are interested in a career involving research in public agencies, businesses, or

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**

To complete this degree, take the following 54 units with a grade of C or better in each course:

- SOC 101 and 201 (6 units)
- SOC 365 or STA 270 (3 units)
- SOC 355W, which meets NAU’s junior writing requirement (3 units)
- SOC 498C, which meets NAU’s senior capstone requirement (3 units)
- 21 additional units of sociology courses, which may include up to 12 units of SOC 408
- 18 units in one of the five emphases described in the following sections

Please note that you must take at least 9 of the 54 units required for this major at NAU.

In addition, we recommend that you take no more than 6 units of sociology courses as web-based courses. Engagement with the community of sociology majors and faculty is a critical component of your education, and participation in the sociology learning community is best achieved by participating in face-to-face NAU courses.

Applied Research Emphasis
If you are interested in a career involving research in public agencies, businesses, or
other organizations, this emphasis helps you to learn research and related technical skills essential for conducting a wide range of social research and to gain research experience through an internship or practicum.

For this emphasis, take the following 18 units:
- SOC 408 and/or SBS 585 (6 units)
- 12 units from SOC 414 and 431, CIS 120, MKT 303 and 439, PL 201 and 406, and STA 471 or 472

Corrections Emphasis
This emphasis provides you with a basic understanding of and preparation for the field of corrections.

For this emphasis, take the following 18 units:
- SOC 240 and 445 (6 units)
- 9 units from SOC 339 and 441 and CCJ 350, 410, and 415
- SOC 408 (in the field of corrections) (3 units)

Please note that you can also receive a certificate in corrections after completing these units.

Family Studies Emphasis
This emphasis provides you with a basic understanding of the institution of the family and its role in societies and allows you to examine the dynamics of family life with emphasis on transitions in this institution.

For this emphasis, take the following 18 units:
- SOC 216 and 217 (6 units)
- 12 units from SOC 204, 316, 414,
417, and 418; SOC 360 or GRT 360; SW 450; CCJ 410 and 425; and SOC 408 (in the field of family studies)

Health and Gerontology Emphasis
This emphasis provides you with an understanding of health and aging from the social sciences perspective, which prepares you for careers in health or gerontology.

For this emphasis, take the following 18 units:
- SOC 318 (3 units)
- SOC 360 or GRT 360 (3 units)
- 12 units from SOC 408 (in the fields of health or gerontology), SOC 418 and 528, GRT 410, ANT 470, PSY 345W and 480C, and HP 200 and 307

Please note that you may wish to take coursework beyond this emphasis to complete the certificate in gerontology; see the section titled Gerontology for more information.

Individualized Study Emphasis
This emphasis provides you with the opportunity to develop an individualized plan of study in consultation with your advisor. You must work closely with your advisor to develop a structured, 18-unit disciplinary or interdisciplinary emphasis that meets your particular career objectives. You must get this student individualized plan approved as early as possible to ensure that you graduate in a timely fashion; please be aware that your advisor must approve these 18 units of coursework.

**GENERAL ELECTIVES**
Additional coursework is required, if, after

417, and 418; SOC 360 or GRT 360; SW 450; CCJ 410 and 425; and SOC 408 (in the field of family studies)

Health and Gerontology Emphasis—
This emphasis provides you with an understanding of health and aging from the social sciences perspective, which prepares you for careers in health or gerontology.

For this emphasis, take the following 18 units:
- SOC 318 (3 units)
- SOC 360 or GRT 360 (3 units)
- 12 units from SOC 408 (in the fields of health or gerontology), SOC 418 and 528, GRT 410, ANT 470, PSY 345W and 480C, and HP 200 and 307

Please note that you may wish to take coursework beyond this emphasis to complete the certificate in gerontology; see the section titled Gerontology for more information.

Individualized Study Emphasis—
This emphasis provides you with the opportunity to develop an individualized plan of study in consultation with your advisor. You must work closely with your advisor to develop a structured, 18-unit disciplinary or interdisciplinary emphasis that meets your particular career objectives. You must get this student individualized plan approved as early as possible to ensure that you graduate in a timely fashion; please be aware that your advisor must approve these 18 units of coursework.
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 Sociology undergraduate courses and faculty.

**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 Sociology 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 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.


   n/a

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

   We have very low enrollment in Correction and Health & Gerontology emphasis areas for the BS in Applied Sociology and no faculty to teach the courses.

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

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

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

Certifications

Department Chair/Unit Head (if appropriate)  
[Signature]  1/8/09  
Date

Chair of college curriculum committee  

Date

Dean of college  

Date

For committee use only

For University Curriculum Committee  
[Signature]  2/24/09  
Date

Action taken:  X approved as submitted  
   approved as modified

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

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

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<th>Social &amp; Behavioral Sciences</th>
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<td>3. Academic Plan Name</td>
<td>BS Parks &amp; Recreation Mgmt</td>
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<tr>
<td>4. Subplan (if applicable)?</td>
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<tr>
<td>5. Effective Date</td>
<td>Fall 2009</td>
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<td>6. Is this proposal for a:</td>
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</tbody>
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*Plan changes must be accompanied by an updated 8 semester plan.*
MAJOR REQUIREMENTS
You must complete the following 56 units, with at least 27 units taken at NAU.
- lower-division core: PRM 220, 252, and 275 (9 units)
- upper-division core: PRM 308, 326, 360, 383, 408, 426, and 447 (30 units)
(Please note that you can only take PRM 408 after completing all PRM core requirements.)
- PRM 346W, which meets NAU's junior writing requirement (3 units)
- other department requirements: ACC 205, CIS 120, ENG 205, and STA 270 (11 units)
- PRM 498C, which meets NAU's senior capstone requirement (3 units)

EMPHASIS REQUIREMENTS
You must complete 18-24 units in one of the following emphases or in an individualized plan of study:

Community and Commercial Recreation Emphasis
For this emphasis, you take the following 18 units:
- PRM 325, ACC 255, and HA 365 or

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

MAJOR REQUIREMENTS
You must complete the following 56 units, with at least 27 units taken at NAU.
- lower-division core: PRM 220, 252, and 275 (9 units)
- upper-division core: PRM 308, 326, 360, 383, 408, 426, and 447 (30 units)
(Please note that you can only take PRM 408 after completing all PRM core requirements.)
- PRM 346W, which meets NAU's junior writing requirement (3 units)
- other department requirements: ACC 205, CIS 120, ENG 205, and STA 270 (11 units)
- PRM 498C, which meets NAU's senior capstone requirement (3 units)

EMPHASIS REQUIREMENTS
You must complete 18-24 units in one of the following emphases or in an individualized plan of study:

Community and Commercial Recreation Emphasis
For this emphasis, you take the following 18 units:
- **15 units from** PRM 325, PRM 350, PRM 423, ACC 255, and HA 365 or MKT 303
MKT 303 (9 units)
- 9 units from PRM 280 and 423; HA 210, 384, 401, and 411; HS 200, 307, 315, and 365; and POS 224 and 325

Individualized Study Emphasis
You take 18-24 units, which must be approved by the PRM faculty and may include an existing approved university minor. You must work with your advisor to determine the courses you will use for this student-individualized plan as early as possible to ensure that you graduate in a timely fashion. Please be aware that your advisor must approve these 18-24 units of coursework.

Interpretation Emphasis
For this emphasis, you take the following 21 units:
- PRM 230 and 460, COM 150, and SC 111 and 311 (15 units)
- 6 units from ANT 250; FOR 203, 204, and 205; and SC 323 and 365

Outdoor Education Emphasis
For this emphasis, you take the following 18 units:
- PRM 331 and 352 (6 units)
- PRM 431 or 460 (3 units)
- 9 units from PRM 214; ANT 250; SC 111; JLS 130; COM 150; FOR 203, 204, 205, 212, 220, 222, and 250; and PR 272

Outdoor Leader Emphasis
For this emphasis, you take the following 18 units:
- PRM 331, 352, and 452 (9 units)
- PRM 431 or 460 (3 units)

(9 units)
- 3 units from PRM 280, **300**; HA 210, HA 384, and HA 401; **and 411**; HS 200, 307, 315, and 365; PL 376; and POS 224 or 325

**Individualized Study Emphasis**
You take 18-24 units, which must be approved by the PRM faculty and may include an existing approved university minor. You must work with your advisor to determine the courses you will use for this student-individualized plan as early as possible to ensure that you graduate in a timely fashion. Please be aware that your advisor must approve these 18-24 units of coursework.

**Interpretation Emphasis**
For this emphasis, you take the following 21 units:
- PRM 230 and 460, COM 150, and SC 111 and 311 (15 units)
- 6 units from ANT 250; FOR 203, 204, and 205; and SC 323 and 365

**Outdoor Education Emphasis**
For this emphasis, you take the following 18 units:
- PRM 331 and 352 (6 units)
- PRM 431 or 460 (3 units)
- 9 units from PRM 214; ANT 250; SC 111; JLS 130; COM 150; FOR 203, 204, 205, 212, 220, 222, and 250; and PR 272

**Outdoor Leader Emphasis**
For this emphasis, you take the following 18 units:
- PRM 331, 352, and 452 (9 units)
- PRM 431 or 460 (3 units)
- PRM 331, 352, and 452 (9 units)
- PRM 431 or 460 (3 units)
- 6 units from PRM 210, 212, 214, and 216; FOR 203, 204, and 205; MS 203; and WGS 391

We also strongly recommend that you obtain first-aid and/or EMS certification as part of your plan.

Outdoor Recreation Planner Emphasis
For this emphasis, you take the following 20 units:
- PL 201, 302, 402W, and 407 (11 units)
- 9 units from FOR 445, GGR 239, PL 306 and 376, and PRM 300 and 423

Park Protection Emphasis
For this emphasis, you take the following 19-20 units:
- PRM 216, 310, 311, and 401 (14 units)
- PL 201 or 407 (2-3 units)
- one of PRM 331 and 325, FOR 445, and CCJ 220 and 312 (3 units)

Tourism Emphasis
For this emphasis, you take the following 18 units:
- PRM 325, ACC 255, and HA 365 or MKT 303 (9 units)
- PRM 300 and PL 376 (6 units)
- 3 units from ANT 301, 303, and 307; FOR 230 and 240; GGR 240 and 241; and HA 390

We also strongly recommend that you obtain first-aid and/or EMS certification as part of your plan.

Outdoor Recreation Planner Emphasis
For this emphasis, you take the following 20 units:
- PL 201, 302, 402W, and 407 (11 units)
- 9 units from FOR 445, GGR 239, PL 306 and 376, and PRM 300 and 423

Park Protection Emphasis
For this emphasis, you take the following 19-20 units:
- PRM 216, 310, 311, and 401 (14 units)
- PL 201 or 407 (2-3 units)
- one of PRM 350, PRM 331 and 325, FOR 445, and CCJ 220 and 312 (3 units)

Tourism Emphasis
For this emphasis, you take the following 18 units:
- 15 units from PRM 300, PRM 325, ACC 255, PL 376 and HA 365 or MKT 303 (9 units)
- PRM 300 and PL 376 (6 units)
- 3 units from ANT 301, 303, and 307; FOR 230 and 240; GGR 240 and 241; and HA 390; or PRM 350

Wildland Recreation Management Emphasis
Take the following 20-21 hours: 22 units
- at least two courses in ecosystem science
For this emphasis, you take the following 22 units:
- at least two courses in ecosystem science and management:
  FOR 203, 204, 205, 212, 220, 240, and 250; PRM 300; GGR 457; and BIO 326 or all of FOR 313, 314, 315, and 316
- at least one course in cultural resources management:
  ANT 250 and 306 and FOR 230
- at least one course in environmental policy, planning, and management:
  PL 201 and 302; GGR 370W; POS 344, 345, and 359; PHI 331; HUM 373; and FOR 445
- three additional courses from those listed above

Please note that if you take FOR 313-316, you need only take one course in cultural resource management and one course in environmental policy, planning, and management to complete the 22 units required for this emphasis.

Forestry & Parks, 6-7 units from
- FOR 212: Trees and Forests of Northern America (2)
- FOR 220: Intro to Forest and Range Plants (2)
- FOR 250: AZ Forests & Wildlife (3)
- FOR 445: Wilderness Management (3)
- PRM 446: Protected Area Management (3)
- PRM 531: Recreation Ecology (3)

Planning, 6 Units from
- PL 201: Intro to Planning (3)
- PL 376: Planning for Sustainable Tourism (3)
- PL 402W: Environmental Impact Statements (3)
- PL 407: Planning on Public Lands (3)
- PRM 300: EcoTourism (3)
- PRM 350: Cultural Recreation (3)
- PRM 423: Facility Planning (3)

Geography, 7-8 units from
- GGR 239: Introduction to GIS (4)
• GGR 230: Map and Image Interpretation (4)
• GGR 250: Physical Geography (4)
• GGR 259: Landforms (3)
• GGR 461: Weather and Climate (4)

Outdoor Education & Leadership Emphasis
you take the following 21 units:
PRM 331, 352, 411, 431 and 452 (15 units)
6 units from PRM 210, 212, 214, 215, 216, 219, 221, 222, 223, 225, 280, 300, 350, 432 and 531; FOR 203, 204, 205, 207, and 220; WGS 391

We strongly recommend that you obtain Wilderness First Responder (PRM 216)/or EMS certification as part of your plan.

Note: A National Outdoor Leadership School (NOLS) “Outdoor Educator Course” (equivalent to 6 credits) or “Instructors Course” will meet the requirements for PRM 331 and PRM 352. A NOLS “Outdoor Educator Semester” course will meet the requirements for the Outdoor Education & Leadership Emphasis with the addition of electives equal to 21 credit hours.

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

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

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

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

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

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


The PRM NRPA Accreditation meets the assessment requirements.
11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes. We have updated our Emphases by deleting 4 and adding one. We have also updated the courses in each remaining emphasis.

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. na

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

Certifications

Department Chair/Unit Head (if appropriate) [Signature] 12/14/08

Chair of college curriculum committee [Signature] Date

Dean of college [Signature] Date 1-28-09

For committee use only

For University Curriculum Committee [Signature] Date 2-24-09

Action taken: _ approved as submitted _ approved as modified

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

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

<table>
<thead>
<tr>
<th>1. College</th>
<th>Social and Behavioral Sciences</th>
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<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>Communication</td>
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<tr>
<td>3. Academic Plan Name</td>
<td>Minor International Communication</td>
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<td>4. Subplan (if applicable)?</td>
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<td>5. Effective Date</td>
<td>FALL 2009</td>
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<td>6. Is this proposal for a:</td>
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<td>X □ Plan Change</td>
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<td>□ Plan Deletion</td>
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7.

Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: (http://www4.nau.edu/aio/AcademicCatalog/academiccatalog.htm) Be sure you include all catalog text that pertains to this plan change

For New Plans, leave this column blank.

**Minor International Communication**

This 18-24 unit minor allows you to develop theoretical and practical knowledge of international communication through a combination of traditional coursework and practical experience while interacting with people of other cultures. This minor includes 6 units of NAU coursework focusing on communication and cultural diversity and 12-18 units of communication coursework through an approved international exchange plan.

To participate in the international component of this minor, you must:
- have earned at least sophomore status with a grade point average of at least 2.5
- have completed COM 101 and 200 (the 6-unit communication core) with grades of C or better
- meet the standards established by NAU’s Office for International Studies for participating in an international exchange plan
- apply and be approved for admission to an international exchange plan sanctioned by NAU’s School of Communication

Exchange opportunities for this minor include programs in communication campaigns, international public relations, media program management, media marketing, imagineering, and interactive multimedia concept development. See a School of Communication international minor advisor for information about specific programs that may be accepted. See a School of Communication international minor advisor for information about specific
study abroad programs that you may use to complete this minor.

To complete this minor, you take the following 18-24 units with the equivalent of a C or better in each course. At least 12 of these units must be in upper-division courses.

12-18 units from COM 223 and 323

6 units chosen from SC 321 and 323, COM 472, and ANT 330, 331, and 332, with your minor advisor’s approval (ANT 330, 331, and 332 are 1-unit sequenced courses.)

Please note that you must consult with your academic advisor and the Office of International Studies before embarking on a study abroad plan. In addition, you must have approval to transfer study abroad credits into COM 223 and 323 before engaging in a study abroad plan.

study abroad programs that you may use to complete this minor.

To complete this minor, you take the following 18-24 units with the equivalent of a C or better in each course. At least 12 of these units must be in upper-division courses.

12-18 units from COM 223 and 323

(COM 223 and 323 transfer from the international host school)

6 units chosen from SC 321 and 323, COM 472, and ANT 330, 331, and 332, with your minor advisor’s approval (ANT 330, 331, and 332 are 1-unit sequenced courses.)

3 units chosen from SC 323 or COM 472

and

3 units from SC 323, COM 472, SC 321, ANT 102, ANT 103, ANT 301, HIS 102, REL 150, WGS 360, ES 300, POS 361 or the three 1-unit sequence of ANT 330, 331, and 332 with your minor advisor’s approval

Please note that you must consult with your academic advisor and the Office of International Studies before embarking on a study abroad plan. In addition, you must have approval to transfer study abroad credits into COM 223 and 323 before engaging in a study abroad plan.
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 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.
   X   c. will not be used.

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

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


Students will develop theoretical and practical knowledge of international communication through a combination of traditional coursework and practical experience while participating in an international exchange and interacting with people of other cultures.

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

   Students have requested additional choices for completing the 6-hours of local NAU based credits.

Here are the approvals for the additional course offerings:

---

**RE: International Minor in Communication**

Alexandra A Carpino

You replied on 10/10/2008 3:29 PM.

Sent: Friday, October 10, 2008 11:56 AM

To: Paul Quinn Helford

Hi Paul,
This is fine with both REL and HAR. Thanks for thinking of REL 150, best, Alexandra

Re: International Minor in Communication
solop21@gmail.com [solop21@gmail.com] on behalf of Fred Solop [Fred.Sol
You replied on 10/10/2008 3:37 PM.
Sent: Friday, October 10, 2008 10:30 AM
To: Paul Quinn Helford
Cc: Richard A Rogers

Hi Paul,

If I understand your request, POS 361 would be added to a list of possible courses to enroll in, but not a core requirement. Is this correct? We typically offer that course once a year and we welcome students from your unit to sign up. Its OK to add this course to the list. Thanks for asking.

Are you having a good semester? Are you involved with expanded news coverage coming out of your unit? I think this is a positive development and glad to see it taking place.

Best,

Fred

RE: International Minor in Communication
Frances Julia Riemer
You replied on 10/13/2008 1:46 PM.
Sent: Monday, October 13, 2008 1:29 PM
To: Paul Quinn Helford

Paul, we would love to have WGS 360 included in the International Communication minor. As Friday, we have even another possibility at the 200 level (if that also works) is WGS 260. We'd like to include either or both in the minor.

Many thanks, f

Frances Julia Riemer, PhD
Director, Women's and Gender Studies
Associate Professor, Educational Foundations

Revised 09/07
Hi Paul,

These look good, except for ant 105...which is a topics course and might not always be relevant. Does that make sense?

Wolf

Chair
Department of Anthropology
Box 15200
NAU
Flagstaff, AZ 86011

928-523-3498
George.Gumerman@nau.edu

On Oct 9, 2008, at 5:50 PM, Paul Quinn Helford wrote:

> Hi Wolf,
> 
> I think you know about the International Communication Minor that we offer in COM... In addition to a semester abroad, students need to complete 6 hours of courses here at NAU from a list of options. We may have as many as 10-15 minors a year.
> 
> Currently your 3x1-hour sequence of ANT 330, 331 and 332 is one option.
> 
> We need to give students more options, so with your permission we would like to add: ANT 102, 103, 105 and 301. ANT 330,331 and 332 would remain an option as well.
> 
> Please let me know if some or all of these courses are okay with you.

Revised 09/07
> and your department.
>
> Thanks, Paul
>

Int'l Minor His class approval
Paul Quinn Helford

Sent: Friday, October 10, 2008 4:35 PM
To: Jonathan Ieon Torn
Cc: Richard A Rogers; Paul Quinn Helford
Attachments: Approval_HIS.pdf (79 KB) [Open as Web Page]

Here is one more approval of the Int'l Minor

Paul Helford
Principal Lecturer
School of Communication
Northern Arizona University
Box 5619
Flagstaff, AZ 86011

928-523-9312

Paul.Helford@nau.edu

From: Cynthia K Kosso
Sent: Wednesday, October 08, 2008 3:49 PM
To: Paul Quinn Helford
Cc: Richard A Rogers
Subject: RE: Question re: HIS 102

Dear Paul,

Yes please do add HIS 102 to your list! It sounds like an excellent fit.

As always,

Cynthia
RE: Minor International Communication
Sara C Aleman
You replied on 12/2/2008 2:05 PM.
Sent: Tuesday, December 02, 2008 1:43 PM
To:
Annette A Lawrence
Cc:
Paul Quinn Helford
Attachments:

Hi Annette and Paul,
Yes, Ethnic Studies is glad to have this class included in the Minor in International Communication plan.

Thank you. Sara

Sara Aleman, Ph.D., MSW
Professor, Sociology and Social Work
Director, Ethnic Studies Program
P.O. Box 15320
Flagstaff, AZ 86011
928.523.3886 (office)
sara.aleman@nau.edu
928.523.6777 (fax)

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.
   The only effect is on individual course offerings.

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

Certifications

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

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List of Committee Actions/Decisions (by E-mail) 11/11/08 – 01/05/09

1) NAU courses: HIS 385 Committee Approved- US Ethnic

Minutes for the NAU-UCC Diversity Curriculum Requirement Subcommittee
January 12, 2009 Meeting

HIS 326 China Since 1945 was approved as a Global Diversity course after discussion

Approved

Ron Seth 2-24-09

as submitted
DIVERSITY COURSE/PROGRAM SUBMISSION FORM

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

U.S. Ethnic Diversity ___________________________ Global Diversity Awareness X __________

Course Prefix and Number HIS 326

Course Title China Since 1945

Justification:
This course examines, in its entirety and
specifically, the historical experience of a non-
Western society and state and their
inhabitants/citizens and thus fully complies with the
criteria for eligibility as a Global 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

Email Address John.Leung@nau.edu

Campus Box Number 6023

Date of submission Oct. 2008

Signature of Department Chair

Signature of Dean

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

DEPARTMENT OF HISTORY

HISTORY 326: China Since 1945

Fall/Spring, XXXX
Instructor: Prof. John K. Leung
Class #: Office: LA 211
3 credits Off. Hrs:
Class Times: Phone: 523-6209
Class Location: E-mail: John.Leung@nau.edu

Course Description

This course focuses on the political, ideological, social, economic and cultural developments in the People's Republic of China (PRC) since the mid-20th century. It provides students with an opportunity to examine, and to develop critical assessments of, the political system and dynamics of political change in the PRC, its social and economic systems and institutions, the changes in political structure and relationships in the PRC in the past half-century, the role of leadership and mass social-political movements, modulations in China's "cultural" developments, and the evolution of China's (and the Chinese people's) relationships with other states and nations around the world in the last fifty years. This course qualifies for the student’s fulfillment of NAU's Global Diversity curriculum requirement.

This course reflects and supports the mission of NAU’s 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 and more analytical understanding of the traditions and legacies that have given rise to dynamics and tensions in social, political and cultural experiences in China that have shaped and continues to shape our world
- Through gaining these understandings and through forming an intellectual and ethical connection with the experiences of Chinese people of the recent past, develop an ethos of living responsibly, productively and creatively as citizens of a changing and globalizing world

Liberal Studies Distribution Block

HIS 326 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 People’s Republic of China since the mid-20th century
- Engage students in reflecting on, analyzing and evaluating the ways in which political developments affect social and economic transformations and the evolution of ideologies, values and social culture
- Enhancing students’ understanding of political ideologies and theories of governance, as well as society’s responses to such theories as they applied historically in specific sets of conditions – in this case, in the evolving conditions and environments of China from 1945 to the present day

Liberal Studies Essential Skills
HIS 326 will foster students’ skills in Critical Thinking. A study of the history of the People’s Republic of China (PRC) challenges us to think critically and analytically of the many images and “instinctual” understandings (as well as misunderstandings) that we hold of other peoples, nations and societies around the world and of the Chinese in particular; it challenges and obliges us to critically reexamine the factors that shape history that we have come to take for granted as typical of “the modern world” and to do so by placing ourselves in a historical, social and cultural context that is different in many ways from that with which we are – or assume we are – familiar, while similar and comparable in other manners. Central to the purpose of this course is to engage students in critical reflection and appreciation of these differences as well as the similarities and comparabilities between these separate parts of the human world, and to do so within a historical framework of understanding. 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.

Prerequisite

HIS 251 (Modern Asia) or HIS 325 (Modern China) or permission of the instructor. Either of these courses, when available as such, may also be taken simultaneously with HIS 326 as a co-requisite.

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 the PRC (1949 to the present) 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 from the reading and from lectures that pertain to specific discussion topics in the historical experience of contemporary China
- Through short paper exercises, students will demonstrate competency in reading texts and examining ideas critically, interpreting different arguments and perspectives on the PRC’s 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 the Chinese people 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 presentation of research work
- In writing short papers, conducting research, preparing discussion notes and participation in seminar-type discussions, students will 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 listed as “Core Reading” in the following “Course Schedule” and will be available at the bookstore:
Maurice Meisner, Mao’s China and After, The Free Press, 1999
Robert Gamer, ed. Understanding Contemporary China, Lynne Rienner Publishers, 1999

The required reading in this course consists of sections and chapters from these two monographs, as well as selections from other secondary sources and selections from primary sources in translation, as indicated in the reading schedules in the Course Format & Schedule section of this syllabus where the reading materials are listed either as “Core Reading” or as “Supplementary Reading.” Both the “Core Reading” material and those listed as “Supplementary” are to be treated as required reading. Nevertheless, students are expected to read only excerpts, or selections, from the “Supplementary Reading” monographs and anthologies, and a more specific reading assignment list and reading schedule indicating more clearly the excerpts and selections will be developed for the course separate from this syllabus. Wherever feasible and appropriate, the excerpts from the supplementary reading that students are required/expected to read will be posted on VISTA, while the volumes themselves will be placed on print reserve in Cline library. The purpose of the inclusion of these supplementary sources in the students’ reading is primarily to introduce students to examples of major influential interpretive and historiographical ideas and viewpoints relevant to the subjects being discussed, and these are viewpoints and interpretations with which students must become familiar in preparation for the discussion sessions in the course. Students may also use these lists of supplementary readings as guides and preliminary bibliographies for their papers and research projects in this course.

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 1200 words in length (roughly 4 "normal" pages.) One of these will be a topical essay, and the other will be 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. For this exercise you will be expected to engage and make use of information and ideas that you have garnered from both secondary and primary sources you have read.
Book Review/Historiographical paper: You must choose a historiographical issue and the material to go with it from the groups of supplementary reading material listed in the course schedule section of this syllabus; choices made outside the parameters of the syllabus should be done only with prior consultation with the instructor.
In the case of both the topical essay and the historiographical paper, before you write the paper, you will first submit a brief proposal in writing indicating your choice of topic and material, and this proposal has 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. As in the case of your topical paper – but perhaps at a deeper level and in a more extensive way, in your research project you will be expected to engage
and make use of information and ideas that you have garnered from both secondary and primary sources you have read. Your research project for the semester may take the form of either an interpretive, critical research paper or a project (such as a rigorously researched and interpretive dramatization of history, or a major oral presentation, or the creation, production and presentation of a videographic representation of a historical subject.) 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 3000 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/explanation 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 for grading purposes. If you miss a discussion session, you will receive no points for the session, and there will be no make-ups.

Deadlines

The following is a tentative list of deadlines for the exercises for the course, including deadlines for “interim” exercises related to the research paper/project. This is subject to modification if necessary:

- Book Review/ Historiographical paper
- Topical paper
- Research Project
  - Initial proposal
  - Revised proposal
  - Outline & Bibliography
  - Draft of project/paper
  - Final paper/project

These deadlines must be rigorously observed, with serious consequences for any violation. Any written exercise that is handed in after the deadline but no later than 48 hours after the stated 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 48 hours after the deadline (all deadlines
are considered to be at 5 p.m. on the stated date) will **not be accepted**, and you will forfeit all the points for that exercise.

**Evaluation and Grading Scale**

The relative weight of the various components of the course grade will be as follows:

- **Discussions**: 20%
- **Short paper (Topical)**: 20%
- **Short paper (Historiographical)**: 20%
- **Term research project and all related exercises**: 40%
- **Total**: 100%

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 schedule is tentative and must remain flexible. I reserve the right to modify the schedule as necessary.)

The subject of this course will be divided up into six chronological sections. The scope and "mass" of these sections are not even and should not be expected to be even. We will, for instance, spend far less course time on the first section, which focuses on the historical background for the formation of the People's Republic of China, than we will on Section 4, which spans the crucial years from 1966 to 1989. Likewise, our approach to Section 1 will be much more general and less in-depth than our approach to Section 4.

In each of these sections of the course, except for the final section (Part 6) we will deploy the following foci in approaching the subject matter and the material. (Thus in the following schedule we will dispense with repeating these foci in each section):

- A general historical narrative of the period
- Politics, policies, ideologies and political movements and struggles
- Social conditions and social changes/developments
- Economic developments
- Cultural developments
- International relations and world context
- A culminating discussion session on the history of the period and on interpretations from readings

**Part 1: HISTORICAL BACKGROUND: REVOLUTION AND WAR IN THE MAKING OF CONTEMPORARY CHINA**

Core Readings: Maurice Meisner, *Mao's China and After*, Part 1
Robert Gamer, ed. *Understanding Contemporary China*, chs. 1-3, 4 (pp. 63-71), 7 (pp. 179-184), 10, 11 (293-302)

**Supplementary Readings:** Excerpts from

- Arif Dirlik, *The Origins of Chinese Communism*
- Suzanne Pepper, *Civil War in China*
- James P. Harrison, *The Long March to Power*
- Dick Wilson, *China's Revolutionary War*

**Part 2: 1949-1957  SETTING THE COURSE FOR ONGOING REVOLUTION**

**Core Readings:** Maurice Meisner, *Mao's China and After*, Part 2 and Part 3 (chs. 5-12)

**Supplementary Readings:** Excerpts from

- Frederick Wakeman, ed. *Dilemmas of Victory: The Early Years of the People's Republic of China*
- *The Cambridge History of China*, vol. 14
- David Milton, et al., eds. *The China Reader: People's China*
- Wang Gungwu, *China and the World Since 1949*
- Colin Mackerras, *China: The Impact of Revolution*
- Mao Zedong, (trans. and ed. by John K. Leung and Yingmao Kau,) *The Writings of Mao Zedong, 1949-1976*


**Core Readings:** Maurice Meisner, *Mao's China and After*, Part 3 and Part 4 (chs. 13-17)

- Robert Gamer, ed. *Understanding Contemporary China*, pp. 70-78, 184-190, ch. 8

**Supplementary Readings:** Excerpts from

- Jian Chen, *Mao's China and the Cold War*
- *The Cambridge History of China*, vol. 14
- David Milton, et al., eds. *The China Reader: People's China*
- Wang Gungwu, *China and the World Since 1949*
- Colin Mackerras, *China: The Impact of Revolution*
- Mao Zedong, (trans. and ed. by John K. Leung and Yingmao Kau,) *The Writings of Mao Zedong, 1949-1976*

**Part 4: 1966-1989  THE CULTURAL REVOLUTION AND ITS AFTERMATH**

**Core Readings:** Maurice Meisner, *Mao's China and After*, Part 5 (chs. 18-21)

**Supplementary Readings:** Excerpts from

- Roderick MacFarquhar and Michael Schoenhals, eds. *Mao's Last Revolution*
- Jan Myrdal and Gun Kessle, *China: The Revolution Continued*
- William Hinton, *Turning Point in China*
- Lowell Dittmer, *China's Continuous Revolution*
Jian Chen, *Mao's China and the Cold War*
*The Cambridge History of China*, vol. 14
Mao Zedong, *The Selected Works of Mao Zedong*
Liu Shaoqi, *The Selected Writings of Liu Shaoqi*


Core Readings:  Maurice Meisner, *Mao's China and After*, Parts 6-8
Robert Gamer, ed. *Understanding Contemporary China*, chs. 3, 4, 5, 7, 8, 9, 11

Supplementary Readings:  Excerpts from
John Gittings, *China Changes Face*
Orville Schell and David Shambaugh, eds. *The China Reader: The Reform Era*
Victor Nee and David Mozingo, eds. *State and Society in Contemporary China*
Shangquan Gao, *Two Decades of Reform in China*
Lawrence Sullivan, ed. *China Since Tiananmen*
Quansheng Zhao, *Interpreting Chinese Foreign Policy*
Jian Chen, *Mao's China and the Cold War*
*The Cambridge History of China*, vol. 15

Part 6: TODAY'S CHINA, ITS CURRENT ISSUES AND PROBLEMS FOR THE FUTURE

Supplementary Readings: Excerpts from
David Denoon, ed. *China: Contemporary Political, Economic and International Affairs*
Yong Deng and Fei-ling Wang, eds. *In the Eyes of the Dragon*
Jing Wang, *High Culture Fever*
Gloria Davies, ed. *Voicing Concerns: Contemporary Chinese Critical Inquiry*
Yongmian Zheng, *Discovering Chinese Nationalism in China*
*The Cambridge History of China*, vol. 15

Learning Portfolio
The student’s short papers (including drafts with instructor feedback), research project/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.

Course Policies

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 7 classes 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 20 classes will be requested to withdraw from the course, or will receive an F in the course regardless of performance in other areas.
Other Policies

There are several other academic policies that pertain to all courses at NAU, and these are appended to this syllabus as follows. These policies will apply to this iteration of HIS 326, and you are urged to pay attention to them as you read and comprehend this syllabus.
Hi Ron,

Newly revised document. Major changes were to tuition and fees section. Changes reflect the feedback from Director of Fin Aid and Bursar's office. Thanks, Ramona

Ramona N. Mellott, Ph.D.
Professor and Dean
Graduate College
Box 4125
Flagstaff, AZ 86011-4125
Telephone: (928) 523-6534
Fax: (928) 523-8950
www.nau.edu/gradcol

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DRAFT LANGUAGE FOR NORTHERN ARIZONA UNIVERSITY
February 19, 2009

Integrated Bachelor's/Master's Program
Northern Arizona University Integrated bachelor and master's degree program provides the opportunity for outstanding undergraduates working on completing their bachelor's degree to simultaneously begin work on a master's degree. Typically, a bachelor degree requires four years to complete and a master's degree requires an additional two years. However, the Integrated degree programs allow students the opportunity to complete a graduate program in an accelerated manner, generally within a year of completing bachelor degree requirements.

Northern Arizona University offers Integrated bachelor and master's degree programs in the following areas:
Hosting Department  Undergraduate Degree Title  Graduate Degree Title  Web address

Admission Requirements to Integrated Bachelor and Master's Degree Programs

1. Undergraduate students may apply for admission to an Integrated program available at Northern Arizona University after completing 60 semester hours of undergraduate coursework of which a minimum of 24-30 semester hours must be completed at Northern Arizona University with a minimum NAU cumulative grade point average of 3.25/4.00

2. Students must complete at least 12 earned undergraduate credits in their major with a grade point average of 3.50/4.00 at Northern Arizona University prior to seeking admission into an Integrated program. Receiving an Incomplete or completing a class graded as Pass/Fail or Audit will not count towards this 12 undergraduate unit requirement.

3. In addition, applicants to Integrated programs must meet the grade point average and all other requirements as specified by their Integrated program.

4. Applicants must submit the graduate application form and pay the required graduate application fee. Applicants must also submit all other materials required by the department. The application is reviewed by the appropriate person or committee in the department. If admission is recommended, the Graduate College is informed by the department and a conditional offer of acceptance is issued by the Graduate College. Full admission will be granted upon receiving the undergraduate degree and meeting any other incomplete requirements as specified by the department at the time of admission.

5. Applicants must be on track to complete their undergraduate degrees in four years or less.

6. The undergraduate degree should be completed at the end of the fourth year and no later than one semester before the student is eligible to have the master's degree awarded. At least 12 units must be taken while in graduate status, after completing all degree requirements for the bachelor's.

Academic Requirements

1. The requirements for the bachelor's and master's degree of the Integrated program will remain the same as for the existing bachelor and master's programs. A graduate program has the discretion to use no more than 6 hours of NAU coursework credit (400 level or higher) applied towards the undergraduate degree to satisfy requirements included on the master's program of studies. Students must receive a grade of B or higher in this coursework used towards the undergraduate degree that will also be counted for graduate credit.

2. The work required for the master's degree program must be completed within six years from the time of first enrollment in courses which are included in the graduate program of studies.
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>Social and Behavioral Sciences</th>
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<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>Geography, Planning and Recreation</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>BS Public Planning</td>
</tr>
<tr>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. Effective Date</td>
<td>Fall 2009</td>
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<td>6. Is this proposal for a:</td>
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<tr>
<td></td>
<td>☐ New Subplan</td>
</tr>
<tr>
<td></td>
<td>☐ Plan Change*</td>
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<td>☐ Plan Deletion</td>
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<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.)

**B.S. PUBLIC PLANNING**

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 PL prefix to satisfy these liberal studies requirements.
- at least 43 units of major requirements
- at least 18 units of minor requirements, selected with your major advisor’s approval
- elective courses, if needed, to reach an overall total of at least 120 units.

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

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

Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).
You should also know that you must have an overall grade point average of 2.5 to earn 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.

**MAJOR REQUIREMENTS**

For this 43-unit major, you must complete both core requirements, as we describe in the sections that follows, and a minor selected with your major advisor's approval. Please note that you must have a grade of C or higher in all courses applied to your major.

**Planning Core Requirements**

You take the following 43 units:
- PL 201, 306, 401, 406, 421, 431 and 432 (24 units)
- GGR 371 (3 units)
- PRM 423 (3 units)
- one of PL 308W, ENG 302W, 305W, and 310W, which meets NAU's junior writing requirement (3 units)
- 6 units of PL 408, a planning internship with an agency appropriate to your area of interest
- PL 405C, which meets NAU's senior capstone requirement (4 units)

**GENERAL ELECTIVES**

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

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor.
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.


   A. Students will be able to define and address the issues, challenges and goals of public planning agencies within the broader organization of local government and community organizations.
   B. Students will be able to effectively analyze, synthesize, summarize and present current and projected community social and physical conditions to support the planning process.
   C. Students will be able to select and implement appropriate methods and tools to provide leadership in developing and guiding policies that effectively address community needs and goals.

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

This is a revision of the B.S. Public Planning to allow more flexibility for students by offering both the existing extended major (with some modifications, bringing it to 58-59 units), and a new 43 unit major with a minor selected with the advisor’s approval. Both majors also include a 6 unit internship. The minor selection requires advisor approval because, as a professional degree, it is common for some public planning job postings to require 60 units of planning related coursework. The advisor approval will ensure that students are aware of the potential for this job requirement in selecting their minor. The addition of the non-extended option is to prevent students from extending their university education beyond the traditional four-year time period, which can be a problem for some students with the existing 60 unit extended major.

The core and emphasis areas have been revised to reflect changes (current and forthcoming) in the department staffing of planning classes, due to budgetary restrictions and retirements. The core has been changed to be more focused on land-use planning, resulting in the deletion of that emphasis area. In addition, some other emphasis areas proved unpopular with students and have been deleted.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
   ☐ no additional resources required
13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU? If so, attach supporting documentation from the affected departments/units and college dean. 
ENG courses are already endorsed by the English dept in the PLBS extended plan.

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

Certifications

[Signature] 
Department Chair/Unit Head (if appropriate) 
1/23/09  
Date

Chair of college curriculum committee  
Date  
2/23/09

Dean of college  
Date

For committee use only 

[Signature]  
2/24/09

For University Curriculum Committee  
Date

Action taken: __________ approved as submitted __________ approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.
from James A Allen <James.Allen@nau.edu>  
to Alan August Lew <Alan.Lew@nau.edu>  
date Wed, Dec 17, 2008 at 8:12 AM  
subject RE: Sustainable Development Emphasis Area and Minor - support request  
mailed-by nau.edu

Reply

Alan:

This looks fine to me. We would welcome students pursuing this emphasis area and minor into the two forestry classes listed. The only concern I have is that FOR 255 already tends to fill up every time we offer it, so it may not be that readily available unless we offer a second section, which we are considering doing at some point.

Best wishes,

Jim Allen

James A. Allen, Executive Director  
School of Forestry  
College of Engineering, Forestry and Natural Sciences  
Northern Arizona University  
P.O. Box 15018  
Flagstaff, AZ 86011-5018  
Office Phone: 928-523-5894  
Fax: 928-523-1080

---------

Subject: Sustainable Development Emphasis Area and Minor - support request  
From: Alexandra A Carpino <Alexandra.Carpino@nau.edu>  
Mon, Dec 22, 2008 at 10:22 AM  
To: Alan August Lew <Alan.Lew@nau.edu>

Dear Alan,

Both the Humanities area and I wholeheartedly endorse your proposal to include HUM 395: Public Humanities in the elective options for the new emphasis area in your B.S. degree in Sustainable Development and the new minor in Sustainable Community Planning. We welcome the opportunity to be part of your new plan because this class includes a variety of discussions about the practical dimensions of building good and sustainable communities.

All the best, Alexandra

Alexandra A. Carpino, Ph.D.  
Chair, Department of Humanities, Arts, and Religion and  
Associate Professor of Art History  
928-523-8801  
alexandra.carpino@nau.edu
We support this.

================================

Sustainable Development Emphasis Area and Minor - support request

Kooros Mohit Mahmoudi <Kooros.Mahmoudi@nau.edu>  Sun, Dec 21, 2008 at 2:52 PM
To: Alan August Lew <Alan.Lew@nau.edu>

Alan:

The Sociology of Community (SOC 334) may be listed by you in your emphasis area.

Kooros

================================

Northern Arizona University
PO Box 15066 928-523-7331 fax
Flagstaff, AZ 86011-5066
www.franke.nau.edu
928-523-3657

Alan A. Lew, Ph.D., AICP
Professor and Graduate Program Coordinator
Department of Geography, Planning and Recreation

December 19, 2008

Dr. Lew:

Dr. Ronald Gunderson, our Economics Area Coordinator, and I have reviewed your e-mail related to the proposed Minor and Emphasis in Sustainable Development. In light of the university's goal to increase sustainability as well as the commitment of the FCB to increasing student awareness of sustainability issues, we support the inclusion of the ECO 325 course as an elective to both the minor and the emphasis.

Sincerely,

Eric D. Yordy, J.D.
Associate Dean
The W. A. Franke College of Business

Revised 09/07
Alan,

I circulated the proposal among our faculty before the break. Sorry I haven't replied earlier. Yes, the School of Communication supports your proposal, and the inclusion of COM 150 as one of the choices for the 9 credit hours dedicated to the minor.

Please let me know if you need something more from me.

Good luck with the approval of the Minor in Sustainable Planning proposal.

best, mark

Mark Neumann
Director and Professor
School of Communication
Northern Arizona University
Flagstaff, AZ 86011
928.523.2232
Bachelor of Science  
PUBLIC PLANNING  
2010-2011 Undergraduate Catalog  
Degree Progression Plan

<table>
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<tr>
<th>Freshman Year</th>
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<tr>
<td>STA 270 or ENG 105</td>
<td>Intro to Statistics</td>
<td>STA 270 or ENG 105</td>
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<tr>
<td>LS</td>
<td>Critical Reading and Writing</td>
<td>LS</td>
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<tr>
<td>LS</td>
<td>SCI: SAS</td>
<td>LS</td>
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<tr>
<td>LS</td>
<td>Liberal Studies (CM120/PL120)</td>
<td>GE</td>
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<tr>
<td>NAU 100</td>
<td>Transition to College</td>
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<tr>
<td>PL 201</td>
<td>Introduction to Planning</td>
<td>PL 306</td>
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<tr>
<td>Minor</td>
<td>See Catalog or Advisor</td>
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</tr>
<tr>
<td>LS</td>
<td>Liberal Studies</td>
<td>LS</td>
</tr>
<tr>
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<th>5th term</th>
<th>6th term</th>
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<tbody>
<tr>
<td>PL 303</td>
<td>Design and Preservation</td>
<td>PL 406</td>
</tr>
<tr>
<td>PL 308 W ENG 302W, 305W or 310W</td>
<td>Technical Writing, Disciplinary Writing or other</td>
<td>PRM 423</td>
</tr>
<tr>
<td>PL 431</td>
<td>Computer Mapping</td>
<td>GGR 371</td>
</tr>
<tr>
<td>Minor</td>
<td>See Catalog or Advisor</td>
<td>Minor</td>
</tr>
<tr>
<td>GE</td>
<td>General Elective</td>
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<table>
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<tbody>
<tr>
<td>PL 401</td>
<td>Planning Permiting/Review</td>
<td>PL 405C</td>
</tr>
<tr>
<td>PL 432</td>
<td>GIS for Planners</td>
<td>Minor</td>
</tr>
<tr>
<td>Minor</td>
<td>See Catalog or Advisor</td>
<td>PL 421</td>
</tr>
<tr>
<td>PL 408</td>
<td>Professional Internship</td>
<td>GE or Minor</td>
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<td>GE or Minor</td>
</tr>
<tr>
<td>Total units</td>
<td>15</td>
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- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.

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>
<th>Additional 3 units to reach 35 total</th>
</tr>
</thead>
</table>

**PROGRAM INFORMATION**

To earn this Degree you are required to also declare a minor. See your Public Planning faculty advisor when making this selection.

You may use individualized coursework (PL 408, 485, and 497) toward your Public Planning Degree with prior written approval from your Public Planning faculty advisor and the Department of Geography, Planning and Recreation. You must use only individualized coursework with a PL prefix.

Individualized coursework includes the following: PL 408 (Field Work 1-12 units maximum), PL 485 (Undergraduate Research 1-6 units maximum), and PL 497 (Independent Study 1-6 units maximum).

Note that PL 499 may be taken for a maximum of 1-3 units. Consult your Public Planning faculty advisor when selecting from these individualized courses. Some required courses or options for requirements may require pre-requisites. Check with the Catalog or your Public Planning faculty advisor.

*You must have an overall or cumulative grade point average of 2.5 and you must have a grade of “C” or higher in all courses applied to your major to earn your Public Planning degree.*

**GENERAL INFORMATION**

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

**CONTACT INFORMATION**

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

Department of Geography, Planning and Recreation [http://www.geog.nau.edu/](http://www.geog.nau.edu/)
Social and Behavioral Sciences West Building (#70) Room 201
PHONE: 928-523-2650 FAX: 928-523-2275
Department Chair: Dr. Pam Foti
Phone: 523-6196 EMAIL: Pam.foti@nau.edu

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

<table>
<thead>
<tr>
<th>1. College</th>
<th>Social and Behavioral Sciences</th>
<th>2. Academic Unit/Department</th>
<th>Geography, Planning and Recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Academic Plan Name</td>
<td>BS Public Planning (Extended Major)</td>
<td>4. Subplan (if applicable)?</td>
<td></td>
</tr>
</tbody>
</table>

5. Effective Date  
Spring 2010 – Fall 2009

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

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

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

**B.S. Public Planning (Extended Major)**

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

- at least 35 units of [liberal studies requirements](http://www4.nau.edu/pao/AcademicCatalog/academiccatalogs.htm). Be aware that you may not use courses with a PL prefix to satisfy these liberal studies requirements.
- at least 60 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

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

Please note that you must complete NAU’s diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](http://www4.nau.edu/pao/AcademicCatalog/academiccatalogs.htm).

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 should also know that you must have an overall grade point average of 2.5 to

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

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

**B.S. Public Planning (Extended Major)**

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

- at least 35 units of [liberal studies requirements](http://www4.nau.edu/pao/AcademicCatalog/academiccatalogs.htm). Be aware that you may not use courses with a PL prefix to satisfy these liberal studies requirements.
- at least 60 [55-56](http://www4.nau.edu/pao/AcademicCatalog/academiccatalogs.htm) 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](http://www4.nau.edu/pao/AcademicCatalog/academiccatalogs.htm).

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 should also know that you must have an overall grade point average of 2.5 to
earn 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.

**MAJOR REQUIREMENTS**

For this 60-unit major, you must complete both core and focus requirements, as we describe in the sections that follow. Please note that you must have a grade of C or higher in all courses applied to your major.

**Planning Core Requirements**

You take the following 45 units:

- PL 201, 301, 303, 306, 401, 406, and 431 (21 units)
- GGR 371 (3 units)
- STA 270 or ECO 201 (3 units)
- ENG 205 (2 units)
- one of ENG 302W, 305W, and 310W (3 units)
- 6 units of PL 408, a planning internship with an agency appropriate to your area of interest
- PL 308W, which meets NAU’s junior writing requirement (3 units)
- PL 405C, which meets NAU’s senior capstone requirement (4 units)

**Focus Areas**

Select one of the following focus areas to complete your major.

**Environmental Planning Focus.** For this focus, you take the following 15 units:

- PL 302 and 402W (6 units)
- 9 units chosen with your major advisor’s approval from GGR 250 and 437; PL 407 and 432; BIO 326 and

earn 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.

**MAJOR REQUIREMENTS**

For this 60 55-56 unit major, you must complete both core and focus requirements, as we describe in the sections that follow. Please note that you must have a grade of C or higher in all courses applied to your major.

**Planning Core Requirements**

You take the following 45 43 units:

- PL 201, 301, 303, 306, 401, 406, 421 and 431 and 432 (21 24 units)
- GGR 371 (3 units)
- PRM 423 (3 units)
- STA 270 or ECO 201 (3 units)
- ENG 205 (2 units)
- one of PL 308W, ENG 302W, 305W, and 310W, which meets NAU’s junior writing requirement (3 units)
- 6 units of PL 408, a planning internship with an agency appropriate to your area of interest
- PL 308W, which meets NAU’s junior writing requirement (3 units)
- PL 405C, which meets NAU’s senior capstone requirement (4 units)

**Focus Areas**

Select one of the following focus areas to complete your major.

**Environmental Planning Focus.** For this focus, you take the following 15 units:

- PL 302 and 402W (6 units)
- 9 units chosen with your major advisor’s approval from GGR 250 and 437; PL 407 and 432; BIO 326 and
Indigenous/Native American Planning Focus. For this focus, you take the following 15 units:
- AIS 101, 304, and 404 (9 units)
- one of AIS 202, 210, or 320 (3 units)
- AIS 301W (3 units)
(Please note that you must complete the previous courses before taking AIS 301W.)

Geographic Information Systems Focus. For this focus, you take the following 15-18 units with your advisor's approval:
- GGR 230 or 239 (4 units)
- GGR 331 (4 units)
- one of GGR 433, GGR 437, or PL 432 (3-4 units)
- 4-6 units chosen with your major advisor's approval from GGR 250, 330, 422, 433, 437, and 525 and PL 432

Land-Use Planning Focus. For this focus, you take the following 15 units:
- PL 302 (3 units)
- POS 224 or 241 (3 units)
- 9 units chosen with your major advisor's approval from GGR 239, 250, 376, and 437; PL 402W, 432, 501, and 543; PRM 423; CM 120; and ECO 284 and 285

Sustainable Development Focus. For this focus, you take the following 15 units:
- PL 376 (3 units)
- CM 120 or PL 120 (3 units)
- 9 units chosen with your major advisor's approval from COM 150, ECO 325, FOR 255 and 447,
Recreation and Tourism Planning Focus. For this focus, you take the following 15 units:

- PL 376 (3 units)
- PRM 423 (3 units)
- 9 units chosen with your major advisor's approval from GGR 376; PRM 300, 383, and 460; FOR 403, 404, and 405; and HA 100, 284, 365, 384, 401, and 494

**GENERAL ELECTIVES**

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

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

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

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

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

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

□ a. verify satisfactory completion of a non course requirement.
□ b. indicate admission to a major.
× c. will not be used.
**A Milestone is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

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


A. Students will be able to define and address the issues, challenges and goals of public planning agencies within the broader organization of local government and community organizations.

B. Students will be able to effectively analyze, synthesize, summarize and present current and projected community social and physical conditions to support the planning process.

C. Students will be able to select and implement appropriate methods and tools to provide leadership in developing and guiding policies that effectively address community needs and goals.

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

This is a revision of the B.S. Public Planning to allow more flexibility for students by offering both the existing extended major (with some modifications, bringing it to 58-59 units), and a new 43 unit major with a minor selected with the advisor's approval. Both majors also include a 6 unit internship. The minor selection requires advisor approval because, as a professional degree, it is common for some public planning job postings to require 60 units of planning related coursework. The advisor approval will ensure that students are aware of the potential for this job requirement in selecting their minor. The addition of the non-extended option is to prevent students from extending their university education beyond the traditional four-year time period, which can be a problem for some students with the existing 60 unit extended major.

The core and emphasis areas have been revised to reflect changes (current and forthcoming) in the department staffing of planning classes, due to budgetary restrictions and retirements. The core has been changed to be more focused on land-use planning, resulting in the deletion of that emphasis area. In addition, some other emphasis areas proved unpopular with students and have been deleted.

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

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

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

**Yes** - These are all related to the new Sustainable Development emphasis:
- Communication (COM 150) - Mark Neumann, director
- Construction Management (CM 120) - Tom Rogers, chair
- Economics (ECO 325) - Eric D. Yordy, associate dean
- Forestry (FOR 255 and 447) - James Allen, executive director
- Humanities (HUM 395) - Alexandra Carpino, chair
- Sociology (SOC 334) - Kooros M. Mahmoudi, chair

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

Department Chair/ Unit Head (if appropriate) [Signature] 1/23/09 Date

Chair of college curriculum committee [Signature] Date

Dean of college [Signature] 2/23/09 Date

For committee use only

For University Curriculum Committee [Signature] 2/24/09 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
from James A Allen <James.Allen@nau.edu>
to Alan August Lew <Alan.Lew@nau.edu>
date Wed, Dec 17, 2008 at 8:12 AM
subject RE: Sustainable Development Emphasis Area and Minor - support request
mailed-by nau.edu

Reply

Alan:

This looks fine to me. We would welcome students pursuing this emphasis area and minor into the two forestry classes listed. The only concern I have is that FOR 255 already tends to fill up every time we offer it, so it may not be that readily available unless we offer a second section, which we are considering doing at some point.

Best wishes,

Jim Allen

James A. Allen, Executive Director
School of Forestry
College of Engineering, Forestry and Natural Sciences
Northern Arizona University
P.O. Box 15018
Flagstaff, AZ 86011-5018
Office Phone: 928-523-5894
Fax: 928-523-1080

Subject: Sustainable Development Emphasis Area and Minor - support request
From: Alexandra A Carpino <Alexandra.Carpino@nau.edu>
Mon, Dec 22, 2008 at 10:22 AM
To: Alan August Lew <Alan.Lew@nau.edu>

Dear Alan,

Both the Humanities area and I wholeheartedly endorse your proposal to include HUM 395: Public Humanities in the elective options for the new emphasis area in your B.S. degree in Sustainable Development and the new minor in Sustainable Community Planning. We welcome the opportunity to be part of your new plan because this class includes a variety of discussions about the practical dimensions of building good and sustainable communities.

All the best, Alexandra
Alexandra A. Carpino, Ph.D.
Chair, Department of Humanities, Arts, and Religion and
Associate Professor of Art History

928-523-8801
alexandra.carpino@nau.edu

Subject: Sustainable Development Emphasis Area and Minor - support request
From: Thomas Robert Rogers <Thomas.Rogers@nau.edu>
Fri, Dec 19, 2008 at 12:02 PM
To: Alan August Lew <Alan.Lew@nau.edu>

We support this.

Sustainable Development Emphasis Area and Minor - support request

Kooros Mohit Mahmoudi <Kooros.Mahmoudi@nau.edu>
To: Alan August Lew <Alan.Lew@nau.edu>

Alan:
The Sociology of Community (SOC 334) may be listed by you in your emphasis area.
Kooros

Revised 09/07
Northern Arizona University
PO Box 150066 928-523-7331 fax
Flagstaff, AZ 86011-5066
www.franke.nau.edu
928-523-3637

Alan A. Lew, Ph.D., AICP
Professor and Graduate Program Coordinator
Department of Geography, Planning and Recreation

December 19, 2008

Dr. Lew:

Dr. Ronald Gunderson, our Economics Area Coordinator, and I have reviewed your e-mail related to the proposed Minor and Emphasis in Sustainable Development. In light of the university's goal to increase sustainability as well as the commitment of the FCB to increasing student awareness of sustainability issues, we support the inclusion of the ECO 325 course as an elective to both the minor and the emphasis.

Sincerely,

Eric D. Yordy, J.D.
Associate Dean
The W. A. Franke College of Business

from: Mark A Neumann <Mark.Neumann@nau.edu>
to: Alan August Lew <Alan.Lew@nau.edu>
date: Wed, Jan 14, 2009 at 6:36 PM
subject: RE: Sustainable Development Emphasis Area and Minor - support request

Alan,

I circulated the proposal among our faculty before the break. Sorry I haven't replied earlier. Yes, the School of Communication supports your proposal, and the inclusion of COM 150 as one of the choices for the 9 credit hours dedicated to the minor.

Please let me know if you need something more from me.

Good luck with the approval of the Minor in Sustainable Planning proposal.

best, mark

Mark Neumann
Director and Professor
School of Communication
Northern Arizona University
Flagstaff, AZ 86011
928.523.2232
# Bachelor of Science
## PUBLIC PLANNING EXTENDED
### 2009-2010 Undergraduate Catalog
### Degree Progression Plan

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>1st term</th>
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<th>2nd term</th>
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<tr>
<td>STA 270 or ENG 105</td>
<td>Intro to Statistics</td>
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<td>STA 270 or ENG 105</td>
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<td>LS</td>
<td>Critical Reading and Writing</td>
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<td>SCI: SAS</td>
<td>3</td>
<td>LS</td>
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<td>Liberal Studies (CM120/PL120)</td>
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<td>NAU 100</td>
<td>Transition to College</td>
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<th>Sophomore Year</th>
<th>3rd term</th>
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<th>4th term</th>
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<tr>
<td>PL 201</td>
<td>Introduction to Planning</td>
<td>3</td>
<td>PL 306</td>
<td>Public Participation in Planning</td>
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<td>PL Focus</td>
<td>See Catalog or Advisor</td>
<td>3</td>
<td>PL Focus</td>
<td>See Catalog or Advisor</td>
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<td>LS</td>
<td>Liberal Studies</td>
<td>3</td>
<td>LS</td>
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<tr>
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<td>GE</td>
<td>General Elective</td>
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<th>5th term</th>
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<tr>
<td>PL 303</td>
<td>Design and Preservation</td>
<td>3</td>
<td>PL 406</td>
<td>Planning Data Analysis</td>
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<td>PL 308W or Other JLW</td>
<td>Community Land Use Workshop</td>
<td>3</td>
<td>PRM 423</td>
<td>Recreation Facility and Area Planning</td>
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<td>PL 431</td>
<td>Computer Mapping</td>
<td>4</td>
<td>GGR 371</td>
<td>Urban and Economic Geography</td>
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<td>See Catalog or Advisor</td>
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<td>PL Focus</td>
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<td>Planning Permitting/ Review</td>
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<td>PL 405C</td>
<td>Planning Studio</td>
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<td>PLA32</td>
<td>GIS for Planners</td>
<td>3</td>
<td>PL 421</td>
<td>Land Use Planning Law and Ethics</td>
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<td>PL Focus</td>
<td>See Catalog or Advisor</td>
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<td>PL 408</td>
<td>Professional Internship</td>
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<td><strong>Total units</strong></td>
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<td></td>
<td><strong>Total units</strong></td>
<td>15</td>
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</tbody>
</table>
• This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
• Students should see an academic advisor regularly to confirm their academic progress.
• Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
• Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
• Submit graduation application during 7th term.

Liberal Studies Distribution blocks

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

PROGRAM INFORMATION
To earn the extended Degree in Public Planning you must chose an Focus from the following options: Geographic Information Systems, Sustainable Development, Tourism and Leisure Planning and Custom Planning. See your Public Planning faculty advisor when making this selection.
You may use individualized coursework (PL 408, 485, and 497) toward your Public Planning Degree with prior written approval from your Public Planning faculty advisor and the Department of Geography, Planning and Recreation. You must use only individualized coursework with a PL prefix.
Individualized coursework includes the following: PL 408 (Field Work 1-12 units maximum), PL 485 (Undergraduate Research 1-6 units maximum), and PL 497 (Independent Study 1-6 units maximum). Note that PL 499 may be taken for a maximum of 1-3 units. Consult your Public Planning faculty advisor when selecting from these individualized courses. Some required courses or options for requirements may require pre-requisites. Check with the Catalog or your Public Planning faculty advisor.

You must have an overall or cumulative grade point average of 2.5 and you must have a grade of “C” or higher in all courses applied to your major to earn your Public Planning degree.

GENERAL INFORMATION

• This 8-term plan is to be used in conjunction with the academic catalog and degree progress report.
• Honors students complete different requirements to meet NAU’s Liberal Studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
• Students should see an academic advisor regularly to confirm their academic progress.
• Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
• All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: [http://www4.nau.edu/aio/Articulation/1_Scourselst.htm](http://www4.nau.edu/aio/Articulation/1_Scourselst.htm)
  - 6 units of diversity courses: [http://www4.nau.edu/aio/Articulation/DiversiyCourseList.htm](http://www4.nau.edu/aio/Articulation/DiversiyCourseList.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](http://www.nau.edu/comp/placement.html)
• Math placement: [http://www.celfns.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml](http://www.celfns.nau.edu/Academic/Math/studentInformation/Placement/Placement.shtml)

CONTACT INFORMATION

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Department Chair: Dr. Pam Foti
Phone: 523-6196 EMAIL: Pam.foti@nau.edu

Revised 09/07
Nicole A Morrow

From: Annette A Lawrence
Sent: Monday, April 20, 2009 2:33 PM
To: Nicole A Morrow
Subject: FW: FW: UCC issue

Nicole,

I am really sorry that I did not catch the issues with the BS-PL ext.
Alan has confirmed that 15 total units is correct. Please change the 3rd line to “choose 9 units from...”

9 12 units chosen with your major advisor’s approval from GGR 376; PL 303; PRM 399; 325, 326, 360 and 383; and 460; FOR 403, 404, and 405; and HA 400, 284, 365, 384, 401, and 494.

Annette L.

From: alanalew@gmail.com [mailto:alanalew@gmail.com] On Behalf Of Alan A. Lew
Sent: Monday, April 20, 2009 1:38 PM
To: Annette A Lawrence
Subject: Re: FW: UCC issue

It should be "9 units chosen..."

Thanks
Alan

On Mon, Apr 20, 2009 at 12:58 PM, Annette A Lawrence <Annette.Lawrence@nau.edu> wrote:

Alan,

Help.

Are all the courses under “12 units” 3 hour courses? Or should it be 9—12 hours; 15—18 hours?
Should it add to 18 hours instead of 15?

Annette L.

From: Nicole A Morrow
Sent: Monday, April 20, 2009 10:44 AM
To: Annette A Lawrence
Subject: UCC issue
Annette, on the **BS Public Planning (Extended Major)**, from the 3/24 meeting. The following adds to 18 not 15:

Recreation and Tourism and Leisure Planning Focus. For this focus, you take the **following 15 units**:

- PL 376 (3 units)
- PRM 423 300 (3 units)
- 9-12 units chosen with your major advisor’s approval from GGR 376; PL 303; PRM 300, **325, 326, 360 and 383, and 460**; FOR 403, 404, and 405; and HA 100, 284, 365, 384, 401, and 494.

Please advise!

*Nicole Morrow*

Nicole Morrow
Program Coordinator
Academic Administration
928.523.9561 (phone)
928.523.1581 (fax)

Nicole.Morrow@NAU.EDU

---

*NORTHERN ARIZONA UNIVERSITY*
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College
Social and Behavioral Sciences

2. Academic Unit/Department
Geography, Planning and Recreation

3. Academic Plan Name
Minor Community Design

4. Subplan (if applicable)?

5. Effective Date
Spring 2010 Fall 2009

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

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

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

For New Plans, leave this column blank.

Minor Community Design

To complete this minor, you take the following 23 units with a C or better in each course:

* PL 201, 301, and 401 (8 units)
* GGR 371 (3 units)
* PL 303 or CM 303 (3 units)
* CM 222, 329, and 388 (9 units)

Be aware that some courses required for your minor may have prerequisites that you must also take. Check NAU's course catalog to find out.

Click here for more information regarding Geography undergraduate courses, Parks & Recreation undergraduate courses, Planning undergraduate courses, and Faculty.

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

Minor Community Design

To complete this minor, you take the following 23 units with a C or better in each course:

* PL 201, 301, and 401, and 421 (8 units)
* GGR 371 (3 units)
* PL 303 or CM 303 (3 units)
* CM 222, 329, and 388 (9 units)

Be aware that some courses required for your minor may have prerequisites that you must also take. Check NAU's course catalog to find out.

Click here for more information regarding Geography undergraduate courses, Parks & Recreation undergraduate courses, Planning 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.

Revised 09/07
9. For undergraduate plans, will a milestone** be used to:
   
   □ a. verify satisfactory completion of a non course requirement.
   □ b. indicate admission to a major.
   ☑ c. will not be used.

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

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


   A. Students will be able to define and address the issues, challenges and goals of urban development and urban design.
   
   B. Students will be able to select and implement appropriate methods and tools to provide leadership in guiding policies that effectively influence urban design and development.

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

   PL 301, Planning Law, is being deleted and replaced by PL 421, Planning Law and Ethics. This change is reflected in the Minor change above.

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

   no additional resources required

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

   No

Support emails/letters are attached

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

   yes

Certifications

[Signature] 01/23/09

Department Chair/Unit Head (if appropriate)

[Signature] 2/23/09

Chair of college curriculum committee

[Signature] 3/24/09

Dean of college

For committee use only

[Signature] Date

For University Curriculum Committee

Action taken: __________ approved as submitted __________ approved as modified

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

Revised 09/07