

University Curriculum Committee Agenda for October 29, 2013

I. Minutes from previous meeting – October 8, 2013

II. Fast Track Approvals

III. Consent Items

	Effective Date/ Revised Effective Date	Summary of Changes
A. College of Arts and Letters		
1. <u>MUS AP Test Score Change</u> Music, School of	Fall 2014	Test Score Change
B. College of Engineering, Forestry & Natural Sciences		
1. <u>FOR 415</u> FOR 415 3 FORESTRY IN DEVELOPING COUNTRIES Support: <u>FOR 515</u>	Fall 2014	Course Title
2. <u>Computer Science; B.S.C.S.</u> Computer Science; B.S.C.S. 8 Term Plan: <u>Computer Science; B.S.C.S. 8 Term</u>	Fall 2014	Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted
3. <u>Civil Engineering; B.S.E.</u> Civil Engineering; B.S.E. 8 Term Plan <u>Civil Engineering; B.S.E. 8 Term</u> Support: <u>CEFNS CCC Approval</u>	Fall 2014	Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted
C The W. A. Franke College of Business		
1. <u>ECO 280</u> ECO 280 3 INTRODUCTION TO ECONOMICS	Fall 2014	Prereqs
2. <u>Business Economics; B.S.B.A.</u> Business Economics; B.S.B.A. 8 Term Plan: <u>Business Economics; B.S.B.A. 8 Term</u>	Fall 2014	Major Reqmts-Course(s) Added, Text within Plan

D. Academic Affairs - Aerospace Studies – these are listed as “New Courses” however these aren’t truly new courses, they are just separating out the Physical Training Course by year, due to repeat issues. It is a behind the scenes need.

1.	<u>AS 252</u> AS	252	1	AIR FORCE PHYSICAL TRAINING COURSE II	Fall 2014	New Course
2.	<u>AS 253</u> AS	253	1	AIR FORCE PHYSICAL TRAINING COURSE III	Fall 2014	New Course
3.	<u>AS 254</u> AS	254	1	AIR FORCE PHYSICAL TRAINING COURSE IV	Fall 2014	New Course
4.	<u>AS 255</u> AS	255	1	AIR FORCE PHYSICAL TRAINING COURSE V	Fall 2014	New Course
5.	<u>AS 250</u> AS	250	1	AIR FORCE PHYSICAL TRAINING COURSE	Fall 2014	Catalog Descr, Course Title, Number, Repeat Rule

E. Miscellaneous

1. University Course Lines Naming Alignment
University Course Lines Naming Alignment:

2013-2014 Academic Catalog:

ANT 199H – Modular Learning Experience - Honors
 BIO 299H - Modular Learning Experience – Honors
 HA 499 – Modular Learning Experience
 HA 499H - Modular Learning Experience - Honors
 LAN 399H - Modular Learning Experience – Honors

Revised 2013-2014 Academic Catalog

ANT 199H – Special Topics- Honors
 BIO 299H -Special Topics- Honors
 HA 499 – – Special Topics
 HA 499H - Special Topics- Honors
 LAN 399H - Special Topics- Honors

IV. Action Items

A. College of Education

1. Career and Technical Education, Occupational Education 90-30; B.S.Ed.
Career and Technical Education, Occupational Education 90-30; B.S.Ed.
8 Term Plan: N/A
Support: Program Learning Outcomes
Fall 2014
Major Reqmts-Unit Change, Name Change, Subplan Reqmts-Course(s) Added, Text within Plan

B. University College

1. CCE 220
CCE 220 3 COMMUNITY LEADERSHIP AND PEER MENTORING
Fall 2014
New Course
2. CCE 320
CCE 320 3 CIVIC ENGAGEMENT IN A GLOBAL WORLD
Fall 2014
New Course
3. CCE 330
CCE 330 3 CIVIC ENGAGEMENT AND FORMAL DEMOCRATIC INSTITUTIONS
Fall 2014
New Course
4. CCE 450C
CCE 450C 3 CIVIC ENGAGEMENT INTERNSHIP CAPSTONE
Fall 2014
New Course
5. FS 211
FS 211 3 SCIENCE AND SUSTAINABLE SYSTEMS
Fall 2014
New Course
6. FS 221
FS 221 3 AESTHETIC AND HUMANISTIC INQUIRY
Fall 2014
New Course
7. FS 231
FS 231 3 ISSUES IN DIVERSITY
Fall 2014
New Course
8. FS 241
FS 241 3 TOPICS IN CIVIL AND GLOBAL ENGAGEMENT
Fall 2014
New Course
9. Civic Engagement Minor
Civic Engagement Minor
Support: Submission Memo
Support: Support Memos
Support: Civic Engagement Minor Matrix
Fall 2014
New Plan

C. UCC Business

1. Elect Diversity Subcommittee Member
 - a. UCC Member

V. Informational Items

- | | | | | | |
|----|--------------------------|--------------------------|-----------------------------------|-----------|----------------|
| 1. | ECI 495C | | | Fall 2014 | Remove LibStud |
| | ECI | 495C | 12 SUPERVISED TEACHING: SECONDARY | | |
| | Support Link: | Syllabus | | | |

University Curriculum Committee Minutes for October 8, 2013

I. Minutes from previous meeting – [April 23, 2013](#) – Approved

II. [Fast Track Approvals](#)

UCC Members present: Bain, Craig; Buchta, Alexandria; Foley, Jean Ann; Gee, Gretchen; Hall, Ian; Hammersley, Charles; Holcomb, Sarah; Johnson, Gae; McRobbie, Emily; Palmer, James; Pollak, Peggy; Raymond, Sandra; Shinham, Kathe; Sommerness, Martin; Taney, R. Marieke; Vining, David; Woods, Gioia.

UCC Members absent: Craig, Deborah; Penna, Vicki.

IV. Consent Items – Approved as submitted

	Effective Date/ Revised Effective Date	Summary of Changes
A. College of Health and Human Services		
1. Athletic Training; B.S. Athletic Training; B.S.	Fall 2013	Delete Plan
B The W. A. Franke College of Business		
1. ACC 255 ACC 255 3 PRINCIPLES OF ACCOUNTING: FINANCIAL	Fall 2014	Prereqs

V. Action Items – Approved as submitted

A. College of Engineering, Forestry & Natural Sciences		
1. BIO 290 BIO 290 3 INTRODUCTION TO BIOINFORMATICS Support Link: CS 290	Fall 2014	Cross-list, New Course
2. CS 290 CS 290 3 INTRODUCTION TO BIOINFORMATICS Support Link: BIO 290	Fall 2014	Cross-list. New Course

B. Other

1. Discussion, motion and vote to elect a fill in/replacement for the UCC Chair if the UCC Chair is absent from a meeting or unable to complete his/her elected term.

The committee moved to elect a substitute UCC Chair, by a majority vote, in the instance the residing UCC Chair is absent from a meeting or unable to complete his/her elected term. By acclaim, Martin Sommerness agrees to act as substitute UCC Chair in conjunction with the current UCC Chair's term (one year).

VI. Discussion Items

1. Enhancing Excellence in Teaching and Learning; A proposal of curricular expectations and re-designed campus processes.

Support Link: [Proposal & Appendices](#)

Feedback received from the University Curriculum Committee on Tuesday, Oct. 8, 2013

- Proposal was obviously well thought out and is well-organized
- Identified that there is much greater variability in programs' abilities to complete these elements on campus than we previously knew, and that although most programs are engaging in these efforts at some level, it is obvious that more uniform focus is warranted
- Setting aside dedicated time is necessary for many of these conversations; workload is an issue for achieving many of the goals identified here
- It's important to make it clear to faculty that this is providing a structure for degree programs to identify who they want to be, define their own standards, and create assessments that provide information about how well students are achieving the faculty-defined standard.
- It's important to make it clear that assessment is used for continual improvement purposes, and not used punitively. Our institution is required by our accrediting body to engage in assessment for continual improvement.
- Engaging in the type of work and conversations that emerge from this has provided many benefits to faculty on the committee, providing obvious gains to them in their teaching and in continually improving student learning.

Fast Track Agenda for October 29, 2013

Effective Date/
Revised Effective Date

Summary of Changes

I. Fast Track: Courses

A. College of Education

- | | | | |
|--|---|-----------|-----------------------------------|
| 1. <u>ECI 492</u>
ECI 492
Support Link: Syllabus | 6 SUPERVISED TEACHING: SECONDARY | Fall 2014 | Catalog Descr, Repeat Rule, Units |
| 2. <u>ESE 491</u>
ESE 491
Support Link: Syllabus | 8-16 SUPERVISED TEACHING: SPECIAL EDUCATION | Fall 2014 | Units |
| 3. <u>ECI 495C</u>
ECI 495C
Support Link: Syllabus | 12 SUPERVISED TEACHING: SECONDARY | Fall 2014 | Delete Course |



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC Proposal for Course Change

FAST TRACK (Select if this will be a fast track item. Refer to [UCC](#) or [UGC](#) Fast Track Policy for eligibility)

If the changes included in this proposal are significant, attach copies of original and proposed syllabi in [approved university format](#).

1. Course subject and number: ECI 492 2. Units: 6
[See upper and lower division undergraduate course definitions.](#)
3. College: Education 4. Academic Unit: Teaching and Learning

<p>5. Current Student Learning Outcomes of the course.</p> <p>Teacher Candidate Learning Expectations/ Outcomes:</p> <p>Arizona Professional Teacher's Standards: http://www.ade.state.az.us/certification/downloads/TeacherStandards.pdf</p> <ol style="list-style-type: none"> 1. The teacher candidate will design instruction that develops all students' abilities to meet academic standards. 2. The teacher candidate will create and maintain a learning climate that supports the development of all students' abilities to meet academic standards. 3. The teacher candidate will implement and manage instruction that develops all students' abilities to meet academic standards. 4. The teacher candidate will assess learning and communicate results to all students, parents and other appropriate professionals with respect to all students' abilities to meet academic standards. 5. The teacher candidate will collaborate with colleagues, parents the community, and other appropriate agencies to design, implement and support learning that supports all students' abilities to meet academic standards. 6. The teacher candidate will review and evaluate his or her overall performance and improve his or her teaching practices through reflection. 	<p>Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. (Resources & Examples for Developing Course Learning Outcomes)</p> <p>UNCHANGED</p>
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<p>7. The teacher candidate will develop and maintain general academic knowledge as demonstrated by the attainment of a bachelor's or master's degree, as well as specific academic knowledge in his or her subject area.</p> <p>8. The teacher candidate will develop and nurture current professional knowledge of the teaching/learning process.</p> <p>9. In collaboration with other professionals, the teacher candidate will participate in the design, implementation and assessment of individual education programs.</p> <p>10. Other objectives may be delineated by the cooperating teacher and the university supervisor framed by the dynamic variables that exist in school culture.</p>	
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<p>6. Current title, description and units. Cut and paste, in its entirety, from the current on-line academic catalog* http://catalog.nau.edu/Catalog/.</p> <p>ECI 492 SUPERVISED TEACHING: EARLY EDUCATION (6)</p> <p>Description: Directed teaching in birth to pre-school settings; directed and cooperative preparation, teaching and evaluation; issues and practices of effective early childhood education. Pass-fail only. Course fee required.</p> <p>Units: 6</p> <p>Prerequisite: Elementary Education or BSED Early Childhood Milestone</p>	<p>Show the proposed changes in this column Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted.</p> <p>ECI 492 SUPERVISED TEACHING: EARLY EDUCATION (6 3-6)</p> <p>Description: Directed teaching in birth to pre-school settings; directed and cooperative preparation, teaching and evaluation; issues and practices of effective early childhood education. Pass-fail only. May be repeated for up to 6 units of credit. Course fee required.</p> <p>Units: 6 (3-6)</p> <p>Prerequisite: Elementary Education or BSED Early Childhood Milestone</p>
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*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

7. Justification for course change.
We sometimes have student teachers who request a year-long student teaching placement. When approved, they register for two semesters. Thus, we need all student teaching courses to be listed in the academic catalog as being available for variable credit and repeatable.

8. Effective **BEGINNING** of what term and year? Fall 2014
See effective dates calendar.

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

CURRENT	PROPOSED
Current course subject and number:	Proposed course subject and number:

Effective Fall 2012

Current number of units: 6	Proposed number of units: 3-6
Current short course title:	Proposed short course title (max 30 characters):
Current long course title:	Proposed long course title (max 100 characters):
Current grading option: letter grade <input type="checkbox"/> pass/fail <input type="checkbox"/> or both <input type="checkbox"/>	Proposed grading option: letter grade <input type="checkbox"/> pass/fail <input type="checkbox"/> or both <input type="checkbox"/>
Current repeat for additional units: NO	Proposed repeat for additional units: YES
Current max number of units:	Proposed max number of units: 6
Current prerequisite:	Proposed prerequisite (include rationale in the justification):
Current co-requisite:	Proposed co-requisite (include rationale in the justification):
Current co-convene with:	Proposed co-convene with:
Current cross list with:	Proposed cross list with:

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)? Yes No

If yes, describe the impact and include a letter of response from each impacted academic unit.

Early Childhood Education; B.S.Ed.

10. Is there a related plan or sub plan change proposal being submitted? Yes No
If no, explain.

This unit and repeatability change will not require any related plan changes; plan requirements remain the same.

11. Does this course include combined lecture and lab components? Yes No
If yes, include the units specific to each component in the course description above.

Answer 12-15 for UCC/ECCC only:

12. Is this course an approved Liberal Studies or Diversity course? Yes No
If yes, select all that apply. Liberal Studies Diversity Both

13. Do you want to remove the Liberal Studies or Diversity designation? Yes No
If yes, select all that apply. Liberal Studies Diversity Both

14. Is this course listed in the [Course Equivalency Guide](#)? Yes No

15. Is this course a Shared Unique Numbering (SUN) course?

Yes No

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland **10/14/2013**
Reviewed by Curriculum Process Associate Date

Approvals:

9/30/13

Pamela Powell
Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Kathy Bohan 10/10/13
Dean of college Date

For Committee use only:

K. Laurie Dishson *10/29/13*
UCC/UGC Approval Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Chief Academic Officer; Extended Campuses (or Designee)

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

**Student Teaching****VISION**

We develop educational leaders who create tomorrow's opportunities.

MISSION

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

Supervised Student Teaching Experience

Department of Student Services

Spring or Fall

- ARE 495C Supervised Teaching: Art Education
 - CTE 494C Supervised Teaching: Career and Technical Education
 - ECE 490C Supervised Teaching: Elementary
 - ECE 492 Supervised Teaching: Early Childhood
 - ECI 493 Supervised Teaching: Bilingual Education
 - ECI 495C Supervised Teaching: Secondary Education
 - ECI 576 Student Teaching and Internship
 - ECI 595 Internship: Secondary
 - ENG 494C Supervised Teaching: English Education
 - ENG 595 Supervised Teaching: English Education
 - ESI 491 Supervised Teaching: Special Education
 - ESE 591 Supervised Teaching: Special Education-Cross-Categorical High Incidence
 - ESE 594 Supervised Teaching: Special Education-Severe/Profound
 - FRE 495C Supervised Teaching: French Education
 - GER 495C Supervised Teaching: German Education
 - HIS 491C Supervised Teaching: Social Studies Education
 - MUS 495C Supervised Teaching: Music Education
 - PE 495C Supervised Teaching: Physical Education
 - SPA 495C Supervised Teaching: Spanish Education
 - SPA 595 Supervised Teaching: Spanish Education
 - TSM 495C Supervised Teaching: Math and Science Education
 - TSM 595 Supervised Teaching: Math and Science Education
- (Note: An additional syllabus may be provided by the department)

- **Instructor:** Director of Student Services
- **Phone:** 928-523-2145
- **Email:** na2studentteaching@nau.edu
- **Fax:** 928-523-7149
- **Mail:** NAU Box 5774, Flagstaff, AZ 86011
- **Office:** Suite 191
- **Credits:** 2-16 hours

**Course Prerequisites:**

The teacher candidate (aka student teacher) **must** meet all of the following prerequisites:

- Fully admitted to the Teacher Education Program
- Cumulative GPA of 2.50 in all education courses with no grade lower than a “C”
- Unique student teaching experiences must meet additional requirements to include a minimum 3.0 GPA
- A minimum NAU cumulative GPA of 2.50 for Undergraduates
- A minimum NAU cumulative GPA of 3.0 for Graduates
- Completed all education courses and all departmental requirements prior to student teaching
- Submitted a completed application packet, one year prior to student teaching, meeting the following relevant deadlines:
 - Spring Applications: March 21 – April 12
 - Fall Applications: September 21 – October 12
- Fingerprint Clearance Card issued by DPS must be on file in Student Services (copy of front and back)

Failure to meet the prerequisites may result in the teacher candidate being “administratively dropped” from the course.

Descriptions:

Student Teaching: Student Teaching is a full-semester, full-time, full-day, clinical component of the teacher preparation program for Northern Arizona University students seeking initial teacher certification. The primary purpose of the student teaching experience is to provide you with a carefully mentored experience to help you develop and enhance the knowledge, skills, and dispositions necessary to positively impact student learning and development.

Field experiences such as student teaching are cooperative endeavors in which host schools work closely with the NAU Field Experience team to provide quality experiences for teacher certification candidates. Hosting a student teacher is a major professional commitment by teachers, administrators, and school boards. The university faculty supervisor and mentor teacher provide intense, supportive guidance to help you learn and enhance your professional role. Other school personnel, such as principals and department heads, also play a crucial role in mentoring you. All of these will be working together to help you become the best teacher you can be.

ECI 490C: Supervised Teaching: Elementary (6 – 12 credits)

Directed teaching in the early childhood and elementary grades; directed and cooperative preparation, teaching, and evaluation; conferences and seminars in theories, issues, and practices of effective elementary school instruction. Pass/Fail

ECI 492: Supervised Teaching: Early Childhood (6 credits)

Directed teaching in birth to pre-school settings; directed and cooperative preparation, teaching and evaluation; issues and practices of effective early childhood education. Pass/Fail

ECI 493: Supervised Teaching: Bilingual Education (12 credits)

Directed teaching in elementary classrooms meeting and emphasizing bilingual needs; directed and cooperative preparation, teaching, and evaluation; conferences and seminars in theories, issues, and practices in bilingual classrooms. Pass/Fail

ARE 495C Supervised Teaching: Art Education, CTE 494C Supervised Teaching: Career and Technical Education,

ENG 494C: Supervised Teaching: English Education, FRE 495C: Supervised Teaching: French Education, GER 495C:

Supervised Teaching: German Education, HIS 491C: Supervised Teaching: Social Studies Education, MUS 495C:

Supervised Teaching: Music Education, PE 495C: Supervised Teaching: Physical Education, SPA 495C: Supervised

Teaching: Spanish Education, SM 495C: Supervised Teaching: Math and Science Education (12 credits)

Directed teaching in secondary schools and secondary school content areas; directed and cooperative preparation, teaching, and evaluation; conferences in the theories, issues, and practices in cooperation with the classroom teacher and university supervisor. Pass/Fail

ECI 576: Student Teaching and Internship (3-11 credits)

This field experience consists of directed teaching experience in an elementary school with directed and cooperative preparation, teaching and evaluation. Pass/Fail

ECI 595: Internship: Secondary (1-12 credits)

Directed teaching in secondary schools and secondary school content areas; directed and cooperative preparation, teaching, and evaluation; conferences on the theories, issues, and practices in cooperation with the classroom teacher and university supervisor. Department consent. Prerequisite: Student Services approval. Pass/Fail

ESE 491: Supervised Teaching: Special Education (8 – 16 credits)



Directed teaching in special education settings; planning, implementation, and evaluation; conferences and seminars in theories, issues, and practices. Pass/Fail

ESE 591: Supervised Teaching: Special Education-Cross Categorical/High Incidence (2 – 8 credits)

Directed teaching in special education settings; planning, implementation, and evaluation; conferences and seminars in theories, issues, and practices. Pass/Fail

ESE 594: Supervised Teaching: Special Education-Severe/Profound (2 – 8 credits)

Directed teaching in special education settings; planning, implementation, and evaluation; conferences and seminars in theories, issues, and practices. Pass/Fail

Teacher Candidate Learning Expectations/Outcomes:

Arizona Professional Teacher's Standards:

<http://www.ade.state.az.us/certification/downloads/Teacherstandards.pdf>

1. The teacher candidate will design instruction that develops all students' abilities to meet academic standards.
2. The teacher candidate will create and maintain a learning climate that supports the development of all students' abilities to meet academic standards.
3. The teacher candidate will implement and manage instruction that develops all students' abilities to meet academic standards.
4. The teacher candidate will assess learning and communicate results to all students, parents and other appropriate professionals with respect to all students' abilities to meet academic standards.
5. The teacher candidate will collaborate with colleagues, parents the community, and other appropriate agencies to design, implement and support learning that supports all students' abilities to meet academic standards.
6. The teacher candidate will review and evaluate his or her overall performance and improve his or her teaching practices through reflection.
7. The teacher candidate will develop and maintain general academic knowledge as demonstrated by the attainment of a bachelor's or master's degree, as well as specific academic knowledge in his or her subject area.
8. The teacher candidate will develop and nurture current professional knowledge of the teaching/learning process.
9. In collaboration with other professionals, the teacher candidate will participate in the design, implementation and assessment of individual education programs.
10. Other objectives may be delineated by the cooperating teacher and the university supervisor framed by the dynamic variables that exist in school culture.

Course Structure/Approach:

- On-Site student teaching placement

Handbook, Required Materials and Fees:

All Student Teaching publications can be printed from the appendix or obtained at <http://www.nau.edu/fieldexperience> and clicking on the *Student Teacher Information* link.

1. Student Teaching Handbook
2. Team Information Checklist
3. Team Information Form
4. Observation Checklist Document
5. Statement of Values and Expected Professional Behaviors
6. Confidentiality and Work Statements
7. Institutional Recommendation Document
8. Information Update Form
9. Each section of student teaching encumbers a \$175.00 fee.
10. *TASKSTREAM* [subscription](#). (If you already have a TASKSTREAM active account, you must maintain that account.)

**Course Outline(s):**

Student Teaching is about “student contact and preparation time” when calculating time in the experience.

One 16-week/80 day* placement:

Weeks 1-2	Phase I	Observation of class; meet with the cooperating teacher and university supervisor
Weeks 3-7	Phase II	Teacher candidate takes partial responsibility of the class
Weeks 8-14	Phase III	Teacher candidate takes full responsibility for the class
Weeks 15-16	Phase IV	Transfer of the responsibility from teacher candidate back to cooperating teacher

Two 8-week/40 day* placements:

Weeks 1	Phase I	Observation of class, meet with the cooperating teacher and university supervisor
Weeks 2-4	Phase II	Teacher candidate takes partial responsibility of the class
Weeks 5-7	Phase III	Teacher candidate takes full responsibility for the class
Weeks 8	Phase IV	Transfer the responsibility from teacher candidate back to cooperating teacher

NOTE: *One week is equivalent to five days, so the phase schedule is approximate when relating to the weeks as some school/districts may have more days/weeks off than others. When establishing a schedule and the starting and ending dates, school holidays are NOT to be included in the number of days/weeks. Teacher workdays/in-services are considered part of the experience and must be attended.

Assessment of Teacher Candidate Learning Outcomes:**Methods of Assessment:**

All student teaching experiences in the Professional Education Unit are graded on a Pass/Fail basis. The teacher candidate is expected to demonstrate content knowledge, teaching skills, and professional dispositions throughout the student teaching experience. These areas will be directly assessed through the successful completion of a **Student Teaching Professional Portfolio, Candidate Work Sample, and Observation Evaluation Tools.**

Professional Portfolio

The teacher candidate must present the criteria in a professional, organized, secure binder. The teacher candidate is required to evidence the criteria within the portfolio at **each** university supervisor’s scheduled visit. **The university supervisor and/or cooperating teacher may require additional content; the minimum criteria for the portfolio is:**

1. Observation Phase¹

- The teacher candidate will include a copy of the district/school calendar.
- The teacher candidate will include the Phase In/Phase Out schedule completed during the Initial Team Meeting.
- The teacher candidate will maintain a daily journal reflecting delivery, student behaviors, activities, and planning including the content schedule and transitions. Other information may also be included.
- The teacher candidate will complete the observation checklist (included in the Student Teaching Handbook) to be discussed with the university supervisor during the first formal visit.

2. Weekly Journal²

The teacher candidate is required to write reflections about the experience at the end of each week. This is to include an account of the entire week. The reflection **MUST** be emailed to the university supervisor at the end of each week. The teacher candidate may write daily reflections; one time per week is the minimum requirement.

3. Weekly Planning²

The teacher candidate will complete a weekly plan guide emailing the plan to the university supervisor along with the weekly reflections.

4. Lesson Plans¹

The teacher candidate will include developed lesson plans (6 minimum) that are to help the teacher candidate plan, inform, and organize their teaching. Lesson plans will be developed as directed by the cooperating teacher and university supervisor. It is required that lesson plans be written and included in the notebook prior to their implementation in the classroom and that lesson plans, minimally, include: a)



anticipatory set, b) standards, c) content objectives, d) ELL standards e) language learning objectives f) materials needed, g) description of activity/instruction, h) description of assessment of learning, and i) closure.

5. Classroom Ideas

The teacher candidate will document and/or gather a collection of ideas for their future classroom. This may include a collection of visuals, activities, artwork, bulletin board displays, etc.

6. Discipline Programs

The teacher candidate will include a copy of the school and/or district discipline policy (ies).

7. Classroom Management Techniques

The teacher candidate will include a copy of the classroom management plan, rules, policies, procedures, etc. that the cooperating teacher implements in the classroom. The teacher candidate will include reflections of the cooperating teacher's management style/techniques.

8. Student Learning

The teacher candidate will complete a **Candidate Work Sample – TaskStream Signature Assignment**. The document will be uploaded into their TaskStream account and a copy must be included in the portfolio.

9. Handout/Activity Sheets¹

The teacher candidate will gather, collect, and create handouts/activity sheets throughout their experience. Copies of these must be included in the portfolio.

10. Family Outreach

The teacher candidate will document ideas, plans and observations for parent conferences and/or meetings, open houses, family nights, and communication media with family and/or guardians. (Example: newsletter, website, calendars, etc.)

11. Evaluations of Teaching

The teacher candidate will be evaluated at several key points throughout their culminating/capstone experience. Both the university supervisor and the cooperating teacher will do formal and informal evaluations.

12. Professional Growth¹

The teacher candidate will collect or create professional ideas, resources, workshops, in-services, district information and other professional growth opportunities evidenced during student teaching. Professional documentation may include State Certification and Licensure, examples of teacher candidate work, example lesson plans from cooperating teacher or others, AEPA scores, etc.

¹ The university supervisor and/or cooperating teacher may require specific numbers and/or details for each criteria to be included in the portfolio.

²The teacher candidate must email to the university supervisor at the end of each week.



Instructions: The purpose of the Candidate Work Sample is to provide evidence how your teaching impacts student learning. This not an "in theory" paper, rather the "actual teaching" in your classroom pertaining to one specific subject area. Using a unit or a series of lessons (for one subject area) reflect on the lessons you have taught, analyzing the impact that planning and teaching these specific lessons had on student learning as evidenced through the results of assessments. This reflective analysis helps build a habit of mind that you, as an educator, will use as a matter of best practice to grow professionally!

The information from the specific lessons taught should be presented in an outline format with sections:

- > Background Information And Prior Knowledge:
 - Gather background information of the students in your classroom and assess their prior knowledge
- > Planning:
 - Planning instruction (specifically include in the paper the targeted AZ standards and objectives)
- > Designing:
 - Designing instruction/teaching
- > Adapting:
 - Instructional decisions
- > Assessing:
 - Planning and implementing assessment
- > Analyzing:
 - Analyze assessment results
- > Reflecting:
 - Reflections

Expectations: Read through the rubric to best understand the specific information and how your paper will be evaluated. Passing is evidenced by earning a "2" in all categories

Due Dates:

Single placements – 80 days are due around the 15th day. Establish exact dates with your university supervisor.

Dual placements – 2 x 40 days are due around the 30th day of the content-specific placement or as determined with your university supervisor. Establish exact dates with your university supervisor.

Note: If in a content-specific placement, i.e. Special Education, Bachelors in Early Childhood or specialized Secondary, your assignment is due during this placement. Some content-specific areas have amended instructions for this assignment.

Final Document must include a cover page with: (a) your name, (b) date submitted, (c) grade level taught, (d) subject taught, and (e) course and section number (for example EC1190C + 11801). The final paper must be a maximum 5-8 page reflective analysis of these specific lessons taught in one subject area.

The final paper must be professional in appearance, adhering to all conventions of English grammar and composition, and is devoid of grammar, spelling and typographical errors. It is recommended that you proofread, as spell check does not always catch all errors!

- Keep in mind that the work you produce is a reflection of your work ethic and the professional skills, attitudes, and knowledge you have obtained during your pre-service career.
- Maintaining anonymity is important for the students in your class, do not include any student names in any part of your document. You may use fictitious names; however, you must note this somewhere in the document.

Submit your work to TaskStream via the candidate application evaluator.

Evaluation: The Candidate Work Sample will be evaluated in TaskStream by your university supervisor (unless you receive an email indicating otherwise). You will be responsible for acquiring the "pass" or "conditional pass" information in your TaskStream account. If your assignment is returned for a "redo", this will need to be accomplished prior to successfully passing student teaching.

Special Note. This assignment is one of the criteria required, as stated in the syllabus, in order to earn a "pass" grade for student teaching. An "incomplete" grade will be submitted if this paper is not completed and submitted by the due date. If your paper requires modifications, the evaluator will provide suggestions for your success and you will be required to resubmit in TaskStream. You will be offered as many opportunities as needed to successfully complete this assignment. If you are struggling with this assignment at any point, please contact one of your professors for guidance. The "Tips for Success" section will be one of your best guides.

TaskStream Support:

Elissa Jota is the point of contact if you have questions or difficulties. She can be reached at 928-523-9434 or email at Elissa.Jota@nau.edu.

Evaluations of Observations

The teacher candidate will be assessed formally by the university supervisor and cooperating teacher's on dates determined during the initial team information meeting through:

- Four formal observations visits evaluated by the university supervisor, and
- Two (2) formal observations evaluated by the cooperating teacher in each placement.

Examples of the primary and content-specific evaluation tools are provided in the appendix.



Grading Structure:

Pass/Fail Criteria

The teacher candidate will work with their university supervisor and cooperating teacher to establish due dates and other expectations. As would be indicative of a professional, the teacher candidate is expected to meet all deadlines; late work will be accepted only when **prior** notice has been given to the university supervisor and/or cooperating teacher and is approved by all parties. Successfully completing student teaching (a grade of “P” or “pass”) is evidenced by the:

1. *Plan and prepare Team Information Initial Meeting*
✓ *Printed and signed documents mailed to Student Services*
2. *Student Teaching Notebook/Portfolio,*
3. *Candidate Work Sample – TASKSTREAM completed rubric,*
4. *Evaluations of Observations, and*
5. *Final Grade Report*

The Director of Student Services or designee reserves the right to make a final decision regarding the pass/fail of a teacher candidate, taking into account many factors, including evaluations, the portfolio, dispositions, extenuating circumstances, and assignments.

Examples of the evaluation tools are located in the appendix of the *Student Teaching Handbook*.

Alerts/Infractions/Consequences:

Extenuating circumstances requiring further intervention beyond a single change in student teaching placement may result in the teacher candidate’s removal from student teaching and a failing grade. This policy overrides any other grade policy or accumulation of points.

If an intervention is needed, the university supervisor and/or cooperating teacher will notify the Director of Student Teaching or Designee via an “Alert” indicator. The university supervisor will establish a meeting (that may include the Director or designee and cooperating teacher) with the teacher candidate to determine a “plan of action” where an outline detailing the requirements to successfully complete the student teaching experience will be documented. There may be circumstances where the Director of Student Services or designee may be involved in or initiate the intervention through an official meeting.

The teacher candidate may receive a failing grade if it is determined through the intervention that the teacher candidate has violated or does not meet the provisions contained in “Statement of Values and Expected Professional Behaviors” located in the *Handbook for Student Teacher* and/or is not progressing toward meeting the expectations in the plan of action as aligned with the Arizona Professional Teacher Standards. A phone call along with an email to the teacher candidate will be initiated by the Director of Student Services or Designee to discuss options. All teacher candidates are provided a 2nd opportunity to complete student teaching successfully, if the removal from the current student teaching placement is not a result of an infraction of school or district policy; college or university policy; or state code of conduct for teachers.

NOTE: If the teacher candidate is asked to be removed from the placement by the cooperating teacher, the building principal, and/or a district administrator, a 2nd and final placement opportunity may be offered. A phone call to the teacher candidate will provide the options for a degree at this point. There are no 3rd opportunities!

Incompletes:

If you are unable to complete coursework in a scheduled course within the term in which you are enrolled, you may petition your instructor to receive a grade of “I”.

If an incomplete is agreed upon, you and the instructor must complete a written agreement specifying the terms of successful completion. A copy of this agreement will be filed with the Office of Student Services.

This written agreement must also indicate the date by which you must complete the work, and that date cannot be longer than one calendar year from the end of the term in which you were enrolled in the course. For undergraduates, after one calendar year, any grade of “I” will automatically be converted to a grade of “F”. For graduate students, any



grade of “I” becomes a permanent incomplete after one calendar year.

When you complete the coursework, your instructor submits a final grade to the Registrar’s Office, and that grade and your credit are then entered on your permanent record.

After the time for making up the incomplete has elapsed, you must re-enroll in the course to receive credit. We do not use incomplete grades in calculating your grade point average.

When you become eligible for graduation, if you have a grade of “I” in any courses that aren’t required for graduation, you may elect to graduate with these “I” grades as a part of your permanent academic record. In such cases, the “I” grades cannot be changed after graduation by completing the course requirements nor will the “I’s” revert to “F” grades.

Course Policies:

Attendance, Rescheduling evaluations, Placement policies

Course Requirements:

1. The teacher candidate must register for student teaching prior to the start of the student teaching experience.
2. The teacher candidate must read and sign the forms “Statement of Values and Expected Professional Behaviors” “Statement of Confidentiality” and “Statement of Work”.
3. The teacher candidate must maintain an active TaskStream account and self enroll in the correct section within TaskStream. Enroll codes are located at http://portfolio.coe.nau.edu/stud_res.html.
4. Attendance and participation are required. Attendance is required during all working school days as determined by the contract of the cooperating teacher. Absence is excused only for personal illness and/or death in your immediate family. Documentation may be required as determined by the university supervisor and/or cooperating teacher. A teacher candidate with excessive absences may be reported to the Office of Student Services and may result in removal from student teaching placement.
5. **The teacher candidate may not substitute teach** or receive compensation for student teaching. You are permitted and encouraged to teach and assume leadership for your assigned classroom when the cooperating teacher is absent under the direction of the paid substitute hired by the district.
EXCEPTION: Teacher candidates who are seeking a Master’s degree in teacher certification may teach in their own classroom as long as their teaching contract meets the program/degree requirements. A Master’s teacher candidate may also be hired by the district to substitute teach in their own classroom with the permission of their university supervisor and cooperating teacher. All student teaching expectations are still required for successful completion of student teaching.
6. Teacher candidates are encouraged to participate in the school community outside of the school day. This can be through coaching, tutoring, sponsoring groups, etc, but it may not interfere with student teaching responsibilities or the student teaching day (which must include mentoring time). Extracurricular activities within the school community must be approved by your university supervisor and cooperating teacher prior to participating.
7. Late work may impact a teacher candidate’s evaluation and successful course completion.
8. Opportunities to “make-up” required evaluations might be given only in cases where the teacher candidate has properly notified the evaluator(s) involved **prior** to missing the evaluation. Make-up evaluations must be conducted within one week of their originally scheduled time.
9. The quality of work produced is expected to reflect the teacher candidate's best attempt. Written work must be word-processed and free of mechanical errors.
10. The teacher candidate is expected to honor the ethical, professional, and conduct guidelines specified in the document “Statement of Values and Expected Professional Behaviors” in the *Handbook for Student Teaching*, the *Statement of Understandings* (signed and submitted in Student Teaching Application), and school and district policies.
11. The teacher candidate must adhere to professional expectations.
12. Housing is the responsibility of the teacher candidate. The Office of Student Services cannot pursue inquiries made regarding housing.
13. The Director of Student Services or designee must approve any exception to these course requirements.
14. The university supervisor and/or program advisor reserve the right to modify requirements only to include more for specific situations for successful completion of student teaching.

College, University, and State of Arizona Policies:

Statement of Values and Expected Behaviors located in the Student Teaching Handbook
 All University policies regarding Safe Working and Learning Environments, Students with Disabilities, Institutional Review Board, and Academic Integrity are applicable in this course.
<http://www4.nau.edu/~jppm/LCCPolicy/physstnd.htm>
 NAU Academic Catalog, Incomplete grading policy
http://www4.nau.edu/academic/catalog_2009/academiccatalog.htm
 The Board of Regents' Code of Conduct and procedures are outlined in the Student Handbook
<http://home.nau.edu/~studentlife/rights.asp>
<https://regents.az.gov/arc/Policy%20Manual%205-308-Student%20Code%20of%20conduct.pdf>
 Rules Defining Unprofessional and Immoral Conduct, Arizona Board of Education, Title 7, Chapter 2, Article 17
<http://www.ade.az.gov/stateboard/Rules%20approved%20Item101.pdf>

**Northern Arizona University
 Policy Statements**
Safe Environment Policy

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

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

Students with Disabilities

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

Institutional Review Board

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

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

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

Academic Integrity

The university takes an extremely serious view of violations of academic integrity. As members of the academic



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

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

This is the general syllabus for all sections of student teaching courses providing the **minimum** requirements for all teacher candidates. Departments, supervisors and cooperating teachers are reserved the right by the Instructor of Record to modify the general syllabus to fulfill requirements at the specific host sites.

INITIAL TEAM MEETING

CHECKLIST OF QUESTIONS AND DOCUMENTS

Please ask these questions to your cooperating teacher(s) and university supervisor:

- Did you receive an initial email from Macilee Ewalt via PEUWebServices@nau.edu?
Ask them to contact PEUevalsupport@nau.edu stating that they did not receive the initial email.
- Were you able to locate the student teaching information online?
Please provide the website and assist them in retrieving the information online.
- Were you able to successfully login and see all of my evaluations?
Ask them to contact PEUevalsupport@nau.edu for assistance.

Please ask these specific questions to your cooperating teacher(s)

- Were you able to download and complete the payment form and send it to Student Services?
Have the form available as a backup plan. Mail this with packet of information.

Please ask these specific questions to your university supervisor:

- What is the due date for my TaskStream – Candidate Work Sample assignment?
Refer to Handbook for details regarding times of due dates.

Printed documents to bring to the meeting:

- A Plan for Success – use for discussion
- Student Teaching Handbook-Syllabus
- Observation Checklist – discussion
- District School Calendar – to plan teaching schedule
- *Team Information Form – obtain required signatures after reading and discussing
- *Institutional Recommendation Form
- *Statement of Values and Expected Professional Behaviors - signature page
- Information Update Form

IMPORTANT

***Mail these documents to:**

**Student Services, Student Teaching
Box 5774
Flagstaff, AZ 86011**



Statement of Values and Expected Professional Behaviors

Teacher candidates who work in P-12 school settings shall have the commitment to develop and demonstrate growth in the attitudes, dispositions and skills described in this document in order to embody the values of the vocation of teaching. The Professional Education Unit faculty established these standards as essential to the professional development of candidates in the Teacher Education Program. In order to be academically eligible, candidates must meet programmatic requirements and behave in ways consistent with the values and expectations outlined in this document. Violations of the values and/or expected professional behaviors may result in sanctions, including imposition of a professional growth plan, academic program suspension or dismissal, or other discipline as appropriate to the violation.

Candidates demonstrate their commitment to academic standards and professional competencies by agreeing to adhere to the following values and expected behaviors:

I will establish a credible reputation as an educator and provide leadership by:

- Taking responsibility for the physical safety and welfare of students
- Maintaining confidentiality regarding student records and information
- Being present, punctual, and prepared for university classes as well as teaching responsibilities
- Dressing professionally in teaching situations and educational environments
- Demonstrating appropriate amounts of self-control and self-regulation in my communication with others
- Taking responsibility for my actions
- Being open to new ideas and cultures
- Maintaining a strong sense of intellectual curiosity
- Assuming appropriate responsibility and authority
- Acting purposefully with commitment and enthusiasm
- Adhering to the highest ethical standards
- Demonstrating integrity and honesty
- Avoiding verbal or physical harassment and/or abuse
- Avoiding any inappropriate relationships with students, family members of students, or other school personnel
- Avoiding intimidating or embarrassing other individuals
- Making good professional judgments
- Developing an appropriate and sufficient level of teacher self-efficacy, which are my beliefs about my competencies and abilities in a given school related situation to make a difference

I will act in a collaborative manner by:

- Listening to and valuing others' perspectives
- Contributing to joint work
- Demonstrating willingness to learn from others
- Demonstrating flexibility and openness
- Demonstrating respect for diverse ideas/people as assets
- Keeping supervisors informed of any issues/problems and following all guidelines regarding "duty to report" cases

I will fulfill the essential functions of the teaching role by:

- Exhibiting physical well being to meet the demands of the teaching profession
- Exhibiting emotional well being to meet the demands of the teaching profession
- Developing a corrective plan and/or seeking help when needed to maintain personal wellness.
- Displaying empathy and an ethic of care
- Practicing patience
- Inviting and receiving professional feedback non-defensively
- Decreasing impulsivity and reactivity
- Managing moods
- Expressing emotions appropriately
- Developing social skills (e.g. giving and receiving feedback, communication)



- Providing evidence of competence in the basic skills of reading, writing, speaking, and mathematics
- Being prepared for class each day
- Being aware of my content knowledge limitations
- Seeking assistance as needed to improve skills

As a future teacher candidate, I accept the responsibility to adhere to the highest ethical standards and commit to serving students, the profession, and pursuing professional development. This set of values and expected professional behaviors apply to my academic, professional, and public life. My signature acknowledges that I read, understand, and agree to abide by these standards and expectations.

The signature page must be returned to the Student Services office acknowledging your understanding and commitment to this code. (Dispositions Statement)



Student Teacher (print name): _____

Statement of Values and Expected Professional Behaviors

As a future teacher candidate, I accept the responsibility to adhere to the highest ethical standards and commit to serving students, the profession, and pursuing professional development. This set of values and expected professional behaviors apply to my academic, professional, and public life. My signature acknowledges that I read, understand, and agree to abide by these standards and expectations.

Student Teacher Signature: _____ Date: _____

Statement of Confidentiality

I understand as a student teacher of Northern Arizona University, I will have access to privileged and confidential information. I agree to treat the information and data as confidential and I will not discuss, reveal, publish, or share this information with any outside source or media. This statement of confidentiality encompasses any conversations or exchange of written (including, but not limited to, computer/internet/chat room/blog activity) information with anyone outside the classroom/school setting. Failure to abide by this statement may result in removal from student teaching (without tuition reimbursement).

Student Teacher Signature: _____ Date: _____

Statement of Work

I understand as a student of Northern Arizona University, student teaching is my first priority until completion. I understand that NAU recommends that I do not work while student teaching. However, if it is or becomes necessary to seek employment outside the student teaching day, I understand that my job may not impact the expectations of student teaching. I understand that if my job affects my ability to be successful and give 100% to the student teaching placement, I will have to give up my job or student teach at a different time (without tuition reimbursement).

I will NOT work during student teaching.

I will work during student teaching.

Place of Employment: _____ Schedule/Number of hours: _____

Responsibilities: _____

Student Teacher Signature: _____ Date: _____



**Team Information Form
Single Placement**

Student Teacher's Name:

Current Mailing Address:

Current Phone Numbers:

Student Teaching Start and End Dates:

Because district academic calendars vary greatly, the student teaching start and end dates are dependent on the host site. With the aid of the district/school calendar, determine the start and end dates to meet the **80 days** minimum contact time with students and/or cooperating teacher:

80 Days – Student/Mentor Contact Time

Starting Date: _____

Ending Date: _____

Academic Assessment of Student Teachers

All student teaching experiences in the College of Education are graded on a **pass/fail** basis. The teacher candidate is expected to demonstrate his/her **content knowledge, teaching skills, and professional dispositions** throughout the student teaching experience. Successful completion of student teaching will be evidenced through the following assessments as described in the course syllabus:

1. Formal Evaluations
2. Dispositions/Conduct Criteria
3. Student Teaching Portfolio
4. Evidence of Student Learning: Candidate Work Sample

Statement of Values and Expected Professional Behaviors

The College of Education faculty established conduct criteria for students in the Teacher Education Program. This code of conduct can be found in the *Handbook for Student Teachers*. Please review this as a team.

Acknowledgements

My signature acknowledges that I have read, understood, and agreed to adhere to these academic, ethical and dispositional standards. I understand that violations of this code of conduct, or failure to successfully complete all academic requirements, may result in sanctions, including program dismissal.

Student Teacher Signature

Date

Cooperating Teacher Signature

Date

University Supervisor Signature

Date



Team Information Form
Two Placements

Student Teacher's Name:

Current Mailing Address:

Current Phone Numbers:

Student Teaching Start and End Dates:

Because district academic calendars vary greatly, the student teaching start and end dates are dependent on the host site. With the aid of the district/school calendar, determine the start and end dates to meet the **80 days** minimum contact time with students and/or cooperating teacher:

40 Days Each Placement – Student/Mentor Contact Time

First Placement	Second Placement
Starting Date: _____	Starting Date: _____
Ending Date: _____	Ending Date: _____

Academic Assessment of Student Teachers

All student teaching experiences in the College of Education are graded on a **pass/fail** basis. The teacher candidate is expected to demonstrate his/her **content knowledge, teaching skills, and professional dispositions** throughout the student teaching experience. Successful completion of student teaching will be evidenced through the following assessments as described in the course syllabus:

1. Formal Evaluations
2. Dispositions/Conduct Criteria
3. Student Teaching Portfolio
4. Evidence of Student Learning: Candidate Work Sample

Statement of Values and Expected Professional Behaviors

The College of Education faculty established conduct criteria for students in the Teacher Education Program. This code of conduct can be found in the *Handbook for Student Teachers*. Please review this as a team.

Acknowledgements

My signature acknowledges that I have read, understood, and agreed to adhere to these academic, ethical and dispositional standards. I understand that violations of this code of conduct, or failure to successfully complete all academic requirements, may result in sanctions, including program dismissal.

Student Teacher Signature Date

Cooperating Teacher Signature Date

Cooperating Teacher Signature Date

University Supervisor Signature Date



Observation List

Complete the checklist and print to discuss with your university supervisor during the initial visit. Don't forget to include this in your portfolio!

The Building

Locate:

- School Library
- School Office
- Nurse's Office
- Principal's Office
- Teacher's Workroom
- Faculty Lounge
- Restrooms

Read and discuss the school's:

- Calendar
- Policy Manual
- Discipline Policy
- Dress Code Policy
- Procedure for treating sick or injured student

The Classroom

Observe or learn about:

- Classroom aides (paraprofessionals/volunteers)
- Classroom rules
- Evaluation of student work
- Display areas of bulletin board
- Learning centers
- Student and teacher schedules
- Teaching aids and materials
- Lesson plans
- Grade book
- Substitute information (reminder that you may not be the hired substitute)
- Student seating chart (learn all students' names)
- Student attendance (reporting policy)

Classroom Atmosphere

List ways the cooperating teacher keeps students on task and develops a positive classroom atmosphere.

Discipline Techniques

As you observe, list ideas you have gained for dealing with discipline problems.



REQUEST FOR AN INSTITUTIONAL RECOMMENDATION FOR ARIZONA CERTIFICATION

Answer all questions that are relevant to the certification you are requesting and return or mail it to the address at the bottom of the page.

Name: _____ SS: _____

Mailing Address _____ Phone: _____

1. Student Teaching Semester: _____

2. Type of certification requesting (check all that apply):

- ___ Elementary
___ Early Childhood
___ Special Education
___ Secondary
Major(s): _____

3. Student type

- ___ Undergraduate student
___ Post Degree student
___ Master's degree student

4. Have you completed the AZ constitution requirement?

___ YES ___ NO

If yes, in which manner?

- ___ POS 220 or POS 241 at NAU
___ Course at a college other than NAU. Specify college: _____
___ AZ Constitution TEST

5. Have you completed the US constitution requirement?

___ YES ___ NO

If yes, in which manner?

- ___ POS 220, POS 110, or HIS 251 at NAU
___ Course at a college other than NAU. Specify college: _____
___ US Constitution TEST

* If you have taken the constitution course(s) at a college other than NAU or taken the constitution test(s), you need to provide Student Services with a copy of the passing grade or test results

Signature: _____

Date: _____

Return this form to: College of Education-Student Services
Northern Arizona University
Box 5774
Flagstaff, AZ 86011
Fax: 928-521-1168



INFORMATION CHANGE FORM

STUDENT TEACHING SEMESTER _____			TODAY'S DATE _____		
ID# _____					
_____ <small>Last Name</small>	_____ <small>First Name</small>	_____ <small>MI</small>			

Please check all changes that apply:

NAME Current _____ Former _____

ADDRESS/PHONE CURRENT FORMER

<input type="checkbox"/> Local	_____	_____
<input type="checkbox"/> Permanent	_____	_____
	Phone: _____	Phone: _____

<input type="checkbox"/> Local	_____	_____
<input type="checkbox"/> Permanent	_____	_____
	Phone: _____	Phone: _____

STUDENT TEACHING SEMESTER Current _____ Change to _____

STUDENT TEACHING LOCATION

	New First Choice	New Second Choice
--	------------------	-------------------

District Name _____

School Name _____

Grade Level(circle one)	Primary	Primary
	Intermediate	Intermediate
	Middle School	Middle School
	High School	High School

FOR OFFICE USE ONLY

Date Entered: _____ Initials: _____ Date received in Student Services _____



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC Proposal for Course Change

FAST TRACK (Select if this will be a fast track item. Refer to [UCC](#) or [UGC](#) Fast Track Policy for eligibility)

If the changes included in this proposal are significant, attach copies of original and proposed syllabi in [approved university format](#).

1. Course subject and number: ESE 491 2. Units: 8-16
See upper and lower division undergraduate course definitions.
3. College: Education 4. Academic Unit: Educational Specialties

<p>5. Current Student Learning Outcomes of the course.</p> <p>Teacher Candidate Learning Expectations/ Outcomes:</p> <p>Arizona Professional Teacher's Standards: http://www.ade.state.az.us/certification/downloads/Teacherstandards.pdf</p> <ol style="list-style-type: none"> 1. The teacher candidate will design instruction that develops all students' abilities to meet academic standards. 2. The teacher candidate will create and maintain a learning climate that supports the development of all students' abilities to meet academic standards. 3. The teacher candidate will implement and manage instruction that develops all students' abilities to meet academic standards. 4. The teacher candidate will assess learning and communicate results to all students, parents and other appropriate professionals with respect to all students' abilities to meet academic standards. 5. The teacher candidate will collaborate with colleagues, parents the community, and other appropriate agencies to design, implement and support learning that supports all students' abilities to meet academic standards. 6. The teacher candidate will review and evaluate his or her overall performance and improve his or her teaching practices through reflection. 	<p>Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. (Resources & Examples for Developing Course Learning Outcomes)</p> <p>UNCHANGED</p>
--	---

7. The teacher candidate will develop and maintain general academic knowledge as demonstrated by the attainment of a bachelor's or master's degree, as well as specific academic knowledge in his or her subject area.
8. The teacher candidate will develop and nurture current professional knowledge of the teaching/learning process.
9. In collaboration with other professionals, the teacher candidate will participate in the design, implementation and assessment of individual education programs.
10. Other objectives may be delineated by the cooperating teacher and the university supervisor framed by the dynamic variables that exist in school culture.

6. Current **title, description** and **units**. Cut and paste, in its entirety, from the current on-line academic catalog* <http://catalog.nau.edu/Catalog/>.

ESE 491 SUPERVISED TEACHING: SPECIAL EDUCATION (8-16)

Description: Directed teaching in special education settings; planning, implementation, and evaluation; conferences and seminars in theories, issues, and practices. Department consent required. Pass-fail only. May be repeated for up to 16 units of credit. Course fee required. Prerequisite: approval by special education faculty members.

Units: 8-16

Prerequisite: Special Education Milestone

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

ESE 491 SUPERVISED TEACHING: SPECIAL EDUCATION (4-8-16)

Description: Directed teaching in special education settings; planning, implementation, and evaluation; conferences and seminars in theories, issues, and practices. Department consent required. Pass-fail only. May be repeated for up to **16 24** units of credit **with different topics**. Course fee required. Prerequisite: approval by special education faculty members.

Units: **4-8-16**

Prerequisite: Special Education Milestone

* if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

7. Justification for course change.

We sometimes have student teachers who request a year-long student teaching placement. When approved, they register for two semesters. Thus, we need all student teaching courses to be listed in the academic catalog as being available for variable credit. The 24 hour max units is to support the students who wish to student teach under all three special education areas (low-incidence, high-incidence and early childhood).

8. Effective **BEGINNING** of what term and year?
[See effective dates calendar.](#)

Fall 2014

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

Effective Fall 2012

CURRENT	PROPOSED
Current course subject and number:	Proposed course subject and number:
Current number of units: 8-16	Proposed number of units: 4-8
Current short course title:	Proposed short course title (max 30 characters):
Current long course title:	Proposed long course title (max 100 characters):
Current grading option: letter grade <input type="checkbox"/> pass/fail <input type="checkbox"/> or both <input type="checkbox"/>	Proposed grading option: letter grade <input type="checkbox"/> pass/fail <input type="checkbox"/> or both <input type="checkbox"/>
Current repeat for additional units: YES	Proposed repeat for additional units: YES
Current max number of units: 16	Proposed max number of units: 24
Current prerequisite:	Proposed prerequisite (include rationale in the justification):
Current co-requisite:	Proposed co-requisite (include rationale in the justification):
Current co-convene with:	Proposed co-convene with:
Current cross list with:	Proposed cross list with:

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)? Yes No

If yes, describe the impact and include a letter of response from each impacted academic unit.

Special and Elementary Education; B.S.Ed.

10. Is there a related plan or sub plan change proposal being submitted? Yes No
If no, explain.

This unit change will not require any related plan changes; plan requirements remain the same.

11. Does this course include combined lecture and lab components? Yes No
If yes, include the units specific to each component in the course description above.

Answer 12-15 for UCC/ECCC only:

12. Is this course an approved Liberal Studies or Diversity course? Yes No
If yes, select all that apply. Liberal Studies Diversity Both

13. Do you want to remove the Liberal Studies or Diversity designation? Yes No
If yes, select all that apply. Liberal Studies Diversity Both

14. Is this course listed in the [Course Equivalency Guide](#)? Yes No

15. Is this course a [Shared Unique Numbering](#) (SUN) course? Yes No

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 10/14/2013
Reviewed by Curriculum Process Associate Date

Approvals:

10/10/13

Laura Sujo-Montes Date
Department Chair/Unit Head (if appropriate)

Chair of college curriculum committee Date

Kathy Bohan 10/10/13
Dean of college Date

For Committee use only:

K. Lavin Dishson 10/29/13
UCC/UGC Approval Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or
Personalized Learning)

Date

Chief Academic Officer; Extended Campuses (or Designee)

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No



VISION

We develop educational leaders who create tomorrow's opportunities.

MISSION

The mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

Supervised Student Teaching Experience

Department of Student Services

Spring or Fall

- ART 495C Supervised Teaching: Art Education
- CTE 494C Supervised Teaching: Career and Technical Education
- ECI 490C Supervised Teaching: Elementary
- ECI 492 Supervised Teaching: Early Childhood
- ECI 493 Supervised Teaching: Bilingual Education
- ECI 495C Supervised Teaching: Secondary Education
- LCI 576 Student Teaching and Internship
- ECI 595 Internship: Secondary
- ENG 494C Supervised Teaching: English Education
- ENG 595 Supervised Teaching: English Education
- ESE 491 Supervised Teaching: Special Education
- ESE 591 Supervised Teaching: Special Education-Cross Categorical High Incidence
- ESE 594 Supervised Teaching: Special Education-Severe/Profound
- FRE 495C Supervised Teaching: French Education
- GER 495C Supervised Teaching: German Education
- HIS 491C Supervised Teaching: Social Studies Education
- MUS 495C Supervised Teaching: Music Education
- PE 495C Supervised Teaching: Physical Education
- SPA 495C Supervised Teaching: Spanish Education
- SPA 595 Supervised Teaching: Spanish Education
- TSM 495C Supervised Teaching: Math and Science Education
- TSM 595 Supervised Teaching: Math and Science Education

(Note: An additional syllabus may be provided by the department)

- Instructor: Director of Student Services
- Phone: 928-523-2145
- Email: naustudentteaching@nau.edu
- Fax: 928-523-7149
- Mail: NAU Box 5774, Flagstaff, AZ 86012
- Office: Suite 110
- Credits: 2-16 hours

**Course Prerequisites:**

The teacher candidate (aka student teacher) **must** meet all of the following prerequisites:

- Fully admitted to the Teacher Education Program
- Cumulative GPA of 2.50 in all education courses with no grade lower than a “C”
- Unique student teaching experiences must meet additional requirements to include a minimum 3.0 GPA
- A minimum NAU cumulative GPA of 2.50 for Undergraduates
- A minimum NAU cumulative GPA of 3.0 for Graduates
- Completed all education courses and all departmental requirements prior to student teaching
- Submitted a completed application packet, one year prior to student teaching, meeting the following relevant deadlines:
 - Spring Applications: March 21 – April 12
 - Fall Applications: September 21 – October 12
- Fingerprint Clearance Card issued by DPS must be on file in Student Services (copy of front and back)

Failure to meet the prerequisites may result in the teacher candidate being “administratively dropped” from the course.

Descriptions:

Student Teaching: Student Teaching is a full-semester, full-time, full-day, clinical component of the teacher preparation program for Northern Arizona University students seeking initial teacher certification. The primary purpose of the student teaching experience is to provide you with a carefully mentored experience to help you develop and enhance the knowledge, skills, and dispositions necessary to positively impact student learning and development.

Field experiences such as student teaching are cooperative endeavors in which host schools work closely with the NAU Field Experience team to provide quality experiences for teacher certification candidates. Hosting a student teacher is a major professional commitment by teachers, administrators, and school boards. The university faculty supervisor and mentor teacher provide intense, supportive guidance to help you learn and enhance your professional role. Other school personnel, such as principals and department heads, also play a crucial role in mentoring you. All of these will be working together to help you become the best teacher you can be.

ECI 490C: Supervised Teaching: Elementary (6 – 12 credits)

Directed teaching in the early childhood and elementary grades: directed and cooperative preparation, teaching, and evaluation; conferences and seminars in theories, issues, and practices of effective elementary school instruction. Pass/Fail

ECI 492: Supervised Teaching: Early Childhood (6 credits)

Directed teaching in birth to pre-school settings; directed and cooperative preparation, teaching and evaluation; issues and practices of effective early childhood education. Pass/Fail

ECI 493: Supervised Teaching; Bilingual Education (12 credits)

Directed teaching in elementary classrooms meeting and emphasizing bilingual needs; directed and cooperative preparation, teaching, and evaluation; conferences and seminars in theories, issues, and practices in bilingual classrooms. Pass/Fail

ARE 495C Supervised Teaching: Art Education, CTE 494C Supervised Teaching: Career and Technical Education, ENG 494C: Supervised Teaching: English Education, FRE 495C: Supervised Teaching: French Education, GER 495C: Supervised Teaching: German Education, HIS 491C: Supervised Teaching: Social Studies Education, MUS 495C: Supervised Teaching: Music Education, PE 495C: Supervised Teaching: Physical Education, SPA 495C: Supervised Teaching: Spanish Education, SM 495C: Supervised Teaching: Math and Science Education (12 credits)

Directed teaching in secondary schools and secondary school content areas; directed and cooperative preparation, teaching, and evaluation; conferences in the theories, issues, and practices in cooperation with the classroom teacher and university supervisor. Pass/Fail

ECI 576: Student Teaching and Internship (3-11 credits)

This field experience consists of directed teaching experience in an elementary school with directed and cooperative preparation, teaching and evaluation. Pass/Fail

ECI 595: Internship: Secondary (1-12 credits)

Directed teaching in secondary schools and secondary school content areas; directed and cooperative preparation, teaching, and evaluation; conferences on the theories, issues, and practices in cooperation with the classroom teacher and university supervisor. Department consent. Prerequisite: Student Services approval. Pass/Fail

ESE 491: Supervised Teaching: Special Education (8 – 16 credits)



Directed teaching in special education settings; planning, implementation, and evaluation; conferences and seminars in theories, issues, and practices. Pass/Fail

ESE 591: Supervised Teaching: Special Education-Cross Categorical/High Incidence (2 – 8 credits)

Directed teaching in special education settings; planning, implementation, and evaluation; conferences and seminars in theories, issues, and practices. Pass/Fail

ESE 594: Supervised Teaching: Special Education-Severe/Profound (2 – 8 credits)

Directed teaching in special education settings; planning, implementation, and evaluation; conferences and seminars in theories, issues, and practices. Pass/Fail

Teacher Candidate Learning Expectations/Outcomes:

Arizona Professional Teacher's Standards:

<http://www.ade.state.az.us/certification/downloads/Teacherstandards.pdf>

1. The teacher candidate will design instruction that develops all students' abilities to meet academic standards.
2. The teacher candidate will create and maintain a learning climate that supports the development of all students' abilities to meet academic standards.
3. The teacher candidate will implement and manage instruction that develops all students' abilities to meet academic standards.
4. The teacher candidate will assess learning and communicate results to all students, parents and other appropriate professionals with respect to all students' abilities to meet academic standards.
5. The teacher candidate will collaborate with colleagues, parents the community, and other appropriate agencies to design, implement and support learning that supports all students' abilities to meet academic standards.
6. The teacher candidate will review and evaluate his or her overall performance and improve his or her teaching practices through reflection.
7. The teacher candidate will develop and maintain general academic knowledge as demonstrated by the attainment of a bachelor's or master's degree, as well as specific academic knowledge in his or her subject area.
8. The teacher candidate will develop and nurture current professional knowledge of the teaching/learning process.
9. In collaboration with other professionals, the teacher candidate will participate in the design, implementation and assessment of individual education programs.
10. Other objectives may be delineated by the cooperating teacher and the university supervisor framed by the dynamic variables that exist in school culture.

Course Structure/Approach:

- On-Site student teaching placement

Handbook, Required Materials and Fees:

All Student Teaching publications can be printed from the appendix or obtained at <http://www.nau.edu/fieldexperience> and clicking on the *Student Teacher Information* link.

1. Student Teaching Handbook
2. Team Information Checklist
3. Team Information Form
4. Observation Checklist Document
5. Statement of Values and Expected Professional Behaviors
6. Confidentiality and Work Statements
7. Institutional Recommendation Document
8. Information Update Form
9. Each section of student teaching encumbers a \$175.00 fee.
10. *TASKSTREAM* subscription. (If you already have a *TASKSTREAM* active account, you must maintain that account.)

**Course Outline(s):**

Student Teaching is about “student contact and preparation time” when calculating time in the experience.

One 16-week/80 day* placement:

Weeks 1-2	Phase I	Observation of class; meet with the cooperating teacher and university supervisor
Weeks 3-7	Phase II	Teacher candidate takes partial responsibility of the class
Weeks 8-14	Phase III	Teacher candidate takes full responsibility for the class
Weeks 15-16	Phase IV	Transfer of the responsibility from teacher candidate back to cooperating teacher

Two 8-week/40 day* placements:

Weeks 1	Phase I	Observation of class, meet with the cooperating teacher and university supervisor
Weeks 2-4	Phase II	Teacher candidate takes partial responsibility of the class
Weeks 5-7	Phase III	Teacher candidate takes full responsibility for the class
Weeks 8	Phase IV	Transfer the responsibility from teacher candidate back to cooperating teacher

NOTE: *One week is equivalent to five days, so the phase schedule is approximate when relating to the weeks as some school/districts may have more days/weeks off than others. When establishing a schedule and the starting and ending dates, school holidays are NOT to be included in the number of days/weeks. Teacher workdays/in-services are considered part of the experience and must be attended.

Assessment of Teacher Candidate Learning Outcomes:**Methods of Assessment:**

All student teaching experiences in the Professional Education Unit are graded on a Pass/Fail basis. The teacher candidate is expected to demonstrate content knowledge, teaching skills, and professional dispositions throughout the student teaching experience. These areas will be directly assessed through the successful completion of a **Student Teaching Professional Portfolio, Candidate Work Sample, and Observation Evaluation Tools.**

Professional Portfolio

The teacher candidate must present the criteria in a professional, organized, secure binder. The teacher candidate is required to evidence the criteria within the portfolio at **each** university supervisor’s scheduled visit. **The university supervisor and/or cooperating teacher may require additional content; the minimum criteria for the portfolio is:**

1. Observation Phase¹

- The teacher candidate will include a copy of the district/school calendar.
- The teacher candidate will include the Phase In/Phase Out schedule completed during the Initial Team Meeting.
- The teacher candidate will maintain a daily journal reflecting delivery, student behaviors, activities, and planning including the content schedule and transitions. Other information may also be included.
- The teacher candidate will complete the observation checklist (included in the Student Teaching Handbook) to be discussed with the university supervisor during the first formal visit.

2. Weekly Journal²

The teacher candidate is required to write reflections about the experience at the end of each week. This is to include an account of the entire week. The reflection **MUST** be emailed to the university supervisor at the end of each week. The teacher candidate may write daily reflections; one time per week is the minimum requirement.

3. Weekly Planning²

The teacher candidate will complete a weekly plan guide emailing the plan to the university supervisor along with the weekly reflections.

4. Lesson Plans¹

The teacher candidate will include developed lesson plans (6 minimum) that are to help the teacher candidate plan, inform, and organize their teaching. Lesson plans will be developed as directed by the cooperating teacher and university supervisor. It is required that lesson plans be written and included in the notebook prior to their implementation in the classroom and that lesson plans, minimally, include: a)



anticipatory set, b) standards, c) content objectives, d) ELL standards e) language learning objectives f) materials needed, g) description of activity/instruction, h) description of assessment of learning, and i) closure.

5. Classroom Ideas

The teacher candidate will document and/or gather a collection of ideas for their future classroom. This may include a collection of visuals, activities, artwork, bulletin board displays, etc.

6. Discipline Programs

The teacher candidate will include a copy of the school and/or district discipline policy (ies).

7. Classroom Management Techniques

The teacher candidate will include a copy of the classroom management plan, rules, policies, procedures, etc. that the cooperating teacher implements in the classroom. The teacher candidate will include reflections of the cooperating teacher's management style/techniques.

8. Student Learning

The teacher candidate will complete a **Candidate Work Sample – TaskStream Signature Assignment**. The document will be uploaded into their TaskStream account and a copy must be included in the portfolio.

9. Handout/Activity Sheets¹

The teacher candidate will gather, collect, and create handouts/activity sheets throughout their experience. Copies of these must be included in the portfolio.

10. Family Outreach

The teacher candidate will document ideas, plans and observations for parent conferences and/or meetings, open houses, family nights, and communication media with family and/or guardians. (Example: newsletter, website, calendars, etc.)

11. Evaluations of Teaching

The teacher candidate will be evaluated at several key points throughout their culminating/capstone experience. Both the university supervisor and the cooperating teacher will do formal and informal evaluations.

12. Professional Growth¹

The teacher candidate will collect or create professional ideas, resources, workshops, in-services, district information and other professional growth opportunities evidenced during student teaching. Professional documentation may include State Certification and Licensure, examples of teacher candidate work, example lesson plans from cooperating teacher or others, AEPA scores, etc.

¹ The university supervisor and/or cooperating teacher may require specific numbers and/or details for each criteria to be included in the portfolio.

² The teacher candidate must email to the university supervisor at the end of each week.



Instructions: The purpose of the Candidate Work Sample is to provide evidence how your teaching impacts student learning. This is not an “in theory” paper, rather the “actual teaching” in your classroom pertaining to one specific subject area. Using a unit or a series of lessons (for one subject area) reflect on the lessons you have taught, analyzing the impact that planning and teaching these specific lessons had on student learning as evidenced through the results of assessments. This reflective analysis helps build a habit of mind that you, as an educator, will use as a matter of best practice to grow professionally!

The information from the specific lessons taught should be presented in an outline format with sections:

- **Background Information And Prior Knowledge:**
 - Gather background information of the students in your classroom and assess their prior knowledge.
- **Planning:**
 - Planning instructions specifically include in the paper the targeted AZ standards and objectives.
- **Designing:**
 - Designing instruction/teaching.
- **Adapting:**
 - Instructional decisions.
- **Assessing:**
 - Creating and implementing assessment.
- **Analyzing:**
 - Analyzing assessment results.
- **Reflecting:**
 - Reflections.

Expectations: Read through the rubric to best understand the specific information and how your paper will be evaluated. Passing is evidenced by earning a “2” in all categories.

Due Dates:

Single placements – 80 days are due around the 40th day. Establish exact dates with your university supervisor.

Dual placements – 2 x 40 days are due around the 30th day of the content-specific placement or as determined with your university supervisor. Establish exact dates with your university supervisor.

Note: If in a content-specific placement, i.e. special education, Bachelors in Early Childhood or specialized Secondary, your assignment is due during this placement. Some content-specific areas have attended instructors for this assignment.

Final Document must include a cover page with: (a) your name, (b) date submitted, (c) grade level taught, (d) subject taught, and (e) course and section number (for example EC1490C - 11801). The final paper must be a minimum 5-8 page reflective analysis of these specific lessons taught in one subject area.

The final paper must be professional in appearance, adhering to all conventions of English grammar and composition, and is devoid of grammar, spelling, and typographical errors. It is recommended that you proofread, as spell check does not always catch all errors!

- Keep in mind that the work you produce is a reflection of your work ethic and the professional skills, attitudes, and knowledge you have obtained during your pre-service career.
- Maintaining anonymity is important for the students in your class, do not include any student names in any part of your document. You may use fictitious names; however, you must note this somewhere in the document.

Submit to TaskStream: [Candidate Work Sample](#) (submitting to TaskStream)

Evaluation: The Candidate Work Sample will be evaluated in TaskStream by your university supervisor (unless you receive an email indicating otherwise). You will be responsible for acquiring the “pass” or “conditional pass” information in your TaskStream account. If your assignment is returned for a “redo” this will need to be accomplished prior to successfully passing student teaching.

Special Note: This assignment is one of the criteria required, as stated in the syllabus, in order to earn a "pass" grade for student teaching. An "incomplete" grade will be submitted if this paper is not completed and submitted by the due date. If your paper requires modifications, the evaluator will provide suggestions for your success and you will be required to resubmit in TaskStream. You will be offered as many opportunities as needed to successfully complete this assignment. If you are struggling with this assignment at any point, please contact one of your professors for guidance. The "Tips for Success" section will be one of your best guides.

TaskStream Support:

Elissa Joan is the point of contact if you have questions or difficulties. She can be reached at 928-503-9434 or email at Elissa.Joan@nau.edu.

Evaluations of Observations

The teacher candidate will be assessed formally by the university supervisor and cooperating teachers on dates determined during the initial team information meeting through

- Four formal observations visits evaluated by the university supervisor, and
- Two (2) formal observations evaluated by the cooperating teacher in each placement.

Examples of the primary and content-specific evaluation tools are provided in the appendix.

**Grading Structure:****Pass/Fail Criteria**

The teacher candidate will work with their university supervisor and cooperating teacher to establish due dates and other expectations. As would be indicative of a professional, the teacher candidate is expected to meet all deadlines; late work will be accepted only when prior notice has been given to the university supervisor and/or cooperating teacher and is approved by all parties. Successfully completing student teaching (a grade of “P” or “pass”) is evidenced by the:

1. *Plan and prepare Team Information Initial Meeting*
✓ *Printed and signed documents mailed to Student Services*
2. *Student Teaching Notebook/Portfolio,*
3. *Candidate Work Sample – TASKSTREAM completed rubric,*
4. *Evaluations of Observations, and*
5. *Final Grade Report*

The Director of Student Services or designee reserves the right to make a final decision regarding the pass/fail of a teacher candidate, taking into account many factors, including evaluations, the portfolio, dispositions, extenuating circumstances, and assignments.

Examples of the evaluation tools are located in the appendix of the *Student Teaching Handbook*.

Alerts/Infractions/Consequences:

Extenuating circumstances requiring further intervention beyond a single change in student teaching placement may result in the teacher candidate’s removal from student teaching and a failing grade. This policy overrides any other grade policy or accumulation of points.

If an intervention is needed, the university supervisor and/or cooperating teacher will notify the Director of Student Teaching or Designee via an “Alert” indicator. The university supervisor will establish a meeting (that may include the Director or designee and cooperating teacher) with the teacher candidate to determine a “plan of action” where an outline detailing the requirements to successfully complete the student teaching experience will be documented. There may be circumstances where the Director of Student Services or designee may be involved in or initiate the intervention through an official meeting.

The teacher candidate may receive a failing grade if it is determined through the intervention that the teacher candidate has violated or does not meet the provisions contained in “Statement of Values and Expected Professional Behaviors” located in the *Handbook for Student Teacher* and/or is not progressing toward meeting the expectations in the plan of action as aligned with the Arizona Professional Teacher Standards. A phone call along with an email to the teacher candidate will be initiated by the Director of Student Services or Designee to discuss options. All teacher candidates are provided a 2nd opportunity to complete student teaching successfully, if the removal from the current student teaching placement is not a result of an infraction of school or district policy; college or university policy; or state code of conduct for teachers.

NOTE: If the teacher candidate is asked to be removed from the placement by the cooperating teacher, the building principal, and/or a district administrator, a 2nd and final placement opportunity may be offered. A phone call to the teacher candidate will provide the options for a degree at this point. There are no 3rd opportunities!

Incompletes:

If you are unable to complete coursework in a scheduled course within the term in which you are enrolled, you may petition your instructor to receive a grade of “I”.

If an incomplete is agreed upon, you and the instructor must complete a written agreement specifying the terms of successful completion. A copy of this agreement will be filed with the Office of Student Services.

This written agreement must also indicate the date by which you must complete the work, and that date cannot be longer than one calendar year from the end of the term in which you were enrolled in the course. For undergraduates, after one calendar year, any grade of “I” will automatically be converted to a grade of “F”. For graduate students, any



grade of “I” becomes a permanent incomplete after one calendar year.

When you complete the coursework, your instructor submits a final grade to the Registrar’s Office, and that grade and your credit are then entered on your permanent record.

After the time for making up the incomplete has elapsed, you must re-enroll in the course to receive credit. We do not use incomplete grades in calculating your grade point average.

When you become eligible for graduation, if you have a grade of “I” in any courses that aren’t required for graduation, you may elect to graduate with these “I” grades as a part of your permanent academic record. In such cases, the “I” grades cannot be changed after graduation by completing the course requirements nor will the “I’s” revert to “F” grades.

Course Policies:

Attendance, Rescheduling evaluations, Placement policies

Course Requirements:

1. The teacher candidate must register for student teaching prior to the start of the student teaching experience.
2. The teacher candidate must read and sign the forms “Statement of Values and Expected Professional Behaviors” “Statement of Confidentiality” and “Statement of Work”.
3. The teacher candidate must maintain an active TaskStream account and self enroll in the correct section within TaskStream. Enroll codes are located at http://portfolio.coe.nau.edu/stud_res.html.
4. Attendance and participation are required. Attendance is required during all working school days as determined by the contract of the cooperating teacher. Absence is excused only for personal illness and/or death in your immediate family. Documentation may be required as determined by the university supervisor and/or cooperating teacher. A teacher candidate with excessive absences may be reported to the Office of Student Services and may result in removal from student teaching placement.
5. **The teacher candidate may not substitute teach** or receive compensation for student teaching. You are permitted and encouraged to teach and assume leadership for your assigned classroom when the cooperating teacher is absent under the direction of the paid substitute hired by the district.
EXCEPTION: Teacher candidates who are seeking a Master’s degree in teacher certification may teach in their own classroom as long as their teaching contract meets the program/degree requirements. A Master’s teacher candidate may also be hired by the district to substitute teach in their own classroom with the permission of their university supervisor and cooperating teacher. All student teaching expectations are still required for successful completion of student teaching.
6. Teacher candidates are encouraged to participate in the school community outside of the school day. This can be through coaching, tutoring, sponsoring groups, etc, but it may not interfere with student teaching responsibilities or the student teaching day (which must include mentoring time). Extracurricular activities within the school community must be approved by your university supervisor and cooperating teacher prior to participating.
7. Late work may impact a teacher candidate’s evaluation and successful course completion.
8. Opportunities to “make-up” required evaluations might be given only in cases where the teacher candidate has properly notified the evaluator(s) involved **prior** to missing the evaluation. Make-up evaluations must be conducted within one week of their originally scheduled time.
9. The quality of work produced is expected to reflect the teacher candidate's best attempt. Written work must be word-processed and free of mechanical errors.
10. The teacher candidate is expected to honor the ethical, professional, and conduct guidelines specified in the document “Statement of Values and Expected Professional Behaviors” in the *Handbook for Student Teaching*, the *Statement of Understandings* (signed and submitted in Student Teaching Application), and school and district policies.
11. The teacher candidate must adhere to professional expectations.
12. Housing is the responsibility of the teacher candidate. The Office of Student Services cannot pursue inquiries made regarding housing.
13. The Director of Student Services or designee must approve any exception to these course requirements.
14. The university supervisor and/or program advisor reserve the right to modify requirements only to include more for specific situations for successful completion of student teaching.

**College, University and State of Arizona Policies:**

Statement of Values and Expected Behaviors located in the Student Teaching Handbook
 All University policies regarding Safe Working and Learning Environments, Students with Disabilities, Institutional Review Board, and Academic Integrity are applicable in this course:
http://www4.nau.edu/ajpaw/JCCPolicy_pkeystart.html
 NAU Academic Catalog, Incomplete grading policy:
<http://www1.nau.edu/academiccatalog/2009/academiccatalog.htm>
 The Board of Regents' Code of Conduct and procedures are outlined in the student handbook:
<http://home.nau.edu/studentlife/rights.asp>
<https://regents.nau.edu/RegPolicy%20Manual%208-Student%20Code%20of%20Conduct.pdf>
 Rules Defining Unprofessional and Immoral Conduct, Arizona Board of Education, Title 7, Chapter 2, Article 13:
http://www.ade.az.gov/stateboard/Rules_approved/Items10E.pdf

**Northern Arizona University
Policy Statements****Safe Environment Policy**

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

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

Students with Disabilities

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr/) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-5312).

Institutional Review Board

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

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

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

Academic Integrity

The university takes an extremely serious view of violations of academic integrity. As members of the academic



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

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's Student Handbook <http://www1.nau.edu/stulife/handbook/dishonesty.htm>.

This is the general syllabus for all sections of student teaching courses providing the **minimum** requirements for all teacher candidates. Departments, supervisors and cooperating teachers are reserved the right by the Instructor of Record to modify the general syllabus to fulfill requirements at the specific host sites.

INITIAL TEAM MEETING

CHECKLIST OF QUESTIONS AND DOCUMENTS

Please ask these questions to your **cooperating teacher(s)** and **university supervisor**:

- 1. Did you receive an initial email from Marilee Evelynth via PEUWebServices@nau.edu?
Ask them to contact PEUevalsupport@nau.edu stating that they did not receive the initial email.
- 2. Were you able to locate the student teaching information online?
Please provide the website and assist them in retrieving the information online.
- 3. Were you able to successfully login and see all of my evaluations?
Ask them to contact PEUevalsupport@nau.edu for assistance.

Please ask these specific questions to your **cooperating teacher(s)**:

- 1. Were you able to download and complete the payment form and send it to Student Services?
Have the form available as a backup plan. Mail this with packet of information.

Please ask these specific questions to your **university supervisor**:

- 1. What is the due date for my TaskStream – Candidate Work Sample assignment?
Refer to Handbook for details regarding times of due dates.

Printed documents to bring to the meeting:

- 2. A Plan for Success – use for discussion
- 2. Student Teaching Handbook Syllabus
- 2. Observation Checklist – discussion
- 2. District/School Calendar – to plan teaching schedule
- 2. *Team Information Form – obtain required signatures after reading and discussing
- 2. *Institutional Recommendation Form
- 2. *Statement of Values and Expected Professional Behaviors - signature page
- 2. *Information Update Form

IMPORTANT

***Mail these documents to:**

Student Services, Student Teaching
Box 5774
Flagstaff, AZ 86011



Statement of Values and Expected Professional Behaviors

Teacher candidates who work in P-12 school settings shall have the commitment to develop and demonstrate growth in the attitudes, dispositions and skills described in this document in order to embody the values of the vocation of teaching. The Professional Education Unit faculty established these standards as essential to the professional development of candidates in the Teacher Education Program. In order to be academically eligible, candidates must meet programmatic requirements and behave in ways consistent with the values and expectations outlined in this document. Violations of the values and/or expected professional behaviors may result in sanctions, including imposition of a professional growth plan, academic program suspension or dismissal, or other discipline as appropriate to the violation.

Candidates demonstrate their commitment to academic standards and professional competencies by agreeing to adhere to the following values and expected behaviors:

I will establish a credible reputation as an educator and provide leadership by:

- Taking responsibility for the physical safety and welfare of students
- Maintaining confidentiality regarding student records and information
- Being present, punctual, and prepared for university classes as well as teaching responsibilities
- Dressing professionally in teaching situations and educational environments
- Demonstrating appropriate amounts of self-control and self-regulation in my communication with others
- Taking responsibility for my actions
- Being open to new ideas and cultures
- Maintaining a strong sense of intellectual curiosity
- Assuming appropriate responsibility and authority
- Acting purposefully with commitment and enthusiasm
- Adhering to the highest ethical standards
- Demonstrating integrity and honesty
- Avoiding verbal or physical harassment and/or abuse
- Avoiding any inappropriate relationships with students, family members of students, or other school personnel
- Avoiding intimidating or embarrassing other individuals
- Making good professional judgments
- Developing an appropriate and sufficient level of teacher self-efficacy, which are my beliefs about my competencies and abilities in a given school related situation to make a difference

I will act in a collaborative manner by:

- Listening to and valuing others' perspectives
- Contributing to joint work
- Demonstrating willingness to learn from others
- Demonstrating flexibility and openness
- Demonstrating respect for diverse ideas/people as assets
- Keeping supervisors informed of any issues/problems and following all guidelines regarding "duty to report" cases

I will fulfill the essential functions of the teaching role by:

- Exhibiting physical well being to meet the demands of the teaching profession
- Exhibiting emotional well being to meet the demands of the teaching profession
- Developing a corrective plan and/or seeking help when needed to maintain personal wellness.
- Displaying empathy and an ethic of care
- Practicing patience
- Inviting and receiving professional feedback non-defensively
- Decreasing impulsivity and reactivity
- Managing moods
- Expressing emotions appropriately
- Developing social skills (e.g. giving and receiving feedback, communication)



- Providing evidence of competence in the basic skills of reading, writing, speaking, and mathematics
- Being prepared for class each day
- Being aware of my content knowledge limitations
- Seeking assistance as needed to improve skills

As a future teacher candidate, I accept the responsibility to adhere to the highest ethical standards and commit to serving students, the profession, and pursuing professional development. This set of values and expected professional behaviors apply to my academic, professional, and public life. My signature acknowledges that I read, understand, and agree to abide by these standards and expectations.

The signature page must be returned to the Student Services office acknowledging your understanding and commitment to this code. (Dispositions Statement)



Student Teacher (print name): _____

Statement of Values and Expected Professional Behaviors

As a future teacher candidate, I accept the responsibility to adhere to the highest ethical standards and commit to serving students, the profession, and pursuing professional development. This set of values and expected professional behaviors apply to my academic, professional, and public life. My signature acknowledges that I read, understand, and agree to abide by these standards and expectations.

Student Teacher Signature: _____ Date: _____

Statement of Confidentiality

I understand as a student teacher of Northern Arizona University, I will have access to privileged and confidential information. I agree to treat the information and data as confidential and I will not discuss, reveal, publish, or share this information with any outside source or media. This statement of confidentiality encompasses any conversations or exchange of written (including, but not limited to, computer/internet/chat room/blog activity) information with anyone outside the classroom/school setting. Failure to abide by this statement may result in removal from student teaching (without tuition reimbursement).

Student Teacher Signature: _____ Date: _____

Statement of Work

I understand as a student of Northern Arizona University, student teaching is my first priority until completion. I understand that NAU recommends that I do not work while student teaching. However, if it is or becomes necessary to seek employment outside the student teaching day, I understand that my job may not impact the expectations of student teaching. I understand that if my job affects my ability to be successful and give 100% to the student teaching placement, I will have to give up my job or student teach at a different time (without tuition reimbursement).

I will NOT work during student teaching.

I will work during student teaching.

Place of Employment: _____ Schedule/Number of hours: _____

Responsibilities: _____

Student Teacher Signature: _____ Date: _____



Team Information Form
Single Placement

Student Teacher's Name:

Current Mailing Address:

Current Phone Numbers:

Student Teaching Start and End Dates:

Because district academic calendars vary greatly, the student teaching start and end dates are dependent on the host site. With the aid of the district/school calendar, determine the start and end dates to meet the **80 days** minimum contact time with students and/or cooperating teacher:

80 Days – Student/Mentor Contact Time

Starting Date: _____

Ending Date: _____

Academic Assessment of Student Teachers

All student teaching experiences in the College of Education are graded on a **pass/fail** basis. The teacher candidate is expected to demonstrate his/her **content knowledge, teaching skills, and professional dispositions** throughout the student teaching experience. Successful completion of student teaching will be evidenced through the following assessments as described in the course syllabus:

1. Formal Evaluations
2. Dispositions/Conduct Criteria
3. Student Teaching Portfolio
4. Evidence of Student Learning: Candidate Work Sample

Statement of Values and Expected Professional Behaviors

The College of Education faculty established conduct criteria for students in the Teacher Education Program. This code of conduct can be found in the *Handbook for Student Teachers*. Please review this as a team.

Acknowledgements

My signature acknowledges that I have read, understood, and agreed to adhere to these academic, ethical and dispositional standards. I understand that violations of this code of conduct, or failure to successfully complete all academic requirements, may result in sanctions, including program dismissal.

Student Teacher Signature

Date

Cooperating Teacher Signature

Date

University Supervisor Signature

Date



Team Information Form
Two Placements

Student Teacher's Name:

Current Mailing Address:

Current Phone Numbers:

Student Teaching Start and End Dates:

Because district academic calendars vary greatly, the student teaching start and end dates are dependent on the host site. With the aid of the district/school calendar, determine the start and end dates to meet the **80 days** minimum contact time with students and/or cooperating teacher:

40 Days Each Placement – Student/Mentor Contact Time

First Placement

Second Placement

Starting Date: _____

Starting Date: _____

Ending Date: _____

Ending Date: _____

Academic Assessment of Student Teachers

All student teaching experiences in the College of Education are graded on a **pass/fail** basis. The teacher candidate is expected to demonstrate his/her **content knowledge, teaching skills, and professional dispositions** throughout the student teaching experience. Successful completion of student teaching will be evidenced through the following assessments as described in the course syllabus:

1. Formal Evaluations
2. Dispositions/Conduct Criteria
3. Student Teaching Portfolio
4. Evidence of Student Learning: Candidate Work Sample

Statement of Values and Expected Professional Behaviors

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Acknowledgements

My signature acknowledges that I have read, understood, and agreed to adhere to these academic, ethical and dispositional standards. I understand that violations of this code of conduct, or failure to successfully complete all academic requirements, may result in sanctions, including program dismissal.

Student Teacher Signature

Date

Cooperating Teacher Signature

Date

Cooperating Teacher Signature

Date

University Supervisor Signature

Date



Observation List

Complete the checklist and print to discuss with your university supervisor during the initial visit. Don't forget to include this in your portfolio!

The Building

Locate:

- School Library
- School Office
- Nurse's Office
- Principal's Office
- Teacher's Workroom
- Faculty Lounge
- Restrooms

Read and discuss the school's:

- Calendar
- Policy Manual
- Discipline Policy
- Dress Code Policy
- Procedure for treating sick or injured student

The Classroom

Observe or learn about:

- Classroom aides (paraprofessionals/volunteers)
- Classroom rules
- Evaluation of student work
- Display areas of bulletin board
- Learning centers
- Student and teacher schedules
- Teaching aids and materials
- Lesson plans
- Grade book
- Substitute information (reminder that you may not be the hired substitute)
- Student seating chart (learn all students' names)
- Student attendance (reporting policy)

Classroom Atmosphere

List ways the cooperating teacher keeps students on task and develops a positive classroom atmosphere.

Discipline Techniques

As you observe, list ideas you have gained for dealing with discipline problems.



REQUEST FOR AN INSTITUTIONAL RECOMMENDATION FOR ARIZONA CERTIFICATION

Answer all questions that are relevant to the certification you are requesting and return or mail it to the address at the bottom of the page.

Name: _____ SS: _____

Mailing Address: _____ Phone: _____

1. Student Teaching Semester: _____

2. Type of certification requesting (check all that apply)

- Elementary
Early Childhood
Special Education
Secondary
Major(s): _____

4. Have you completed the AZ constitution requirement?

YES NO

If yes, in which manner?

- POS 220 or POS 241 at NAU
Course at a college other than NAU, Specify college _____
AZ Constitution TEST _____

3. Student type

- Undergraduate student
Post Degree student
Master's degree student

5. Have you completed the US constitution requirement?

YES NO

If yes, in which manner?

- POS 220, POS 110, or HIS 291 at NAU
Course at a college other than NAU, Specify college _____
US Constitution TEST _____

If you have taken the constitution course(s) at a college other than NAU or taken the constitution test(s) you need to provide Student Services with a copy of the passing grade or test results.

Signature: _____

Date: _____

Return this form to: College of Education-Student Services
Northern Arizona University
Box 5774
Flagstaff, AZ 86011
Fax: 928-523-1168



INFORMATION CHANGE FORM

STUDENT TEACHING SEMESTER _____	TODAY'S DATE _____
ID# _____	
Last Name _____ First Name _____ MI _____	

Please check all changes that apply:

] NAME Current _____ Former _____

	CURRENT	FORMER
<input type="checkbox"/>] ADDRESS/PHONE		
<input type="checkbox"/>] Local	_____	_____
<input type="checkbox"/>] Permanent	_____	_____
	Phone: _____	Phone: _____
<input type="checkbox"/>] Local	_____	_____
<input type="checkbox"/>] Permanent	_____	_____
	Phone: _____	Phone: _____

] STUDENT TEACHING SEMESTER Current _____ Change to _____

	New First Choice	New Second Choice
<input type="checkbox"/>] STUDENT TEACHING LOCATION		
District Name	_____	_____
School Name	_____	_____
Grade Level(circle one)	Primary	Primary
	Intermediate	Intermediate
	Middle School	Middle School
	High School	High School

FOR OFFICE USE ONLY

Date Entered: _____ Initials: _____ Date received in Student Services _____



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for Course Deletion

FAST TRACK (Select if this will be a fast track item. Refer to [UCC](#) or [UGC](#) Fast Track Policy for eligibility)

1. Course subject and number: ECI 495C 2. Units: 12

3. College: Education 4. Academic Unit: Teaching and Learning

5. Justification for course deletion.
ECI 495C needs to be deleted as it is no longer used as each secondary program now has its own student teaching course with its own prefix.

6. Is this course in any plan (major, minor or certificate) or sub plan (emphasis or concentration)?
Yes No
If yes, include a plan change and a letter of response from each impacted academic unit.

7. Effective at the **END** of what term and year? Fall 2014
[See effective dates calendar.](#)

8. Current catalog title: **SUPERVISED TEACHING: SECONDARY**

9. Is this course currently cross listed? Yes No
(For example: ES 450 and DIS 450)
If yes, list course: _____
Was the impacted department notified? Yes No

10. Is this course currently co-convened? Yes No
(For example: ESE 450 and ESE 550)
If yes, list course: _____
Was the impacted department notified? Yes No

Answer 11-13 for UCC/ECCC only:

11. Is this course an approved Liberal Studies or Diversity course? Yes No
If yes, select all that apply. Liberal Studies Diversity Both

12. Is this course listed in the [Course Equivalency Guide](#)? Yes No

13. Is this course a Shared Unique Numbering (SUN) course?

Yes No

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 07/31/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Pamela Powell 8/1/13
Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Kathy Bohan 10/10/13
Dean of college Date

For Committee use only:

K. Laurie Dickson 10/29/13
UCC/UGC Approval Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or
Personalized Learning) Date

Chief Academic Officer; Extended Campuses (or Designee) Date

Approved as submitted: Yes No

Approved as modified: Yes No

VISION

We develop educational leaders who create tomorrow's opportunities

MISSION

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools

Supervised Student Teaching Experience

Department of Student Services

Spring or Fall

- ARI 495C Supervised Teaching: Art Education
- CTE 494C Supervised Teaching: Career and Technical Education
- ECI 490C Supervised Teaching: Elementary
- ECI 492 Supervised Teaching: Early Childhood
- ECI 493 Supervised Teaching: Bilingual Education
- FCI 495C Supervised Teaching: Secondary Education
- FCI 576 Student Teaching and Internship
- FCI 595 Internship: Secondary
- ENG 494C: Supervised Teaching: English Education
- ENG 595: Supervised Teaching: English Education
- ESE 491 Supervised Teaching: Special Education
- ESE 591 Supervised Teaching: Special Education-Cross-Categorical-High Incidence
- ESE 594 Supervised Teaching: Special Education-Severe/Profound
- FRE 495C: Supervised Teaching: French Education
- GER 495C: Supervised Teaching: German Education
- HIS 491C: Supervised Teaching: Social Studies Education
- MUS 495C: Supervised Teaching: Music Education
- PE 495C: Supervised Teaching: Physical Education
- SPA 495C: Supervised Teaching: Spanish Education
- SPA 595: Supervised Teaching: Spanish Education
- TSM 495C: Supervised Teaching: Math and Science Education
- TSM 595: Supervised Teaching: Math and Science Education

(Note: An additional syllabus may be provided by the department)

- Instructor: Director of Student Services
- Phone: 928-525-2145
- Email: naastudentteaching@nau.edu
- Fax: 928-523-7449
- Mail: NAU Box 5774, Flagstaff, AZ 86011
- Office: Suite 101
- Credits: 2-16 hours

**Course Prerequisites:**

The teacher candidate (aka student teacher) **must** meet all of the following prerequisites:

- Fully admitted to the Teacher Education Program
- Cumulative GPA of 2.50 in all education courses with no grade lower than a “C”
- Unique student teaching experiences must meet additional requirements to include a minimum 3.0 GPA
- A minimum NAU cumulative GPA of 2.50 for Undergraduates
- A minimum NAU cumulative GPA of 3.0 for Graduates
- Completed all education courses and all departmental requirements prior to student teaching
- Submitted a completed application packet, one year prior to student teaching, meeting the following relevant deadlines:
 - Spring Applications: March 21 – April 12
 - Fall Applications: September 21 – October 12
- Fingerprint Clearance Card issued by DPS must be on file in Student Services (copy of front and back)

Failure to meet the prerequisites may result in the teacher candidate being “administratively dropped” from the course.

Descriptions:

Student Teaching: Student Teaching is a full-semester, full-time, full-day, clinical component of the teacher preparation program for Northern Arizona University students seeking initial teacher certification. The primary purpose of the student teaching experience is to provide you with a carefully mentored experience to help you develop and enhance the knowledge, skills, and dispositions necessary to positively impact student learning and development.

Field experiences such as student teaching are cooperative endeavors in which host schools work closely with the NAU Field Experience team to provide quality experiences for teacher certification candidates. Hosting a student teacher is a major professional commitment by teachers, administrators, and school boards. The university faculty supervisor and mentor teacher provide intense, supportive guidance to help you learn and enhance your professional role. Other school personnel, such as principals and department heads, also play a crucial role in mentoring you. All of these will be working together to help you become the best teacher you can be.

ECI 490C: Supervised Teaching: Elementary (6 – 12 credits)

Directed teaching in the early childhood and elementary grades: directed and cooperative preparation, teaching, and evaluation; conferences and seminars in theories, issues, and practices of effective elementary school instruction. Pass/Fail

ECI 492: Supervised Teaching: Early Childhood (6 credits)

Directed teaching in birth to pre-school settings; directed and cooperative preparation, teaching and evaluation; issues and practices of effective early childhood education. Pass/Fail

ECI 493: Supervised Teaching; Bilingual Education (12 credits)

Directed teaching in elementary classrooms meeting and emphasizing bilingual needs; directed and cooperative preparation, teaching, and evaluation; conferences and seminars in theories, issues, and practices in bilingual classrooms. Pass/Fail

ARE 495C Supervised Teaching: Art Education, CTE 494C Supervised Teaching: Career and Technical Education,

ENG 494C: Supervised Teaching: English Education, FRE 495C: Supervised Teaching: French Education, GER 495C:

Supervised Teaching: German Education, HIS 491C: Supervised Teaching: Social Studies Education, MUS 495C:

Supervised Teaching: Music Education, PE 495C: Supervised Teaching: Physical Education, SPA 495C: Supervised Teaching: Spanish Education, SM 495C: Supervised Teaching: Math and Science Education (12 credits)

Directed teaching in secondary schools and secondary school content areas; directed and cooperative preparation, teaching, and evaluation; conferences in the theories, issues, and practices in cooperation with the classroom teacher and university supervisor. Pass/Fail

ECI 576: Student Teaching and Internship (3-11 credits)

This field experience consists of directed teaching experience in an elementary school with directed and cooperative preparation, teaching and evaluation. Pass/Fail

ECI 595: Internship: Secondary (1-12 credits)

Directed teaching in secondary schools and secondary school content areas; directed and cooperative preparation, teaching, and evaluation; conferences on the theories, issues, and practices in cooperation with the classroom teacher and university supervisor. Department consent. Prerequisite: Student Services approval. Pass/Fail

ESE 491: Supervised Teaching: Special Education (8 – 16 credits)



Directed teaching in special education settings; planning, implementation, and evaluation; conferences and seminars in theories, issues, and practices. Pass/Fail

ESE 591: Supervised Teaching: Special Education-Cross Categorical/High Incidence (2 – 8 credits)

Directed teaching in special education settings; planning, implementation, and evaluation; conferences and seminars in theories, issues, and practices. Pass/Fail

ESE 594: Supervised Teaching: Special Education-Severe/Profound (2 – 8 credits)

Directed teaching in special education settings; planning, implementation, and evaluation; conferences and seminars in theories, issues, and practices. Pass/Fail

Teacher Candidate Learning Expectations/Outcomes:

Arizona Professional Teacher's Standards:

<http://www.ade.state.az.us/certification/downloads/Teacherstandards.pdf>

1. The teacher candidate will design instruction that develops all students' abilities to meet academic standards.
2. The teacher candidate will create and maintain a learning climate that supports the development of all students' abilities to meet academic standards.
3. The teacher candidate will implement and manage instruction that develops all students' abilities to meet academic standards.
4. The teacher candidate will assess learning and communicate results to all students, parents and other appropriate professionals with respect to all students' abilities to meet academic standards.
5. The teacher candidate will collaborate with colleagues, parents the community, and other appropriate agencies to design, implement and support learning that supports all students' abilities to meet academic standards.
6. The teacher candidate will review and evaluate his or her overall performance and improve his or her teaching practices through reflection.
7. The teacher candidate will develop and maintain general academic knowledge as demonstrated by the attainment of a bachelor's or master's degree, as well as specific academic knowledge in his or her subject area.
8. The teacher candidate will develop and nurture current professional knowledge of the teaching/learning process.
9. In collaboration with other professionals, the teacher candidate will participate in the design, implementation and assessment of individual education programs.
10. Other objectives may be delineated by the cooperating teacher and the university supervisor framed by the dynamic variables that exist in school culture.

Course Structure/Approach:

- On-Site student teaching placement

Handbook, Required Materials and Fees:

All Student Teaching publications can be printed from the appendix or obtained at <http://www.nau.edu/fieldexperience> and clicking on the *Student Teacher Information* link.

1. Student Teaching Handbook
2. Team Information Checklist
3. Team Information Form
4. Observation Checklist Document
5. Statement of Values and Expected Professional Behaviors
6. Confidentiality and Work Statements
7. Institutional Recommendation Document
8. Information Update Form
9. Each section of student teaching encumbers a \$175.00 fee.
10. TASKSTREAM subscription. (If you already have a TASKSTREAM active account, you must maintain that account.)

**Course Outline(s):**

Student Teaching is about “student contact and preparation time” when calculating time in the experience.

One 16-week/80 day* placement:

Weeks 1-2	Phase I	Observation of class; meet with the cooperating teacher and university supervisor
Weeks 3-7	Phase II	Teacher candidate takes partial responsibility of the class
Weeks 8-14	Phase III	Teacher candidate takes full responsibility for the class
Weeks 15-16	Phase IV	Transfer of the responsibility from teacher candidate back to cooperating teacher

Two 8-week/40 day* placements:

Weeks 1	Phase I	Observation of class, meet with the cooperating teacher and university supervisor
Weeks 2-4	Phase II	Teacher candidate takes partial responsibility of the class
Weeks 5-7	Phase III	Teacher candidate takes full responsibility for the class
Weeks 8	Phase IV	Transfer the responsibility from teacher candidate back to cooperating teacher

NOTE: *One week is equivalent to five days, so the phase schedule is approximate when relating to the weeks as some school/districts may have more days/weeks off than others. When establishing a schedule and the starting and ending dates, school holidays are NOT to be included in the number of days/weeks. Teacher workdays/in-services are considered part of the experience and must be attended.

Assessment of Teacher Candidate Learning Outcomes:**Methods of Assessment:**

All student teaching experiences in the Professional Education Unit are graded on a Pass/Fail basis. The teacher candidate is expected to demonstrate content knowledge, teaching skills, and professional dispositions throughout the student teaching experience. These areas will be directly assessed through the successful completion of a **Student Teaching Professional Portfolio, Candidate Work Sample, and Observation Evaluation Tools.**

Professional Portfolio

The teacher candidate must present the criteria in a professional, organized, secure binder. The teacher candidate is required to evidence the criteria within the portfolio at **each** university supervisor’s scheduled visit. **The university supervisor and/or cooperating teacher may require additional content; the minimum criteria for the portfolio is:**

1. *Observation Phase*¹

- The teacher candidate will include a copy of the district/school calendar.
- The teacher candidate will include the Phase In/Phase Out schedule completed during the Initial Team Meeting.
- The teacher candidate will maintain a daily journal reflecting delivery, student behaviors, activities, and planning including the content schedule and transitions. Other information may also be included.
- The teacher candidate will complete the observation checklist (included in the Student Teaching Handbook) to be discussed with the university supervisor during the first formal visit.

2. *Weekly Journal*²

The teacher candidate is required to write reflections about the experience at the end of each week. This is to include an account of the entire week. The reflection **MUST** be emailed to the university supervisor at the end of each week. The teacher candidate may write daily reflections; one time per week is the minimum requirement.

3. *Weekly Planning*²

The teacher candidate will complete a weekly plan guide emailing the plan to the university supervisor along with the weekly reflections.

4. *Lesson Plans*¹

The teacher candidate will include developed lesson plans (6 minimum) that are to help the teacher candidate plan, inform, and organize their teaching. Lesson plans will be developed as directed by the cooperating teacher and university supervisor. It is required that lesson plans be written and included in the notebook prior to their implementation in the classroom and that lesson plans, minimally, include: a)



anticipatory set, b) standards, c) content objectives, d) ELL standards e) language learning objectives f) materials needed, g) description of activity/instruction, h) description of assessment of learning, and i) closure.

5. Classroom Ideas

The teacher candidate will document and/or gather a collection of ideas for their future classroom. This may include a collection of visuals, activities, artwork, bulletin board displays, etc.

6. Discipline Programs

The teacher candidate will include a copy of the school and/or district discipline policy (ies).

7. Classroom Management Techniques

The teacher candidate will include a copy of the classroom management plan, rules, policies, procedures, etc. that the cooperating teacher implements in the classroom. The teacher candidate will include reflections of the cooperating teacher's management style/techniques.

8. Student Learning

The teacher candidate will complete a **Candidate Work Sample – TaskStream Signature Assignment**. The document will be uploaded into their TaskStream account and a copy must be included in the portfolio.

9. Handout/Activity Sheets¹

The teacher candidate will gather, collect, and create handouts/activity sheets throughout their experience. Copies of these must be included in the portfolio.

10. Family Outreach

The teacher candidate will document ideas, plans and observations for parent conferences and/or meetings, open houses, family nights, and communication media with family and/or guardians. (Example: newsletter, website, calendars, etc.)

11. Evaluations of Teaching

The teacher candidate will be evaluated at several key points throughout their culminating/capstone experience. Both the university supervisor and the cooperating teacher will do formal and informal evaluations.

12. Professional Growth¹

The teacher candidate will collect or create professional ideas, resources, workshops, in-services, district information and other professional growth opportunities evidenced during student teaching. Professional documentation may include State Certification and Licensure, examples of teacher candidate work, example lesson plans from cooperating teacher or others, AEPAs scores, etc.

¹ The university supervisor and/or cooperating teacher may require specific numbers and/or details for each criteria to be included in the portfolio.

²The teacher candidate must email to the university supervisor at the end of each week.

Instructions: The purpose of the Candidate Work Sample is to provide evidence how your teaching impacts student learning. This is not an "in-theory" paper, rather the "actual teaching" in your classroom pertaining to one specific subject area. Using a unit or a series of lessons (for one subject area) reflect on the lessons you have taught, analyzing the impact that planning and teaching these specific lessons had on student learning as evidenced through the results of assessments. This reflective analysis helps build a habit of mind that you, as an educator, will use as a matter of best practice to grow professionally!

The information from the specific lessons taught should be presented in an outline format with sections:

- **Background Information And Prior Knowledge:**
 - Gather background information of the students in your classroom and assess their prior knowledge.
- **Planning:**
 - Planning instruction (specifically include in the paper the targeted AZ standards and objective.)
- **Designing:**
 - Designing instruction & teaching.
- **Adapting:**
 - Instructional decisions.
- **Assessing:**
 - Planning and implementing assessment.
- **Analyzing:**
 - Analyzing assessment results.
- **Reflecting:**
 - Reflections.

Expectations: Read through the rubric to best understand the specific information and how your paper will be evaluated. Passing is evidenced by earning a "2" in all categories.

Due Dates:

Single placements: 80 days are due around the 40th day. Establish exact dates with your university supervisor.

Dual placements: 2 x 40 days are due around the 30th day of the content-specific placement or as determined with your university supervisor. Establish exact dates with your university supervisor.

Note: If in a content-specific placement, i.e. Special Education, Bachelors in Early Childhood or specialized Secondary, your assignment is due during this placement. Some content-specific areas have amended instructions for this assignment.

Final Document must include a cover page with: (a) your name, (b) date submitted, (c) grade level taught, (d) subject taught, and (e) course and section number (for example ECE499C - 11801). The final paper must be a minimum 5-8 page reflective analysis of these specific lessons taught in one subject area.

The final paper must be professional in appearance, adhering to all conventions of English grammar and composition, and is devoid of grammar, spelling and typographical errors. It is recommended that you proofread, as spell check does not always catch all errors!

- Keep in mind that the work you produce is a reflection of your work ethic and the professional skills, attitudes, and knowledge you have obtained during your pre-service career.
- Maintaining anonymity is important: for the students in your class, do not include any student names in any part of your document. You may use fictitious names, however, you must note this somewhere in the document.

Original work and student names are required. Plagiarism will not be accepted.

Evaluation: The Candidate Work Sample will be evaluated in TaskStream by your university supervisor unless you receive an email indicating otherwise. You will be responsible for acquiring the "pass" or "conditional pass" information in your TaskStream account. If your assignment is returned for a "redo", this will need to be accomplished prior to successfully passing student teaching.

Special Note: This assignment is one of the criteria required, as stated in the syllabus, in order to earn a "pass" grade for student teaching. An "incomplete" grade will be submitted if this paper is not completed and submitted by the due date. If your paper requires modifications, the evaluator will provide suggestions for your success and you will be required to resubmit in TaskStream. You will be offered as many opportunities as needed to successfully complete this assignment. If you are struggling with this assignment at any point, please contact one of your professors for guidance. The "Tips for Success" section will be one of your best guides.

TaskStream Support:

Elissa Fou is the point of contact if you have questions or difficulties. She can be reached at 928-535-9434 or email at Elissa.Jean@ucr.edu.

Evaluations of Observations

The teacher candidate will be assessed formally by the university supervisor and cooperating teacher's on dates determined during the initial team information meeting through:

- Four formal observations/visits evaluated by the university supervisor, and
- Two (2) formal observations evaluated by the cooperating teacher in each placement.

Examples of the primary and content-specific evaluation tools are provided in the appendix.



Grading Structure:

Pass/Fail Criteria

The teacher candidate will work with their university supervisor and cooperating teacher to establish due dates and other expectations. As would be indicative of a professional, the teacher candidate is expected to meet all deadlines; late work will be accepted only when **prior** notice has been given to the university supervisor and/or cooperating teacher and is approved by all parties. Successfully completing student teaching (a grade of “P” or “pass”) is evidenced by the:

1. *Plan and prepare Team Information Initial Meeting*
✓ *Printed and signed documents mailed to Student Services*
2. *Student Teaching Notebook/Portfolio,*
3. *Candidate Work Sample – TASKSTREAM completed rubric,*
4. *Evaluations of Observations, and*
5. *Final Grade Report*

The Director of Student Services or designee reserves the right to make a final decision regarding the pass/fail of a teacher candidate, taking into account many factors, including evaluations, the portfolio, dispositions, extenuating circumstances, and assignments.

Examples of the evaluation tools are located in the appendix of the *Student Teaching Handbook*.

Alerts/Infractions/Consequences:

Extenuating circumstances requiring further intervention beyond a single change in student teaching placement may result in the teacher candidate’s removal from student teaching and a failing grade. This policy overrides any other grade policy or accumulation of points.

If an intervention is needed, the university supervisor and/or cooperating teacher will notify the Director of Student Teaching or Designee via an “**Alert**” indicator. The university supervisor will establish a meeting (that may include the Director or designee and cooperating teacher) with the teacher candidate to determine a “plan of action” where an outline detailing the requirements to successfully complete the student teaching experience will be documented. There may be circumstances where the Director of Student Services or designee may be involved in or initiate the intervention through an official meeting.

The teacher candidate may receive a failing grade if it is determined through the intervention that the teacher candidate has violated or does not meet the provisions contained in “Statement of Values and Expected Professional Behaviors” located in the *Handbook for Student Teacher* and/or is not progressing toward meeting the expectations in the plan of action as aligned with the Arizona Professional Teacher Standards. A phone call along with an email to the teacher candidate will be initiated by the Director of Student Services or Designee to discuss options. All teacher candidates are provided a 2nd opportunity to complete student teaching successfully, if the removal from the current student teaching placement is not a result of an infraction of school or district policy; college or university policy; or state code of conduct for teachers.

NOTE: If the teacher candidate is asked to be removed from the placement by the cooperating teacher, the building principal, and/or a district administrator, a 2nd and final placement opportunity may be offered. A phone call to the teacher candidate will provide the options for a degree at this point. There are no 3rd opportunities!

Incompletes:

If you are unable to complete coursework in a scheduled course within the term in which you are enrolled, you may petition your instructor to receive a grade of “I”.

If an incomplete is agreed upon, you and the instructor must complete a written agreement specifying the terms of successful completion. A copy of this agreement will be filed with the Office of Student Services.

This written agreement must also indicate the date by which you must complete the work, and that date cannot be longer than one calendar year from the end of the term in which you were enrolled in the course. For undergraduates, after one calendar year, any grade of “I” will automatically be converted to a grade of “F”. For graduate students, any



grade of “I” becomes a permanent incomplete after one calendar year.

When you complete the coursework, your instructor submits a final grade to the Registrar’s Office, and that grade and your credit are then entered on your permanent record.

After the time for making up the incomplete has elapsed, you must re-enroll in the course to receive credit. We do not use incomplete grades in calculating your grade point average.

When you become eligible for graduation, if you have a grade of “I” in any courses that aren’t required for graduation, you may elect to graduate with these “I” grades as a part of your permanent academic record. In such cases, the “I” grades cannot be changed after graduation by completing the course requirements nor will the “I’s” revert to “F” grades.

Course Policies:

Attendance, Rescheduling evaluations, Placement policies

Course Requirements:

1. The teacher candidate must register for student teaching prior to the start of the student teaching experience.
2. The teacher candidate must read and sign the forms “Statement of Values and Expected Professional Behaviors” “Statement of Confidentiality” and “Statement of Work”.
3. The teacher candidate must maintain an active TaskStream account and self enroll in the correct section within TaskStream. Enroll codes are located at http://portfolio.coe.nau.edu/stud_res.html.
4. Attendance and participation are required. Attendance is required during all working school days as determined by the contract of the cooperating teacher. Absence is excused only for personal illness and/or death in your immediate family. Documentation may be required as determined by the university supervisor and/or cooperating teacher. A teacher candidate with excessive absences may be reported to the Office of Student Services and may result in removal from student teaching placement.
5. **The teacher candidate may not substitute teach** or receive compensation for student teaching. You are permitted and encouraged to teach and assume leadership for your assigned classroom when the cooperating teacher is absent under the direction of the paid substitute hired by the district.
EXCEPTION: Teacher candidates who are seeking a Master’s degree in teacher certification may teach in their own classroom as long as their teaching contract meets the program/degree requirements. A Master’s teacher candidate may also be hired by the district to substitute teach in their own classroom with the permission of their university supervisor and cooperating teacher. All student teaching expectations are still required for successful completion of student teaching.
6. Teacher candidates are encouraged to participate in the school community outside of the school day. This can be through coaching, tutoring, sponsoring groups, etc, but it may not interfere with student teaching responsibilities or the student teaching day (which must include mentoring time). Extracurricular activities within the school community must be approved by your university supervisor and cooperating teacher prior to participating.
7. Late work may impact a teacher candidate’s evaluation and successful course completion.
8. Opportunities to “make-up” required evaluations might be given only in cases where the teacher candidate has properly notified the evaluator(s) involved **prior** to missing the evaluation. Make-up evaluations must be conducted within one week of their originally scheduled time.
9. The quality of work produced is expected to reflect the teacher candidate's best attempt. Written work must be word-processed and free of mechanical errors.
10. The teacher candidate is expected to honor the ethical, professional, and conduct guidelines specified in the document “Statement of Values and Expected Professional Behaviors” in the *Handbook for Student Teaching*, the *Statement of Understandings* (signed and submitted in Student Teaching Application), and school and district policies.
11. The teacher candidate must adhere to professional expectations.
12. Housing is the responsibility of the teacher candidate. The Office of Student Services cannot pursue inquiries made regarding housing.
13. The Director of Student Services or designee must approve any exception to these course requirements.
14. The university supervisor and/or program advisor reserve the right to modify requirements only to include more for specific situations for successful completion of student teaching.

**College, University and State of Arizona Policies:**

Statement of Values and Expected Behaviors located in the Student Teaching Handbook

All University policies regarding Safe Working and Learning Environments, Students with Disabilities, Institutional Review Board, and Academic Integrity are applicable in this course:

<http://www4.nau.edu/ugccp/policy.htm>

NAU Academic Catalog, Incomplete grading policy:

<http://www1.nau.edu/academicatalog/2009/academicatalog.htm>

The Board of Regents' Code of Conduct and procedures are outlined in the student handbook

<http://home.nau.edu/studentlife/rights.asp>

<https://arregents.asu.edu/re%20Policy%20Manual%203-308-Student%20Code%20of%20Conduct.pdf>

Rules Defining Unprofessional and Immoral Conduct, Arizona Board of Education, Title 7, Chapter 2, Article 13

http://www.ade.az.gov/stateboard/Rules_approved_Items2007.pdf

Northern Arizona University**Policy Statements****Safe Environment Policy**

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

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

Students with Disabilities

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8173 (voice) or 523-6906 (TTY). usa@nau.edu (email) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

Institutional Review Board

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

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

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website: <http://www.research.nau.edu/vpr/IRB/index.htm>. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4140.

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://www.l.nau.edu/stufite/handbook/st_honesty.htm

This is the general syllabus for all sections of student teaching courses providing the minimum requirements for all teacher candidates. Departments, supervisors and cooperating teachers are reserved the right by the Instructor of Record to modify the general syllabus to fulfill requirements at the specific host sites.



INITIAL TEAM MEETING

CHECKLIST OF QUESTIONS AND DOCUMENTS

Please ask these questions to your **cooperating teacher(s)** and **university supervisor**:

- 1. Did you receive an initial email from Marilee Eveleth via PEUWebServices@nau.edu?
Ask them to contact PEUevalsupport@nau.edu stating that they did not receive the initial email.
- 2. Were you able to locate the student teaching information online?
Please provide the website and assist them in retrieving the information online.
- 3. Were you able to successfully login and see all of my evaluations?
Ask them to contact: PEUevalsupport@nau.edu for assistance.

Please ask these specific questions to your **cooperating teacher(s)**:

- 1. Were you able to download and complete the payment form and send it to Student Services?
Have the form available as a backup plan. Mail this with packet of information.

Please ask these specific questions to your **university supervisor**:

- 1. What is the due date for my TaskStream – Candidate Work Sample assignment?
Refer to Handbook for details regarding times of due dates.

Printed documents to bring to the meeting:

- 1. A Plan for Success – use for discussion
- 2. Student Teaching Handbook Syllabus
- 2. Observation Checklist – discussion
- 7. District School Calendar – to plan teaching schedule
- 1. *Team Information form – obtain required signatures after reading and discussing
- 1. *Institutional Recommendation Form
- 1. *Statement of Values and Expected Professional Behaviors - signature page
- 1. *Information Update Form

IMPORTANT

***Mail these documents to:**

Student Services, Student Teaching
Box 5774
Flagstaff, AZ 86011



Statement of Values and Expected Professional Behaviors

Teacher candidates who work in P-12 school settings shall have the commitment to develop and demonstrate growth in the attitudes, dispositions and skills described in this document in order to embody the values of the vocation of teaching. The Professional Education Unit faculty established these standards as essential to the professional development of candidates in the Teacher Education Program. In order to be academically eligible, candidates must meet programmatic requirements and behave in ways consistent with the values and expectations outlined in this document. Violations of the values and/or expected professional behaviors may result in sanctions, including imposition of a professional growth plan, academic program suspension or dismissal, or other discipline as appropriate to the violation.

Candidates demonstrate their commitment to academic standards and professional competencies by agreeing to adhere to the following values and expected behaviors:

I will establish a credible reputation as an educator and provide leadership by:

- Taking responsibility for the physical safety and welfare of students
- Maintaining confidentiality regarding student records and information
- Being present, punctual, and prepared for university classes as well as teaching responsibilities
- Dressing professionally in teaching situations and educational environments
- Demonstrating appropriate amounts of self-control and self-regulation in my communication with others
- Taking responsibility for my actions
- Being open to new ideas and cultures
- Maintaining a strong sense of intellectual curiosity
- Assuming appropriate responsibility and authority
- Acting purposefully with commitment and enthusiasm
- Adhering to the highest ethical standards
- Demonstrating integrity and honesty
- Avoiding verbal or physical harassment and/or abuse
- Avoiding any inappropriate relationships with students, family members of students, or other school personnel
- Avoiding intimidating or embarrassing other individuals
- Making good professional judgments
- Developing an appropriate and sufficient level of teacher self-efficacy, which are my beliefs about my competencies and abilities in a given school related situation to make a difference

I will act in a collaborative manner by:

- Listening to and valuing others' perspectives
- Contributing to joint work
- Demonstrating willingness to learn from others
- Demonstrating flexibility and openness
- Demonstrating respect for diverse ideas/people as assets
- Keeping supervisors informed of any issues/problems and following all guidelines regarding "duty to report" cases

I will fulfill the essential functions of the teaching role by:

- Exhibiting physical well being to meet the demands of the teaching profession
- Exhibiting emotional well being to meet the demands of the teaching profession
- Developing a corrective plan and/or seeking help when needed to maintain personal wellness.
- Displaying empathy and an ethic of care
- Practicing patience
- Inviting and receiving professional feedback non-defensively
- Decreasing impulsivity and reactivity
- Managing moods
- Expressing emotions appropriately
- Developing social skills (e.g. giving and receiving feedback, communication)

- Providing evidence of competence in the basic skills of reading, writing, speaking, and mathematics
- Being prepared for class each day
- Being aware of my current knowledge limitations
- Seeking assistance as needed to improve skills

As a future teacher candidate, I accept the responsibility to adhere to the highest ethical standards and commit to serving students, the profession, and pursuing professional development. This set of values and expected professional behaviors apply to my academic, professional, and public life. My signature acknowledges that I read, understand, and agree to abide by these standards and expectations.

The signature page must be returned to the Student Services office acknowledging your understanding and commitment to this code. (Dispositions Statement)



Student Teacher (print name): _____

Statement of Values and Expected Professional Behaviors

As a future teacher candidate, I accept the responsibility to adhere to the highest ethical standards and commit to serving students, the profession, and pursuing professional development. This set of values and expected professional behaviors apply to my academic, professional, and public life. My signature acknowledges that I read, understand, and agree to abide by these standards and expectations.

Student Teacher Signature: _____ Date: _____

Statement of Confidentiality

I understand as a student teacher of Northern Arizona University, I will have access to privileged and confidential information. I agree to treat the information and data as confidential and I will not discuss, reveal, publish, or share this information with any outside source or media. This statement of confidentiality encompasses any conversations or exchange of written (including, but not limited to, computer/internet/chat room/blog activity) information with anyone outside the classroom/school setting. Failure to abide by this statement may result in removal from student teaching (without tuition reimbursement).

Student Teacher Signature: _____ Date: _____

Statement of Work

I understand as a student of Northern Arizona University, student teaching is my first priority until completion. I understand that NAU recommends that I do not work while student teaching. However, if it is or becomes necessary to seek employment outside the student teaching day, I understand that my job may not impact the expectations of student teaching. I understand that if my job affects my ability to be successful and give 100% to the student teaching placement, I will have to give up my job or student teach at a different time (without tuition reimbursement).

I will NOT work during student teaching.

I will work during student teaching.

Place of Employment: _____ Schedule/Number of hours: _____

Responsibilities: _____

Student Teacher Signature: _____ Date: _____



Team Information Form
Single Placement

Student Teacher's Name:

Current Mailing Address:

Current Phone Numbers:

Student Teaching Start and End Dates:

Because district academic calendars vary greatly, the student teaching start and end dates are dependent on the host site. With the aid of the district/school calendar, determine the start and end dates to meet the **80 days** minimum contact time with students and/or cooperating teacher:

80 Days – Student/Mentor Contact Time

Starting Date: _____

Ending Date: _____

Academic Assessment of Student Teachers

All student teaching experiences in the College of Education are graded on a **pass/fail** basis. The teacher candidate is expected to demonstrate his/her **content knowledge, teaching skills, and professional dispositions** throughout the student teaching experience. Successful completion of student teaching will be evidenced through the following assessments as described in the course syllabus:

1. Formal Evaluations
2. Dispositions/Conduct Criteria
3. Student Teaching Portfolio
4. Evidence of Student Learning: Candidate Work Sample

Statement of Values and Expected Professional Behaviors

The College of Education faculty established conduct criteria for students in the Teacher Education Program. This code of conduct can be found in the *Handbook for Student Teachers*. Please review this as a team.

Acknowledgements

My signature acknowledges that I have read, understood, and agreed to adhere to these academic, ethical and dispositional standards. I understand that violations of this code of conduct, or failure to successfully complete all academic requirements, may result in sanctions, including program dismissal.

Student Teacher Signature

Date

Cooperating Teacher Signature

Date

University Supervisor Signature

Date



Team Information Form
Two Placements

Student Teacher's Name:

Current Mailing Address:

Current Phone Numbers:

Student Teaching Start and End Dates:

Because district academic calendars vary greatly, the student teaching start and end dates are dependent on the host site. With the aid of the district/school calendar, determine the start and end dates to meet the **80 days** minimum contact time with students and/or cooperating teacher:

40 Days Each Placement – Student/Mentor Contact Time

First Placement

Second Placement

Starting Date: _____

Starting Date: _____

Ending Date: _____

Ending Date: _____

Academic Assessment of Student Teachers

All student teaching experiences in the College of Education are graded on a **pass/fail** basis. The teacher candidate is expected to demonstrate his/her **content knowledge, teaching skills, and professional dispositions** throughout the student teaching experience. Successful completion of student teaching will be evidenced through the following assessments as described in the course syllabus:

1. Formal Evaluations
2. Dispositions/Conduct Criteria
3. Student Teaching Portfolio
4. Evidence of Student Learning: Candidate Work Sample

Statement of Values and Expected Professional Behaviors

The College of Education faculty established conduct criteria for students in the Teacher Education Program. This code of conduct can be found in the *Handbook for Student Teachers*. Please review this as a team.

Acknowledgements

My signature acknowledges that I have read, understood, and agreed to adhere to these academic, ethical and dispositional standards. I understand that violations of this code of conduct, or failure to successfully complete all academic requirements, may result in sanctions, including program dismissal.

Student Teacher Signature

Date

Cooperating Teacher Signature

Date

Cooperating Teacher Signature

Date

University Supervisor Signature

Date



Observation List

Complete the checklist and print to discuss with your university supervisor during the initial visit. Don't forget to include this in your portfolio!

The Building

Locate:

- School Library
- School Office
- Nurse's Office
- Principal's Office
- Teacher's Workroom
- Faculty Lounge
- Restrooms

Read and discuss the school's:

- Calendar
- Policy Manual
- Discipline Policy
- Dress Code Policy
- Procedure for treating sick or injured student

The Classroom

Observe or learn about:

- Classroom aides (paraprofessionals/volunteers)
- Classroom rules
- Evaluation of student work
- Display areas of bulletin board
- Learning centers
- Student and teacher schedules
- Teaching aids and materials
- Lesson plans
- Grade book
- Substitute information (reminder that you may not be the hired substitute)
- Student seating chart (learn all students' names)
- Student attendance (reporting policy)

Classroom Atmosphere

List ways the cooperating teacher keeps students on task and develops a positive classroom atmosphere.

Discipline Techniques

As you observe, list ideas you have gained for dealing with discipline problems.



REQUEST FOR AN INSTITUTIONAL RECOMMENDATION FOR ARIZONA CERTIFICATION

Answer all questions that are relevant to the certification you are requesting and return or mail it to the address at the bottom of the page.

Name: _____ SS: _____

Mailing Address: _____ Phone: _____

1 Student Teaching Semester: _____

2 Type of certification requesting (check all that apply):

- Elementary
 - Early Childhood
 - Special Education
 - Secondary
- Majors: _____

4 Have you completed the AZ constitution requirement?

YES NO

If yes, in which manner?

- POS 220 or POS 241 at NAU
- Course at a college other than NAU
Specify college: _____
- AZ Constitution TEST

3. Student type:

- Undergraduate student
- Post Degree student
- Master's degree student

5 Have you completed the US constitution requirement?

YES NO

If yes, in which manner?

- POS 220, POS 110 or HIS 251 at NAU
- Course at a college other than NAU,
Specify college: _____
- US Constitution TEST

* if you have taken the constitution course(s) at a college other than NAU or taken the constitution test(s), you need to provide Student Services with a copy of the passing grade or test results

Signature _____

Date: _____

Return this form to: College of Education-Student Services
Northern Arizona University
Box 5774
Flagstaff, AZ 86011
Fax 928-523-1168



INFORMATION CHANGE FORM

STUDENT TEACHING SEMESTER _____		TODAY'S DATE _____
ID# _____		
_____ <small>Last Name</small>	_____ <small>First Name</small>	_____ <small>MI</small>

Please check all changes that apply:

NAME Current _____ Former _____

ADDRESS/PHONE CURRENT FORMER

<input type="checkbox"/> Local	_____	_____
<input type="checkbox"/> Permanent	_____	_____
	Phone: _____	Phone: _____

<input type="checkbox"/> Local	_____	_____
<input type="checkbox"/> Permanent	_____	_____
	Phone: _____	Phone: _____

STUDENT TEACHING SEMESTER Current _____ Change to _____

<input type="checkbox"/> STUDENT TEACHING LOCATION	New First Choice	New Second Choice
--	------------------	-------------------

District Name _____

School Name _____

Grade Level(circle one)	Primary	Primary
	Intermediate	Intermediate
	Middle School	Middle School
	High School	High School

FOR OFFICE USE ONLY

Date Entered: _____ Initials: _____ Date received in Student Services _____

Proposal for Music Advanced Placement (AP) Change: Effective Fall 2014

After considering the AP testing materials and statewide articulation norms, the department acknowledges the legislation of alignment for AP scores between the three universities and would like to make the following changes.

Current NAU Catalog: <http://catalog.nau.edu/transfer-and-test-credits.html>

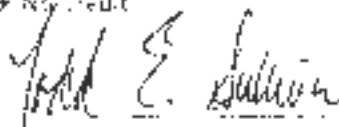
Credit for Advanced Placement Exams

AP Exam and Scores	Northern Arizona University Course(s) Credited	Units
Music Listening and Literature		
4-5	MUS 100 and 204	6
3	MUS 100	3
Music Theory		
4-5	MUS 100 and 203	6
3	MUS 100	3

New Catalog should reflect the chart below: (Effective Fall 2014)

AP Exam and Scores	Northern Arizona University Course(s) Credited	Units
Music Listening and Literature Delete this row from the new catalog		
4-5	MUS 100 and 204	6
3	MUS 100	3
Music Theory		
5 (Nonaural)	MUS 100 and 204, MUS 121	7
5 (Aural)	Mus 100 and 204, MUS 131	7
4 (Nonaural)	MUS 100 and 204 , MUS 121	6
4 (Aural)	MUS 100 and 204, MUS 131	6
3	MUS 100 No credit	3-0

Your signature here:



Associate Dean's signature here:





NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC Proposal for Course Change

FAST TRACK (Select if this will be a fast track item. Refer to UCC or UGC Fast Track Policy for eligibility)

If the changes included in this proposal are significant, attach copies of original and proposed syllabi in approved university format.

1. Course subject and number: FOR 415 2. Units: 3
See upper and lower division undergraduate course definitions.

3. College: CEFNS 4. Academic Unit: Forestry

5. Current Student Learning Outcomes of the course.

By the end of the course students will have:

- Developed an understanding of the biology, management, and policy aspects of forests in developing countries.
- Acquired an understanding of social, political, economic, and environmental issues as they relate to people from developing countries and how they manage their forests.
- Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development.
- Studied the role of women in forest resource management worldwide.
- Become familiar with organizations and career opportunities working in international forestry.

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

Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. (*Resources & Examples for Developing Course Learning Outcomes*)

By the end of the course students will have:

- Developed an understanding of the biology, management, and policy aspects of **global forests** ~~in developing countries~~.
- Acquired an understanding of social, political, economic, and environmental issues as they relate to people from ~~developing countries~~ **and how they manage their forests. countries across the spectrum of economic development and how they manage their forests.**
- Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development.
- Studied the role of women in forest resource management worldwide.
- Become familiar with organizations and career opportunities working in international forestry.

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

- Discuss the differences and similarities

- Discuss the differences and similarities between forests in different regions within the developing world.
- Demonstrate understanding of major forestry problems such as over-exploitation, deforestation, and loss of biological diversity.
- Communicate in writing and oral presentations an understanding of cultural and social aspects of a forest problem in developing countries.
- Describe the social and cultural context of the forestry enterprise and how it varies between developing countries and the U.S.
- Demonstrate an understanding of how international policies and treaties can achieve improved management of developing country forests.

- between forests in different regions **within the developing around the world.**
- Demonstrate understanding of major forestry problems such as over-exploitation, deforestation, and loss of biological diversity.
- Communicate in writing and oral presentations an understanding of cultural and social aspects of a forest problem in ~~developing countries.~~ **an international setting.**
- Describe the social and cultural context of the forestry enterprise and how it varies ~~between developing countries and the U.S.~~ **around the world.**
- Demonstrate an understanding of how international policies and treaties can achieve improved management of ~~developing country~~ **the world's forests.**

6. Current title, description and units. Cut and paste, in its entirety, from the current on-line academic catalog*
<http://catalog.nau.edu/Catalog/>.

FOR 415 FORESTRY IN DEVELOPING COUNTRIES (3)

Description: Ecology, management, and policy issues related to forests in developing countries from the social, political, economic and cultural perspective of indigenous people. Co-convenes with FOR 515. Letter grade only.

Units: 3

Requirement Designation: Global Diversity

Prerequisite: Junior Status

Show the proposed changes in this column **Bold** the proposed changes in this column to differentiate from what is not changing, and ~~Bold with strikethrough~~ what is being deleted.

FOR 415 INTERNATIONAL FORESTRY IN DEVELOPING COUNTRIES (3)

Description: ~~Ecology, management, and policy issues related to forests in developing countries from the social, political, economic and cultural perspective of indigenous people.~~ **Ecology, management, and policy issues related to forests around the world, including ecological, political, economic and cultural perspectives** Co-convenes with FOR 515. Letter grade only.

Units: 3

Requirement Designation: Global Diversity

Prerequisite: Junior Status

*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

7. Justification for course change.

The purpose of the changes are to make the course truly international, provide information for students interested in international forestry outside the developing world, provide a context for understanding both the developed and developing forests by studying them together, and possibly broadening the appeal of the course across campus.

8. Effective **BEGINNING** of what term and year? Fall 2014

See effective dates calendar.

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

CURRENT	PROPOSED
Current course subject and number:	Proposed course subject and number:
Current number of units:	Proposed number of units:
Current short course title: FORESTRY DEVELOPING COUNTRIES	Proposed short course title (max 30 characters): INTERNATIONAL FORESTRY
Current long course title: FORESTRY IN DEVELOPING COUNTRIES	Proposed long course title (max 100 characters): INTERNATIONAL FORESTRY
Current grading option: letter grade <input type="checkbox"/> pass/fail <input type="checkbox"/> or both <input type="checkbox"/>	Proposed grading option: letter grade <input type="checkbox"/> pass/fail <input type="checkbox"/> or both <input type="checkbox"/>
Current repeat for additional units:	Proposed repeat for additional units:
Current max number of units:	Proposed max number of units:
Current prerequisite:	Proposed prerequisite (include rationale in the justification):
Current co-requisite:	Proposed co-requisite (include rationale in the justification):
Current co-convene with:	Proposed co-convene with:
Current cross list with:	Proposed cross list with:

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)?

Yes No

If yes, describe the impact and include a letter of response from each impacted academic unit.

BSF/International Forestry and Conservation Certificate

10. Is there a related plan or sub plan change proposal being submitted?

Yes No

If no, explain.

This course title name change will not require any related plan changes; plan requirements remain the same.

11. Does this course include combined lecture and lab components?

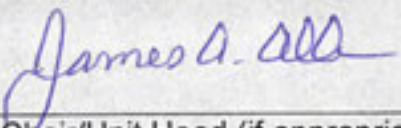

Yes No

If yes, include the units specific to each component in the course description above.

Answer 12-15 for UCC/ECCC only:

12. Is this course an approved Liberal Studies or Diversity course?
If yes, select all that apply. Liberal Studies Diversity Both Yes No
13. Do you want to remove the Liberal Studies or Diversity designation?
If yes, select all that apply. Liberal Studies Diversity Both Yes No
14. Is this course listed in the Course Equivalency Guide? Yes No
15. Is this course a Shared Unique Numbering (SUN) course? Yes No

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland	10/15/2013
Reviewed by Curriculum Process Associate	Date
Approvals: 	12/17/13
Department Chair/Unit Head (if appropriate)	Date
Chair of college curriculum committee	Date
Dean of college	Date
For Committee use only:	
	10/29/13
UCC/UGC Approval	Date

- Approved as submitted: Yes No
- Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate	Date
--	------

[Signature]

9/23/13

Chair of college curriculum committee

Date

[Signature]

9/23/13

Dean of college

Date

For Committee use only:

UCC/UGC Approval

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

Date

Approvals:

Academic Unit Head

Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)

Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Chief Academic Officer; Extended Campuses (or Designee)

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

CURRENT SYLLABUS

NORTHERN ARIZONA UNIVERSITY Course Syllabus

FOR 415/515: Forestry in Developing Countries Spring 2013

General Information:

Time and place: Mondays and Wednesdays; 12:45 – 2:00 pm
Southwest Forest Science Complex (Bldg. 82), Room 133

Instructors: Dr. Pete Fulé
Southwest Forest Science Complex, Room 246C
Office Phone: 523-1463
Email: Pete.Fule@nau.edu

Office Hours: By appointment. On most days, I should be available immediately after class.

Course Description:

Developing countries hold much of the world's forests. These forests provide many goods and services, including wood products, medicinal plants, food, environmental protection, carbon uptake, ecotourism opportunities, and much of the planet's plant and animal biodiversity. While they are very important, forests in developing countries are also at considerable risk due to factors such as deforestation, forest degradation, and climate change. This course begins with an introduction to the concept of developing countries and to their physical and biological environment. The majority of the course is devoted to forest management approaches, including both the biological and socioeconomic aspects of forest management. A number of individual country or regional case studies are also presented.

Student Learning Expectations/Outcomes:

By the end of the course students will have:

- Developed an understanding of the biology, management, and policy aspects of forests in developing countries.
- Acquired an understanding of social, political, economic, and environmental issues as they relate to people from developing countries and how they manage their forests.
- Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development.
- Studied the role of women in forest resource management worldwide.
- Become familiar with organizations and career opportunities working in international forestry.

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

- Discuss the differences and similarities between forests in different regions within the developing world.
- Demonstrate understanding of major forestry problems such as over-exploitation, deforestation, and loss of biological diversity.
- Communicate in writing and oral presentations an understanding of cultural and social aspects of a forest problem in developing countries.

- Describe the social and cultural context of the forestry enterprise and how it varies between developing countries and the U.S.
- Demonstrate an understanding of how international policies and treaties can achieve improved management of developing country forests.

Course Structure:

This is a three credit lecture course with most of the classes devoted to lectures by the instructors and guest speakers. Approximately 25% of the class periods will be devoted to discussion sessions on specific topics and to student presentations. Students will actively participate, as members of teams, in a special project that they will present to the class near the end of the semester. Because this is a co-convened course, some assignments and expectations will vary depending on whether the student is enrolled in FOR 415 or FOR 515.

Textbooks and Required Materials:

There is no textbook required for this course. Selected readings are required and will be posted on the Blackboard Learn web page and/or handed out in class.

Discussion Sessions:

Four discussion sessions are scheduled in the semester. Articles for discussion will be placed on BBLearn. All students will participate in discussions and graduate students will be assigned to lead discussion sections. Further details will be given in a separate document.

Student Project:

Each student in this class is required to participate in a special project on international forestry. This project is designed to allow students to develop skills working in a team and to pursue in greater detail a topic of particular interest to that group. Teams will consist of a graduate student plus several undergraduate students. Assignment details will be given in a separate document.

Assessment of Student Learning Outcomes:

The rubric or guideline below describes the characteristics of excellent academic work, as well as levels that are less than excellent. The rubric is organized around "answering a question", as on a traditional test, but the guidelines below can be easily adapted for presentations, reports, and the mid-term essays.

- Excellent: Clearly and completely addresses the question. Thorough and logical development of thoughts. Points supported by literature. Correct grammar and spelling, citations in proper format.
- Good: Complete or nearly complete in addressing the question. Thoughts are generally logically and thoroughly expressed. Most arguments or questions of fact are supported by the literature. Only minor errors of grammar, spelling, or citation format.
- Needs Improvement: Incomplete answer or discussion that is tangential to the question. Thoughts sometimes illogical or incomplete. Arguments or questions of fact sporadically supported by the literature. Moderate errors of grammar, spelling, or citation format.
- Poor: Answer mostly fails to address the question. Thoughts often illogical or incomplete. Arguments or questions of fact rarely supported by the literature. Substantial errors of grammar, spelling, or citation format.

Excellent participation in discussions means reading and considering the articles ahead of class, actively seeking any additional information needed to understand the concepts, and participating thoughtfully and actively in the class discussion.

Graduate students are expected to display a good knowledge of the scientific literature, including the capability to find literature independently and interpret technical information.

Grading:

There will be two in-class exams, a mid-term and a final. The exams will consist primarily of short answer and essay questions, although other types of questions (e.g., multiple choice) may be included.

Grading will be based on the following:

	FOR 415	FOR 515
Mid-Term Exam	30%	25%
Student Project:		
Individual Performance	30%	20%
Project Leadership		10%
Discussion Participation	10%	10%
Discussion Leadership		10%
Final Exam	30%	25%
Total	100%	100%

Course Outline 2013
Topics subject to change

Date	Topic	Presenter
14 Jan	Intro, syllabus, what is a developing country?	
16 Jan	Physical environment	
21 Jan	Holiday: Martin Luther King, Jr. Day	
23 Jan	Biological environment	
28 Jan	Approaches & challenges to forestry	
30 Jan	Community forestry	
4 Feb	Agroforestry	
6 Feb	Discussion #1 (topic: community/agroforestry)	Graduate students
11 Feb	Indigenous forest management	
13 Feb	Case study: Bolivia, Mexico	
18 Feb	Commercial plantation forestry	
20 Feb	Case study: Swaziland	Dr. Jim Allen
25 Feb	Gender roles	
27 Feb	Discussion #2 (topic: gender roles)	Graduate students
4 Mar	Carbon management, REDD	
6 Mar	Ecotourism	
11 Mar	Midterm Exam	
13 Mar	Non-market forest products	Dr. Yeon-Su Kim
18-22 Mar	Spring Break	
25 Mar	International development policy & legal issues	
27 Mar	Discussion #3 (topic: TBA)	Graduate students
1 Apr	Case study: Pacific islands	Dr. Jim Allen
3 Apr	Case study: Ghana	Dr. Mike Wagner
8 Apr	TBA	
10 Apr	Case study: Honduras	Dr. Erik Neilsen
15 Apr	Student presentations	
17 Apr	Student presentations	

22 Apr	Student presentations	
24 Apr	Peace Corps	Returned PC Volunteers
29 Apr	Case study: Mainpat, India	Amanda Knauf, Emily Fulé
1 May	Discussion #4 (topic: TBA)	Graduate students
6 May	Final Exam 12:30-2:30	

General Course and NAU Policies

Course Policies:

Makeup exams: Students are required to take the exams as scheduled. In the case of illness or other legitimate reason, students must inform the instructor BEFORE the exam.

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

Plagiarism and cheating will not be tolerated. This includes using the same (or a very similar) term paper for this class and any other class. Refer to the NAU statement of academic integrity below.

Northern Arizona University Policy Statements:

SAFE ENVIRONMENT POLICY.

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault, or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

STUDENTS WITH DISABILITIES.

If you have a learning and/or physical disability, you are encouraged to make arrangements for class assignments/exams so your academic performance will not suffer because of the disability or handicap. If you have questions about special provisions for students with disabilities, contact the Counseling and Testing Center (523-2261). It is your responsibility to register with the Counseling and Testing Center. Application for services should be made at least eight weeks before the start of the semester. If the Counseling and Testing Center verifies your eligibility for special services, you should consult with your instructor during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center.

INSTITUTIONAL REVIEW BOARD.

Any study involving observation of or interaction with human subjects that originates at NAU-including a course project, report, or research paper-must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities. The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels

depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

ACADEMIC INTEGRITY.

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

CLASSROOM MANAGEMENT STATEMENT.

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

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

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

PROPOSED SYLLABUS:

NORTHERN ARIZONA UNIVERSITY Course Syllabus

FOR 415/515: International Forestry/Advanced International Forestry Spring 2014

General Information:

Time and place: Mondays and Wednesdays; 12:45 – 2:00 pm
Southwest Forest Science Complex (Bldg. 82), Room 133

Instructors: Dr. Pete Fulé
Southwest Forest Science Complex, Room 246C
Office Phone: 523-1463
Email: Pete.Fule@nau.edu

Office Hours: By appointment. On most days, I should be available immediately after class.

Course Description:

The world's forests provide many goods and services, including wood products, medicinal plants, food, environmental protection, carbon uptake, ecotourism opportunities, and much of the planet's plant and animal biodiversity. This course examines forests around the world in terms of their biological, social, and economic attributes. Contrasts between industrialized or "developed" nations and "developing" nations provide useful insights into challenges and opportunities for sustaining forests. Forests in developing countries are often at considerable risk due to factors such as deforestation, forest degradation, and climate change, but forest conservation is often also at risk in wealthier nations due to climate change, human pressure, non-native species, and inappropriate management. The course begins with an introduction to the physical and biological environment of global forests. The majority of the course is devoted to forest management approaches, including both the biological and socioeconomic aspects of forest management. A number of individual country or regional case studies are also presented.

Student Learning Expectations/Outcomes:

By the end of the course students will have:

- Developed an understanding of the biology, management, and policy aspects of global forests.
- Acquired an understanding of social, political, economic, and environmental issues as they relate to people from countries across the spectrum of economic development and how they manage their forests.
- Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development.
- Studied the role of women in forest resource management worldwide.
- Become familiar with organizations and career opportunities working in international forestry.
- Demonstrated an ability to lead class discussions of journal articles and to serve as an effective team leader for the student project.

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

- Discuss the differences and similarities between forests in different regions around the world.
- Demonstrate understanding of major forestry problems such as over-exploitation, deforestation, and loss of biological diversity.
- Communicate in writing and oral presentations an understanding of cultural and social aspects of a forest problem in an international setting.
- Describe the social and cultural context of the forestry enterprise and how it varies around the world.
- Demonstrate an understanding of how international policies and treaties can achieve improved management of the world's forests.

Course Structure:

This is a three credit lecture course with most of the classes devoted to lectures by the instructors and guest speakers. Approximately 25% of the class periods will be devoted to discussion sessions on specific topics and to student presentations. Students will actively participate, as members of teams, in a special project that they will present to the class near the end of the semester. Because this is a co-convened course, some assignments and expectations will vary depending on whether the student is enrolled in FOR 415 or FOR 515.

Textbooks and Required Materials:

There is no textbook required for this course. Selected readings are required and will be posted on the Blackboard Learn web page and/or handed out in class.

Discussion Sessions:

Four discussion sessions are scheduled in the semester. Articles for discussion will be placed on BBLearn. All students will participate in discussions and graduate students will be assigned to lead discussion sections. Further details will be given in a separate document.

Student Project:

Each student in this class is required to participate in a special project on international forestry. This project is designed to allow students to develop skills working in a team and to pursue in greater detail a topic of particular interest to that group. Teams will consist of a graduate student plus several undergraduate students. Graduate students will serve as the team leader and will be responsible for organizing meetings, assigning work, and coordinating the completion of the final report and presentation. Assignment details will be given in a separate document.

Assessment of Student Learning Outcomes:

The rubric or guideline below describes the characteristics of excellent academic work, as well as levels that are less than excellent. The rubric is organized around "answering a question", as on a traditional test, but the guidelines below can be easily adapted for presentations, reports, and the mid-term essays.

- Excellent: Clearly and completely addresses the question. Thorough and logical development of thoughts. Points supported by literature. Correct grammar and spelling, citations in proper format.
- Good: Complete or nearly complete in addressing the question. Thoughts are generally logically and thoroughly expressed. Most arguments or questions of fact are supported by the literature. Only minor errors of grammar, spelling, or citation format.

- Needs Improvement: Incomplete answer or discussion that is tangential to the question. Thoughts sometimes illogical or incomplete. Arguments or questions of fact sporadically supported by the literature. Moderate errors of grammar, spelling, or citation format.
- Poor: Answer mostly fails to address the question. Thoughts often illogical or incomplete. Arguments or questions of fact rarely supported by the literature. Substantial errors of grammar, spelling, or citation format.

Excellent participation in discussions means reading and considering the articles ahead of class, actively seeking any additional information needed to understand the concepts, and participating thoughtfully and actively in the class discussion.

Graduate students are expected to display a good knowledge of the scientific literature, including the capability to find literature independently and interpret technical information.

Grading:

There will be two in-class exams, a mid-term and a final. The exams will consist primarily of short answer and essay questions, although other types of questions (e.g., multiple choice) may be included.

Grading will be based on the following:

	FOR 415	FOR 515
Mid-Term Exam	30%	25%
Student Project:		
Individual Performance	30%	20%
Project Leadership		10%
Discussion Participation	10%	10%
Discussion Leadership		10%
Final Exam	30%	25%
Total	100%	100%

Course Outline 2014

Highlighted topics are major changes from "Forestry In Developing Countries"

Date	Topic	Presenter
14 Jan ¹	Intro, syllabus, overview of international forestry	
16 Jan	Physical environment of global forests	
21 Jan	Holiday: Martin Luther King, Jr. Day	
23 Jan	Biological environment of global forests	
28 Jan	Approaches & challenges to forestry: contrasts of "developed" and "developing" nations	
30 Jan	Community forestry	
4 Feb	Agroforestry	
6 Feb	Discussion #1 (topic: community/agroforestry)	Graduate students
11 Feb	Indigenous forest management	
13 Feb	Case study: Bolivia, Mexico, France	
18 Feb	Commercial plantation forestry	
20 Feb	Case study: New Zealand	
25 Feb	Gender roles	

¹ Note: calendar dates are not correct. The syllabus will be revised with correct dates the next time the course is offered.
Effective Fall 2012

27 Feb	Discussion #2 (topic: gender roles)	Graduate students
4 Mar	Carbon management, REDD	
6 Mar	Ecotourism	
11 Mar	Midterm Exam	
13 Mar	Non-market forest products	
18-22 Mar	Spring Break	
25 Mar	International development policy & legal issues	
27 Mar	Discussion #3 (topic: TBA)	Graduate students
1 Apr	Case study: Pacific islands	
3 Apr	Investments, tariffs, trade agreements and barriers	
8 Apr	Case study: International forestry corporations	
10 Apr	Case study: Honduras	
15 Apr	Student presentations	
17 Apr	Student presentations	
22 Apr	Student presentations	
24 Apr	Peace Corps	
29 Apr	Case study: Mainpat, India	
1 May	Discussion #4 (topic: TBA)	Graduate students
6 May	Final Exam 12:30-2:30	

General Course and NAU Policies

Course Policies:

Makeup exams: Students are required to take the exams as scheduled. In the case of illness or other legitimate reason, students must inform the instructor BEFORE the exam.

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can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center.

INSTITUTIONAL REVIEW BOARD.

Any study involving observation of or interaction with human subjects that originates at NAU-including a course project, report, or research paper-must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities. The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

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

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

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

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

UGC Copy



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for Course Change

FAST TRACK (Select if this will be a fast track item. Refer to UCC or UGC Fast Track Policy for eligibility)

If the changes included in this proposal are significant, attach copies of original and proposed syllabi in approved university format.

1. Course subject and number: FOR 515 2. Units: 3
See upper and lower division undergraduate course definitions.

3. College: CEFNS 4. Academic Unit: Forestry

<p>5. Current Student Learning Outcomes of the course.</p> <p>By the end of the course students will have:</p> <ul style="list-style-type: none"> • Developed an understanding of the biology, management, and policy aspects of forests in developing countries. • Acquired an understanding of social, political, economic, and environmental issues as they relate to people from developing countries and how they manage their forests. • Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development. • Studied the role of women in forest resource management worldwide. • Become familiar with organizations and career opportunities working in international forestry. <p>At the end of the course students will be able to:</p> <ul style="list-style-type: none"> • Discuss the differences and similarities 	<p>Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. <i>(Resources & Examples for Developing Course Learning Outcomes)</i></p> <p>By the end of the course students will have:</p> <ul style="list-style-type: none"> • Developed an understanding of the biology, management, and policy aspects of global forests in developing countries. • Acquired an understanding of social, political, economic, and environmental issues as they relate to people from developing countries and how they manage their forests. countries across the spectrum of economic development and how they manage their forests. • Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development. • Studied the role of women in forest resource management worldwide. • Become familiar with organizations and career opportunities working in international forestry. <p>At the end of the course students will be able to:</p> <ul style="list-style-type: none"> • Discuss the differences and similarities between forests in different regions within the
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between forests in different regions within the developing world.

- Demonstrate understanding of major forestry problems such as over-exploitation, deforestation, and loss of biological diversity.
- Communicate in writing and oral presentations an understanding of cultural and social aspects of a forest problem in developing countries.
- Describe the social and cultural context of the forestry enterprise and how it varies between developing countries and the U.S.
- Demonstrate an understanding of how international policies and treaties can achieve improved management of developing country forests.

~~developing around the world.~~

- Demonstrate understanding of major forestry problems such as over-exploitation, deforestation, and loss of biological diversity.
- Communicate in writing and oral presentations an understanding of cultural and social aspects of a forest problem in ~~developing countries.~~ **an international setting.**
- Describe the social and cultural context of the forestry enterprise and how it varies ~~between developing countries and the U.S.~~ **around the world.**
- Demonstrate an understanding of how international policies and treaties can achieve improved management of ~~developing country~~ **the world's** forests.

6. Current **title, description and units.** Cut and paste, in its entirety, from the current on-line academic catalog*

<http://catalog.nau.edu/Catalog/>.

FOR 515 FORESTRY IN DEVELOPING COUNTRIES (3)

Description: Ecology, management, and policy issues of tropical and arid land forests in developing countries. Co-convenes with FOR 415. Letter grade only.

Units: 3

Prerequisite: One FOR-Forestry or BIO-Biology course

Show the proposed changes in this column **Bold** the proposed changes in this column to differentiate from what is not changing, and

~~**Bold with strikethrough**~~ what is being deleted.

FOR 515 ADVANCED INTERNATIONAL FORESTRY ~~IN DEVELOPING COUNTRIES~~ (3)

Description: ~~Ecology, management, and policy issues of tropical and arid land forests in developing countries.~~ **Ecology, management, and policy issues related to forests around the world, including ecological, political, economic and cultural perspectives.** Co-convenes with FOR 415. Letter grade only.

Units: 3

Prerequisite: One FOR-Forestry or BIO-Biology course

*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

7. Justification for course change.

The purpose of the changes are to make the course truly international, provide information for students interested in international forestry outside the developing world, provide a context for understanding both the developed and developing forests by studying them together, and possibly broadening the appeal of the course across campus.

8. Effective **BEGINNING** of what term and year? Fall 2014
See effective dates calendar.

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

CURRENT	PROPOSED
Current course subject and number:	Proposed course subject and number:
Current number of units:	Proposed number of units:
Current short course title: FORESTRY DEVELOPING COUNTRIES	Proposed short course title (max 30 characters): ADV INTERNATIONAL FORESTRY
Current long course title: FORESTRY IN DEVELOPING COUNTRIES	Proposed long course title (max 100 characters): ADVANCED INTERNATIONAL FORESTRY
Current grading option: letter grade <input type="checkbox"/> pass/fail <input type="checkbox"/> or both <input type="checkbox"/>	Proposed grading option: letter grade <input type="checkbox"/> pass/fail <input type="checkbox"/> or both <input type="checkbox"/>
Current repeat for additional units:	Proposed repeat for additional units:
Current max number of units:	Proposed max number of units:
Current prerequisite:	Proposed prerequisite (include rationale in the justification):
Current co-requisite:	Proposed co-requisite (include rationale in the justification):
Current co-convene with:	Proposed co-convene with:
Current cross list with:	Proposed cross list with:

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)? Yes No

If yes, describe the impact and include a letter of response from each impacted academic unit.

Master of Forestry (optional), Forest Science; Ph.D. (optional).

10. Is there a related plan or sub plan change proposal being submitted? Yes No

If no, explain.

This course title name change will not require any related plan changes; plan requirements remain the same.

11. Does this course include combined lecture and lab components? Yes No

If yes, include the units specific to each component in the course description above.

Answer 12-15 for UCC/ECCC only:

12. Is this course an approved Liberal Studies or Diversity course? Yes No
 If yes, select all that apply. Liberal Studies Diversity Both

13. Do you want to remove the Liberal Studies or Diversity designation?
If yes, select all that apply. Liberal Studies Diversity Both Yes No

14. Is this course listed in the Course Equivalency Guide? Yes No

15. Is this course a Shared Unique Numbering (SUN) course? Yes No

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland **10/15/2013**
Reviewed by Curriculum Process Associate Date

Approvals:

 **12/17/13**
Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For Committee use only:

UCC/UGC Approval Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head Date

14. Is this course listed in the Course Equivalency Guide? Yes No

15. Is this course a Shared Unique Numbering (SUN) course? Yes No

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland **08/26/2013**
Reviewed by Curriculum Process Associate Date

Approvals:

Department Chair/Unit Head (if appropriate) Date

Mal *9/23/13*
Chair of college curriculum committee Date

Pauline *9/23/13*
Dean of college Date

For Committee use only:

K. Lavin Dickson *10/29/13*
UCC/UGC Approval Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Chief Academic Officer; Extended Campuses (or Designee) Date

Approved as submitted: Yes No

Approved as modified: Yes No

CURRENT SYLLABUS

NORTHERN ARIZONA UNIVERSITY Course Syllabus

FOR 415/515: Forestry in Developing Countries Spring 2013

General Information:

Time and place: Mondays and Wednesdays; 12:45 – 2:00 pm
Southwest Forest Science Complex (Bldg. 82), Room 133

Instructors: Dr. Pete Fulé
Southwest Forest Science Complex, Room 246C
Office Phone: 523-1463
Email: Pete.Fule@nau.edu

Office Hours: By appointment. On most days, I should be available immediately after class.

Course Description:

Developing countries hold much of the world's forests. These forests provide many goods and services, including wood products, medicinal plants, food, environmental protection, carbon uptake, ecotourism opportunities, and much of the planet's plant and animal biodiversity. While they are very important, forests in developing countries are also at considerable risk due to factors such as deforestation, forest degradation, and climate change. This course begins with an introduction to the concept of developing countries and to their physical and biological environment. The majority of the course is devoted to forest management approaches, including both the biological and socioeconomic aspects of forest management. A number of individual country or regional case studies are also presented.

Student Learning Expectations/Outcomes:

By the end of the course students will have:

- Developed an understanding of the biology, management, and policy aspects of forests in developing countries.
- Acquired an understanding of social, political, economic, and environmental issues as they relate to people from developing countries and how they manage their forests.
- Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development.
- Studied the role of women in forest resource management worldwide.
- Become familiar with organizations and career opportunities working in international forestry.

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

- Discuss the differences and similarities between forests in different regions within the developing world.
- Demonstrate understanding of major forestry problems such as over-exploitation, deforestation, and loss of biological diversity.

- Communicate in writing and oral presentations an understanding of cultural and social aspects of a forest problem in developing countries.
- Describe the social and cultural context of the forestry enterprise and how it varies between developing countries and the U.S.
- Demonstrate an understanding of how international policies and treaties can achieve improved management of developing country forests.

Course Structure:

This is a three credit lecture course with most of the classes devoted to lectures by the instructors and guest speakers. Approximately 25% of the class periods will be devoted to discussion sessions on specific topics and to student presentations. Students will actively participate, as members of teams, in a special project that they will present to the class near the end of the semester. Because this is a co-convened course, some assignments and expectations will vary depending on whether the student is enrolled in FOR 415 or FOR 515.

Textbooks and Required Materials:

There is no textbook required for this course. Selected readings are required and will be posted on the Blackboard Learn web page and/or handed out in class.

Discussion Sessions:

Four discussion sessions are scheduled in the semester. Articles for discussion will be placed on BBLearn. All students will participate in discussions and graduate students will be assigned to lead discussion sections. Further details will be given in a separate document.

Student Project:

Each student in this class is required to participate in a special project on international forestry. This project is designed to allow students to develop skills working in a team and to pursue in greater detail a topic of particular interest to that group. Teams will consist of a graduate student plus several undergraduate students. Assignment details will be given in a separate document.

Assessment of Student Learning Outcomes:

The rubric or guideline below describes the characteristics of excellent academic work, as well as levels that are less than excellent. The rubric is organized around "answering a question", as on a traditional test, but the guidelines below can be easily adapted for presentations, reports, and the mid-term essays.

- **Excellent:** Clearly and completely addresses the question. Thorough and logical development of thoughts. Points supported by literature. Correct grammar and spelling, citations in proper format.
- **Good:** Complete or nearly complete in addressing the question. Thoughts are generally logically and thoroughly expressed. Most arguments or questions of fact are supported by the literature. Only minor errors of grammar, spelling, or citation format.
- **Needs Improvement:** Incomplete answer or discussion that is tangential to the question. Thoughts sometimes illogical or incomplete. Arguments or questions of fact sporadically supported by the literature. Moderate errors of grammar, spelling, or citation format.
- **Poor:** Answer mostly fails to address the question. Thoughts often illogical or incomplete. Arguments or questions of fact rarely supported by the literature. Substantial errors of grammar, spelling, or citation format.

Excellent participation in discussions means reading and considering the articles ahead of class, actively seeking any additional information needed to understand the concepts, and participating thoughtfully and actively in the class discussion.

Graduate students are expected to display a good knowledge of the scientific literature, including the capability to find literature independently and interpret technical information.

Grading:

There will be two in-class exams, a mid-term and a final. The exams will consist primarily of short answer and essay questions, although other types of questions (e.g., multiple choice) may be included.

Grading will be based on the following:

	FOR 415	FOR 515
Mid-Term Exam	30%	25%
Student Project:		
Individual Performance	30%	20%
Project Leadership		10%
Discussion Participation	10%	10%
Discussion Leadership		10%
Final Exam	30%	25%
Total	100%	100%

Course Outline 2013
Topics subject to change

Date	Topic	Presenter
14 Jan	Intro, syllabus, what is a developing country?	
16 Jan	Physical environment	
21 Jan	Holiday: Martin Luther King, Jr. Day	
23 Jan	Biological environment	
28 Jan	Approaches & challenges to forestry	
30 Jan	Community forestry	
4 Feb	Agroforestry	
6 Feb	Discussion #1 (topic: community/agroforestry)	Graduate students
11 Feb	Indigenous forest management	
13 Feb	Case study: Bolivia, Mexico	
18 Feb	Commercial plantation forestry	
20 Feb	Case study: Swaziland	Dr. Jim Allen
25 Feb	Gender roles	
27 Feb	Discussion #2 (topic: gender roles)	Graduate students
4 Mar	Carbon management, REDD	
6 Mar	Ecotourism	
11 Mar	Midterm Exam	
13 Mar	Non-market forest products	Dr. Yeon-Su Kim
18-22 Mar	Spring Break	
25 Mar	International development policy & legal issues	
27 Mar	Discussion #3 (topic: TBA)	Graduate students
1 Apr	Case study: Pacific islands	Dr. Jim Allen

3 Apr	Case study: Ghana	Dr. Mike Wagner
8 Apr	TBA	
10 Apr	Case study: Honduras	Dr. Erik Neilsen
15 Apr	Student presentations	
17 Apr	Student presentations	
22 Apr	Student presentations	
24 Apr	Peace Corps	Returned PC Volunteers
29 Apr	Case study: Mainpat, India	Amanda Knauf, Emily Fulé
1 May	Discussion #4 (topic: TBA)	Graduate students
6 May	Final Exam 12:30-2:30	

General Course and NAU Policies

Course Policies:

Makeup exams: Students are required to take the exams as scheduled. In the case of illness or other legitimate reason, students must inform the instructor BEFORE the exam.

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

Plagiarism and cheating will not be tolerated. This includes using the same (or a very similar) term paper for this class and any other class. Refer to the NAU statement of academic integrity below.

Northern Arizona University Policy Statements:

SAFE ENVIRONMENT POLICY.

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault, or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

STUDENTS WITH DISABILITIES.

If you have a learning and/or physical disability, you are encouraged to make arrangements for class assignments/exams so your academic performance will not suffer because of the disability or handicap. If you have questions about special provisions for students with disabilities, contact the Counseling and Testing Center (523-2261). It is your responsibility to register with the Counseling and Testing Center. Application for services should be made at least eight weeks before the start of the semester. If the Counseling and Testing Center verifies your eligibility for special services, you should consult with your instructor during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center.

INSTITUTIONAL REVIEW BOARD.

Any study involving observation of or interaction with human subjects that originates at NAU-including a course project, report, or research paper-must be reviewed and approved by the Institutional

Review Board (IRB) for the protection of human subjects in research and research-related activities. The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

ACADEMIC INTEGRITY.

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

CLASSROOM MANAGEMENT STATEMENT.

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

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

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

PROPOSED SYLLABUS:

NORTHERN ARIZONA UNIVERSITY Course Syllabus

FOR 415/515: International Forestry/Advanced International Forestry Spring 2014

General Information:

Time and place: Mondays and Wednesdays; 12:45 – 2:00 pm
Southwest Forest Science Complex (Bldg. 82), Room 133

Instructors: Dr. Pete Fulé
Southwest Forest Science Complex, Room 246C
Office Phone: 523-1463
Email: Pete.Fule@nau.edu

Office Hours: By appointment. On most days, I should be available immediately after class.

Course Description:

The world's forests provide many goods and services, including wood products, medicinal plants, food, environmental protection, carbon uptake, ecotourism opportunities, and much of the planet's plant and animal biodiversity. This course examines forests around the world in terms of their biological, social, and economic attributes. Contrasts between industrialized or "developed" nations and "developing" nations provide useful insights into challenges and opportunities for sustaining forests. Forests in developing countries are often at considerable risk due to factors such as deforestation, forest degradation, and climate change, but forest conservation is often also at risk in wealthier nations due to climate change, human pressure, non-native species, and inappropriate management. The course begins with an introduction to the physical and biological environment of global forests. The majority of the course is devoted to forest management approaches, including both the biological and socioeconomic aspects of forest management. A number of individual country or regional case studies are also presented.

Student Learning Expectations/Outcomes:

By the end of the course students will have:

- Developed an understanding of the biology, management, and policy aspects of global forests.
- Acquired an understanding of social, political, economic, and environmental issues as they relate to people from countries across the spectrum of economic development and how they manage their forests.
- Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development.
- Studied the role of women in forest resource management worldwide.
- Become familiar with organizations and career opportunities working in international forestry.
- Demonstrated an ability to lead class discussions of journal articles and to serve as an effective team leader for the student project.

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

- Discuss the differences and similarities between forests in different regions around the world.
- Demonstrate understanding of major forestry problems such as over-exploitation, deforestation, and loss of biological diversity.
- Communicate in writing and oral presentations an understanding of cultural and social aspects of a forest problem in an international setting.
- Describe the social and cultural context of the forestry enterprise and how it varies around the world.
- Demonstrate an understanding of how international policies and treaties can achieve improved management of the world's forests.

Course Structure:

This is a three credit lecture course with most of the classes devoted to lectures by the instructors and guest speakers. Approximately 25% of the class periods will be devoted to discussion sessions on specific topics and to student presentations. Students will actively participate, as members of teams, in a special project that they will present to the class near the end of the semester. Because this is a co-convened course, some assignments and expectations will vary depending on whether the student is enrolled in FOR 415 or FOR 515.

Textbooks and Required Materials:

There is no textbook required for this course. Selected readings are required and will be posted on the Blackboard Learn web page and/or handed out in class.

Discussion Sessions:

Four discussion sessions are scheduled in the semester. Articles for discussion will be placed on BBLearn. All students will participate in discussions and graduate students will be assigned to lead discussion sections. Further details will be given in a separate document.

Student Project:

Each student in this class is required to participate in a special project on international forestry. This project is designed to allow students to develop skills working in a team and to pursue in greater detail a topic of particular interest to that group. Teams will consist of a graduate student plus several undergraduate students. **Graduate students will serve as the team leader and will be responsible for organizing meetings, assigning work, and coordinating the completion of the final report and presentation.** Assignment details will be given in a separate document.

Assessment of Student Learning Outcomes:

The rubric or guideline below describes the characteristics of excellent academic work, as well as levels that are less than excellent. The rubric is organized around "answering a question", as on a traditional test, but the guidelines below can be easily adapted for presentations, reports, and the mid-term essays.

- **Excellent:** Clearly and completely addresses the question. Thorough and logical development of thoughts. Points supported by literature. Correct grammar and spelling, citations in proper format.
- **Good:** Complete or nearly complete in addressing the question. Thoughts are generally logically and thoroughly expressed. Most arguments or questions of fact are supported by the literature. Only minor errors of grammar, spelling, or citation format.

- Needs Improvement: Incomplete answer or discussion that is tangential to the question. Thoughts sometimes illogical or incomplete. Arguments or questions of fact sporadically supported by the literature. Moderate errors of grammar, spelling, or citation format.
- Poor: Answer mostly fails to address the question. Thoughts often illogical or incomplete. Arguments or questions of fact rarely supported by the literature. Substantial errors of grammar, spelling, or citation format.

Excellent participation in discussions means reading and considering the articles ahead of class, actively seeking any additional information needed to understand the concepts, and participating thoughtfully and actively in the class discussion.

Graduate students are expected to display a good knowledge of the scientific literature, including the capability to find literature independently and interpret technical information.

Grading:

There will be two in-class exams, a mid-term and a final. The exams will consist primarily of short answer and essay questions, although other types of questions (e.g., multiple choice) may be included.

Grading will be based on the following:

	FOR 415	FOR 515
Mid-Term Exam	30%	25%
Student Project:		
Individual Performance	30%	20%
Project Leadership		10%
Discussion Participation	10%	10%
Discussion Leadership		10%
Final Exam	30%	25%
Total	100%	100%

Course Outline 2014

Highlighted topics are major changes from "Forestry In Developing Countries"

Date	Topic	Presenter
14 Jan ¹	Intro, syllabus, overview of international forestry	
16 Jan	Physical environment of global forests	
21 Jan	Holiday: Martin Luther King, Jr. Day	
23 Jan	Biological environment of global forests	
28 Jan	Approaches & challenges to forestry: contrasts of "developed" and "developing" nations	
30 Jan	Community forestry	
4 Feb	Agroforestry	
6 Feb	Discussion #1 (topic: community/agroforestry)	Graduate students
11 Feb	Indigenous forest management	
13 Feb	Case study: Bolivia, Mexico, France	
18 Feb	Commercial plantation forestry	
20 Feb	Case study: New Zealand	
25 Feb	Gender roles	

¹ Note: calendar dates are not correct. The syllabus will be revised with correct dates the next time the course is offered.
Effective Fall 2012

27 Feb	Discussion #2 (topic: gender roles)	Graduate students
4 Mar	Carbon management, REDD	
6 Mar	Ecotourism	
11 Mar	Midterm Exam	
13 Mar	Non-market forest products	
18-22 Mar	Spring Break	
25 Mar	International development policy & legal issues	
27 Mar	Discussion #3 (topic: TBA)	Graduate students
1 Apr	Case study: Pacific islands	
3 Apr	Investments, tariffs, trade agreements and barriers	
8 Apr	Case study: International forestry corporations	
10 Apr	Case study: Honduras	
15 Apr	Student presentations	
17 Apr	Student presentations	
22 Apr	Student presentations	
24 Apr	Peace Corps	
29 Apr	Case study: Mainpat, India	
1 May	Discussion #4 (topic: TBA)	Graduate students
6 May	Final Exam 12:30-2:30	

General Course and NAU Policies

Course Policies:

Makeup exams: Students are required to take the exams as scheduled. In the case of illness or other legitimate reason, students must inform the instructor BEFORE the exam.

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can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center.

INSTITUTIONAL REVIEW BOARD.

Any study involving observation of or interaction with human subjects that originates at NAU-including a course project, report, or research paper-must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities. The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

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

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

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

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



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for **Plan Change** or Plan Deletion

FAST TRACK (Select if this will be a fast track item. Refer to [UCC](#) or [UGC](#) Fast Track Policy for eligibility)

If this proposal represents changes to the intent of the plan or its integral components, review by the college dean, graduate dean (for graduate items) and/or the provost may be required prior to college curricular submission.

All Plans with NCATE designation, or plans seeking NCATE designation, must include an NCATE Accreditation Memo of Approval from the NAU NCATE administrator prior to college curricular submission.

*UCC proposals must include an updated 8-term plan.
UGC proposals must include an updated program of study.*

1. College: CEFNS 2. Academic Unit: Electrical Engineering & Computer Science

3. Academic Plan Name: Computer Science; B.S.C.S. (CSBSCSX) 4. Emphasis: _____

5. Plan proposal: Plan Change Plan Deletion
 New Emphasis Emphasis Change Emphasis Deletion

<p>6. Current student learning outcomes of the plan. If structured as plan/emphasis, include for both core and emphasis.</p> <p><u>Objective 1:</u> Graduates are technically competent and prepared for leadership and professional practice with strength in design, problem solving, communications and teaming.</p> <p>Outcome 1.1 Possess professional skills and knowledge of the software design process. Outcome 1.2 Ability to function effectively in both co-located and distributed software development teams. Outcome 1.3 Possess abilities to effectively</p>	<p>Show the proposed changes in this column (if applicable). Bold the changes, to differentiate from what is not changing, and change font to Bold-Red-with-strikethrough for what is being deleted. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).</p> <p>UNCHANGED</p>
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communicate orally.

Outcome 1.4 Possess abilities to effectively communicate in writing.

Outcome 1.5 Abilities in creativity, critical thinking and problem identification, formulation and solving.

Objective 2:

Graduates are grounded in computer science and related mathematical fundamentals and prepared for advanced education and lifelong learning.

Outcome 2.1 Competence in and ability to apply foundational theoretical concepts and skills related to software development, including underlying knowledge of mathematics (including discrete math, linear algebra, and statistics).

Outcome 2.2 Familiarity with a broad range of programming languages and paradigms, with practical competence in at least two languages and paradigms.

Outcome 2.3 Ability to apply knowledge of formal software development concepts to select and apply software development processes, programming paradigms, and architectural models appropriate to different application contexts.

Outcome 2.4 Motivation and skills needed for lifelong learning.

Outcome 2.5 Ability to use industry standard Integrated Development Environments (IDEs), debugging support tools, and other modern software development tools.

Objective 3:

Graduates have an understanding of the scope and implications of the rapid and increasing integration of software-driven technologies into personal and professional spheres of modern society.

Outcome 3.1 Ability to relate a broad education and contemporary issues to software solutions and their impact in a societal and global context.

Outcome 3.2 An appreciation and understanding of professional and ethical responsibility.

Objective 4:

Graduates integrate quickly into the workplace

or advanced education due to an emphasis on high quality teaching, advising and mentoring.

Outcome 4.1* Be a leader in educational innovation and the use of technology in providing a quality educational experience.

Outcome 4.2* Attract and retain well-qualified students.

Outcome 4.3* Foster advising and mentoring relationships between faculty and students.

Outcome 4.4* Graduates have accurate well-formed expectations about workplace or graduate school.

7. Current catalog plan overview and requirements in this column. Cut and paste the **Overview** and **Details** tabs, in their entirety, from the current on-line academic catalog: (<http://catalog.nau.edu/Catalog/>)

Computer Science, Bachelor of Science in Computer Science

In addition to University Requirements:

- At least 36 units of preprofessional requirements
- At least 61 units of major courses
- Be aware that you may not use courses with a CS prefix to satisfy liberal studies requirements
- Elective courses, if needed, to reach an overall total of at least 120 units

Please note that you may be able to use some courses to meet more than one requirement. Contact your advisor for details.

Minimum Units for Completion	120
Mathematics Required	MAT 316
Additional Fees/Program Fees	Required
University Honors Program	Optional
Progression Plan	View Progression Plan

Major Requirements

Take the following 97 units with a Grade of "C" or better in all required CS Core courses and CS 486C:

Preprofessional Requirements (at least 36 units)

- Basic Science courses, select one of the following blocks (7-8 units):
 - PHY 161, PHY 262 (7 units)
 - CHM 151, CHM 151L, CHM 152 (8 units)
 - BIO 181, BIO 181L, BIO 182, BIO 182L (8 units)
- MAT 136, MAT 137, MAT 226, (MAT 316 or MAT 362) (14 units)
- CENE 225, STA 270, or STA 275 (3 units)
- Technical electives at the 200-level or above, select from (9 units):
 - Engineering disciplines (EE, EGR, ME, CENE)

Show the proposed changes in this column. **Bold** the changes, to differentiate from what is not changing, and change font to **Bold-Red with strikethrough** for what is being deleted.

Computer Science, Bachelor of Science in Computer Science

In addition to University Requirements:

- At least ~~36~~ **39** units of preprofessional requirements
- At least ~~61~~ **58** units of major courses
- Be aware that you may not use courses with a CS prefix to satisfy liberal studies requirements
- Elective courses, if needed, to reach an overall total of at least 120 units

Please note that you may be able to use some courses to meet more than one requirement. Contact your advisor for details.

Minimum Units for Completion	120
Mathematics Required	MAT 316
Additional Fees/Program Fees	Required
University Honors Program	Optional
Progression Plan	View Progression Plan

Major Requirements

Take the following 97 units with a Grade of "C" or better in all required CS Core courses and CS 486C:

Preprofessional Requirements (at least ~~36~~ **39** units)

- Basic Science courses, select one of the following blocks (7-8 units):
 - PHY 161, PHY 262 (7 units)
 - CHM 151, CHM 151L, CHM 152 (8 units)
 - BIO 181, BIO 181L, BIO 182, BIO 182L (8 units)
- MAT 136, MAT 137, MAT 226, (MAT 316 or MAT 362) (14 units)
- CENE 225, STA 270, or STA 275 (3 units)
- **Mathematics or Natural Science electives (MAT, STA, PHY, AST, CHM, BIO or GLG prefixes) at the 200-level or**

- Natural Sciences (MAT, PHY, CHM, BIO)
- CS (excluding CS 248)
- At least 3 units of technical electives need to come from the Natural Sciences block. (Please note that you may use courses with other prefixes with your advisor's approval.)
- ENG 302W (3 units)

Major Courses (61 units)

- Core Courses: CS 126, CS 126L, CS 136, CS 136L, CS 200, CS 212, CS 249, CS 301, CS 315, CS 386, CS 396, CS 421, CS 476, CS 480 (36 units)
- CS 486C (4 units)
- Select CS courses at the 300-level or above, chosen with your academic advisor (21 units)

You are allowed to take up to six units of letter-graded individualized study classes (e.g., CS 485 or CS 497). You may petition the department chair for approval of other computing-intensive courses.

General Electives

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

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

Additional Information

No more than one "D" is allowed in CS electives and technical electives.

Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.

above (6 units)

- Technical electives at the 200-level or above, select from (**9 6** units):
 - Engineering disciplines (EE, EGR, ME, CENE)
 - **Mathematics or** Natural Sciences (MAT, **STA, AST, BIO, CHM, GLG, PHY**)
 - CS (excluding CS 248)
- **You may petition the department chair for approval of courses with other prefixes.**
- ~~At least 3 units of technical electives need to come from the Natural Sciences block. (Please note that you may use courses with other prefixes with your advisor's approval.)~~
- ENG 302W (3 units)

Major Courses (~~61~~ 58 units)

- Core Courses: CS 126, CS 126L, CS 136, CS 136L, CS 200, CS 212, CS 249, CS 301, CS 315, CS 386, CS 396, CS 421, CS 476, CS 480 (36 units)
- CS 486C (4 units)
- **Select CS Electives courses** at the 300-level or above, chosen with your academic **or faculty** advisor (~~21~~ 18 units)

You are allowed to take up to six units of letter-graded individualized study classes (e.g., CS 485 or CS 497). You may petition the department chair for approval of other computing-intensive courses.

General Electives

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

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

used to meet major, minor, or liberal studies requirements.)

Additional Information

No more than one "D" is allowed in CS electives and technical electives.

Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.

8. Justification for proposal:

A total of at least 30 units of math and basic science units are required by ABET, our accreditation organization. Our current plan falls three credits short of meeting this target.

This plan change addresses the problem by adding three units of mathematics, statistics or natural sciences to the preprofessional requirements and at the same time lowering the number of computer science electives by the same amount.

9. NCATE designation, if applicable:

Initial Plan

Advanced Plan

Remove Designation

10. Effective beginning FALL: 2014

[See effective dates calendar.](#)

11. Will this proposal impact other plans, sub plans, or course offerings, etc.? Yes No

If yes, describe the impact and include a letter of response from each impacted academic unit.

The implementation of this plan change will have a shared workload impact of one additional course in the Departments of Mathematics and Statistics, Biology, Chemistry, Physics and Astronomy and the School of Earth Sciences and Environmental Sustainability.

An email has been sent out to all of these departments on 9/12/13, no negative response has been returned to date.

See attached responses from BIO, CHM, ENV, MAT/STA, and PHY

Answer 12-13 for UCC/ECCC only:

12. A major is differentiated from another major by required course commonality: 24 units of the required credit hours of a major must be unique, (i.e. not common or not dual use as a required element in another major), to that major. Does this plan have 24 units of unique required credit? Yes No

13. Minor: A planned group of courses from one or more subject matter areas consisting of at least 18 hours and no more than 24 hours. At least 12 hours of the minor must be unique to that minor to differentiate it from other minors. Does this minor have 12 units of unique required credit? Yes No

Answer 14-15 for UGC only:

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework? Yes No
If no, explain why this proposal should be approved.

15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework? Yes No
If no, explain why this proposal should be approved.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland **09/26/2013**
Reviewed by Curriculum Process Associate Date

Approvals:

David R Scott *10-31-2013*
Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For Committee use only:

K. Lavin Dickson *10/29/13*
UCC/UGC Approval Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Answer 14-15 for UGC only:

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework?
Yes No

If no, explain why this proposal should be approved.


15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework?
Yes No

If no, explain why this proposal should be approved.

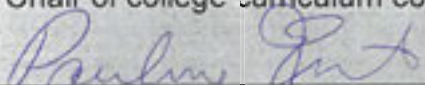
FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland **09/13/2013**
Reviewed by Curriculum Process Associate Date

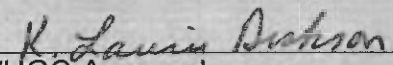
Approvals:

Department Chair/Unit Head (if appropriate) Date
 9/23/13

Chair of college curriculum committee Date

 9/23/13
Dean of college Date

For Committee use only:

 10/29/13
UCC/UGC Approval Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head	Date
Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)	Date
Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)	Date
Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)	Date
Chief Academic Officer; Extended Campuses (or Designee)	Date

Approved as submitted: Yes No

Approved as modified: Yes No

Dear chairs,

My name is Dieter Otte, I'm the assistant chair of the EE/CS department and responsible for the CS programs.

We just recently noticed that our accreditation organization requires us to have our BSCS students take three more units of Math or Basic Science than we have on the books right now. We would like to fix this problem quickly (our ABET visit is imminent) by adding three more units of either: MATH, STA, PHY, AST, CHM, BIO, GLG above the 100 level to our preprofessional requirements. The impact on your programs should be minimal as we are talking about roughly 40 CS students per year who would choose one course from the course offerings of all of your departments combined.

I would like to ask you for a short consent email that you are okay with this change.

Thank you very much for your support,
Dieter

MATH

Dieter:

certainly a MAT 320W type course would appear to be the best choices for your majors. Calc III, Diff Eq., STA 275 would all be academically sound choices to satisfy ABET pressure, but ultimately these would appear second best. I am certainly fine with a catalog change to add 3 hours of MAT/STA/science if that is what you need to do right now.

terry

From: **Maribeth Watwood** <Maribeth.Watwood@nau.edu>
Date: Thu, Sep 12, 2013 at 7:44 PM
Subject: RE: Course addition in BSCS
To: Wolf-Dieter Otte <wolfdieterotte@gmail.com>

Dear Dieter,

This change is fine with our department. Good luck with the change, and I hope your semester is going well.

Best wishes,
Maribeth

Maribeth Watwood, PhD
Professor and Chair
Department of Biological Sciences
Northern Arizona University
On Thu, Sep 19, 2013 at 3:30 PM, Stephen Christopher Tegler <Stephen.Tegler@nau.edu> wrote:
Hi Dieter,

Physics and Astronomy is ok with your request.

Regards,
Steve

Stephen C. Tegler
Professor and Chair, Physics and Astronomy
Northern Arizona University
Box 6010
Flagstaff, AZ 86011
Phone: [\(928\) 523-9382](tel:(928)523-9382)
Fax: [\(928\) 523-1371](tel:(928)523-1371)
On Wed, Sep 25, 2013 at 2:03 PM, Mary Reid <Mary.Reid@nau.edu> wrote:

Hi Dieter,

I'm writing to say that GLG would be OK with the addition of students at the >100 level.

Cheers,

Mary
From: Stuart S Galland
Sent: Wednesday, October 09, 2013 5:32 PM
To: Marin Sands Robinson
Subject: FW: Course addition in BSCS

Hi Marin,

*I was following up on this request from Computer Science for Dieter.
Sorry if you already replied, but do you support the proposed changes to BSCS?*

From: Marin Sands Robinson
Sent: Thursday, October 10, 2013 11:57 AM
To: Stuart S Galland
Subject: RE: Course addition in BSCS
Scott,
Yes, these changes are fine.
Marin

Fall 2012



Freshman Year					
1 st term			2 nd term		
CS 126	Computer Science I	3	CS 136	Computer Science II	3
CS 126L	Computer Science I Lab	1	CS 136L	Computer Science II Lab	1
MAT 136 ☺	Calculus I (SCI: SAS)	4	MAT 137 ☺	Calculus II (FNRQ)	4
LS ☺	Liberal Studies	3	ENG 105 ☺	Critical Reading and Writing (FNRQ)	4
LS/DIV ☺	Liberal Studies /Diversity *	3	SE w Lab ☺	Science Elective with Lab (SCI: LAB) **	4
NAU 100	Transition to College	1			
Total units			15	Total units	
				16	

Sophomore Year					
3 rd term			4 th term		
CS 249	Data Structures	3	CS 212	Web Programming SPRING ONLY	3
MAT 226 ☺	Discrete Mathematics (SCI: SAS)	3	MSE ☺	Math or Science Elective ***	3
SE ☺	Science Elective **	3-4	LS ☺	Liberal Studies	3
LS ☺	Liberal Studies	3	CENE 225 or STA 270 ☺ or STA 275	Engineering Analysis or Applied Statistics or Statistical Analysis	3
CS 200	Introduction to Computer Organization FALL ONLY	3	LS/DIV	Liberal Studies /Diversity *	3
Total units			15-16	Total units	
				15	

Junior Year					
5 th term			6 th term		
CS 301	Social & Ethical Issues in Computer Science FALL ONLY	2	CS 386	Software Engineering SPRING ONLY	3
CS 315	Automata Theory FALL ONLY	3	CS 396	Principles Of Languages SPRING ONLY	3
CSE	CS Elective *****	3	CS 480	Operating Systems SPRING ONLY	3
MSE ☺	Math or Science Elective ***	3	MAT 316 ☺ or MAT 362 ☺	Linear Algebra or Numerical Analysis	3
ENG 302W ☺	Technical Writing	3	CSE	CS Elective *****	3
Total units			14	Total units	
				15	

Senior Year					
7 th term			8 th term		
CS 421	Algorithms FALL ONLY	3	CS 486C	Capstone Experience SPRING ONLY	4
CS 476	Requirements Engineering FALL ONLY	2	CSE	CS Elective *****	3
CSE	CS Elective *****	3	CSE	CS Elective *****	3
CSE	CS Elective *****	3	TE ☺	Technical Elective ****	3
TE ☺	Technical Elective ****	3	LS ☺	Liberal Studies	3
Total units			14	Total units	
				16	

☺Typically offered in Summer

Liberal Studies Distribution blocks

AHI (6 units)	SPW (6 units)	CU (6 units)	Science (7 units)	Additional 3 units to reach 35 total
			Lab Science Elective (4)	
			MAT 136 (4)	
				MAT 226 (3)

DIVERSITY: Global* _____ Ethnic* _____

PROGRAM INFORMATION

A minimum of 120 units is required for this degree. This plan as written has 120-121 units (including NAU 100).

You must earn a C or better in all required CS course and no more than one D is allowed in CS electives or Technical electives.

Be aware that some courses (especially 200, 300 & 400 level courses) are only offered once a year (fall only or spring only). These courses may be pre-requisites for future courses. Check the Computer Science website at <http://www.nau.edu/cs> for planned course offerings. Many non-CS courses are offered during summer sessions and are denoted by a ☺.

*Take a Liberal Studies Distribution Block elective course that also satisfies a Diversity requirement.

** For Science electives choose one of the following blocks:

- PHY 161(lab included), PHY 262 (7 units)
- CHM 151/151L, CHM 152 (8 units)
- BIO 181/181L, BIO 182/182L (8 units)

***Math or Science electives include 6 units at the 200 level or above from MAT, STA, PHY, BIO, CHM, GLG or AST.

****Technical electives include 6 units at the 200 level or above from Engineering disciplines (EGR, EE, ME, CENE), Natural Sciences (MAT, STA, PHY, AST, CHM, BIO and GLG), and CS courses (excluding CS 248). Please note that you may petition the department chair for approval of courses with other prefixes.

***** CS electives include 18 units of additional CS courses at the 300 level or above. Up to six units of letter-graded individualized study classes (e. g., CS 485 or CS 497) are allowed. (Other computing-intensive courses may be petitioned for approval to the department chair.)

GENERAL INFORMATION

This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.

- Students are encouraged see an academic advisor regularly to confirm their academic progress.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Some courses are only offered once a year (Fall term only or Spring term only). Some of these courses may be pre-requisites for future courses. Please check with your department for current course rotations.
- 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 a minimum of 120 total units which includes:
 - 35 units of liberal studies courses: <http://www4.nau.edu/aio/LScourselist.htm>
 - 6 units of diversity courses: (3 units in Global & 3 units in Ethnic): <http://www4.nau.edu/aio/DiversityCourseList.htm>
 - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English and Math Placement Information: <http://www4.nau.edu/aio/Placement.htm>

CONTACT INFORMATION

Engineering Programs
Building 69, Room 122
Phone: 928-523-5251
Email: egrreception@nau.edu

Academic Advisor
College of Engineering, Forestry and Natural Sciences
Building 69, Room 122B
Phone: 928-523-5251
Email: Julie.Thurston@nau.edu

Assistant Chair: Wolf-Dieter Otte
Building 69, Room 219
Phone: 928-523-0876
Email: dieter.otte@nau.edu

Ms. Julie Thurston



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for Plan Change or Plan Deletion

FAST TRACK (Select if this will be a fast track item. Refer to Fast Track Policy for eligibility)

If this proposal represents changes to the intent of the plan or its integral components, review by the college dean, graduate dean (for graduate items) and/or the provost may be required prior to college curricular submission.

All Plans with NCATE designation, or plans seeking NCATE designation, must include an NCATE Accreditation Memo of Approval from the NAU NCATE administrator prior to college curricular submission.

*UCC proposals must include an updated 8-term plan.
UGC proposals must include an updated program of study.*

1. College: CEFNS 2. Academic Unit: Civil Engineering,

3. Academic Plan Name: Civil Engineering; B.S.E (CIEGRBSEX) 4. Emphasis: _____

5. Plan proposal: Plan Change Plan Deletion
 New Emphasis Emphasis Change Emphasis Deletion

<p>6. Current student learning outcomes of the plan. If structured as plan/emphasis, include for both core and emphasis.</p> <p>Our specific learning goals are stated as our Student Learning Outcomes; upon graduation, students will have developed the following:</p> <ul style="list-style-type: none"> • An ability to apply knowledge of mathematics, science, and engineering; • An ability to design and conduct experiments, as well as to analyze and interpret data; • An ability to design a system, component, or 	<p>Show the proposed changes in this column (if applicable). Bold the changes, to differentiate from what is not changing, and change font to Bold Red with strikethrough for what is being deleted. (<i>Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes</i>).</p> <p>UNCHANGED</p>
---	---

process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;

- An ability to function on multidisciplinary teams;
- An ability to identify, formulate, and solve engineering problems;
- An understanding of professional and ethical responsibility;
- An ability to communicate effectively;
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and society context;
- A recognition of the need for, and an ability to engage in life-long learning;
- A knowledge of contemporary issues;
- An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

7. Current catalog plan overview and requirements in this column. Cut and paste the **Overview** and **Details** tabs, in their entirety, from the current on-line academic catalog: (<http://catalog.nau.edu/Catalog/>)

Civil Engineering; B.S.E.

In addition to University Requirements:

- At least 57 units of preprofessional requirements
- At least 53 units of major courses
- Be aware that you may not use courses with a CENE prefix to satisfy liberal studies requirements
- Elective courses, if needed, to reach an overall total of at least 130 units

Please note that you may be able to use some courses to meet more than one requirement. Contact your advisor for details.

Minimum Units for Completion	130
Mathematics Required	MAT 239
Additional Fees/Program Fees	Required
University Honors Program	Optional
Integrated Undergraduate/Graduate Plan	Optional
Progression Plan	View Progression Plan

Major Requirements

Take the following 110 units:

Preprofessional Requirements (57 units)

Mathematics and Science courses (30 units)

- MAT 136*, MAT 137*, MAT 238*, MAT 239 (15 units)
- CHM 151*, CHM 151L (5 units)
- PHY 161*, PHY 262* (7 units)
- Select from: (BIO 181 and BIO 181L), CHM 152, CHM 230, (GLG 101 and GLG 103), PHY 263 (3-4 units)

Engineering Science courses (24 units)

- EGR 186* (3 units)

Show the proposed changes in this column.

Bold the changes, to differentiate from what is not changing, and change font to **Bold Red with strikethrough** for what is being deleted.

Civil Engineering; B.S.E.

In addition to University Requirements:

- At least 57 units of preprofessional requirements
- At least 53 units of major courses
- Be aware that you may not use courses with a CENE prefix to satisfy liberal studies requirements
- Elective courses, if needed, to reach an overall total of at least 130 units

Please note that you may be able to use some courses to meet more than one requirement. Contact your advisor for details.

Minimum Units for Completion	130
Mathematics Required	MAT 239
Additional Fees/Program Fees	Required
University Honors Program	Optional
Integrated Undergraduate/Graduate Plan	Optional
Progression Plan	View Progression Plan

Major Requirements

Take the following 110 units:

Preprofessional Requirements (57 units)

Mathematics and Science courses (30 units)

- MAT 136*, MAT 137*, MAT 238*, MAT 239 (15 units)
- CHM 151*, CHM 151L (5 units)
- PHY 161*, PHY 262* (7 units)
- Select from: (BIO 181 and BIO 181L), **(BIO 182 and BIO 182L)**, ~~CHM 152, CHM 230~~, (GLG 101 and GLG 103), **GLG 107, (GLG 112 and GLG 112L), GLG 115, ENV 230 PHY-263** (3-4 units)

- CENE 180*, CENE 225*, CENE 251*, CENE 253*, CENE 253L, CENE 286* (15 units)
 - ME 252, ME 291 (6 units)
- Additional requirements include:
- PHI 105 or PHI 331 (3 units)

Major Courses (53 units)

- CENE 150, CENE 270*, CENE 333*, CENE 333L, CENE 336*, CENE 376*, CENE 383*, CENE 383L*, CENE 401, CENE 418, CENE 420*, CENE 431, CENE 438, CENE 450, CENE 476* (38 units)
- CENE 386W* (3 units)
- CENE 486C (3 units)

Select Technical coursework; including at least 6 units with CENE prefixes, from (9 units):

- CENE 280, CENE 330, CENE 332, CENE 335, CENE 410, CENE 434, CENE 436, CENE 437, CENE 440, CENE 457, CENE 460, CENE 462, CENE 477, CENE 485, CENE 497, CENE 499, CENE 540, CENE 541, CENE 543, CENE 545, CENE 550, CENE 551, CENE 560, CENE 562, CENE 568
- CM 329, CM 388, CM 391, CM 460, CM 499
- EE 188
- ME 340, ME 435, ME 450, ME 451, ME 454, ME 455

*Prerequisites to Engineering coursework that must be completed with grades of "C" or better. In addition, ENG 105 must be completed with a grade of "C" or better.

If you wish to enhance your education in the area of environmental engineering, mechanical engineering, mathematics, or construction management, you can easily pursue a minor in each discipline with the addition of a small number of courses and by consulting with the respective disciplinary advisors.

General Electives

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 130-136 units of credit.

Engineering Science courses (24 units)

- EGR 186* (3 units)
- CENE 180*, CENE 225*, CENE 251*, CENE 253*, CENE 253L, CENE 286* (15 units)
- ME 252, ME 291 (6 units)

Additional requirements include:

- PHI 105 or PHI 331 (3 units)

Major Courses (53 units)

- CENE 150, CENE 270*, CENE 333*, CENE 333L, CENE 336*, CENE 376*, CENE 383*, CENE 383L*, CENE 401, CENE 418, CENE 420*, CENE 431, CENE 438, CENE 450, CENE 476* (38 units)
- ~~CENE 386W*~~ **EGR 386W *** (3 units)
- CENE 486C (3 units)

Select Technical coursework; including at least 6 units with CENE prefixes, from (9 units):

- CENE 280, CENE 330, CENE 332, CENE 335, CENE 410, CENE 434, CENE 436, CENE 437, CENE 440, CENE 457, CENE 460, CENE 462, CENE 477, CENE 485, CENE 497, CENE 499, CENE 540, CENE 541, CENE 543, CENE 545, CENE 550, CENE 551, CENE 560, CENE 562, CENE 568
- CM 329, CM 388, CM 391, CM 460, CM 499
- **CS 122**
- EE 188
- ME 340, ME 435, ME 450, ME 451, ME 454, ME 455

*Prerequisites to Engineering coursework that must be completed with grades of "C" or better. In addition, ENG 105 must be completed with a grade of "C" or better.

If you wish to enhance your education in the area of environmental engineering, mechanical engineering, mathematics, or construction management, you can easily pursue a minor in each discipline with the addition of a small number of courses and by consulting with the respective disciplinary advisors.

General Electives

Additional coursework is required, if, after you have met the previously described requirements,

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

Additional Information

You may not have more than one grade of "D" in your required engineering, mathematics, and science courses. In addition, all prerequisite courses for your engineering courses must be completed with grades of "C" or better.

Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.

Integrated Undergraduate/Graduate Plan Option

This program is available as an Integrated Undergraduate/Graduate Plan. Integrated Programs provide the opportunity for outstanding undergraduates working on their bachelor's degree to simultaneously begin work on a master's degree, allowing them to complete both degrees in an accelerated manner. Students must apply to the master's program by the application deadline, and meet all requirements as listed on the Integrated Program website (insert link to integrated degree secondary page) to be considered for admission. Admission to programs is competitive. Many qualified applicants are denied because of limits on the number of students admitted each year. Be sure to speak with your advisor regarding your interest in Integrated Programs.

PROGRAM FEE INFORMATION

Program fees are established by the Arizona Board of Regents (ABOR). A program fee of \$500 per year in students' Junior and Senior years has been approved for this program.

you have not yet completed a total of 130-136 units of credit.

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

Additional Information

You may not have more than one grade of "D" in your required engineering, mathematics, and science courses. In addition, all prerequisite courses for your engineering courses must be completed with grades of "C" or better.

Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.

Integrated Undergraduate/Graduate Plan Option

This program is available as an Integrated Undergraduate/Graduate Plan. Integrated Programs provide the opportunity for outstanding undergraduates working on their bachelor's degree to simultaneously begin work on a master's degree, allowing them to complete both degrees in an accelerated manner. Students must apply to the master's program by the application deadline, and meet all requirements as listed on the Integrated Program website (insert link to integrated degree secondary page) to be considered for admission. Admission to programs is competitive. Many qualified applicants are denied because of limits on the number of students admitted each year. Be sure to speak with your advisor regarding your interest in Integrated Programs.

PROGRAM FEE INFORMATION

Program fees are established by the Arizona Board of Regents (ABOR). A program fee of \$500 per year in students' Junior and Senior years has

been approved for this program.

8. Justification for proposal:

Our ABET accreditor (visit Oct 7-8, 2013) indicated that CHM and PHY courses do not satisfy intent of additional breadth in SCI Elective course; changes made to meet this requirement. CENE 386W has been replaced with EGR 386W. CS 122 was formally an accepted technical elective and was inadvertently omitted in previous revision.

9. NCATE designation, if applicable:

Initial Plan

Advanced Plan

Remove Designation

10. Effective beginning FALL: 2014

See effective dates calendar.

11. Will this proposal impact other plans, sub plans, or course offerings, etc.? Yes No

If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit

See attached notification/responses from BIO, CHM, GLG/ENV, PHY, CS Departments .

Answer 12-13 for UCC/ECCC only:

12. A major is differentiated from another major by required course commonality: 24 units of the required credit hours of a major must be unique, (i.e. not common or not dual use as a required element in another major), to that major. Does this plan have 24 units of unique required credit? Yes No

13. Minor: A planned group of courses from one or more subject matter areas consisting of at least 18 hours and no more than 24 hours. At least 12 hours of the minor must be unique to that minor to differentiate it from other minors. Does this minor have 12 units of unique required credit? Yes No

Answer 14-15 for UGC only:

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework? Yes No
If no, explain why this proposal should be approved.

15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework? Yes No
If no, explain why this proposal should be approved.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland

10/10/2013

Reviewed by Curriculum Process Associate

Date

Approvals:

BBW

12-6-13

Department Chair/Unit Head (if appropriate)

Date

Chair of college curriculum committee

Date

Kathleen G...

12/6/13

Dean of college

Date

For Committee use only:

K. Laurie Dickson

10/29/13

UCC/UGC Approval

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

Date

Approvals:

Academic Unit Head

Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)

Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Chief Academic Officer; Extended Campuses (or Designee)

Date

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland

10/10/2013

Reviewed by Curriculum Process Associate

Date

Approvals:

Department Chair/Unit Head (if appropriate)

Date

[Signature]

12/19/13

Chair of college curriculum committee

Date

Dean of college

Date

For Committee use only:

K. Laurie Dickson

10/29/13

UCC/UGC Approval

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

Date

Approvals:

Academic Unit Head

Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)

Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Chief Academic Officer; Extended Campuses (or Designee)

Date

Approved as submitted: Yes No

Approved as modified: Yes No

From: Stuart S Galland
Sent: Wednesday, September 18, 2013 1:13 PM
To: Maribeth Watwood; Paul Umhoefer; David Robin Scott
Cc: Pauline Laurie Entin
Subject: Civil Engineering Proposal

Hi,
The CECMEE department is proposing to add some more optional Science and Technical Electives to the Civil Engineering plan (see below).
According to the chair, currently 75% of the students take the GLG courses and only a "handful" take BIO. The impact on ENV and CS would be nominal.
Please let me know if you support this change or not. If undecided, let me know if I can get you any additional information. THX!

Scott Galland

Curriculum Process Associate
Office of Curriculum, Learning Design, and Academic Assessment
928-523-1753
928-699-9147 (cell)
scott.galland@nau.edu

From: Maribeth Watwood
Sent: Wednesday, September 18, 2013 1:17 PM
To: Stuart S Galland
Cc: Paul Umhoefer; David Robin Scott; Pauline Laurie Entin
Subject: Re: Civil Engineering Proposal

I don't think we have a problem with this.

Maribeth Watwood, Ph.D.
Chair, Department of Biological Sciences
Northern Arizona University
Flagstaff, Arizona 86011-5640
928-523-9322

From: David Robin Scott
Sent: Wednesday, September 18, 2013 6:35 PM
To: Stuart S Galland; Bridget Bero
Subject: RE: Civil Engineering Proposal

Scott and Bridget,
The proposed change is acceptable to the Electrical Engineering and Computer Science Department.
David Scott
Chair, EE&CS Department

From: Marin Sands Robinson
Sent: Thursday, September 19, 2013 10:52 AM
To: Stuart S Galland
Subject: RE: Civil Engineering Proposal
Sure -- we are happy to let those students take something other than chemistry.

From: Stuart S Galland
Sent: Thursday, September 19, 2013 10:51 AM
To: Marin Sands Robinson
Subject: FW: Civil Engineering Proposal

Hi Marin!

From Bridget:

7 out of 39 and they were all CHM 152. Only EnEs take 230.

Scott Galland

Curriculum Process Associate
Office of Curriculum, Learning Design, and Academic Assessment
928-523-1753
928-699-9147 (cell)
scott.galland@nau.edu

From: Bridget Bero
Sent: Thursday, September 19, 2013 10:42 AM
To: Stuart S Galland

Subject: RE: Civil Engineering Proposal

7 out of 39 and they were all CHM 152. Only EnEs take 230.

I am also thinking of adding the following to the list:

AST 280

FOR250

FOR251

FOR255

I am waiting to hear from the ABET guy on the FOR courses. I think AST is fine as it is not physics prefixed.

b

From: Stuart S Galland
Sent: Thursday, September 19, 2013 9:33 AM
To: Bridget Bero

Subject: FW: Civil Engineering Proposal

Hi Bridget!

About how many CE student opted for CHM 152 or CHM 230?

Scott Galland

Curriculum Process Associate
Office of Curriculum, Learning Design, and Academic Assessment
928-523-1753
928-699-9147 (cell)
scott.galland@nau.edu

From: Marin Sands Robinson
Sent: Wednesday, September 18, 2013 1:35 PM
To: Stuart S Galland; Stephen Christopher Tegler
Subject: RE: Civil Engineering Proposal

Scott,

This seems OK to me and may end up in a reduction of students in 152 and 230. I can't imagine many CE students previously opted for CHM 152 or 230, did they? Is there a way to track this?

Marin

From: Stephen Christopher Tegler
Sent: Thursday, September 19, 2013 3:18 PM
To: Marin Sands Robinson; Stuart S Galland
Cc: Stephen Christopher Tegler
Subject: Civil Engineering Proposal

Hi Scott,

This is ok with me too. I defer to the engineers on the issue of whether PHY 263 is necessary for the professional preparation of their students. PHY 263 is packed, and if we free up some seats that would be ok with Physics and

Astronomy.

Steve

Stephen C. Tegler

Professor and Chair, Physics and Astronomy

Northern Arizona University

Box 6010

Flagstaff, AZ 86011

Phone: (928) 523-9382

Fax: (928) 523-1371

From: Paul Umhoefer

Sent: Wednesday, October 09, 2013 9:15 AM

To: Bridget Bero; Mary Reid

Cc: Pauline Laurie Entin; Stuart S Galland

Subject: Re: Civil Engineering Proposal - need support letter, ABET requirement

Importance: High

Bridget and others – These classes can accommodate the Engineering students given the numbers you describe and therefore we endorse the plan Stuart sent to me.

(GLG 101 and GLG 103), **GLG 107, (GLG 112 and GLG 112L), GLG 115, ENV 230**

Paul Umhoefer

Director and Professor of Geology

School of Earth Sciences & Environmental Sustainability

625 S. Knoles Drive

Flagstaff, AZ 86011-0001

928-523-1637 (Director office - call first)

928-523-6464 (research office)



NORTHERN ARIZONA UNIVERSITY

College of Engineering, Forestry, and Natural Sciences
Civil Engineering Bachelor of Science in Engineering

2014-2015 2013-2014 Undergraduate Catalog

Four Year Progression Plan

Sample Progression Plans are for planning purposes only, see the catalog for official details.

Year 1 - Fall		
MAT 136	Calculus I	4
CHM 151	General Chemistry I	4
CHM 151L	General Chemistry I Lab	1
ENG 105	Critical Read/Writing In Univ	4
LIBST COURSE	Liberal Studies Course	3
NAU 100	Transition To College	1

Year 1 - Spring		
CENE 150	Intro To Envrnmntl Engineering	3
CENE 180	Computer Aided Drafting	2
EGR 186	Intro To Engineering Design	3
MAT 137	Calculus II	4
PHY 161	University Physics I	4

Year 2 - Fall		
CENE 225	Engineering Analysis	3
CENE 251	Applied Mechanics Statics	3
CENE 270	Surveying	3
MAT 238	Calculus III	4
PHY 262	University Physics II	3

Year 2 - Spring		
CENE 253	Mechanics Of Materials	3
CENE 253L	Mechanics Of Materials Lab	1
CENE 286	Cenc Design: The Process	3
ME 291	Thermodynamics I	3
MAT 239	Differential Equations	3
LIBST COURSE	Liberal Studies Course	3

Year 3 - Fall		
CENE 333	Water Resources I	3
CENE 376	Structural Analysis I	3
CENE 420	Traffic Study And Signal	3
ME 252	Applied Mechanics Dynamics	3
SCI ELECTIVE	Science Elective	3
Choose one of the options below:		
Option: A		
PHI 105	Introduction To Ethics	3
Option: B		
PHI 331	Environmental Ethics	3
Engineering program fee assessed		

Year 3 - Spring		
CENE 333L	Water Resources Lab	2
CENE 336	Water Resources II	3
CENE 383	Geotechnical Engineering I	3
CENE 383L	Geotechnical Engineering I Lab	1
CENE 386W	Engineering Design: The Methods	3
LS/DIV COURSE	Liberal Studies/Diversity Course	3
Engineering program fee assessed		

Year 4 - Fall		
CENE 401	Fe Exam Preparation	1
CENE 418	Highway Engineering	3
CENE 431	Municipal Engineering	3
CENE 438	Reinforced Concrete Design	3
CENE 450	Geotechnical Engineering II	3
CENE 476	Egr Design: Capstone Prep	1
TE COURSE	Technical Elective	3
Submit graduation application this term		
Engineering program fee assessed		

Year 4 - Spring		
CENE 486C	Engineering Design	3
TE COURSE	Technical Elective	3
TE COURSE	Technical Elective	3
LIBST COURSE	Liberal Studies Course	3
LS/DIV COURSE	Liberal Studies/Diversity Course	3
Engineering program fee assessed		

University Requirements Specified by Major	
Foundation Requirements:English (FNRQ:ENG)	ENG 105 (4)
Foundation Requirements:Math (FNRQ:MAT)	MAT 137 (4)
Aesthetic and Humanistic Inquiry (AHI)	PHI 105 (3)
Science/Applied Science (SAS/LAB)	PHY 161 (4), PHY 262 (3)
Liberal Studies Elective	MAT 136 (4)

① EGR 386W

Engineering Design: The Methods

(3)

PROGRAM INFORMATION

130 units are required for this degree. You may not have more than one grade of D in your engineering, mathematics, and science courses. All pre-requisites for any engineering course must be completed with grades of "C" or better.

* Take a Liberal Studies course that also satisfies a Diversity Requirement.

** Science electives include 3-4 units of: ~~BIO 181/181L, CHM 152, CHM 230, GLG 101/103, PHY 263.~~

*** Technical electives include 9 units from the following list. At least 6 units must have a CENE prefix.

- CENE 280, 330, 332, 335, 410, 434, 436, 437, 440, 457, 460, 462, 477, 485, 497, 499, 540, 541, 543, 545, 550, 551, 560, 562 and 568.
- Other non-CENE approved electives include: CM 329, 388, 391, 460, 499; EE 188; ME 340, 435, 450, 451, 454, 455, **CS 122**

Program Objectives:

Overarching learning goals are stated as Program Objectives; within three to five years of obtaining a bachelor's degree, a graduate is expected to achieve the following:

- Be employed in the engineering field or pursuing a formal academic program of study;
- Have a demonstrated commitment to life-long learning by participating in professional development activities;
- Be a registered professional engineer or be in the process of becoming a professional engineer;
- Demonstrate leadership through increasing responsibilities; and
- Engage in activities that benefit others outside of their employment.

Student Learning Outcomes:

Specific learning goals are stated as Student Learning Outcomes; upon graduation, students will have developed the following:

- An ability to apply knowledge of mathematics, science, and engineering;
- An ability to design and conduct experiments, as well as to analyze and interpret data;
- An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
- An ability to function on multidisciplinary teams;
- An ability to identify, formulate, and solve engineering problems;
- An understanding of professional and ethical responsibility;
- An ability to communicate effectively;
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;
- A recognition of the need for, and an ability to engage in life-long learning;
- A knowledge of contemporary issues;
- An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Upon the successful completion of the Civil Engineering curricula, you will be proficient in the areas of:

- Structural engineering
- Water resources engineering
- Transportation engineering
- Geotechnical engineering

CONTACT INFORMATION

Academic Services Office
College of Engineering, Forestry & Natural Sciences
Building 21, Room 132
Phone: 928-523-3842
Email: cefnsacademic@nau.edu

Engineering Programs
Building 69, Room 122
Phone: 928-523-5251
<http://nau.edu/cefns/engineering/civil-environmental/>
Department Chair: Bridget Bero
Phone: 928-523-2051
Email: Bridget.Bero@nau.edu

↓
** **BIO 181/181L, BIO 182/182L, GLG 101/103, GLG 107, GLG 112/112L, GLG 115, ENV 230**

VOTES TO APPROVE the CE plan change from:

Peggy Pollak (BIO)

Matt Gage (CHM)

David Cole (P&A)

Amy Rushall (MAT)

Erik Neilsen (SESES)

Ron Gray (CSTL)

Steve Dewhurst (FOR)

Maggie Vanderburg (EE/CS)

Tom Rogers (CECMEE)

The only vote we are missing is Heidi Feigenbaum (ME)

From: Ronald Edward Gray

Sent: Wednesday, October 09, 2013 8:08 PM

To: Pauline Laurie Entin

Subject: Re: Civil Engineering Proposal for ELECTRONIC vote

This looks fine. Approve.

--

Ron Gray, Ph.D.

Assistant Professor of Science Education

Center for Science Teaching and Learning

Northern Arizona University

Building 21, Room 159

(928) 523-3618

<http://www.rongray.net>

From: Thomas Robert Rogers

Sent: Wednesday, October 09, 2013 8:13 PM

To: Pauline Laurie Entin

Subject: Re: Civil Engineering Proposal for ELECTRONIC vote

Approve

Sent from my iPhone

From: Stephen Michael Dewhurst

Sent: Thursday, October 10, 2013 4:30 AM

To: Pauline Laurie Entin

Subject: RE: Civil Engineering Proposal for ELECTRONIC vote

I vote to approve the proposal.

From: Matthew John Gage

Sent: Thursday, October 10, 2013 7:07 AM

To: Pauline Laurie Entin

Cc: Amy Diekelman Rushall; David M Cole; Erik Nielsen; Kathleen Anne Corak; Maggie Vanderberg; Mark Charles James; Peggy Ellen Pollak; Ronald Edward Gray; Srinivas Chakravarthi Kosaraju; Stephen Michael

Dewhurst; Stuart S Galland; Thomas Robert Rogers; Bridget Bero
Subject: Re: Civil Engineering Proposal for ELECTRONIC vote

I approve.

Matt

Matthew Gage, Associate Professor
Department of Chemistry and Biochemistry
P.O. Box 5698
Northern Arizona University
Flagstaff, AZ 86011-5698

From: Erik Nielsen
Sent: Thursday, October 10, 2013 9:51 AM
To: David M Cole
Cc: Bridget Bero; Pauline Laurie Entin; Amy Diekelman Rushall; Kathleen Anne Corak; Maggie Vanderberg; Mark Charles James; Matthew John Gage; Peggy Ellen Pollak; Ronald Edward Gray; Srinivas Chakravarthi Kosaraju; Stephen Michael Dewhurst; Stuart S Galland; Thomas Robert Rogers
Subject: Re: Civil Engineering Proposal for ELECTRONIC vote - TYPO found!

Yes!

Erik

From: Amy Diekelman Rushall
Sent: Thursday, October 10, 2013 11:33 AM
To: Erik Nielsen; David M Cole
Cc: Bridget Bero; Pauline Laurie Entin; Kathleen Anne Corak; Maggie Vanderberg; Mark Charles James; Matthew John Gage; Peggy Ellen Pollak; Ronald Edward Gray; Srinivas Chakravarthi Kosaraju; Stephen Michael Dewhurst; Stuart S Galland; Thomas Robert Rogers
Subject: RE: Civil Engineering Proposal for ELECTRONIC vote - TYPO found!

I vote yes.

Amy D. Rushall
Mathematics and Statistics
Northern Arizona University
NAU Box 5717
Flagstaff, AZ 86011
Phone: 928.523.0660
Fax: 928.523.5847

From: Peggy Ellen Pollak
Sent: Thursday, October 10, 2013 1:52 PM
To: David M Cole; Bridget Bero; Pauline Laurie Entin; Amy Diekelman Rushall; Erik Nielsen; Kathleen Anne Corak; Maggie Vanderberg; Mark Charles James; Matthew John Gage; Ronald Edward Gray;

Srinivas Chakravarthi Kosaraju; Stephen Michael Dewhurst; Stuart S Galland; Thomas Robert Rogers
Subject: RE: Civil Engineering Proposal for ELECTRONIC vote - TYPO found!

I vote yes.

Peggy E. Pollak
Dept. Biological Sciences
Northern Arizona University
Flagstaff, AZ 86011-5640

From: David M Cole
Sent: Thursday, October 10, 2013 9:46 AM
To: Bridget Bero; Pauline Laurie Entin; Amy Diekelman Rushall; Erik Nielsen; Kathleen Anne Corak; Maggie Vanderberg; Mark Charles James; Matthew John Gage; Peggy Ellen Pollak; Ronald Edward Gray; Srinivas Chakravarthi Kosaraju; Stephen Michael Dewhurst; Stuart S Galland; Thomas Robert Rogers
Subject: RE: Civil Engineering Proposal for ELECTRONIC vote - TYPO found!

Bridget

Understood and thanks for taking so much of your time to respond to my concerns.

I vote YES

dave

From: Bridget Bero
Sent: Thursday, October 10, 2013 9:42 AM
To: David M Cole; Pauline Laurie Entin; Amy Diekelman Rushall; Erik Nielsen; Kathleen Anne Corak; Maggie Vanderberg; Mark Charles James; Matthew John Gage; Peggy Ellen Pollak; Ronald Edward Gray; Srinivas Chakravarthi Kosaraju; Stephen Michael Dewhurst; Stuart S Galland; Thomas Robert Rogers
Subject: RE: Civil Engineering Proposal for ELECTRONIC vote - TYPO found!
Importance: High

Dave,

ALL: Here is some clarification:

X86 courses are not capstone courses, they are a sequence of design courses. Except for Mech Eng, *CENE 386W and EE 386W have long been accepted as our required writing course in these curriculum – we have never had our students take an additional writing course.* With new changes to the design curriculum, these courses have now been replaced with EGR 386W

and *ME has eliminated the ENGLISH course in favor of this course*. EGR 386W is the *same* as the other-prefixed 386W courses except that it is logistically easier for us to register students and plan teaching and classroom schedules and the advisors don't have to continually override students – and the other courses are no longer taught so we have to replace this in the catalog. ***EGR 386W IS an approved writing course, and passed committee regarding the very questions you pose re: individual vs team work.*** The reason we did this is the writing is embedded in design. EGR 386W is a design course that advances the design outcome for our students along with the communication outcome (which is the writing part). These courses have substantial ENG-TA support of the writing component. The course was designed this way so that engineers would have relevant writing experience for their professions.

With all due respect, this discussion is not germane to the question posed to the committee and it would be unfortunate to have this hang up the real issue at hand. I assure you, I am not trying to pull the wool over anybody's eyes with the quickie vote – the SCI elective is the primary issue at hand and the rest are just tweaks. Representatives Kosaraju and Rogers will support my EGR 386W argument as they know these programs well. **EGR 386W is an approved writing course** – the time to have that discussion was when EGR 386W came through the committee long ago, not now. At this point in time, since CENE 386W is not being taught and EGR 386W is the approved course, we must change the catalog.

Bridget

From: David M Cole

Sent: Thursday, October 10, 2013 9:19 AM

To: Bridget Bero; Pauline Laurie Entin; Amy Diekelman Rushall; Erik Nielsen; Kathleen Anne Corak; Maggie Vanderberg; Mark Charles James; Matthew John Gage; Peggy Ellen Pollak; Ronald Edward Gray; Srinivas Chakravarthi Kosaraju; Stephen Michael Dewhurst; Stuart S Galland; Thomas Robert Rogers

Subject: RE: Civil Engineering Proposal for ELECTRONIC vote - TYPO found!

Bridget

Thanks and my apologies for the “monkey wrench”....

But I still have the “W” concern. I know your “ #86 “ courses are capstones and that the students are often/mostly/always grouped. How much indiv writing and how much indiv feedback will your students now get?

I have taught a 300 level W course for many years and am consistently dismayed at the level of writing ‘skill’ exhibited by our students. On this, the day of the announcement of the Nobel Prize for Literature..... I think our W requirements are minimal, even insufficient, and am loathe to support any diminution ☺

In other words, the “86” courses have always been there, but so too was the official “W” course. I therefore take from this that, up until today, the 86 ers were not viewed as W sufficient and that a separate course was required. Now it seems like that separate course is being ‘swept under the rug’.

I would even be in favor of ‘trading in’ one of the science course requirements for an additional, serious, W.

After all, if cefns tells our students once, we tell them a hundred times, that prospective employers are looking for students with good team-working and communication skills.

dave

From: Bridget Bero

Sent: Thursday, October 10, 2013 8:51 AM

To: David M Cole; Pauline Laurie Entin; Amy Diekelman Rushall; Erik Nielsen; Kathleen Anne Corak; Maggie Vanderberg; Mark Charles James; Matthew John Gage; Peggy Ellen Pollak; Ronald Edward Gray; Srinivas Chakravarthi Kosaraju; Stephen Michael Dewhurst; Stuart S Galland; Thomas Robert Rogers

Subject: RE: Civil Engineering Proposal for ELECTRONIC vote - TYPO found!

All,

After about 100 reviews of this document... David he has found a typo! The course is EGR386W not C! Attached please find the corrected document (I have renamed it in my files).

Thank you David, for your careful read of the document! ☺

bridget

From: David M Cole

Sent: Thursday, October 10, 2013 8:45 AM

To: Pauline Laurie Entin; Amy Diekelman Rushall; Erik Nielsen; Kathleen Anne Corak; Maggie Vanderberg; Mark Charles James; Matthew John Gage; Peggy Ellen Pollak; Ronald Edward Gray; Srinivas Chakravarthi Kosaraju; Stephen Michael Dewhurst; Stuart S Galland; Thomas Robert Rogers

Cc: Bridget Bero

Subject: RE: Civil Engineering Proposal for ELECTRONIC vote

Howdy all

One question/issue And I vote NO until this “W” issue is resolved.

It appears that the 300 level writing course (cene 386 w) is being deleted and is not being replaced with another, required “W”. I see the note at the bottom indicating that it has been replaced with egr 386 W, but the text does not use a “W”; it refers to this course as egr 386 “C”.

Is it their opinion that the “capstone” (egr 386 c) qualifies as writing intensive...??

I would like to see more evidence of that. It is my understanding that only a small number of assignments/presentations are required all semester for the capstone(s), and even those are “team” efforts. I therefore suspect that any given indiv student would NOT do much writing at all, much less individually, nor could they receive direct feedback on their individual writing. This may fly with abet, but I suspect (read ‘hope’) it violates nau’s requirements.

dave

From: Maggie Vanderberg

Sent: Friday, October 11, 2013 12:19 PM

To: Peggy Ellen Pollak

Cc: David M Cole; Bridget Bero; Pauline Laurie Entin; Amy Diekelman Rushall; Erik Nielsen; Kathleen Anne Corak; Maggie Vanderberg; Mark Charles James; Matthew John Gage; Ronald Edward Gray; Srinivas Chakravarthi Kosaraju; Stephen Michael Dewhurst; Stuart S Galland; Thomas Robert Rogers

Subject: Re: Civil Engineering Proposal for ELECTRONIC vote - TYPO found!

I vote "yes" as well.



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC
Proposal for Course Change

FAST TRACK (Select if this will be a fast track item. Refer to Fast Track Policy for eligibility)

If the changes included in this proposal are significant, attach copies of original and proposed syllabi in approved university format.

1. Course subject and number: ECO 280 2. Units: 3
See upper and lower division undergraduate course definitions.

3. College: The W.A.Franke College of Business 4. Academic Unit: Economics

<p>5. Current Student Learning Outcomes of the course.</p> <ul style="list-style-type: none"> • Identify the fundamental economic problem and understand the role of economics in society. • Explain the concept of opportunity cost and its role in consumer and business decision making • Use demand and supply to understand the concepts of equilibrium price and quantity from a microeconomic perspective • Identify market failures and evaluate their impact on efficiency • Evaluate the role of government in the context of externalities in a competitive economy • Demonstrate an understanding of the concept of aggregate supply and aggregate demand from the macroeconomic perspective • Explain the role of the money supply in the aggregate economy • Evaluate the role of fiscal policy as it relates to macroeconomic business cycles • Explain the concept of international trade and its role in the global economy 	<p>Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. (<u>Resources & Examples for Developing Course Learning Outcomes</u>)</p> <p>UNCHANGED</p>
---	--

6. Current **title, description** and **units**. Cut and paste, in its entirety, from the current on-line academic catalog*

<http://catalog.nau.edu/Catalog/>.

ECO 280 INTRODUCTION TO ECONOMICS (3)

Description: This course is designed to introduce the fundamental concepts of economic analysis and to apply them to contemporary problems. (Note: If you're enrolled in a BSACCY., BSBA, or MBA program within The W.A. Frank College of Business, you cannot take this course for credit.) Letter grade only.

Units: 3

Requirement Designation: Social and Political Worlds

Prerequisite: (MAT 114 with a grade of C or better or Math Placement Test Results (ALEKS/MATHA 50+; MATHC 50+PLACE 55+)) and non-business major, or in Business Preparation Plan

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

ECO 280 INTRODUCTION TO ECONOMICS (3)

Description: This course is designed to introduce the fundamental concepts of economic analysis and to apply them to contemporary problems. (Note: If you're enrolled in a BSACCY., BSBA, or MBA program within The W.A. Frank College of Business, you cannot take this course for credit.) Letter grade only.

Units: 3

Requirement Designation: Social and Political Worlds

Prerequisite: (MAT 114 with a grade of C or better or Math Placement Test Results (ALEKS/MATHA 50+; MATHC 50+PLACE 55+)) **and non-business major, or in Business Preparation Plan Not open to Business or Business Prep majors.**

*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

7. Justification for course change.

Students majoring in Business are required to complete ECO 284 and ECO 285. This course – ECO 280 – is a hybrid of the 284/285 courses but does not cover the content of either course in the depth required of a business major. This course addresses the highlights but not the details of what a business student needs. Therefore, a student who enrolls in this course does not learn any new material which is not covered in their required courses, and ends up taking a seat in a class which could be given to another student who needs the course to graduate.

8. Effective **BEGINNING** of what term and year? Fall 2014

See effective dates calendar.

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

CURRENT	PROPOSED
Current course subject and number:	Proposed course subject and number:
Current number of units:	Proposed number of units:
Current short course title:	Proposed short course title (max 30 characters):
Current long course title:	Proposed long course title (max 100 characters):
Current grading option: letter grade <input type="checkbox"/> pass/fail <input type="checkbox"/> or both <input type="checkbox"/>	Proposed grading option: letter grade <input type="checkbox"/> pass/fail <input type="checkbox"/> or both <input type="checkbox"/>
Current repeat for additional units:	Proposed repeat for additional units:
Current max number of units:	Proposed max number of units:
Current prerequisite: (MAT 114 with a grade of C or better or Math Placement Test Results (ALEKS/MATHA 50+; MATHC 50+PLACE 55+)) and non-business major, or in Business Preparation Plan	Proposed prerequisite (include rationale in the justification): (MAT 114 with a grade of C or better or Math Placement Test Results (ALEKS/MATHA 50+; MATHC 50+PLACE 55+)). Not open to Business or Business Prep majors.
Current co-requisite:	Proposed co-requisite (include rationale in the justification):
Current co-convene with:	Proposed co-convene with:
Current cross list with:	Proposed cross list with:

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)? Yes No
If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

Business Minor, Construction Management BS, History and Social Studies BSEd-Secondary Education.

10. Is there a related plan or sub plan change proposal being submitted? Yes No
If no, explain.

This pre-requisite change will not require any related plan change proposals.

11. Does this course include combined lecture and lab components? Yes No
If yes, include the units specific to each component in the course description above.

Answer 12-15 for UCC/ECCC only:

12. Is this course an approved Liberal Studies or Diversity course? Yes No
If yes, select all that apply. Liberal Studies Diversity Both

13. Do you want to remove the Liberal Studies or Diversity designation?
If yes, select all that apply. Liberal Studies Diversity Both Yes No

14. Is this course listed in the Course Equivalency Guide? Yes No

15. Is this course a Shared Unique Numbering (SUN) course? Yes No

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 10/01/2013

Reviewed by Curriculum Process Associate Date

Approvals:

Eric Yordy 12/18/13

Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Eric Yordy 12/18/13

Dean of college Date

For Committee use only:

K. Laurie Dickson 10/29/13
UCC/UGC Approval Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)	Date
---	------

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)	Date
---	------

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)	Date
---	------

Chief Academic Officer; Extended Campuses (or Designee)	Date
---	------

Approved as submitted: Yes No

Approved as modified: Yes No



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for Plan Change or Plan Deletion

FAST TRACK (Select if this will be a fast track item. Refer to Fast Track Policy for eligibility)

If this proposal represents changes to the intent of the plan or its integral components, review by the college dean, graduate dean (for graduate items) and/or the provost may be required prior to college curricular submission.

All Plans with NCATE designation, or plans seeking NCATE designation, must include an NCATE Accreditation Memo of Approval from the NAU NCATE administrator prior to college curricular submission.

*UCC proposals must include an updated 8-term plan.
UGC proposals must include an updated program of study.*

1. College: The W.A. Franke College of Business 2. Academic Unit: Economics

3. Academic Plan Name: Business Economics; B.S.B.A (BUECBSBAX) 4. Emphasis: _____

5. Plan proposal: Plan Change Plan Deletion
 New Emphasis Emphasis Change Emphasis Deletion

<p>6. Current student learning outcomes of the plan. If structured as plan/emphasis, include for both core and emphasis.</p> <ul style="list-style-type: none"> • Explain core concepts and theories that provide the foundations to critically evaluate economic thinking in topics pertaining to global engagement, sustainability and diversity in the global economy. • Combine economic theory with numerical analysis to formulate policy in these areas. • Apply critical thinking to compare and contrast competing viewpoints on these 	<p>Show the proposed changes in this column (if applicable). Bold the changes, to differentiate from what is not changing, and change font to Bold Red with strikethrough for what is being deleted. (<u>Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes</u>).</p> <p>UNCHANGED</p>
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topics including a respect for diversity among cultures.	
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7. Current catalog plan overview and requirements in this column. Cut and paste the **Overview** and **Details** tabs, in their entirety, from the current on-line academic catalog: (<http://catalog.nau.edu/Catalog/>)

Business Economics; B.S.B.A.

In addition to University Requirements:

- At least 45 units of business core requirements
- At least 30 units of major requirements
- Be aware that you may not use courses with an ECO prefix to satisfy liberal studies requirements.
- Elective courses, if needed, to reach an overall total of at least 120 units

Please note that you may be able to use some courses to meet more than one requirement. Contact your advisor for details.

Minimum Units for Completion	120
Mathematics Required	MAT 119
Additional Admission Requirements	Required
Additional Fees/Program Fees	Required
University Honors Program	Optional
Progression Plan	View Progression Plan

Additional Admission Requirements

Admission requirements over and above admission to NAU are required.

Admission to Northern Arizona University qualifies you for admission into the preprofessional program in The W. A. Franke College of Business. You must meet the following requirements to enter our professional programs:

- Complete at least 56 units with a cumulative grade point average (GPA) of 2.0 or better.
- Complete six (6) different Pathways experiences. Transfer students who have met all of the requirements listed above need to complete four (4) Pathways experiences during their first semester in The W. A. Franke College of Business.
- Complete the following courses with a grade of "C" or better in each course: ENG 105, MAT

Show the proposed changes in this column. **Bold** the changes, to differentiate from what is not changing, and change font to **Bold-Red with strikethrough** for what is being deleted.

Business Economics; B.S.B.A.

In addition to University Requirements:

- At least 45 units of business core requirements
- At least 30 units of major requirements
- Be aware that you may not use courses with an ECO prefix to satisfy liberal studies requirements.
- Elective courses, if needed, to reach an overall total of at least 120 units

Please note that you may be able to use some courses to meet more than one requirement. Contact your advisor for details.

Minimum Units for Completion	120
Mathematics Required	MAT 119
Additional Admission Requirements	Required
Additional Fees/Program Fees	Required
University Honors Program	Optional
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Additional Admission Requirements

Admission requirements over and above admission to NAU are required.

Admission to Northern Arizona University qualifies you for admission into the preprofessional program in The W. A. Franke College of Business. You must meet the following requirements to enter our professional programs:

- Complete at least 56 units with a cumulative grade point average (GPA) of 2.0 or better.
- Complete six (6) different Pathways experiences. Transfer students who have met all of the requirements listed above need to complete four (4) Pathways experiences during their first semester in The W. A. Franke College of Business.

114, MAT 119, ACC 205, ACC 255, ACC 256, CIS 120, ECO 201, ECO 284, and ECO 285.

- If you have a 2.75 GPA in these courses and have satisfactorily completed Pathways activities designated by The W. A. Franke College of Business, we guarantee your acceptance into our professional program. If your average is less than a 2.75 but you have at least a 2.5 and have satisfactorily completed all designated Pathways activities, we admit you into the professional program on a space-available basis according to the rank order of your grade point average in these courses.
- If you are in the preprofessional program and have completed all required courses with "C" or better, but have a GPA in those courses that is below the acceptable grade point average for admission to the professional program, you may repeat up to two of the required courses in which you earned a "C" to meet the minimum GPA requirement. You may only repeat a required course in which you earned a grade of "C" one time.
- Continuation in the B.S. ACCY Accountancy program is predicated on successful completion of a skills assessment and successful completion of all upper-division ACC courses within three attempts. Successful completion of ACC 300 and ACC 355 requires a grade of "C" or better. A grade of "W" will count in the total attempts allowed for all upper-division ACC courses.

Recommended Plan of Study for Freshmen and Sophomores. We recommend the following course sequence for your first four terms: Please note that you should consider The W. A. Franke College of Business ethics requirement when selecting liberal studies courses.

- First-Term Units: MAT 114, CIS 120, NAU 100, Liberal studies/ethics requirements, MGT 101 (16 units)
- Second-Term Units: ENG 105, MAT 119, ACC 205, Liberal studies/ethics requirements (16 units)
- Third-Term Units: ACC 255, ECO 201, ECO 284, Liberal studies/ethics requirements (15 units)

- Complete the following courses with a grade of "C" or better in each course: ENG 105, MAT 114, MAT 119, ACC 205, ACC 255, ACC 256, CIS 120, ECO 201, ECO 284, and ECO 285.
- If you have a 2.75 GPA in these courses and have satisfactorily completed Pathways activities designated by The W. A. Franke College of Business, we guarantee your acceptance into our professional program. If your average is less than a 2.75 but you have at least a 2.5 and have satisfactorily completed all designated Pathways activities, we admit you into the professional program on a space-available basis according to the rank order of your grade point average in these courses.
- If you are in the preprofessional program and have completed all required courses with "C" or better, but have a GPA in those courses that is below the acceptable grade point average for admission to the professional program, you may repeat up to two of the required courses in which you earned a "C" to meet the minimum GPA requirement. You may only repeat a required course in which you earned a grade of "C" one time.
- Continuation in the B.S. ACCY Accountancy program is predicated on successful completion of a skills assessment and successful completion of all upper-division ACC courses within three attempts. Successful completion of ACC 300 and ACC 355 requires a grade of "C" or better. A grade of "W" will count in the total attempts allowed for all upper-division ACC courses.

Recommended Plan of Study for Freshmen and Sophomores. We recommend the following course sequence for your first four terms: Please note that you should consider The W. A. Franke College of Business ethics requirement when selecting liberal studies courses.

- First-Term Units: MAT 114, CIS 120, NAU 100, Liberal studies/ethics requirements, MGT 101 (16 units)
- Second-Term Units: ENG 105, MAT 119,

- Fourth-Term Units: ACC 256, ECO 285, Liberal studies/ethics requirements, Liberal studies Lab Science (16 units)

Major Requirements

Business Core (45 units)

- MAT 119 (3 units)
- ACC 205, ACC 255, ACC 256 (9 units)
- CIS 120, CIS 360 (6 units)
- ECO 201, ECO 284, ECO 285 (9 units)
- (MKT 333 and MGT 300) or (MKT 333I and MGT 300I) (6 units)
- FIN 311 (3 units)
- MGT 301, MGT 340 (6 units)
- MGT 490C (3 units)

Major Courses (24 units)

- ECO 384, ECO 385, ECO 498C (9 units)
- ECO 321 or ECO 446 (3 units)

Concentration Requirement (Select One):

General Economics Concentration (12 units)

- Select four courses from: ECO 321, ECO 324, ECO 328, ECO 356, ECO 424, ECO 428, ECO 445, ECO 446, ECO 456, ECO 464, ECO 473, ECO 481, ECO 486 (12 units)

Global Concentration (12 units)

- ECO 456, ECO 473, ECO 486 plus one additional upper-division ECO or business course (12 units)

Environmental Concentration (12 units)

- ECO 324, ECO 328, ECO 424, ECO 428 (12 units)

Other Major Requirements (6 units)

- NAU's Junior-level writing requirement, select one: ENG 302W or MGT 350W, or if you take (MKT 333I and MGT 300I), choose MGT 350IW (3 units)
- International Requirement, select one: ECO 486, FIN 480, MGT 405, MKT 480 (3 units)

These courses represent the General Academic Requirements (GAR) for The W. A. Franke College of Business. Some of these courses also fulfill

ACC 205, Liberal studies/ethics requirements (16 units)

- Third-Term Units: ACC 255, ECO 201, ECO 284, Liberal studies/ethics requirements (15 units)
- Fourth-Term Units: ACC 256, ECO 285, Liberal studies/ethics requirements, Liberal studies Lab Science (16 units)

Major Requirements

Business Core (45 units)

- MAT 119 (3 units)
- ACC 205, ACC 255, ACC 256 (9 units)
- CIS 120, CIS 360 (6 units)
- ECO 201, ECO 284, ECO 285 (9 units)
- (MKT 333 and MGT 300) or (MKT 333I and MGT 300I) (6 units)
- FIN 311 (3 units)
- MGT 301, MGT 340 (6 units)
- MGT 490C (3 units)

Major Courses (24 units)

- ECO 384, ECO 385, ECO 498C (9 units)
- ECO 321 or ECO 446 (3 units)

Concentration Requirement (Select One):

General Economics Concentration (12 units)

- Select four courses from: ECO 321, ECO 324, ECO 328, ECO 356, ECO 424, ECO 428, ECO 445, ECO 446, ECO 456, ECO 464, ECO 473, ECO 481, ECO 486 (12 units)

Global Concentration (12 units)

- ECO 456, ECO 473, ECO 486 plus one additional upper-division ECO or business course (12 units)

Environmental Concentration (12 units)

- **Select three courses from:** ECO 324, ECO 328, ECO 424, ECO 428 (~~12~~ 9 units)
- **Select one additional upper-division ECO course (3 units)**

Other Major Requirements (6 units)

- NAU's Junior-level writing requirement, select one: ENG 302W or MGT 350W, or if you take (MKT 333I and MGT 300I), choose MGT 350IW (3 units)
- International Requirement, select one: ECO

liberal studies requirements; for information about the overlap between the GAR and liberal studies, consult an advisor in Room 222 of the college.

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.)

Additional Information

- That you must complete at least 15 units in your major and 9 units of the upper-division business core at The W. A. Franke College of Business (FCB).
- You must earn 50% of your overall business units required for your degree at the FCB.
- All transfer credits must be approved by the FCB and are subject to guidelines listed in the current general catalog. The FCB does not accept upper-division transfer credits from programs not accredited by the AACSB (such as the University of Phoenix or the Bachelor of Business Administration program at NAU-Yuma).
- Students who satisfy the junior writing requirement with [ENG 302W] (Technical Writing) must complete that course at Northern Arizona University.
- MGT 490C (Business Strategy) and the junior writing requirement, if filled by either MGT 350W or MGT 350IW (Business Communication), must also be completed at the FCB.
- Students earning two B.S.B.A. majors within The W. A. Franke College of Business must take 18 credit units in the first major and an additional 18 units exclusive to the second

486, FIN 480, MGT 405, MKT 480 (3 units)

These courses represent the General Academic Requirements (GAR) for The W. A. Franke College of Business. Some of these courses also fulfill liberal studies requirements; for information about the overlap between the GAR and liberal studies, consult an advisor in Room 222 of the college.

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.)

Additional Information

- That you must complete at least 15 units in your major and 9 units of the upper-division business core at The W. A. Franke College of Business (FCB).
- You must earn 50% of your overall business units required for your degree at the FCB.
- All transfer credits must be approved by the FCB and are subject to guidelines listed in the current general catalog. The FCB does not accept upper-division transfer credits from programs not accredited by the AACSB (such as the University of Phoenix or the Bachelor of Business Administration program at NAU-Yuma).
- Students who satisfy the junior writing requirement with [ENG 302W] (Technical Writing) must complete that course at Northern Arizona University.
- MGT 490C (Business Strategy) and the junior writing requirement, if filled by either MGT 350W or MGT 350IW (Business

<p>major (for a total of 36).</p> <p>You must have completed all of the coursework used to fulfill these requirements within the last 10 years.</p> <p>Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.</p> <p>PROGRAM FEE INFORMATION</p> <p>Program fees are established by the Arizona Board of Regents (ABOR). A program fee of \$500 per year in students' Junior and Senior years has been approved for this program.</p>	<p>Communication), must also be completed at the FCB.</p> <ul style="list-style-type: none"> • Students earning two B.S.B.A. majors within The W. A. Franke College of Business must take 18 credit units in the first major and an additional 18 units exclusive to the second major (for a total of 36). <p>You must have completed all of the coursework used to fulfill these requirements within the last 10 years.</p> <p>Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.</p> <p>PROGRAM FEE INFORMATION</p> <p>Program fees are established by the Arizona Board of Regents (ABOR). A program fee of \$500 per year in students' Junior and Senior years has been approved for this program.</p>
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8. Justification for proposal:

This change will allow students some choice among courses in this track (currently they have none.) This change also gives the Area additional flexibility with respect to “needing to offer” all our courses in a 2-year window. We do not have sufficient faculty members to guarantee that all our environmental classes can be offered on a regular basis.

9. NCATE designation, if applicable:

Initial Plan

Advanced Plan

Remove Designation

10. Effective beginning **FALL:** 2014
See effective dates calendar.

11. Will this proposal impact other plans, sub plans, or course offerings, etc.? Yes No
 If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit

Answer 12-13 for UCC/ECCC only:

12. A major is differentiated from another major by required course commonality: 24 units of the required credit hours of a major must be unique, (i.e. not common or not dual use as a required element in another major), to that major. Does this plan have 24 units of unique required credit? Yes No

13. Minor: A planned group of courses from one or more subject matter areas consisting of at least 18 hours and no more than 24 hours. At least 12 hours of the minor must be unique to that minor to differentiate it from other minors.
Does this minor have 12 units of unique required credit? Yes No

Answer 14-15 for UGC only:

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework? Yes No
If no, explain why this proposal should be approved.

[Redacted area for explanation]

15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework? Yes No
If no, explain why this proposal should be approved.

[Redacted area for explanation]

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 10/01/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For Committee use only:

K. Lavinia Dickson

10/29/13

UCC/UGC Approval

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

Date

Approvals:

Academic Unit Head

Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)

Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Chief Academic Officer; Extended Campuses (or Designee)

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

unchanged



NORTHERN ARIZONA UNIVERSITY

The W. A. Franke College of Business

Business Economics Bachelor of Science in Business Administration

2014-2015 ~~2013-2014~~ Undergraduate Catalog

Four Year Progression Plan

Sample Progression Plans are for planning purposes only; see the catalog for official details.

Year 1 - Fall		
Choose one of the options below:		
Option: A		
CIS 120	Intro To Computer Info Systems	3
Option: B		
ACC 205	Legal Environment Of Business	3
MGT 101	Introduction To Business	3
MAT 114	Quantitative Reasoning	3
NAU 100	Transition To College	1
LIBST COURSE	Liberal Studies Course	3
LS/DIV COURSE	Liberal Studies/Diversity Course	3

Year 1 - Spring		
Choose one of the options below:		
Option: A		
CIS 120	Intro To Computer Info Systems	3
Option: B		
ACC 205	Legal Environment Of Business	3
MAT 119	Finite Mathematics	3
ENG 105	Critical Read/Writing In Univ	4
LIBST COURSE	Liberal Studies Course	3
LS/DIV COURSE	Liberal Studies/Diversity Course	3

Year 2 - Fall		
ECO 201	Intro To Business Statistics	3
ECO 284	Principles Of Economics: Micro	3
ACC 255	Principles Of Acct: Financial	3
LIBST COURSE	Liberal Studies Course	3
LIBST COURSE	Liberal Studies Course	3

Year 2 - Spring		
ECO 285	Principles Of Economics: Macro	3
ACC 256	Principles Of Acct: Managerial	3
Choose one of the options below:		
Option: A		
LIBST COURSE	Liberal Studies Course	3
Option: B		
GE COURSE	General Elective Course	3
LIBST COURSE	Liberal Studies Course	3
LIBST LAB	Liberal Studies (LAB) Course	4
You MUST see your college advisor before registering for 5th term.		

Year 3 - Fall		
ECO 384	Intermediate Microecon Theory	3
Choose one of the options below:		
Option: A		
ECO 446	Introduction To Econometrics	3
Option: B		
ECO COURSE	Economics Concentration	3
MGT 300	Managing, Organizing & Leading	3
Choose one of the options below:		
Option: A		
MGT 350W	Business Communication	3
Option: B		
ENG 302W	Technical Writing	3
MKT 333	Introduction To Marketing	3

Year 3 - Spring		
ECO 385	Intermediate Macroecon Theory	3
Choose one of the options below:		
Option: A		
ECO 321	Intermediate Business Stats	3
Option: B		
ECO COURSE	Economics Concentration	3
FIN 311	Principles Of Finance	3
MGT 301	Production And Operations Mgmt	3
MGT 340	Business Ethics	3

Year 4 - Fall		
ECO COURSE	Economics Concentration	3
ECO COURSE	Economics Concentration	3
CIS 360	Management Information Systems	3
ECO 486	International Economics	3
GE COURSE	General Elective Course	3

Year 4 - Spring		
ECO 498C	Senior Seminar In Economics	3
ECO COURSE	Economics Concentration	3
MGT 490C	Strategic Management	3
GE COURSE	General Elective Course	3

University Requirements Specified by Major	
Foundation Requirements:English (FNRQ:ENG)	ENG 105 (4)
Foundation Requirements:Math (FNRQ:MAT)	MAT 114 (3)

Aesthetic and Humanistic Inquiry (AHI)	MGT 340 (3)
Science/Applied Science (SAS/LAB)	CIS 120 (3)

PROGRAM INFORMATION

A minimum of 120 units are required for this degree.

Some business students will need to take MAT 100 before enrolling in MAT 114. The course the student should begin with is determined by taking the ALEKS Math Placement Exam.

*Business majors must complete 6 units of FCB General Academic Requirements (GAR) consisting of 3 units of Ethics, and 3 units of International. Consult degree progress in LOUIE, the Academic Catalog or an academic advisor for approved GAR courses.

**MGT 300, MKT 333, and MGT 350W (Junior-level writing requirement) may be taken in an integrated format called BizBlock. BizBlock is REQUIRED for Management majors. BizBlock courses are designated as MGT 300I, MKT 333I, and MGT 350IW.

***Some courses are only offered once a year. Check with the Office of Academic Services about term-specific courses.

+ Students must take ECO 446 or ECO 321 as part of their major requirements.

The Business Professional Program Checklist

The goal of the business students during their first four terms is to complete the foundation courses for the College's majors. Satisfactory completion of the lower-division (100 and 200-level) coursework is required before the student begins to take upper-division (300 and 400-level) business courses in the professional program. In general, the junior-senior years constitute the professional program of the undergraduate catalog. The following criteria must be met before you begin the upper-division program in the professional program:

- 2.75 GPA and a minimum grade of C in: ENG 105; MAT 114, 119; CIS 120; ACC 205, 255, 256; ECO 201, 284, 285
- 56 Units with a cumulative GPA of a 2.0 or better
- Completion of 6 Pathways Co-Curricular Activities
http://franke.nau.edu/cdo/opportunities_for_students/pathways_to_professional_leadership

CONTACT INFORMATION

Office of Academic Services
The W. A. Franke College of Business
Building 81, Room 222
Phone: 928-523-5232
Fax: 928-523-6559
E-mail: fcboas@nau.edu
Web site: www.franke.nau.edu



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for New Course

Please attach proposed Syllabus in [approved university format](#).

1. Course subject and number: AS 252 2. Units: 1
[See upper and lower division undergraduate course definitions.](#)

3. College: Air Force ROTC 4. Academic Unit: Aerospace Studies

5. Student Learning Outcomes of the new course. ([Resources & Examples for Developing Course Learning Outcomes](#))

The objective of this course is to motivate students to adopt and maintain an active fitness lifestyle in order to improve their overall fitness levels. Maintaining a high fitness level will give students the ability to perform daily tasks vigorously and alertly with energy left over for enjoying leisure-time activities. Participating in a fitness routine will help students develop the ability to endure and withstand stress; to carry on in circumstances where an unfit person could not continue; and establish a foundation for good health and well-being.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. ([Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes](#)).

These changes are in conjunction with new course proposals for AS 252, AS 253, AS 254, and AS 255. The revisions are necessary to divide the Physical Training course (AS 250) into five separate courses:

- AS 251 AIR FORCE PHYSICAL TRAINING COURSE I
- AS 252 AIR FORCE PHYSICAL TRAINING COURSE II
- AS 253 AIR FORCE PHYSICAL TRAINING COURSE III
- AS 254 AIR FORCE PHYSICAL TRAINING COURSE IV
- AS 255 AIR FORCE PHYSICAL TRAINING COURSE V

The courses will be in sequential order and will allow cadets to complete the course ten times without financial aid repercussions.

7. Effective **BEGINNING** of what term and year? Spring 2014
[See effective dates calendar.](#)

8. Long course title: AIR FORCE PHYSICAL TRAINING COURSE II
(max 100 characters including spaces)

9. Short course title: AIR FORCE PHYSICAL TRNG II

(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):

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 a 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 2 units.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

Yes No

If yes, include the appropriate plan proposal.

N/A

12. Does this course duplicate content of existing courses?

Yes No

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

Four duplicate courses of AS 250 are being created so cadet can repeat their Physical Training course ten times without financial aid repercussions.

13. Will this course impact any other academic unit's enrollment or plan(s)?

Yes No

If yes, include a letter of response from each impacted academic unit.

14. Grading option:

Letter grade

Pass/Fail

Both

15. Co-convened with: _____

14a. UGC approval date*: _____

(For example: ESE 450 and ESE 550) [See co-convening policy.](#)

*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: _____

(For example: ES 450 and DIS 450) [See cross listing policy.](#)

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

17. May course be repeated for additional units?

Yes No

17a. If yes, maximum units allowed? 2

17b. If yes, may course be repeated for additional units in the same term?

Yes No

18. Prerequisites: _____

If prerequisites, include the rationale for the prerequisites.

19. Co requisites: _____
If co requisites, include the rationale for the co requisites.
20. Does this course include combined lecture and lab components? Yes No
If yes, include the units specific to each component in the course description above.
21. Names of the current faculty qualified to teach this course: Captain Alex Fleshman

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes No
If yes, include a [Liberal Studies proposal](#) and syllabus with this proposal.
23. Is this course being proposed for Diversity designation? Yes No
If yes, include a [Diversity proposal](#) and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland	09/18/2013
Reviewed by Curriculum Process Associate	Date

Approvals:

Department Chair/Unit Head (if appropriate)	Date
---	------

Chair of college curriculum committee	Date
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Dean of college	Date
-----------------	------

For Committee use only:

UCC/UGC Approval	Date
------------------	------

Approved as submitted: Yes No

Approved as modified: Yes No

19. Co requisites: _____
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes No
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: _____

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes No
If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes No
If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland
Reviewed by Curriculum Process Associate

09/18/2013
Date

Approvals:

Mark A. Friend
Department Chair/Unit Head (if appropriate)

23 Sept 2013
Date

Chair of college curriculum committee

Date

Mark A. Friend
Dean of college

23 Sept 2013
Date

For Committee use only:

K. Lauren Johnson
UCC/UGC Approval

10/29/13
Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

Date

Approvals:

Academic Unit Head

Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)

Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Chief Academic Officer; Extended Campuses (or Designee)

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

AIR FORCE ROTC DET 027
NORTHERN ARIZONA UNIVERSITY
AS 252 AIR FORCE ROTC PHYSICAL TRAINING II CLASS
Spring 2014

General Information: Detachment phone – 523-5371

Instructor: Captain Alex Fleshman, 523-4590, Bldg 47A, Room 101

Office Hours: 0730 - 1630 Call to confirm availability or for an appointment

Email: alex.fleshman @nau.edu

Class meets: 0615 - 0715 Tue/Thur. Primary location: The Health and Learning Center, Bldg. 25, or the Skydome. Please check the cadet Sharepoint before the beginning of each week for potential changes to the class location. Class will not meet on university designated holidays.

PLEASE READ AND UNDERSTAND

Attendance/Grading: Students will receive a Pass/Fail grade for this course. **Students must attempt an official Air Force Physical Fitness Assessment and attend 80% of all available classes for the semester to earn a passing grade.** Excessive unexcused absences will result in a formal counseling, potentially followed by a failing grade, and disenrollment from the AFROTC program. Additionally, students who exhibit a noticeable lack of effort and/or indifference to military training will be counseled. If the behavior continues, they will be in jeopardy of failing the course. If arrangements are made with the instructor **prior** to class, or if the student missed class for documented medical reasons, then make-up classes may be arranged. These, however, must be coordinated with the instructor **before** being allowed to make-up.

Safety: The first day of class will include a safety briefing. If you miss the first day, you must get with an instructor to ensure you receive this information before participating in class. Safety guidelines are also posted on the weekly OpsOrder found on the cadet Sharepoint site and distributed via email.

Uniform: Air Force cadets will wear issued physical fitness uniforms. Non-AFROTC students should wear **appropriate and tasteful** workout clothing to include quality running shoes. Cadets are required to come to class with their appearance within regulation standards. It is highly recommended that no jewelry be worn by any student to prevent loss, damage, or injury to other students. If we will be running outside during colder weather, you will be notified about the event, and allowed to wear additional clothing under your AF issued physical fitness uniform.

Prerequisite: **All students must have a completed sport physical or a completed DoD physical prior to participating in any event considered physically strenuous.** This must be accomplished within **30 days** of the start of the semester, but should be accomplished as soon as possible. Students who **do not** already have a completed sports physical or military (DoDMERB) physical should see one of the instructors for the necessary information. Students who do not have a local family doctor can get a physical accomplished for at Fronske Health Center, 523-8995 (appointment desk). **The deadline for completing the sports physical is 1 Oct 2013.**

Co-Requisite: Pursuing AFROTC Cadets must also be enrolled in the proper AS class and LLAB.

Course Description: AS 252, Air Force Physical Fitness II, is an intermediate level physical fitness course available to all NAU students. It is a required course for all AFROTC cadets that intend on commissioning in the U.S. Air Force. Students will be asked to participate in a variety of fitness and

sports activities to include calisthenics, sit-ups, push-ups, running, basketball, ultimate Frisbee/football, volleyball, and other physical fitness events. This course will provide students the support to build strength, endurance and flexibility. Additionally, all class members will participate in a Physical Fitness Assessment (PFA) several times throughout the semester. This is a scored assessment of your aerobic and muscular fitness, as well as your body composition.

Course Objective: The objective of this course is to motivate students to adopt and maintain an active fitness lifestyle in order to improve their overall fitness levels. Maintaining a high fitness level will give students the ability to perform daily tasks vigorously and alertly with energy left over for enjoying leisure-time activities. Participating in a fitness routine will help students develop the ability to endure and withstand stress; to carry on in circumstances where an unfit person could not continue; and establish a foundation for good health and well-being.

Regulations:

- 1) AFI 36-2905
- 2) AFROTCSUP 36-2905
- 3) AFROTCI 36-2010
- 4) AFROTCI 36-2011

Key notes from Listed Regulations:

(AFROTC) Special Students may participate in the PT program with the approval of the Detachment Commander if they have met all requirements of this supplement and provide proof of liability insurance. Special Students will not receive medical coverage by the Department of Labor (DoL) for injuries incurred during PT. A medical waiver of liability form must be signed by the cadet and the cadet's parents/guardians releasing AFROTC from being held liable for any injury incurred while the Special Student participates in the PT program. The above information should be documented on an 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 section 2109(c)(1).

(AFROTC) Cadets awaiting the results of a medical appeal to a DoD physical may participate in PT with specific certified medical authority approval. If the appeal is not resolved in the cadet's favor, the cadet will be placed in Special Student status and removed from participating in PT. A Pre-Participatory Sports Physical does not override a disqualified DoD physical even if the Sports Physical was accomplished after the DoD physical.

Field Training Preparation (FTP) Cadets: In order to prepare for field training this summer, FTP Cadets will frequently have separate PT Ops Orders. Your course objectives remain the same as those printed above, but you have the additional responsibility of being physically prepared for field training. This may include attending PT in uniform (to include your combat boots).

Textbook and Required Materials: None Required. However, you are highly encouraged to review the information contained at The President's Council for Physical Fitness and Sports at <http://www.fitness.gov>. This site contains additional information for developing and maintaining a healthy personal fitness program.

Class Behavior: Students are expected to act professionally at all times during this class. This means students are respectful and encouraging to classmates even during competitive sporting activities. Absolutely no profanity will be tolerated. A student who fails to control their emotions will be asked to leave the class and no credit for attendance will be awarded for that day. Also, any breaches in academic integrity will not be tolerated, including cheating, fabrication, plagiarism, and

facilitating academic dishonesty. This applies primarily (but not exclusively) to the PFA where cadets are responsible for counting, and recording the scores of other cadets.

***DO NOT BE LATE FOR THIS PHYSICAL FITNESS CLASS.** It is imperative that we start the class on time. We will start promptly at 6:15 a.m. in order to ensure a proper warm-up and stretching -- this is a safety issue and a proper warm up will reduce the risk of injuries.

**** Important Note:** Every class will start with a warm-up session and end with a stretching session. **Every student must complete a 5 min cool-down and stretching activity,** at a minimum, before leaving the physical fitness instruction area.

Email: All student e-mails have been acquired by the cadre through the university. In the event of a class cancellation or location change, the cadet physical fitness officer will make every attempt to email changes to the students. **You are also responsible for reading the PT Operations Orders every week to see if there have been any location changes (available on the Cadet Sharepoint).**

Schedule: The schedule is subject to change due to unforeseen weather conditions or unexpected events. Be flexible. Any questions or comments regarding the scheduled activities can be directed to the instructor (for non-AFROTC students) or to the cadet Group Physical Fitness Officer.

NORTHERN ARIZONA UNIVERSITY POLICY STATEMENTS SAFE ENVIRONMENT POLICY

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

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

STUDENTS WITH DISABILITIES

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

INSTITUTIONAL REVIEW BOARD

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

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

A copy of the *IRB Policy and Procedures Manual* is available in each department's administrative office and each college dean's office or on their website:

<http://www.research.nau.edu/vpr/IRB/index.htm>. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

ACADEMIC INTEGRITY

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

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

ACADEMIC CONTACT HOUR POLICY

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

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

SENSITIVE COURSE MATERIALS

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

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



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for New Course

Please attach proposed Syllabus in [approved university format](#).

1. Course subject and number: AS 253 2. Units: 1
[See upper and lower division undergraduate course definitions.](#)

3. College: Air Force ROTC 4. Academic Unit: Aerospace Studies

5. Student Learning Outcomes of the new course. ([Resources & Examples for Developing Course Learning Outcomes](#))

The objective of this course is to motivate students to adopt and maintain an active fitness lifestyle in order to improve their overall fitness levels. Maintaining a high fitness level will give students the ability to perform daily tasks vigorously and alertly with energy left over for enjoying leisure-time activities. Participating in a fitness routine will help students develop the ability to endure and withstand stress; to carry on in circumstances where an unfit person could not continue; and establish a foundation for good health and well-being.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. ([Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes](#)).

These changes are in conjunction with new course proposals for AS 252, AS 253, AS 254, and AS 255. The revisions are necessary to divide the Physical Training course (AS 250) into five separate courses:

AS 251 AIR FORCE PHYSICAL TRAINING COURSE I

AS 252 AIR FORCE PHYSICAL TRAINING COURSE II

AS 253 AIR FORCE PHYSICAL TRAINING COURSE III

AS 254 AIR FORCE PHYSICAL TRAINING COURSE IV

AS 255 AIR FORCE PHYSICAL TRAINING COURSE V

The courses will be in sequential order and will allow cadets to complete the course ten times without financial aid repercussions.

7. Effective **BEGINNING** of what term and year? Spring 2014
[See effective dates calendar.](#)

8. Long course title: AIR FORCE PHYSICAL TRAINING COURSE III
(max 100 characters including spaces)

9. Short course title: AIR FORCE PHYSICAL TRNG III
(max. 30 characters including spaces)

10. Catalog course description (*max. 60 words, excluding requisites*):

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 a 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 2 units.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

Yes No

If yes, include the appropriate plan proposal.

N/A

12. Does this course duplicate content of existing courses?

Yes No

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

Four duplicate courses of AS 250 are being created so cadet can repeat their Physical Training course ten times without financial aid repercussions.

13. Will this course impact any other academic unit's enrollment or plan(s)?

Yes No

If yes, include a letter of response from each impacted academic unit.

14. Grading option:

Letter grade

Pass/Fail

Both

15. Co-convened with: _____ 14a. UGC approval date*: _____

(For example: ESE 450 and ESE 550) [See co-convening policy.](#)

*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: _____

(For example: ES 450 and DIS 450) [See cross listing policy.](#)

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

Yes No

17. May course be repeated for additional units?

17a. If yes, maximum units allowed? _____

17b. If yes, may course be repeated for additional units in the same term?

Yes No

18. Prerequisites: _____

If prerequisites, include the rationale for the prerequisites.

19. Co requisites: _____
If co requisites, include the rationale for the co requisites.
20. Does this course include combined lecture and lab components? Yes No
If yes, include the units specific to each component in the course description above.
21. Names of the current faculty qualified to teach this course: _____

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes No
If yes, include a [Liberal Studies proposal](#) and syllabus with this proposal.
23. Is this course being proposed for Diversity designation? Yes No
If yes, include a [Diversity proposal](#) and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland	09/18/2013
Reviewed by Curriculum Process Associate	Date

Approvals:

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

For Committee use only:

<i>K. Lavin Dushon</i>	<i>10/29/13</i>
UCC/UGC Approval	Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

19. Co requisites: _____
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes No
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: _____

Answer 22-23 for UCC/ECCC only:

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If yes, include a Liberal Studies proposal and syllabus with this proposal.

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If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland
Reviewed by Curriculum Process Associate
09/18/2013
Date

Approvals:

Mark A. Friend
Department Chair/Unit Head (if appropriate)
23 Sept 2013
Date

Chair of college curriculum committee
Date

Mark A. Friend
Dean of college
23 Sept 2013
Date

For Committee use only:

K. Laurie Dickson
UCC/UGC Approval
10/29/13
Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate	Date
Approvals:	
Academic Unit Head	Date
Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)	Date
Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)	Date
Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)	Date
Chief Academic Officer; Extended Campuses (or Designee)	Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

AIR FORCE ROTC DET 027
NORTHERN ARIZONA UNIVERSITY
AS 253 AIR FORCE ROTC PHYSICAL TRAINING III CLASS
Spring 2014

General Information: Detachment phone – 523-5371

Instructor: Captain Alex Fleshman, 523-4590, Bldg 47A, Room 101

Office Hours: 0730 - 1630 Call to confirm availability or for an appointment

Email: alex.fleshman @nau.edu

Class meets: 0615 - 0715 Tue/Thur. Primary location: The Health and Learning Center, Bldg. 25, or the Skydome. Please check the cadet Sharepoint before the beginning of each week for potential changes to the class location. Class will not meet on university designated holidays.

PLEASE READ AND UNDERSTAND

Attendance/Grading: Students will receive a Pass/Fail grade for this course. **Students must attempt an official Air Force Physical Fitness Assessment and attend 80% of all available classes for the semester to earn a passing grade.** Excessive unexcused absences will result in a formal counseling, potentially followed by a failing grade, and disenrollment from the AFROTC program. Additionally, students who exhibit a noticeable lack of effort and/or indifference to military training will be counseled. If the behavior continues, they will be in jeopardy of failing the course. If arrangements are made with the instructor **prior** to class, or if the student missed class for documented medical reasons, then make-up classes may be arranged. These, however, must be coordinated with the instructor **before** being allowed to make-up.

Safety: The first day of class will include a safety briefing. If you miss the first day, you must get with an instructor to ensure you receive this information before participating in class. Safety guidelines are also posted on the weekly OpsOrder found on the cadet Sharepoint site and distributed via email.

Uniform: Air Force cadets will wear issued physical fitness uniforms. Non-AFROTC students should wear **appropriate and tasteful** workout clothing to include quality running shoes. Cadets are required to come to class with their appearance within regulation standards. It is highly recommended that no jewelry be worn by any student to prevent loss, damage, or injury to other students. If we will be running outside during colder weather, you will be notified about the event, and allowed to wear additional clothing under your AF issued physical fitness uniform.

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Co-Requisite: Pursuing AFROTC Cadets must also be enrolled in the proper AS class and LLAB.

Course Description: AS 253, Air Force Physical Fitness III, is an intermediate level physical fitness course available to all NAU students. It is a required course for all AFROTC cadets that intend on commissioning in the U.S. Air Force. Students will be asked to participate in a variety of fitness and sports activities to include calisthenics, sit-ups, push-ups, running, basketball, ultimate Frisbee/football, volleyball, and other physical fitness events. This course will provide students the support to build strength, endurance and flexibility. Additionally, all class members will participate in a Physical Fitness Assessment (PFA) several times throughout the semester. This is a scored assessment of your aerobic and muscular fitness, as well as your body composition.

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Regulations:

- 1) AFI 36-2905
- 2) AFROTCSUP 36-2905
- 3) AFROTCI 36-2010
- 4) AFROTCI 36-2011

Key notes from Listed Regulations:

(AFROTC) Special Students may participate in the PT program with the approval of the Detachment Commander if they have met all requirements of this supplement and provide proof of liability insurance. Special Students will not receive medical coverage by the Department of Labor (DoL) for injuries incurred during PT. A medical waiver of liability form must be signed by the cadet and the cadet's parents/guardians releasing AFROTC from being held liable for any injury incurred while the Special Student participates in the PT program. The above information should be documented on an 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 section 2109(c)(1).

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Schedule: The schedule is subject to change due to unforeseen weather conditions or unexpected events. Be flexible. Any questions or comments regarding the scheduled activities can be directed to the instructor (for non-AFROTC students) or to the cadet Group Physical Fitness Officer.

**NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
SAFE ENVIRONMENT POLICY**

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A copy of the IRB *Policy and Procedures Manual* is available in each department's administrative office and each college dean's office or on their website:

<http://www.research.nau.edu/vpr/IRB/index.htm>. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

ACADEMIC INTEGRITY

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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.

SENSITIVE COURSE MATERIALS

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

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



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for New Course

Please attach proposed Syllabus in [approved university format](#).

1. Course subject and number: AS 254 2. Units: 1
[See upper and lower division undergraduate course definitions.](#)

3. College: Air Force ROTC 4. Academic Unit: Aerospace Studies

5. Student Learning Outcomes of the new course. ([Resources & Examples for Developing Course Learning Outcomes](#))

The objective of this course is to motivate students to adopt and maintain an active fitness lifestyle in order to improve their overall fitness levels. Maintaining a high fitness level will give students the ability to perform daily tasks vigorously and alertly with energy left over for enjoying leisure-time activities. Participating in a fitness routine will help students develop the ability to endure and withstand stress; to carry on in circumstances where an unfit person could not continue; and establish a foundation for good health and well-being.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. ([Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes](#)).

These changes are in conjunction with new course proposals for AS 252, AS 253, AS 254, and AS 255. The revisions are necessary to divide the Physical Training course (AS 250) into five separate courses:

AS 251 AIR FORCE PHYSICAL TRAINING COURSE I
AS 252 AIR FORCE PHYSICAL TRAINING COURSE II
AS 253 AIR FORCE PHYSICAL TRAINING COURSE III
AS 254 AIR FORCE PHYSICAL TRAINING COURSE IV
AS 255 AIR FORCE PHYSICAL TRAINING COURSE V

The courses will be in sequential order and will allow cadets to complete the course ten times without financial aid repercussions.

7. Effective **BEGINNING** of what term and year? Spring 2014
[See effective dates calendar.](#)

8. Long course title: AIR FORCE PHYSICAL TRAINING COURSE IV
(max 100 characters including spaces)

9. Short course title: AIR FORCE PHYSICAL TRNG IV
(max. 30 characters including spaces)

10. Catalog course description (*max. 60 words, excluding requisites*):

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 a 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 2 units.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

Yes No

If yes, include the appropriate plan proposal.

N/A

12. Does this course duplicate content of existing courses?

Yes No

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

Four duplicate courses of AS 250 are being created so cadet can repeat their Physical Training course ten times without financial aid repercussions.

13. Will this course impact any other academic unit's enrollment or plan(s)?

Yes No

If yes, include a letter of response from each impacted academic unit.

14. Grading option:

Letter grade

Pass/Fail

Both

15. Co-convened with: _____ 14a. UGC approval date*: _____

(For example: ESE 450 and ESE 550) [See co-convening policy.](#)

*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: _____

(For example: ES 450 and DIS 450) [See cross listing policy.](#)

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

Yes No

17. May course be repeated for additional units?

17a. If yes, maximum units allowed? _____

17b. If yes, may course be repeated for additional units in the same term?

Yes No

18. Prerequisites: _____

If prerequisites, include the rationale for the prerequisites.

19. Co requisites: _____
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes No
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: _____

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes No
If yes, include a [Liberal Studies proposal](#) and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes No
If yes, include a [Diversity proposal](#) and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland **09/18/2013**
Reviewed by Curriculum Process Associate Date

Approvals:

Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For Committee use only:

K. Laurie Dickson *10/29/13*
UCC/UGC Approval Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

19. Co requisites: _____
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes No
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: _____

Answer 22-23 for UCC/ECCC only:

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If yes, include a Liberal Studies proposal and syllabus with this proposal.

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If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland
Reviewed by Curriculum Process Associate
09/18/2013
Date

Approvals:

Mark A. Friend
Department Chair/Unit Head (if appropriate)
23 Sept 2013
Date

Chair of college curriculum committee
Date

Mark A. Friend
Dean of college
23 Sept 2013
Date

For Committee use only:

UCC/UGC Approval
Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate	Date
Approvals:	
Academic Unit Head	Date
Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)	Date
Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)	Date
Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)	Date
Chief Academic Officer; Extended Campuses (or Designee)	Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

AIR FORCE ROTC DET 027
NORTHERN ARIZONA UNIVERSITY
AS 254 AIR FORCE ROTC PHYSICAL TRAINING IV CLASS
Spring 2014

General Information: Detachment phone – 523-5371

Instructor: Captain Alex Fleshman, 523-4590, Bldg 47A, Room 101

Office Hours: 0730 - 1630 Call to confirm availability or for an appointment

Email: alex.fleshman @nau.edu

Class meets: 0615 - 0715 Tue/Thur. Primary location: The Health and Learning Center, Bldg. 25, or the Skydome. Please check the cadet Sharepoint before the beginning of each week for potential changes to the class location. Class will not meet on university designated holidays.

PLEASE READ AND UNDERSTAND

Attendance/Grading: Students will receive a Pass/Fail grade for this course. **Students must attempt an official Air Force Physical Fitness Assessment and attend 80% of all available classes for the semester to earn a passing grade.** Excessive unexcused absences will result in a formal counseling, potentially followed by a failing grade, and disenrollment from the AFROTC program. Additionally, students who exhibit a noticeable lack of effort and/or indifference to military training will be counseled. If the behavior continues, they will be in jeopardy of failing the course. If arrangements are made with the instructor **prior** to class, or if the student missed class for documented medical reasons, then make-up classes may be arranged. These, however, must be coordinated with the instructor **before** being allowed to make-up.

Safety: The first day of class will include a safety briefing. If you miss the first day, you must get with an instructor to ensure you receive this information before participating in class. Safety guidelines are also posted on the weekly OpsOrder found on the cadet Sharepoint site and distributed via email.

Uniform: Air Force cadets will wear issued physical fitness uniforms. Non-AFROTC students should wear **appropriate and tasteful** workout clothing to include quality running shoes. Cadets are required to come to class with their appearance within regulation standards. It is highly recommended that no jewelry be worn by any student to prevent loss, damage, or injury to other students. If we will be running outside during colder weather, you will be notified about the event, and allowed to wear additional clothing under your AF issued physical fitness uniform.

Prerequisite: All students must have a completed sport physical or a completed DoD physical prior to participating in any event considered physically strenuous. This must be accomplished within **30 days** of the start of the semester, but should be accomplished as soon as possible. Students who **do not** already have a completed sports physical or military (DoDMERB) physical should see one of the instructors for the necessary information. Students who do not have a local family doctor can get a physical accomplished for at Fronske Health Center, 523-8995 (appointment desk). **The deadline for completing the sports physical is 1 Oct 2013.**

Co-Requisite: Pursuing AFROTC Cadets must also be enrolled in the proper AS class and LLAB.

Course Description: AS 254, Air Force Physical Fitness IV, is an intermediate level physical fitness course available to all NAU students. It is a required course for all AFROTC cadets that intend on commissioning in the U.S. Air Force. Students will be asked to participate in a variety of fitness and sports activities to include calisthenics, sit-ups, push-ups, running, basketball, ultimate Frisbee/football, volleyball, and other physical fitness events. This course will provide students the support to build strength, endurance and flexibility. Additionally, all class members will participate in a Physical Fitness Assessment (PFA) several times throughout the semester. This is a scored assessment of your aerobic and muscular fitness, as well as your body composition.

Course Objective: The objective of this course is to motivate students to adopt and maintain an active fitness lifestyle in order to improve their overall fitness levels. Maintaining a high fitness level will give students the ability to perform daily tasks vigorously and alertly with energy left over for enjoying leisure-time activities. Participating in a fitness routine will help students develop the ability to endure and withstand stress; to carry on in circumstances where an unfit person could not continue; and establish a foundation for good health and well-being.

Regulations:

- 1) AFI 36-2905
- 2) AFROTCSUP 36-2905
- 3) AFROTCI 36-2010
- 4) AFROTCI 36-2011

Key notes from Listed Regulations:

(AFROTC) Special Students may participate in the PT program with the approval of the Detachment Commander if they have met all requirements of this supplement and provide proof of liability insurance. Special Students will not receive medical coverage by the Department of Labor (DoL) for injuries incurred during PT. A medical waiver of liability form must be signed by the cadet and the cadet's parents/guardians releasing AFROTC from being held liable for any injury incurred while the Special Student participates in the PT program. The above information should be documented on an 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 section 2109(c)(1).

(AFROTC) Cadets awaiting the results of a medical appeal to a DoD physical may participate in PT with specific certified medical authority approval. If the appeal is not resolved in the cadet's favor, the cadet will be placed in Special Student status and removed from participating in PT. A Pre-Participatory Sports Physical does not override a disqualified DoD physical even if the Sports Physical was accomplished after the DoD physical.

Field Training Preparation (FTP) Cadets: In order to prepare for field training this summer, FTP Cadets will frequently have separate PT Ops Orders. Your course objectives remain the same as those printed above, but you have the additional responsibility of being physically prepared for field training. This may include attending PT in uniform (to include your combat boots).

Textbook and Required Materials: None Required. However, you are highly encouraged to review the information contained at The President's Council for Physical Fitness and Sports at <http://www.fitness.gov>. This site contains additional information for developing and maintaining a healthy personal fitness program.

Class Behavior: Students are expected to act professionally at all times during this class. This means students are respectful and encouraging to classmates even during competitive sporting activities. Absolutely no profanity will be tolerated. A student who fails to control their emotions will be asked to leave the class and no credit for attendance will be awarded for that day. Also, any breaches in academic integrity will not be tolerated, including cheating, fabrication, plagiarism, and facilitating academic dishonesty. This applies primarily (but not exclusively) to the PFA where cadets are responsible for counting, and recording the scores of other cadets.

***DO NOT BE LATE FOR THIS PHYSICAL FITNESS CLASS.** It is imperative that we start the class on time. We will start promptly at 6:15 a.m. in order to ensure a proper warm-up and stretching -- this is a safety issue and a proper warm up will reduce the risk of injuries.

**** Important Note:** Every class will start with a warm-up session and end with a stretching session. **Every student must complete a 5 min cool-down and stretching activity**, at a minimum, *before* leaving the physical fitness instruction area.

Email: All student e-mails have been acquired by the cadre through the university. In the event of a class cancellation or location change, the cadet physical fitness officer will make every attempt to email changes to the students. **You are also responsible for reading the PT Operations Orders every week to see if there have been any location changes (available on the Cadet Sharepoint).**

Schedule: The schedule is subject to change due to unforeseen weather conditions or unexpected events. Be flexible. Any questions or comments regarding the scheduled activities can be directed to the instructor (for non-AFROTC students) or to the cadet Group Physical Fitness Officer.

**NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
SAFE ENVIRONMENT POLICY**

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

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

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time,

in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD

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

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NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for New Course

Please attach proposed Syllabus in [approved university format](#).

1. Course subject and number: **AS 255** 2. Units: **1**
[See upper and lower division undergraduate course definitions.](#)

3. College: **Air Force ROTC** 4. Academic Unit: **Aerospace Studies**

5. Student Learning Outcomes of the new course. ([Resources & Examples for Developing Course Learning Outcomes](#))

The objective of this course is to motivate students to adopt and maintain an active fitness lifestyle in order to improve their overall fitness levels. Maintaining a high fitness level will give students the ability to perform daily tasks vigorously and alertly with energy left over for enjoying leisure-time activities. Participating in a fitness routine will help students develop the ability to endure and withstand stress; to carry on in circumstances where an unfit person could not continue; and establish a foundation for good health and well-being.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. ([Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes](#)).

These changes are in conjunction with new course proposals for AS 252, AS 253, AS 254, and AS 255. The revisions are necessary to divide the Physical Training course (AS 250) into five separate courses:

AS 251 AIR FORCE PHYSICAL TRAINING COURSE I

AS 252 AIR FORCE PHYSICAL TRAINING COURSE II

AS 253 AIR FORCE PHYSICAL TRAINING COURSE III

AS 254 AIR FORCE PHYSICAL TRAINING COURSE IV

AS 255 AIR FORCE PHYSICAL TRAINING COURSE V

The courses will be in sequential order and will allow cadets to complete the course ten times without financial aid repercussions.

7. Effective **BEGINNING** of what term and year? **Spring 2014**
[See effective dates calendar.](#)

8. Long course title: **AIR FORCE PHYSICAL TRAINING COURSE V**
(max 100 characters including spaces)

9. Short course title: **AIR FORCE PHYSICAL TRNG V**
(max. 30 characters including spaces)

10. Catalog course description (*max. 60 words, excluding requisites*):

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 a 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 2 units.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

Yes No

If yes, include the appropriate plan proposal.

N/A

12. Does this course duplicate content of existing courses?

Yes No

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

Four duplicate courses of AS 250 are being created so cadet can repeat their Physical Training course ten times without financial aid repercussions.

13. Will this course impact any other academic unit's enrollment or plan(s)?

Yes No

If yes, include a letter of response from each impacted academic unit.

14. Grading option:

Letter grade

Pass/Fail

Both

15. Co-convened with: _____ 14a. UGC approval date*: _____

(For example: ESE 450 and ESE 550) [See co-convening policy.](#)

*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: _____

(For example: ES 450 and DIS 450) [See cross listing policy.](#)

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

Yes No

17. May course be repeated for additional units?

17a. If yes, maximum units allowed? _____

17b. If yes, may course be repeated for additional units in the same term? Yes No

18. Prerequisites: _____

If prerequisites, include the rationale for the prerequisites.

19. Co requisites: _____
If co requisites, include the rationale for the co requisites.
20. Does this course include combined lecture and lab components? Yes No
If yes, include the units specific to each component in the course description above.
21. Names of the current faculty qualified to teach this course: _____

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes No
If yes, include a [Liberal Studies proposal](#) and syllabus with this proposal.
23. Is this course being proposed for Diversity designation? Yes No
If yes, include a [Diversity proposal](#) and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland	09/18/2013
Reviewed by Curriculum Process Associate	Date

Approvals:

Department Chair/Unit Head (if appropriate)	Date
---	------

Chair of college curriculum committee	Date
---------------------------------------	------

Dean of college	Date
-----------------	------

For Committee use only:

UCC/UGC Approval	Date
------------------	------

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

19. Co requisites: _____
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes No
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If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 09/18/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Mark A. Friend 23 Sept 2013
Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Mark A. Friend 23 Sept 2013
Dean of college Date

For Committee use only:

K. Lavin Duchon 10/29/13
UCC/UGC Approval Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate	Date
Approvals:	
Academic Unit Head	Date
Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)	Date
Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)	Date
Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)	Date
Chief Academic Officer; Extended Campuses (or Designee)	Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

AIR FORCE ROTC DET 027
NORTHERN ARIZONA UNIVERSITY
AS 255 AIR FORCE ROTC PHYSICAL TRAINING V CLASS
Spring 2014

General Information: Detachment phone – 523-5371

Instructor: Captain Alex Fleshman, 523-4590, Bldg 47A, Room 101

Office Hours: 0730 - 1630 Call to confirm availability or for an appointment

Email: alex.fleshman @nau.edu

Class meets: 0615 - 0715 Tue/Thur. Primary location: The Health and Learning Center, Bldg. 25, or the Skydome. Please check the cadet Sharepoint before the beginning of each week for potential changes to the class location. Class will not meet on university designated holidays.

PLEASE READ AND UNDERSTAND

Attendance/Grading: Students will receive a Pass/Fail grade for this course. **Students must attempt an official Air Force Physical Fitness Assessment and attend 80% of all available classes for the semester to earn a passing grade.** Excessive unexcused absences will result in a formal counseling, potentially followed by a failing grade, and disenrollment from the AFROTC program. Additionally, students who exhibit a noticeable lack of effort and/or indifference to military training will be counseled. If the behavior continues, they will be in jeopardy of failing the course. If arrangements are made with the instructor **prior** to class, or if the student missed class for documented medical reasons, then make-up classes may be arranged. These, however, must be coordinated with the instructor **before** being allowed to make-up.

Safety: The first day of class will include a safety briefing. If you miss the first day, you must get with an instructor to ensure you receive this information before participating in class. Safety guidelines are also posted on the weekly OpsOrder found on the cadet Sharepoint site and distributed via email.

Uniform: Air Force cadets will wear issued physical fitness uniforms. Non-AFROTC students should wear **appropriate and tasteful** workout clothing to include quality running shoes. Cadets are required to come to class with their appearance within regulation standards. It is highly recommended that no jewelry be worn by any student to prevent loss, damage, or injury to other students. If we will be running outside during colder weather, you will be notified about the event, and allowed to wear additional clothing under your AF issued physical fitness uniform.

Prerequisite: **All students must have a completed sport physical or a completed DoD physical prior to participating in any event considered physically strenuous.** This must be accomplished within **30 days** of the start of the semester, but should be accomplished as soon as possible. Students who **do not** already have a completed sports physical or military (DoDMERB) physical should see one of the instructors for the necessary information. Students who do not have a local family doctor can get a physical accomplished for at Fronske Health Center, 523-8995 (appointment desk). **The deadline for completing the sports physical is 1 Oct 2013.**

Co-Requisite: Pursuing AFROTC Cadets must also be enrolled in the proper AS class and LLAB.

Course Description: AS 255, Air Force Physical Fitness V, is an intermediate level physical fitness course available to all NAU students. It is a required course for all AFROTC cadets that intend on commissioning in the U.S. Air Force. Students will be asked to participate in a variety of fitness and sports activities to include calisthenics, sit-ups, push-ups, running, basketball, ultimate Frisbee/football, volleyball, and other physical fitness events. This course will provide students the support to build strength, endurance and flexibility. Additionally, all class members will participate in a Physical Fitness Assessment (PFA) several times throughout the semester. This is a scored assessment of your aerobic and muscular fitness, as well as your body composition.

Course Objective: The objective of this course is to motivate students to adopt and maintain an active fitness lifestyle in order to improve their overall fitness levels. Maintaining a high fitness level will give students the ability to perform daily tasks vigorously and alertly with energy left over for enjoying leisure-time activities. Participating in a fitness routine will help students develop the ability to endure and withstand stress; to carry on in circumstances where an unfit person could not continue; and establish a foundation for good health and well-being.

Regulations:

- 1) AFI 36-2905
- 2) AFROTCSUP 36-2905
- 3) AFROTCI 36-2010
- 4) AFROTCI 36-2011

Key notes from Listed Regulations:

(AFROTC) Special Students may participate in the PT program with the approval of the Detachment Commander if they have met all requirements of this supplement and provide proof of liability insurance. Special Students will not receive medical coverage by the Department of Labor (DoL) for injuries incurred during PT. A medical waiver of liability form must be signed by the cadet and the cadet's parents/guardians releasing AFROTC from being held liable for any injury incurred while the Special Student participates in the PT program. The above information should be documented on an 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 section 2109(c)(1).

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Field Training Preparation (FTP) Cadets: In order to prepare for field training this summer, FTP Cadets will frequently have separate PT Ops Orders. Your course objectives remain the same as those printed above, but you have the additional responsibility of being physically prepared for field training. This may include attending PT in uniform (to include your combat boots).

Textbook and Required Materials: None Required. However, you are highly encouraged to review the information contained at The President's Council for Physical Fitness and Sports at <http://www.fitness.gov>. This site contains additional information for developing and maintaining a healthy personal fitness program.

Class Behavior: Students are expected to act professionally at all times during this class. This means students are respectful and encouraging to classmates even during competitive sporting activities. Absolutely no profanity will be tolerated. A student who fails to control their emotions will be asked to leave the class and no credit for attendance will be awarded for that day. Also, any breaches in academic integrity will not be tolerated, including cheating, fabrication, plagiarism, and facilitating academic dishonesty. This applies primarily (but not exclusively) to the PFA where cadets are responsible for counting, and recording the scores of other cadets.

***DO NOT BE LATE FOR THIS PHYSICAL FITNESS CLASS.** It is imperative that we start the class on time. We will start promptly at 6:15 a.m. in order to ensure a proper warm-up and stretching -- this is a safety issue and a proper warm up will reduce the risk of injuries.

**** Important Note:** Every class will start with a warm-up session and end with a stretching session. **Every student must complete a 5 min cool-down and stretching activity**, at a minimum, *before* leaving the physical fitness instruction area.

Email: All student e-mails have been acquired by the cadre through the university. In the event of a class cancellation or location change, the cadet physical fitness officer will make every attempt to email changes to the students. **You are also responsible for reading the PT Operations Orders every week to see if there have been any location changes (available on the Cadet Sharepoint).**

Schedule: The schedule is subject to change due to unforeseen weather conditions or unexpected events. Be flexible. Any questions or comments regarding the scheduled activities can be directed to the instructor (for non-AFROTC students) or to the cadet Group Physical Fitness Officer.

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documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

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NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for Course Deletion

FAST TRACK (Select if this will be a fast track item. Refer to Fast Track Policy for eligibility)

1. Course subject and number: AS 250 2. Units: 1

3. College: Air Force ROTC 4. Academic Unit: Aerospace Studies

5. Justification for course deletion.

These proposal is in conjunction with new course proposals for AS 251, 252, AS 253, AS 254, and AS 255. The revisions are necessary to divide the Physical Training course (AS 250) into five separate courses:

- AS 251 AIR FORCE PHYSICAL TRAINING COURSE I**
- AS 252 AIR FORCE PHYSICAL TRAINING COURSE II**
- AS 253 AIR FORCE PHYSICAL TRAINING COURSE III**
- AS 254 AIR FORCE PHYSICAL TRAINING COURSE IV**
- AS 255 AIR FORCE PHYSICAL TRAINING COURSE V**

The courses will be in sequential order and will allow cadets to complete the course ten times without financial aid repercussions.

6. Is this course in any plan (major, minor or certificate) or sub plan (emphasis or concentration)?
Yes No

If yes, include a plan change proposal and evidence of notification to each impacted academic unit. **N/A**

7. Effective at the **END** of what term and year? Fall 2013
See effective dates calendar.

8. Current catalog title: **AIR FORCE PHYSICAL TRAINING COURSE**

9. Is this course currently cross listed? Yes No
(For example: ES 450 and DIS 450)

If yes, list course: _____

Was the impacted department notified? Yes No

10. Is this course currently co-convened? Yes No
 (For example: ESE 450 and ESE 550)
 If yes, list course: _____
 Was the impacted department notified? Yes No

Answer 11-13 for UCC/ECCC only:

11. Is this course an approved Liberal Studies or Diversity course? Yes No
 If yes, select all that apply. Liberal Studies Diversity Both
12. Is this course listed in the **Course Equivalency Guide**? Yes No
13. Is this course a **Shared Unique Numbering** (SUN) course? Yes No

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland **10/29/2013**
 Reviewed by Curriculum Process Associate Date

Approvals:

Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For Committee use only:

K. Lavin Jackson

UCC/UGC Approval

10/29/13
Date

Approved as submitted: Yes No

Approved as modified: Yes No

Mark A. Friend
Department Chair/Unit Head (if appropriate) 23 sept 2013
Date

Chair of college curriculum committee Date

Mark A. Friend
Dean of college 23 sept 2013
Date

For Committee use only:
R. Lewis Bishop
UCC/UGC Approval 10/29/13
Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Chief Academic Officer, Extended Campuses (or Designee) Date

Approved as submitted: Yes No

Approved as modified: Yes No



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for New Course

Please attach proposed Syllabus in approved university format.

1. Course subject and number: AS 251 2. Units: 1
See upper and lower division undergraduate course definitions.

3. College: Air Force ROTC 4. Academic Unit: Aerospace Studies

5. Student Learning Outcomes of the new course. (*Resources & Examples for Developing Course Learning Outcomes*)

The objective of this course is to motivate students to adopt and maintain an active fitness lifestyle in order to improve their overall fitness levels. Maintaining a high fitness level will give students the ability to perform daily tasks vigorously and alertly with energy left over for enjoying leisure-time activities. Participating in a fitness routine will help students develop the ability to endure and withstand stress; to carry on in circumstances where an unfit person could not continue; and establish a foundation for good health and well-being.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*).

These changes are in conjunction with new course proposals for AS 252, AS 253, AS 254, and AS 255. The revisions are necessary to divide the Physical Training course (AS 250) into five separate courses:

AS 251 AIR FORCE PHYSICAL TRAINING COURSE I

AS 252 AIR FORCE PHYSICAL TRAINING COURSE II

AS 253 AIR FORCE PHYSICAL TRAINING COURSE III

AS 254 AIR FORCE PHYSICAL TRAINING COURSE IV

AS 255 AIR FORCE PHYSICAL TRAINING COURSE V

The courses will be in sequential order and will allow cadets to complete the course ten times without financial aid repercussions.

7. Effective **BEGINNING** of what term and year? Spring 2014
See effective dates calendar.

8. Long course title: AIR FORCE PHYSICAL TRAINING COURSE I
(*max 100 characters including spaces*)

9. Short course title: AIR FORCE PHYSICAL TRNG I

(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):

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 a 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 2 units.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

Yes No

If yes, include the appropriate plan proposal.

N/A

12. Does this course duplicate content of existing courses?

Yes No

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

Four duplicate courses of AS 251 are being created so cadet can repeat their Physical Training course ten times without financial aid repercussions.

13. Will this course impact any other academic unit's enrollment or plan(s)?

Yes No

If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade

Pass/Fail

Both

15. Co-convened with: _____

14a. UGC approval date*: _____

(For example: ESE 450 and ESE 550) See co-convening policy.

*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: _____

(For example: ES 450 and DIS 450) See cross listing policy.

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

17. May course be repeated for additional units?

Yes No

17a. If yes, maximum units allowed? 2

17b. If yes, may course be repeated for additional units in the same term?

Yes No

18. Prerequisites: _____

If prerequisites, include the rationale for the prerequisites.

19. Co requisites: _____
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes No
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: Captain Alex Freshman

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes No
If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes No
If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland **10/29/2013**
Reviewed by Curriculum Process Associate Date

Approvals:

Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For Committee use only:

R. Lavin Dickson

10/29/13
Date

UCC/UGC Approval

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Mark L. Friend
Department Chair/Unit Head (if appropriate)

23 Sept 2013
Date

Chair of college curriculum committee

Date

Mark L. Friend
Dean of college

23 Sept 2013
Date

For Committee use only:

UCC/UGC Approval

Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

Date

Approvals:

Academic Unit Head

Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

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Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Chief Academic Officer, Extended Campuses (or Designee)

Date

Approved as submitted: Yes No

Approved as modified: Yes No

AIR FORCE ROTC DET 027
NORTHERN ARIZONA UNIVERSITY
AS 251 AIR FORCE ROTC PHYSICAL TRAINING I CLASS
Spring 2014

General Information: Detachment phone – 523-5371

Instructor: Captain Alex Fleshman, 523-4590, Bldg 47A, Room 101

Office Hours: 0730 - 1630 Call to confirm availability or for an appointment

Email: alex.fleshman @nau.edu

Class meets: 0615 - 0715 Tue/Thur. Primary location: The Health and Learning Center, Bldg. 25, or the Skydome. Please check the cadet Sharepoint before the beginning of each week for potential changes to the class location. Class will not meet on university designated holidays.

PLEASE READ AND UNDERSTAND

Attendance/Grading: Students will receive a Pass/Fail grade for this course. **Students must attempt an official Air Force Physical Fitness Assessment and attend 80% of all available classes for the semester to earn a passing grade.** Excessive unexcused absences will result in a formal counseling, potentially followed by a failing grade, and disenrollment from the AFROTC program. Additionally, students who exhibit a noticeable lack of effort and/or indifference to military training will be counseled. If the behavior continues, they will be in jeopardy of failing the course. If arrangements are made with the instructor **prior** to class, or if the student missed class for documented medical reasons, then make-up classes may be arranged. These, however, must be coordinated with the instructor **before** being allowed to make-up.

Safety: The first day of class will include a safety briefing. If you miss the first day, you must get with an instructor to ensure you receive this information before participating in class. Safety guidelines are also posted on the weekly OpsOrder found on the cadet Sharepoint site and distributed via email.

Uniform: Air Force cadets will wear issued physical fitness uniforms. Non-AFROTC students should wear **appropriate and tasteful** workout clothing to include quality running shoes. Cadets are required to come to class with their appearance within regulation standards. It is highly recommended that no jewelry be worn by any student to prevent loss, damage, or injury to other students. If we will be running outside during colder weather, you will be notified about the event, and allowed to wear additional clothing under your AF issued physical fitness uniform.

Prerequisite: **All students must have a completed sport physical or a completed DoD physical prior to participating in any event considered physically strenuous.** This must be accomplished within **30 days** of the start of the semester, but should be accomplished as soon as possible. Students who **do not** already have a completed sports physical or military (DoDMERB) physical should see one of the instructors for the necessary information. Students who do not have a local family doctor can get a physical accomplished for at Fronske Health Center, 523-8995 (appointment desk). **The deadline for completing the sports physical is 1 Oct 2013.**

Co-Requisite: Pursuing AFROTC Cadets must also be enrolled in the proper AS class and LLAB.

Course Description: AS 251, Air Force Physical Fitness II, is an intermediate level physical fitness course available to all NAU students. It is a required course for all AFROTC cadets that intend on commissioning in the U.S. Air Force. Students will be asked to participate in a variety of fitness and

sports activities to include calisthenics, sit-ups, push-ups, running, basketball, ultimate Frisbee/football, volleyball, and other physical fitness events. This course will provide students the support to build strength, endurance and flexibility. Additionally, all class members will participate in a Physical Fitness Assessment (PFA) several times throughout the semester. This is a scored assessment of your aerobic and muscular fitness, as well as your body composition.

Course Objective: The objective of this course is to motivate students to adopt and maintain an active fitness lifestyle in order to improve their overall fitness levels. Maintaining a high fitness level will give students the ability to perform daily tasks vigorously and alertly with energy left over for enjoying leisure-time activities. Participating in a fitness routine will help students develop the ability to endure and withstand stress; to carry on in circumstances where an unfit person could not continue; and establish a foundation for good health and well-being.

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University Course Lines Naming Alignment:

<i>2013-2014 Academic Catalog</i>	<i>Revised 2013-2014 Academic Catalog</i>
ANT 199H – Modular Learning Experience - Honors BIO 299H - Modular Learning Experience – Honors HA 499 – Modular Learning Experience HA 499H - Modular Learning Experience - Honors LAN 399H - Modular Learning Experience – Honors	ANT 199H – Modular Learning Experience Special Topics- Honors BIO 299H - Modular Learning Experience Special Topics- Honors HA 499 – – Modular Learning Experience Special Topics HA 499H - Modular Learning Experience Special Topics- Honors LAN 399H - Modular Learning Experience Special Topics- Honors

HONORS SUPPORT:

From: Glenn W. Hansen
Sent: Tuesday, January 15, 2013 1:32 PM
To: Nicole A Morrow
Cc: Stuart S Galland
Subject: RE: University Course Lines - Honors

I believe so.

I'll check with Wolf, but I don't see a problem, as it's pulling –H courses into alignment with their 'parent' course.

Glenn

From: Nicole A Morrow
Sent: Tuesday, January 15, 2013 12:12 PM
To: Glenn W. Hansen
Cc: Stuart S Galland
Subject: University Course Lines - Honors

Glenn, we are reviewing University Course lines and are working toward consistency in the how they are titled. The Honors program has a few University course lines where the titles are out of sync with what the course line title is established to be.

'99's are "Special Topics" course lines, however, they used to be called Modular Learning Experience. This changed years ago, but the Honors course line titles were not updated/changed.

Current Listing

ANT 199H – Modular Learning Experience - Honors
BIO 299H - Modular Learning Experience – Honors
HA 499H - Modular Learning Experience - Honors
LAN 399H - Modular Learning Experience – Honors

The non-H courses are listed as:

ANT 199 - Special Topics

BIO 299 - Special Topics

HA 499 – Modular Learning Experience (we will request this change as well)

LAN 399 - Special Topics

Would Honors be willing to update the titles, through a memo at UCC, as a Fast Track item to "Special Topics- Honors" for the above 4 courses?

Nicole Morrow

Assistant Director

Curriculum, Commencement, and AZTransfer & Articulation

Office of Curriculum, Learning Design, and Academic Assessment

928-523-9561

928-523-1922 (fax)

PO Box 4091

FCB SUPPORT:

From: Eric D Yorby

Sent: Thursday, January 17, 2013 2:20 PM

To: Nicole A Morrow

Cc: Stuart S Galland

Subject: RE: University Course Lines

We are good with all three of those being changed. Do I need to do anything?

Eric D. Yorby, J.D.

Associate Dean

The W. A. Franke College of Business

Northern Arizona University

928-523-5633

From: Nicole A Morrow

Sent: Tuesday, January 15, 2013 12:32 PM

To: Eric D Yorby

Cc: Stuart S Galland

Subject: University Course Lines

Eric, we are reviewing undergraduate University Course lines and are working toward consistency in the how they are titled. I have found a few University course lines where the titles are out of sync with what the course line title is established to be.

199, 299 and 399's are "Special Topics" course lines, however, they used to be called Modular Learning Experience. This changed years ago, but the course line titles were not updated/changed.

Current Listing

BA 399 – Modular Learning Experience

HA 208 – Fieldwork Experience - Internship

HA 499 -- Modular Learning Experience

Would FCB be willing to update the titles, through a memo at UCC, as a Fast Track item to the approved course line titles of:

BA 399 -- Special Topics
HA 208 – Fieldwork Experience
HA 499 – Contemporary Developments

Nicole Morrow

Assistant Director
Curriculum, Commencement, and AZTransfer & Articulation
Office of Curriculum, Learning Design, and Academic Assessment
928-523-9561
928-523-1922 (fax)
PO Box 4091



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for Plan Change or Plan Deletion

FAST TRACK (Select if this will be a fast track item. Refer to UCC or UGC Fast Track Policy for eligibility)

If this proposal represents changes to the intent of the plan or its integral components, review by the college dean, graduate dean (for graduate items) and/or the provost may be required prior to college curricular submission.

All Plans with NCATE designation, or plans seeking NCATE designation, must include an NCATE Accreditation Memo of Approval from the NAU NCATE administrator prior to college curricular submission.

*UCC proposals must include an updated 8-term plan.
UGC proposals must include an updated program of study.*

1. College: Education 2. Academic Unit: Educational Specialties

- Agricultural Emphasis
- Business and Marketing Emphasis
- Education and Training Emphasis
- Family and Consumer Science Emphasis
- Health Careers Emphasis
- Industrial and Emerging Technologies Emphasis
- Occupational Emphasis

3. Academic Plan Name: Career and Technical Education-Occupational Education 90-30; B.S.Ed. (CTOBSEDX)

4. Emphasis: Occupational Emphasis

5. Plan proposal: Plan Change Plan Deletion
 New Emphasis Emphasis Change Emphasis Deletion

6. Current student learning outcomes of the plan. If structured as plan/emphasis, include for **both** core and emphasis.

Show the proposed changes in this column (if applicable). **Bold** the changes, to differentiate from what is not changing, and change font to **Bold Red with strikethrough** for what is being deleted. (*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*).

See Attached	UNCHANGED
---------------------	------------------

7. Current catalog plan overview and requirements in this column. Cut and paste the **Overview** and **Details** tabs, in their entirety, from the current on-line academic catalog: (<http://catalog.nau.edu/Catalog/>)

Career and Technical Education - Occupational Education 90-30, Bachelor of Science in Education

In addition to University Requirements:

- Students may transfer up to a maximum of 90 hours of community college and/or university credit from regionally accredited institutions of higher education
- At least 55 units of major requirements, which includes at least 30 hours of upper-division CTE requirements
- Elective courses, if needed, to reach an overall total of at least 120 units

Please note that you may be able to use some courses to meet more than one requirement. Contact your advisor for details.

Minimum Units for Completion	120
GPA	2.5
Mathematics Required	MAT 114
Additional Admission Requirements	Required
Fieldwork Experience/Internship	Required

Additional Admission Requirements
Admission requirements over and above admission to NAU are required.

Liberal Studies Requirement
If you have earned an AGEC Certification from a regionally accredited community college in Arizona, then you have satisfied the Northern Arizona University Liberal Studies requirement and the Northern Arizona University diversity requirement for this degree. Students who have not earned an AGEC must complete all Liberal Studies requirements and diversity requirements before graduation.

Show the proposed changes in this column. **Bold** the changes, to differentiate from what is not changing, and change font to **Bold-Red with strikethrough** for what is being deleted.

Career and Technical Education - ~~Occupational Education 90-30, Bachelor of Science in Education~~

In addition to University Requirements:

- Students may transfer up to a maximum of 90 hours of community college and/or university credit from regionally accredited institutions of higher education
- At least **55 85** units of major requirements including:
 - **at least 34 units of CTE core requirements**
 - **at least 51 units of emphasis requirements**
- Elective courses, if needed, to reach an overall total of at least 120 units

Please note that you may be able to use some courses to meet more than one requirement. Contact your advisor for details.

Minimum Units for Completion	120
GPA	2.5
Mathematics Required	MAT 114
Additional Admission Requirements	Required
Emphasis, Minor, Certificate	Required
Fieldwork Experience/Internship	Required

Additional Admission Requirements
~~Admission requirements over and above admission to NAU are required.~~

Liberal Studies Requirement
If you have earned an AGEC Certification from a regionally accredited community college in Arizona, then you have satisfied the Northern Arizona University Liberal Studies requirement and the Northern Arizona University diversity

Associate Degree Transfer Block

Northern Arizona University accepts a maximum block transfer of 90 units from your associate degree program, and you then take the remaining 30 upper-division units at Northern Arizona University to complete 120 units.

Major Requirements

Take the following 55 units in approved career and technical education occupation areas with a minimum GPA of 2.5:

Coursework can include any combination of transfer credit, minor(s) from related fields, National Occupational Competency Testing Institute (NOCTI) test credit, and/or occupational experience credit.

Please note that if you have previous trade, industrial, or technical experience, we grant you up to 20 units toward your major requirements upon verification of certification from the teacher certification unit at the Arizona Department of Education. Additionally, you may earn 35 units for successful passage of a NOCTI test administered by Northern Arizona University. See your advisor for more information.

CTE Requirements

- CTE 300, CTE 396, CTE 465, CTE 433 (12 units)
- Select from the following: CTE 301, CTE 330, CTE 355, CTE 391, CTE 392, CTE 399, CTE 408, CTE 431, CTE 486, CTE 496, CTE 499, CTE 503, and CTE 593, including at least one instructional technology courses (CTE 355, CTE 431, CTE 486) (12 units)
- CTE 340W, which meets Northern Arizona University's junior writing requirement (3 units)
- CTE 495C, which meets Northern Arizona University's senior capstone requirement (3 units)

General Electives

Additional coursework is required, if, after you

requirement for this degree. Students who have not earned an AGEC must complete all Liberal Studies requirements and diversity requirements before graduation.

Associate Degree Transfer Block

Northern Arizona University accepts a maximum block transfer of 90 units from your associate degree program, and you then take the remaining 30 upper-division units at Northern Arizona University to complete 120 units.

Major Requirements

Take the following **55 85 units in approved career and technical education occupation areas with a minimum GPA of 2.5:**

~~Coursework can include any combination of transfer credit, minor(s) from related fields, National Occupational Competency Testing Institute (NOCTI) test credit, and/or occupational experience credit.~~

~~Please note that if you have previous trade, industrial, or technical experience, we grant you up to 20 units toward your major requirements upon verification of certification from the teacher certification unit at the Arizona Department of Education. Additionally, you may earn 35 units for successful passage of a NOCTI test administered by Northern Arizona University. See your advisor for more information.~~

CTE Core Requirements:

You must complete the following 34 units with a minimum GPA of 2.5.

- CTE 300, CTE 396, CTE 465, CTE 433 (12 units)
- Select from the following: CTE 301, CTE 330, CTE 355, CTE 391, CTE 392, CTE 399, **CTE 408**, CTE 431, CTE 486, CTE 496, CTE 499, CTE 503, and CTE 593, including at least one instructional technology courses (CTE 355, CTE 431, CTE 486) (12 units)
- CTE 340W, which meets Northern Arizona University's junior writing requirement (3

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.)

Additional Information

Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.

units)

- CTE 495C, which meets Northern Arizona University's senior capstone requirement (3 units)
- **CTE 408 or internship transfer credit or occupational experience credit (4 units)**

Emphasis Requirements (51 units)

Select courses in one of the following approved career and technical education occupation areas:

- **Business and Marketing Emphasis**
- **Education and Training Emphasis**
- **Family and Consumer Science Emphasis**
- **Health Careers Emphasis**
- **Industrial and Emerging Technologies Emphasis**
- **Occupational Emphasis**

Coursework can include any combination of transfer credit, minor(s) from related fields, National Occupational Competency Testing Institute (NOCTI) Job Ready test credit, and/or occupational experience credit.

Please note that if you have previous trade, industrial, or technical experience, we grant you up to 20 units toward your major requirements upon verification of certification from the teacher certification unit at the Arizona Department of Education. Additionally, you may earn 35 units for successful passage of a NOCTI test administered by Northern Arizona University. See your advisor 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.)

Additional Information

Career and Technical Education State Teaching Certification

You may become career and technical education certified in Arizona by providing documentation of previous occupational experience to the teacher-certification unit at the Arizona Department of Education. See your advisor for more information.

Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.

8. Justification for proposal:

Students have requested that they be able to distinguish on their degree/transcript the particular CTE occupational area that they focused on while completing the BSED Career and Technical Education – Occupational Education degree. Upon discussions with various departments on how to allow such distinction, it was determined that the only way to have the degree and transcript be more specific was through use of the emphasis. We previously had another plan - BSED Career and Technical Education—B.S.Ed., with a choice of three Emphases: Emphasis in Business Education, Emphasis in Family and Consumer Science Education, Emphasis in Industrial degree Technology. This particular plan specifically had the “occupational education” wording to distinguish it from the other plan. Last year the BSED Career and Technical Education degree was deleted (due to low enrollment). There is no longer the concern of distinguishing this degree from another degree as it is the only Career and Technical Education undergraduate degree now offered.

The first change being proposed is to rename the degree BSED Career and Technical Education. The second change is to create emphasis areas so that a student can distinguish the specific occupational area that they focused on for what was previously a 55 hour major. The requirement in the prior catalog partially reads “Take the following 55 units in approved career and technical education occupation areas”. We want the emphases to be used to distinguish the specific occupation area.

To have an emphasis there is a requirement of percentage of courses between a common core and the emphasis area. Our 30 hour core did not have enough hours to accomplish this. We added 4 hours to the core in the form of internship credit. However, in doing so we did not want to change the 90/30 component of the plan. To accommodate this, the 4 hour internship requirement can be met with CTE408, internship transfer credit (in the 90 hours), or occupational experience credit. CTE408 is already set up as a variable credit course, so students could take exactly 4 credits of the course to satisfy the requirement. To use occupational experience credit (which we already award) we have spoken with Brandt Brown in Admissions to have the 20 hours we award broken into two

entries on the transcript (a 16 hour and a 4 hour block) to allow the credit to be split into both areas of the AAR.

We are proposing six emphases – five of which align with the Arizona Department of Education (ADE) CTE Certification areas. In order for a student to receive 20 hours of occupational experience toward the degree (previously approved by the Az Board of Regents) we require verification of work experience through the ADE via a Provisional CTE Certification (see below). ADE offers six areas of certification; however, due to a prior agreement we will continue not to offer Agriculture as UA has a specific Agriculture Education department. We have allowed our students to verify work experience in any of the other five broad career cluster areas – these will now align with specific emphases. For students whose prior experience and credit crosses into more than one area, we will offer the "Occupational" emphasis (which aligns with the language in the degree previously) and is generic without specifying a specific occupational area. This will allow our students who have more specialized and narrow experience to reflect that with their choice of emphasis but still allow students with broader experience to complete the degree requirements as before.

Please note that if you have previous trade, industrial, or technical experience, we grant you up to 20 units toward your major requirements upon verification of certification from the teacher certification unit at the Arizona Department of Education.

9. NCATE designation, if applicable:

Initial Plan

Advanced Plan

Remove Designation

10. Effective beginning **FALL:** 2014
See effective dates calendar.

11. Will this proposal impact other plans, sub plans, or course offerings, etc.?

Yes No

If yes, describe the impact and include a letter of response from each impacted academic unit.

Answer 12-13 for UCC/ECCC only:

12. A major is differentiated from another major by required course commonality: 24 units of the required credit hours of a major must be unique, (i.e. not common or not dual use as a required element in another major), to that major. Does this plan have 24 units of unique required credit? Yes No

13. Minor: A planned group of courses from one or more subject matter areas consisting of at least 18 hours and no more than 24 hours. At least 12 hours of the minor must be unique to that minor to differentiate it from other minors. Does this minor have 12 units of unique required credit? Yes No

Answer 14-15 for UGC only:

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework? Yes No

If no, explain why this proposal should be approved.

[Redacted area]

15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework?

Yes No

If no, explain why this proposal should be approved.

[Redacted area]

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland

10/01/2013

Reviewed by Curriculum Process Associate

Date

Approvals:

Department Chair/Unit Head (if appropriate)

Date

Chair of college curriculum committee

Date

Dean of college

Date

For Committee use only:

UCC/UGC Approval

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

Date

Approvals:

Academic Unit Head

Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework?

Yes No

If no, explain why this proposal should be approved.

15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework?

Yes No

If no, explain why this proposal should be approved.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland

09/24/2013

Reviewed by Curriculum Process Associate

Date

Approvals:

[Signature] 10-23-13
Department Chair/Unit Head (if appropriate) Date

[Signature] 10/24/13
Chair of college curriculum committee Date

[Signature] 10/31/13
Dean of college Date

For Committee use only:

K. Laurie Dickson 10/29/13
UCC/UGC Approval Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

BSEDCTE Occupational Education Program Outcomes

General Outcomes		Course(s)
1. Demonstrate occupational specific knowledge and skills	Demonstrate 3-years occupational knowledge and skills through course work, Job Ready MOCTI Exam (Written and Performance), and/or occupational experience credit.	"Emphasis"
2. Understand foundation of Career and Technical Education	Demonstrate legislative and understanding of the Career and Technical Education terminology and structure, explain functional, historical and philosophical contexts of Career and Technical Education.	CTE300
3. Demonstrate the ability to plan and develop instruction	Demonstrate ability to pre-assess prior knowledge to design effective instruction, select materials, methods and resources to meet instructional goals.	CTE444 CTE406
4. Demonstrate the ability to deliver and assess instruction	Demonstrate ability to employ a variety of teaching methods to effectively engage learners, evaluate learning, and do appropriate feedback to learners, and objectively judge effectiveness of student delivery methods.	CTE439 CTE406
5. Understand how to develop, manage and maintain an effective and safe learning environment in the workplace	Demonstrate safety and health principles and procedures, as appropriate for occupational areas, integrate Occupational Safety and Health Administration (OSHA) rules and regulations in the workplace.	"Emphasis" CTE399 CTE462 CTE453
6. Demonstrate use of technology	Process technological literacy to apply appropriate technology and investigate potential technology applications. Appropriately integrate instructional technology.	"Emphasis" CTE355, CTE428, CTE466 and integrated into all courses
7. Professionalism	Demonstrate effective communication skills (Written and oral), show understanding of employability skills, Roles and ethics through effective communication, Displayed understanding of appropriate occupational professional ethics, Model professional conduct and ethics during workplace experiences with co-workers and other professionals.	Integrated into all courses
8. Demonstrate the ability to positively effect learning of all students and address the needs of diverse student	Understand learning styles and their impact on pedagogy and andragogy,	CTE301, CTE305
9. Apply leadership and management theories through research and project participation including promoting and out-reach involving parental and community partners in the educational system	Understand leadership models and their utility in promoting school community relations, Prepare appropriate materials for involving parents in the educational system.	CTE395



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for New Course

Please attach proposed Syllabus in approved university format.

1. Course subject and number: **CCE 220** 2. Units: **3**

See upper and lower division undergraduate course definitions.

3. College: **University College** 4. Academic Unit: **Community, Culture & Environment Program**

5. Student Learning Outcomes of the new course. (*Resources & Examples for Developing Course Learning Outcomes*)

- Students will articulate and apply key concepts from the theory and practice of engaged pedagogy and democratic community organizing for transformation, through the reading, writing, and engagement assignments. This is linked to the Social and Political Worlds distribution block.
- Students will master central arts of communicating effectively in ways that enhance capacities for grassroots leadership in their own lives and the lives of others, through public speaking and listening in the diverse contexts of this course.
- Students will acquire deep facility with grassroots democratic community organizing skills (such as public narrative, relational meetings, public speaking, group facilitation, resonant motivation, engaging the challenges and opportunities of differences associated with entrenched histories of oppression, power mapping, strategy creation, cycle of organizing, community building, radical receptivity, web weaving/network creation, creation of hospitable and engaging spaces), through the reading, writing, and engagement assignments associated with this seminar.
- Students will be motivated to utilize all the above outcomes in order to build reciprocally beneficial public relationships that enhance public work for a just, democratic, and sustainable commonwealth, by working with others to achieve effective and positive change.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*).

This course teaches the theory and practice of advanced peer mentoring and group leadership skills that will enable undergraduates to become effective peer mentors and group facilitators in Action Research related FY seminars.

This course can also fulfill a requirement for the Civic Engagement Minor. The course will contribute to the following Civic Engagement Minor program outcomes:

- Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program. (Knowledges)
- Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program. (Values)
- Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)

7. Effective **BEGINNING** of what term and year? Fall 2014
See effective dates calendar.

8. Long course title: Community Leadership & Peer Mentoring
(max 100 characters including spaces)

9. Short course title: CommunityLeadership_PeerMentor
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):

Effective practices of organizing and leadership that enable students to enhance their own and others capacity to become agents of change in relation to democratic, socially just, and sustainable communities. 3 units.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
Yes No
If yes, include the appropriate plan proposal.

Please see the Civic Engagement Minor new plan proposal with this submission.

12. Does this course duplicate content of existing courses? Yes No
If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)? Yes No
If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade Pass/Fail Both

15. Co-convened with: None 14a. UGC approval date*: _____
(For example: ESE 450 and ESE 550) See co-convening policy.
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: None
(For example: ES 450 and DIS 450) See cross listing policy.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes No

16a. If yes, maximum units allowed? _____

16b. If yes, may course be repeated for additional units in the same term? Yes No

(FS 111 or FS 121 or FS 131 or FS 141)
FS 111-141 (with associated Action Research Team) or FS 211-241 (FS 211 or FS 221 or FS 231 or FS 241)
(with associated Action Research Team)

18. Prerequisites: Team
If prerequisites, include the rationale for the prerequisites.

This course teaches more advanced theories and practices of community leadership and peer mentoring, building upon the theories and practices introduced in the Action Research Team work associated with civically engaged FS 111-141 or FS 211-241. Students in CCE 220 will typically be peer mentors or facilitators for introductory Action Research Teams.

19. Co requisites: None
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes No
If yes, include the units specific to each component in the course description above.

Rom Coles (Community, Culture & Environment); Kimberley Curtis (First Year Seminar Program and MA Sustainable Communities); Nora Timmerman (MA Sustainable Communities and First Year Seminar Program);

21. Names of the current faculty qualified to teach this course: Gerald Wood (College of

Education)

Answer 22-23 for UCC/ECCC only:

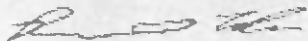
22. Is this course being proposed for Liberal Studies designation? Yes No
If yes, include a Liberal Studies proposal and syllabus with this proposal.
23. Is this course being proposed for Diversity designation? Yes No
If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Reviewed by Curriculum Process Associate

Date

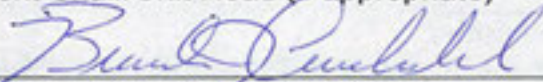
Approvals:



10/03/2013

Department Chair/Unit Head (if appropriate)

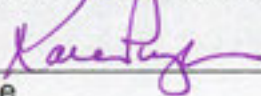
Date



Chair of college curriculum committee

10/3/13

Date



Dean of college

10/4/13

Date

For Committee use only:



10/29/13

UCC/UGC Approval

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

Date

Approvals:

Academic Unit Head

Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)

Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Chief Academic Officer, Extended Campuses (or Designee)

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

**Northern Arizona University
University College
Program for Community, Culture, and Environment**

**CCE 220
Community Leadership and Peer Mentoring
Three Credits**

Professor: Rom Coles, or other
Office: 308 Bury
Office Phone: 523-6468 Cell: 928 699-2949
Email: Romand.Coles@nau.edu

Course Prerequisites: FS 111-141(w ARTs) or FS 211-141 (w ARTs)

Course Description: The central focus of this seminar is to explore the theory and practice of powerful community leadership and peer mentoring in the context of action research teams (ARTs). Intended for sophomore level (or above) students who have already taken one or more ARTs-FS seminars and are now peer mentors in the First Year Seminar Program. Working as leaders and mentors in the context of ARTs for social change in the FS program, students will focus on effective practices of community organizing that enable students to enhance their own and others capacity to become agents of change in relation to democratic, socially just, and sustainable communities. Community organizing aims to develop diverse and broad-based democratic networks of people into respectful and empowering relationships to create changes for common goods. Active listening, effective speaking, collaborative research, creative problem solving, relationship building, social networking across multiple constituencies, mutual accountability, and the responsible exercise of democratic power are among the elements of community organizing we will explore. Students will be introduced to and develop these themes in the context of NAU ARTs, working with community partners, and through historical case studies. Each week the seminar will move back and forth between theoretical discussion, pedagogical and organizing activities, and reflection on students' experiences as peer TA's in the ARTs. Our emphasis in this course will be to cultivate critical inquiry, expansive imagination, leadership skills for community building, facilitation techniques for action research, and practical organizing modalities for initiating change in response to the challenges of our time.

Relationship of this seminar to NAU Liberal Studies Program:

This course advances the mission of the Liberal Studies Program, and especially the "Distribution Block" called "Social and Political Worlds", as well as the "Essential Skill" of "Effective Oral Communication". The congruence between this seminar (as sketched above) and the purposes of the LSP is readily apparent in the LSP mission statement:

The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper

understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.

At the heart of CC&E 220 is the effort to encourage students to pursue ethical and political reflection, scholarship, and creative action that enhances our ability as individuals and as leaders in communities to respond to the challenges of our times. The premise of the course is that because these challenges often exceed disciplinary boundaries, students must learn how to draw upon and integrate knowledge from a variety of sources. Moreover, because we are diverse communities, respectful attention to the history, values, practices, and visions of diverse traditions is an essential skill for effective collaboration. Hence, Action Research is broad-based in two senses: it draws on multiple disciplines and involves resilient collaboration across diverse constituencies and communities. Students will learn not only how to do action research themselves, but also how to facilitate such work as leaders in group settings with peers and community partners. All of these are essential to helping students learn how to live responsible, productive, and creative lives – both in terms of individual aspirations and contributing to public/community goods. As the heart of this course concerns cultivating civic skills for facilitating democratic pedagogy, fostering grassroots leadership, and organizing collaboration across diverse social contexts and constituencies for political action – it almost goes without saying that this course aligns perfectly with the objectives of the Social and Political Worlds distribution block.

- Throughout the course we will be guided by the following liberal studies principle: ***To act upon the individual's responsibilities and connections to local, national, and global communities and environments.*** Because of the prerequisites of this course, all students entering will have had a significant seminar or two concerning ways of acting on these responsibilities. In this seminar this capacity to act is taken to the next level: Here our action is developed in terms of leadership and organizing skills, theories, and practices that facilitate and enable others to act as well – in both pedagogical and community engagement contexts.

We will focus on effective oral communication as an essential skill for collaborative leadership and critical inquiry in Action Research settings. The art of public speaking will be practiced both in the seminar and in peer mentoring and community organizing contexts. Regular evaluative feedback will be provided in each of these settings, by peer mentors, faculty, action research team facilitators and community partners. Yet too often effective oral communication is understood in ways that emphasize voice while paying minimal attention to the art of listening. A premise of this seminar is that attentive listening is every bit as important as speaking when it comes to effective communication – especially in collaborative action research settings involving people of diverse backgrounds, orientations, and interests. Hence we will cultivate oral communication in profoundly dialogical modalities. Students will practice such dialogue in a variety of contexts: one to one attentive meetings;

small group contexts facilitating action research teamwork; seminar contexts; as well as speaking in larger public forums. Students will work in teams to effectively prepare posters, photographs, videos, and other materials to enhance their oral communicative power. Critical and constructive evaluation will be an integral part of these exercises in three forms: a) regular evaluations and constructive criticism from the professor; b) regular evaluations amongst peers in the seminar; c) regular evaluations and constructive criticism of first year students oral communication skills by seminar participants as they facilitate action research teams. Students will regularly prepare and evaluate by utilizing writing exercises as well.

STUDENT LEARNING EXPECTATIONS / OUTCOMES FOR THIS COURSE

(to be assessed through the exercises mentioned in the next section)

1. Students will articulate and apply key concepts from the theory and practice of engaged pedagogy and democratic community organizing for transformation, through the reading, writing, and engagement assignments. This is linked to the Social and Political Worlds distribution block.
2. Students will master central arts of communicating effectively in ways that enhance capacities for grassroots leadership in their own lives and the lives of others, through public speaking and listening in the diverse contexts of this course.
3. Students will acquire deep facility with grassroots democratic community organizing skills (such as public narrative, relational meetings, public speaking, group facilitation, resonant motivation, engaging the challenges and opportunities of differences associated with entrenched histories of oppression, power mapping, strategy creation, cycle of organizing, community building, radical receptivity, web weaving/network creation, creation of hospitable and engaging spaces), through the reading, writing, and engagement assignments associated with this seminar.
4. Students will be motivated to utilize all the above outcomes in order to build reciprocally beneficial public relationships that enhance public work for a just, democratic, and sustainable commonwealth, by working with others to achieve effective and positive change.

Course Structure and Approach:

This course will be conducted as a seminar. Students will be expected (and required) to discuss the readings and relate them to their work as peer mentors and/or other action research and community organizing projects. Typical sessions will begin with break-out conversations, include a brief lecture by the professor, as well as whole-class discussions. Each student will prepare for the seminars by writing response papers to the readings and/or investigative and experiential research on topics related to the expectations and outcomes of the course discussed above. These papers will be posted on the bblearn course shell before class and students will write responses on each other's posts. Students will also prepare for the class by writing weekly journal entries on their engaged pedagogical work. Students will be taught how to utilize their response papers, their journal entries, and their attentive engagement with other students' response papers, as spring boards for effective oral communication (presentations and dialogue) in class and in other contexts. Professor will provide feedback and assessment on a weekly basis. This course is meant to provide a regular forum in which students can discuss each other's mentoring and community engagement work in order to provide constructive critical feedback, as well as a supportive environment for reflective exploration of challenges and

valuable approaches. Two six-page papers will be required: The first will synthesize key themes in the scholarly literature; the second will relate this literature to the work of grassroots leadership and peer mentoring.

Examples of Readings:

(Selections from)

Marshal Ganz, "Public Narratve" and "Leading Change: Leadership, Organization, and Social Movements"

John Paul Lederach, *The Moral Imagination: The Art and Soul of Peoce Building*

Rosamund and Benjamin Zander, *The Art of Possibility: Transforming Professional and Personal Life*

Edward Chambers, *Roots for Radicals*

Charles Payne, *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*

Marshall Ganz, *Why David Sometimes Wins: Leadership, Organization and Strategy in the Form Workers Movement*

Starhawk, *The Empowerment Manual*

Paulo Friere, *Pedagogy of the Oppressed*

Public Achievement Coach Hondbook

Recommended Optional Materials/references:TBA

Course Outline

Section One: Weeks One – Four: Historical Perspectives and Lessons on Democratic Pedagogies and Organizing.

Wk 1 – 2: Charles Payne, *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*

Wk 3 – 4: Marshall Ganz, *Why David Sometimes Wins: Leadership, Organization and Strategy in the Farm Workers Movement*

Section Two: Weeks Five – Eight: Lessons on Grassroots Leadership from Contemporary Broad-based Community Organizing

Wk 5 – 6: Edward Chambers, *Roots for Radicals*

Wk 7 – 8: Paulo Friere, *Pedagogy of the Oppressed*

Section Three: Innovative Approaches to Leadership and Group Facilitation

Wk 9 – 10: Starhawk, *The Empowerment Manual*

Wk 11 – 12: *Public Achievement Coach Handbook*

Section Four: Moral Imagination and Leadership in Contexts of Difficult Differences.

Wk: 13 – 14: Zanders, *The Art of Possibility.*

Wk: 15 – 16: John Paul Lederach, *The Moral Imagination: The Art and Soul of Peace Building*

ASSESSMENT OF STUDENT LEARNING OUTCOMES

• **METHODS OF ASSESSMENT**

1. Two six-page papers: one synthesizing the seminar themes discussed in the literature, the other relating these themes to the work students are doing on peer mentoring and grassroots leadership. The first paper is due in the middle of the semester, the second is due near the end.
2. Weekly response papers.
3. Weekly journal entries.
4. Regular oral communication in diverse settings described above and in group discussion with regular faculty, facilitator, student, peer, and community partner feedback on individual's communication.
5. Students in seminar will regularly evaluate each other's written and oral work for stylistic, performative, and thematic content.
6. Professor will sit in on student's peer mentoring group facilitation sessions and provide feedback.

TIMELINE FOR ASSESSMENT

Spread evenly throughout the semester per above.

Grading System: (1000 points)

- Response papers: 150 points
- Journal Entries: 100 points
- Two Six page papers: 400 points (200 points each)
- Seminar participation: 200 points
- Written and oral evaluations of other students' oral and written communicative performances: 150 points

Course Policy:

-Attendance (required – excused absences only)

- Assignments due on time each week and will be marked down 10% each day they are late (unless student has an extenuating circumstance, typically discussed and approved by professor in advance).

-Statement on plagiarism and cheating: Plagiarism of any type will result in an "F" in the course and disciplinary action that could lead to expulsion from NAU. Plagiarism can be using someone's work and calling it your own (such as copying another paper, book, or article), or quoting from some work without bothering to use footnotes or quotation marks. All NAU faculty have programs that will, within seconds, cross check your paper with millions of

documents – including hundreds of thousands of term papers – to see if there is any similar language. Don't be tempted. If you copy anything you will get an automatic fail in the class and be reported to the university for disciplinary action. Do not cut and paste anything from a web page or another document when writing your essays - I want to read your work.

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

<http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html>.

NORTHERN ARIZONA UNIVERSITY

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<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).

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EVACUATION NOTE:

In the event of an alarm, you must leave the building immediately by the nearest exit, and move away from the building. Do not use the elevators. Please help those who may need assistance in exiting.

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.



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC Proposal for New Course

Please attach proposed Syllabus in approved university format.

1. Course subject and number: CCE 320 2. Units: 3

See upper and lower division undergraduate course definitions.

3. College: University College 4. Academic Unit: Community, Culture & Environment Program

5. Student Learning Outcomes of the new course. (*Resources & Examples for Developing Course Learning Outcomes*)

- **Students will be able to articulate and demonstrate mastery of the theories and strategies of democratic organizing and leadership in relation to global political and economic institutions through their coursework assessments and summative projects.**
- **Students will persuasively communicate synthesized knowledge, research, and action/public research regarding global challenges and democratic organizations through written products.**
- **Students will be motivated to pay attention to, learn about, and engage global challenges and opportunities by participating in initiatives that advance democratic, just, and sustainable objectives.**
- **Students will demonstrate an advanced interdisciplinary understanding and critical evaluation of key concepts concerning power, structure, system, process, and change in the dominant global political and economic institutions through the writing assignments.**
- **Students will develop democratic leadership skills in relation to transnational and global organizations by engaging in action research with and written reflections about an organization that addresses such issues.**

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*).

This course develops the theory and practice of civic engagement in a global context. It will introduce students to political and economic institutions that operate on a transnational level, as well as myriad modes of civic engagement that people use to influence, collaborate with, or context them. It provides valuable knowledge and experiential learning regarding cosmopolitan citizenship.

This course can also fulfill a requirement for the Civic Engagement Minor. The course will contribute to the following Civic Engagement Minor program outcomes:

- Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)
- Civic Engagement Minor graduates will demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program. (Knowledges)
- Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrate these values through their coursework assessments and summative projects in the program. (Values)

7. Effective **BEGINNING** of what term and year? Fall 2014
See effective dates calendar.

8. Long course title: Civic Engagement in a Global World
(max 100 characters including spaces)

9. Short course title: CivicEngagement in GlobalWorld
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):

Focus on the relationships among local, regional, national, and transnational modes of political engagement in the context of national and transnational political and economic institutions. Explore crucial global challenges of our time such as human rights, war, democratic self-determination, poverty and inequality, climate change, food production, distribution, and security. 3 units.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
Yes No

If yes, include the appropriate plan proposal.

Please see the Civic Engagement Minor new plan proposal with this submission.

12. Does this course duplicate content of existing courses? Yes No
If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)? Yes No
If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade Pass/Fail Both

15. Co-convened with: None 14a. UGC approval date*: _____
(For example: ESE 450 and ESE 550) See co-convening policy.
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: None
(For example: ES 450 and DIS 450) See cross listing policy.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes No
16a. If yes, maximum units allowed? _____
16b. If yes, may course be repeated for additional units in the same term? Yes No

(FS 111 or FS 121 or FS 131 or FS 141)
FS 111-141 (with associated Action Research Team) or FS 211-241 (FS 211 or FS 221 or FS 231 or FS 241)
(with associated Action Research Team) and CCE 220

18. Prerequisites: FS 111-141 (with associated Action Research Team) and CCE 220
If prerequisites, include the rationale for the prerequisites.

This course builds on the theory and practice of civic engagement, group leadership, and community organizing introduced in FS 111-141, FS 211-241, and further developed in CCE 220.

19. Co requisites: None
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes No
If yes, include the units specific to each component in the course description above.

Dr. Rom Coles (Community, Culture & Environment); Kimberley Curtis (First Year Seminar Program and MA Sustainable Communities); Nora Timmerman (MA Sustainable Communities and First Year Seminar Program); Gerald Wood (College of Education)

21. Names of the current faculty qualified to teach this course:

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes No
If yes, include a Liberal Studies proposal and syllabus with this proposal.
23. Is this course being proposed for Diversity designation? Yes No
If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Reviewed by Curriculum Process Associate	Date
<i>[Signature]</i>	10/03/2013
Department Chair/Unit Head (if appropriate)	Date
<i>[Signature]</i>	10/3/13
Chair of college curriculum committee	Date
<i>[Signature]</i>	10/4/13
Dean of college	Date
<i>[Signature]</i>	10/29/13
For Committee use only:	
<i>[Signature]</i>	
UCC/UGC Approval	Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

Date

Approvals:

Academic Unit Head

Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)

Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Chief Academic Officer; Extended Campuses (or Designee)

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

Northern Arizona University
University College
Program for Community, Culture, and Environment

CC&E 320
Civic Engagement in a Global World
Three Credits

Professor: Rom Coles, or other
Office: 308 Bury
Office Phone: 523-6468 Cell: 928 699-2949
Email: Romand.Coles@nau.edu

Course Prerequisites: FS 111-141(w ARTs) or FS 211-141 (w ARTs) & CCE 220

Course Description: This course will focus on the relationships among local, regional, national, and transnational modes of political engagement in the context of national and transnational political and economic institutions. Students will explore crucial global challenges of our time such as human rights, war, democratic self-determination, poverty and inequality, climate change, food production, distribution, and security. We will analyze these the problems in the context of contemporary neoliberal global political and economic powers. Our primary emphasis will be to explore the ways in which various groups of people have sought to alter and transform the conditions that generate and perpetuate contemporary crises. We will explore a wide variety of strategies, ranging from efforts to influence formal institutions of governance, to the work of nonprofit organizations, social movements, heterogeneous transnational networks and relationships, and so forth. Numerous modes of engagement will be examined, including strategies that include various mixes of lobbying, symbolic politics, disruptive direct action, on-the-ground organizing of emergent alternatives, education, resource mobilization, and so forth. Students will select an organized effort to address an issue of their choice and engage in this work three hours each week. The seminar will provide numerous opportunities for students to learn at the intersection of the scholarly literature and their own engaged practice, as well as through a comparative inquiry into the diverse issues and modes of engagement selected by their peers.

Student Learning Expectations and Outcomes for this Course:

- Students will be able to articulate and demonstrate mastery of the theories and strategies of democratic organizing and leadership in relation to global political and economic institutions through their coursework assessments and summative projects.

- Students will persuasively communicate synthesized knowledge, research, and action/public research regarding global challenges and democratic organizations through written products.
- Students will be motivated to pay attention to, learn about, and engage global challenges and opportunities by participating in initiatives that advance democratic, just, and sustainable objectives.
- Students will demonstrate an advanced interdisciplinary understanding and critical evaluation of key concepts concerning power, structure, system, process, and change in the dominant global political and economic institutions through the writing assignments.
- Students will develop democratic leadership skills in relation to transnational and global organizations by engaging in action research with and written reflections about an organization that addresses such issues.

Skill Development:

This course will be writing intensive and provide students with the equivalent of a junior writing experience. Students will be required to: a) write weekly journal entries on their global civic engagement work; b) write weekly response papers to the readings; c) write weekly responses to other students' response papers (posted in the bblearn course shell); d) write a twenty-page seminar paper at the intersection of theories and practices of global civic engagement. The seminar paper will be written in stages (from proposal to final product), each of which will undergo review from peers and the professor. Following reviews at each stage, students will revise and extend their essays. Students will organize an end-of-semester forum in which they will present their action research.

Course Structure/Approach:

This course will be conducted as a seminar with a three hour per week action research component that will place students in an organization of their choice that addresses global issues. Students will be expected (and required) to come prepared to discuss the readings each week. Typical sessions will begin with break-out conversations, include a brief lecture by the professor, as well as whole-class discussions. Each student will prepare for the seminars by writing response papers to the readings and/or investigative and experiential research. These papers will be posted on the Bb Learn course shell before class and students will respond to each others posts. In addition to regular seminar meetings, students are required to engage in an organization of their choice that addresses an issue that transcends national borders.

Regular journal entries will provide a space for careful reflection about the relationship between the goals, strategies, and tactics of this organization and the scholarly themes in the readings. Students will be expected to draw upon their experiences and share them in class discussions.

Some Representative Readings: (selections from)

Iris Young, *Global Challenges: War, Self-determination, and Responsibility for Justice*

Richard Falk, *Reimagining Humane Governance: Fixing the Global Center*

Boaventura de Souza Santos: *Rise of the Global Left: World Social Forum and Beyond*

Margaret Keck and Kathryn Sikkink, *Activists beyond Borders: Advocacy Networks in International Politics*.

Jo Becker, *Campaigning for Justice: Human Rights Advocacy in Practice*

Rachael Schurman and William Munro, *Fighting for the Future of Food: Activists versus Agribusiness in the Struggle over Biotechnology*

Arun Appadurai, essays on global social movements

Recommended optional materials/references:

TBA, especially pertaining to timely topical essays on global challenges and transnational initiatives.

Course Outline:

Section One: Overview of Global Challenges, Powers, Transformative Democratic Initiatives, and Opportunities for Global Civic Engagement at NAU and in Northern Arizona.

Section Two: Theories of Global Justice, Ethics, Responsibility, Accountability, and Engagement.

Section Three: Models and Case Studies of Global Civic Engagement

Section Four: World Social Forum and Visions of Radical Transformation

Section Five: Rethinking and Reforming Institutions for Global Democracy

Section Six: Presentations

Assessment of Student Learning Outcomes

- **Methods of Assessment**

- Weekly one-page response papers to readings.
- Weekly journal entries on civic engagement
- Weekly response paragraphs to other students' response papers
- Twenty-page seminar paper (as described above and crafted in stages)
- Participation in seminar discussions.
- Participation in final presentation in forum.

- **Timeline for Assessment**

- Weekly and spread evenly over the semester.

Grading System: (1000 points)

- **Weekly response papers (200 points)**
- **Weekly journal entries (100 points)**
- **Responses to other students papers (100 points)**
- **Final Essay and presentation (350 points)**
- **Class participation (150 points)**
- **Civic engagement with organization on global theme (100)**

Course Policy:

- Attendance (required – excused absences only)**

- **Assignments due on time each week and will be marked down 10% each day they are late (unless student has an extenuating circumstance, typically discussed and approved by professor in advance).**

-**Statement on plagiarism and cheating: Plagiarism of any type will result in an "F" in the course and disciplinary action that could lead to expulsion from NAU. Plagiarism can be using someone's work and calling it your own (such as copying another paper, book, or article), or quoting from some work without bothering to use footnotes or quotation marks. All NAU faculty have programs that will, within seconds, cross check your paper with millions of documents – including hundreds of thousands of term papers – to see if there is any similar language. Don't be tempted. If you copy anything you will get an automatic fail in the class and be reported to the university for disciplinary action. Do not cut and paste anything from a web page or another document when writing your essays - I want to read your work.**

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NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC
Proposal for New Course

Please attach proposed Syllabus in approved university format.

1. Course subject and number: CCE 330 2. Units: 3

See upper and lower division undergraduate course definitions.

3. College: University College 4. Academic Unit: Community, Culture & Environment Program

5. Student Learning Outcomes of the new course. (*Resources & Examples for Developing Course Learning Outcomes*)

- Students will gain substantial mastery of themes in the historical and comparative study of formal processes of governance, the theoretical justifications and criticisms of these institutions, as well as the dynamic interface between formal and informal processes of governance, through the reading, writing, and research assignments.
- Students will gain substantial mastery of themes in the historical and comparative scholarship on informal democratic sector (nonprofits, social movements, broad-based community organizations, etc.), and will develop informed analyses of the advantages and disadvantages of these different modalities through the reading, writing, and research assignments.
- Students will conduct experiential research on formal democratic institutions and informal organizations that engage them, and develop a substantial individual and course portfolio of "insider knowledge" by conducting interviews with key leaders in each sector.
- Students will be learn about skills, capacities, and aspirations to create change that involves formal institutions, in order to foster just, democratic and sustainable commonwealth, and intelligently consider careers in public life through the readings, interviews, and reflective observational experiences in this course.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*).

This course uniquely examines the interface between informal and formal democratic institutions and practices in the U.S. Through theoretical and experiential learning students gain familiarity with local and state political processes and the numerous ways in which citizens seek to influence, collaborate with, and contest these processes. It thereby provides students indispensable knowledge about democratic citizenship.

This course can also fulfill a requirement for the Civic Engagement Minor. The course will contribute to the following Civic Engagement Minor program outcomes:

- **Civic Engagement Minor graduates will demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program. (Knowledges)**
- **Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program. (Values)**

7. Effective **BEGINNING** of what term and year? Fall 2014
See effective dates calendar.

8. Long course title: Civic Engagement and Formal Democratic Institutions
(max 100 characters including spaces)

9. Short course title: CivicEngagement Institutions
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):

Examine the interrelationships between civic engagement in the informal democratic sector (nonprofits, social movements) and the formal institutions and practices of representative democracy (local, regional, and state levels). Study the variety of ways in which diverse organizations in the informal sector seek to influence, contest, change, or transform the processes and outcomes of formal representative and administrative institutions. 3 units.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
Yes No

If yes, include the appropriate plan proposal.

Please see the Civic Engagement Minor new plan proposal with this submission.

12. Does this course duplicate content of existing courses? Yes No
 If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)? Yes No
 If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade Pass/Fail Both

15. Co-convened with: None 14a. UGC approval date*: _____
 (For example: ESE 450 and ESE 550) See co-convening policy.
 *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: None
 (For example: ES 450 and DIS 450) See cross listing policy.
 Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes No
 16a. If yes, maximum units allowed? _____
 16b. If yes, may course be repeated for additional units in the same term? Yes No

(FS 111 or FS 121 or FS 131 or FS 141)
FS 111-141 (with associated Action Research Team) or FS 211-241 *(FS 211 or FS 221 or FS 231 or FS 241)*
(with associated Action Research Team) and CCE 220

18. Prerequisites: FS 111-141 (with associated Action Research Team) and CCE 220
 If prerequisites, include the rationale for the prerequisites.

This course builds upon the theory and practice of civic engagement, group leadership, and community organizing that is introduced in FS 111-141 and FS 211-242, and developed at a more advanced level in CCE 220. It assumes significant knowledge of citizenship practices in the informal sectors taught in the prerequisites.

19. Co requisites: None
 If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes No
 If yes, include the units specific to each component in the course description above.

Rom Coles (Community, Culture & Environment); Lori Poloni-Staudinger (Politics & International Affairs); Kimberly Curtis (First Year Seminar Program and MA Sustainable Communities); Nora Timmerman (MA Sustainable Communities and First Year Seminar Program); Gerald Wood (College of Education)

21. Names of the current faculty qualified to teach this course:

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes No
If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes No
If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Reviewed by Curriculum Process Associate _____ Date _____

Approvals:



10/03/2013

Department Chair/Unit Head (if appropriate) _____ Date _____



10/3/13

Chair of college curriculum committee _____ Date _____



10/4/13

Dean of college _____ Date _____

For Committee use only:

H. Laura Dickson

10/29/13

UCC/UGC Approval

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

Date

Approvals:

Academic Unit Head

Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)

Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Chief Academic Officer, Extended Campuses (or Designee)

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

Northern Arizona University
University College
Program for Community, Culture, and Environment

CCE 330

Civic Engagement and Formal Democratic Institutions

Three Credits

(to be offered annually in the Fall of Spring semesters)

Professor: Rom Coles, or other

Office: 308 Bury

Office Phone: 523-6468 Cell: 928 699-2949

Email: Romand.Coles@nau.edu

Course Prerequisites: FS 111-141(w ARTs) or FS 211-141 (w ARTs) & CCE 220

Course Description: This course will examine the interrelationships between civic engagement in the informal democratic sector (e.g., nonprofits, social movements, broad-based community organizing initiatives, community centers, etc.) and the formal institutions and practices of representative democracy (especially at the local, regional, and state levels). We will study the variety of ways in which diverse organizations in the informal sector seek to influence, contest, change, or transform the processes and outcomes of formal representative and administrative institutions. We will explore and evaluate strategies for generating power in the informal sector (including broad-based collaborating, relationship building, lobbying, media/internet campaigns, research and informing, participating on boards, contesting, mobilizing, symbolic framing, polarizing and depolarizing, protest and disruption) in order to impact or alter formal processes. On the other side, we will study ways in which local, regional, and state institutions aid and impede the democratic involvement of groups and individuals, as well as theories concerning how and why this is so. We will also investigate efforts to create practices that join informal and formal democratic practices in what has been coined "collaborative governance". In the engaged aspect of this course, students will spend three hours each week attending city council, county commissioner, school board, and statewide meetings (and interview elected officials) in order to gain a close-up understanding of how they work. Students will also interview leaders from various informal democratic organizations in order to learn about and evaluate the efficacy of their different approaches to generating power that creates influence and change in the formal sector.

Student Learning Expectations/Outcomes for this Course:

- Students will gain substantial mastery of themes in the historical and comparative study of formal processes of governance, the theoretical justifications and criticisms of these institutions, as well as the dynamic interface between formal and informal processes of governance, through the reading, writing, and research assignments.
- Students will gain substantial mastery of themes in the historical and comparative scholarship on the informal democratic sector (nonprofits, social movements, broad-based community organizations, etc.), and will develop informed analyses of the advantages and disadvantages of these different modalities, through the reading, writing, and research assignments.
- Students will enhance their capacity to conduct experiential research on formal democratic institutions and informal organizations that engage them, and develop a substantial individual and course portfolio of “insider knowledge” by conducting interviews with key leaders in each sector.
- Students will be learn about skills, capacities, and aspirations to create change that involves formal institutions, in order to foster just, democratic and sustainable commonwealth, and intelligently consider careers in public life through the readings, interviews, and reflective observational experiences in this course.

Course Structure/Approach:

This course will be conducted as a seminar. Students will be expected (and required) to discuss the readings and collaborative research on local organizations and institutions. Typical sessions will begin with break-out conversations, include a brief lecture by the professor, as well as whole-class discussions. Each student will prepare for the seminars by writing response papers to the readings and/or investigative and experiential research. These papers will be posted on the Bb Learn course shell before class and students will write responses to each other’s posts. Small groups will select different local organizations and institutions to investigate, public leaders to interview, and will present this research in written and oral form in class. The whole class will make several field trips to City Council, County Commissioner, School Board, and other meetings during the semester. Additionally, several key leaders in our community will be invited to offer presentations to the class on pertinent themes, including their own

experiences of public service and their analyses of how democracy works (or doesn't) in our region.

Representative Texts: (selections from the following)

Alexis de Tocqueville, *Democracy in America*

Marion Orr, *Transforming the City: Community Organizing and the Challenge of Political Change*

Carmen Sirianni, *Investing in Democracy: Engaging Citizens in Collaborative Governance*

Steven Lukes, *Power*

Mark Warren, *Associations and Democracy*

Zephyr Teachout, *Mousepads, Shoe Leather, and Hope*

Formal rules and processes of Flagstaff City Council, Coconino County Commissioners, and FUSD School Board (published documents, websites, etc.)

Recommended Optional Materials/References

TBA, particularly regarding short essays on ethnographic research, interview techniques, etc.

Course Outline:

Section One: Historical Study of Formal and Informal Democracy in America

Section Two: Study of Theory and Practice of Formal Institutions

Section Three: Comparative Study of Theory and Practice of Grassroots Modes of Engaging, Influencing, and Transforming Formal Institutions.

Section Four: Study of Collaborative Governance.

Section Five: Research Presentation Symposium for broader community.

Assessment of Student Learning Outcomes

- Methods of Assessment

- Biweekly one-page response papers to readings.
- Biweekly one-page response papers to experiential and investigative research on local formal and informal politics.
- Episodic interview presentations in both oral and written form.
- One 5-page essay on the interface between formal and informal political processes, based on individual research.
- Two six page papers analyzing and synthesizing key themes in the readings.
- Participation in seminar discussions.
- Participation in final class presentation to the broader community.

- Timeline for Assessment

- Spread evenly over the course of the semester.

Grading System: (1000 points)

- Response papers 200 points total.
- Mid-length papers 200 points each, for a total of 600 points.
- Oral participation in seminar 100 points.
- Final presentation 100 points.

Course Policy:

-Attendance (required – excused absences only)

- Assignments due on time each week and will be marked down 10% each day they are late (unless student has an extenuating circumstance, typically discussed and approved by professor in advance).

-Statement on plagiarism and cheating: Plagiarism of any type will result in an "F" in the course and disciplinary action that could lead to expulsion from NAU. Plagiarism can be using someone's work and calling it your own (such as copying another paper, book, or article), or quoting from some work without bothering to use footnotes or quotation marks. All NAU faculty have programs that will, within seconds, cross check your paper with millions of documents – including hundreds of thousands of term papers – to see if there is any similar language. Don't be tempted. If you copy anything you will get an automatic fail in the class and be reported to the university for disciplinary action. Do not cut and paste anything from a web page or another document when writing your essays - I want to read your work.

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

<http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html>.

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/avp/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."

EVACUATION NOTE:

In the event of an alarm, you must leave the building immediately by the nearest exit, and move away from the building. Do not use the elevators. Please help those who may need assistance in exiting.

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.



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC
Proposal for New Course

Please attach proposed Syllabus in approved university format.

1. Course subject and number: **CCE 450C** 2. Units: **3**

See upper and lower division undergraduate course definitions.

3. College: **University College** 4. Academic Unit: **Community, Culture & Environment Program**

5. Student Learning Outcomes of the new course. (*Resources & Examples for Developing Course Learning Outcomes*)

- **Students will develop capacities for advanced civic leadership and public research by working throughout the semester with an organization whose mission is to promote public goods and conducting research in relation to this work.**
- **Students will develop critical thinking skills by exercising leadership and developing research that is interdisciplinary, negotiates between and integrates multiple interests and perspectives, and develops interfaces between academic and non-academic knowledges.**
- **Students will develop advanced writing skills through a final paper and several nested writing exercises throughout the semester that build toward it.**
- **Students will develop critical research and writing skills, oral presentation skills, organizational connections, and organization leadership experience that enhances their preparation for post-graduation employment**

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*).

This course provides a capstone experience through which students synthesize the knowledge, skills, and experiences developed in earlier stages of the Civic Engagement Minor, and bring them to bear upon a major issue. Students will partner with a community organization and take a leadership role in conducting advanced research. Course will enable students to pursue a significant research and leadership project that will contribute to their educational portfolio.

This course can also fulfill a requirement for the Civic Engagement Minor. The course will contribute to the following Civic Engagement Minor program outcomes:

- Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)
- Civic Engagement Minor graduates will demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program. (Values)
- Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)

7. Effective **BEGINNING** of what term and year? Fall 2014
See effective dates calendar.

8. Long course title: Civic Engagement Internship Capstone
(max 100 characters including spaces)

9. Short course title: Civic Engagement Internship
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):

Serve as interns with an organization of their choice for at least 8 hours a week during the semester. The internships will afford students with an in-depth, extensive, and reflective engagement in collaborative leadership roles, as well as a substantial community research project. 3 units.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
Yes No
If yes, include the appropriate plan proposal.

Please see the Civic Engagement Minor new plan proposal with this submission.

12. Does this course duplicate content of existing courses? Yes No

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)? Yes No
If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade Pass/Fail Both

15. Co-convened with: None 14a. UGC approval date*: _____
(For example: ESE 450 and ESE 550) See co-convening policy.

*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: None
(For example: ES 450 and DIS 450) See cross listing policy.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes No

16a. If yes, maximum units allowed? _____

16b. If yes, may course be repeated for additional units in the same term? Yes No

(FS 111 or FS 121 or FS 131 or FS 141)
~~FS 111-141~~ (with associated Action
Research Team) or ~~FS 211-141~~ (FS 211 or FS 221 or FS 231 or FS 241)
(with associated Action Research
Team), CCE 220, CCE 320, and
CCE 330

18. Prerequisites: CCE 330
If prerequisites, include the rationale for the prerequisites.

This course draws upon the knowledge, experiences, and skills developed in the prerequisites, synthesizes them, and develops them at an advanced level.

19. Co requisites: None
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes No
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: Dr. Rom Coles

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes No
If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes No
If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Reviewed by Curriculum Process Associate

Date

Approvals:



10/03/2013

Department Chair/Unit Head (if appropriate)

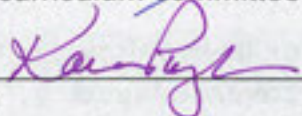
Date



10/3/13

Chair of college curriculum committee

Date

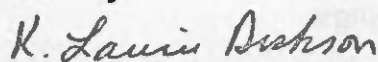


10/4/13

Dean of college

Date

For Committee use only:



10/29/13

UCC/UGC Approval

Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

Date

Approvals:



February 25, 2013

Academic Unit Head

Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)

Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Chief Academic Officer, Extended Campuses (or Designee)

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

Northern Arizona University
University College
Program for Community, Culture, and Environment

CC&E 450C
Civic Engagement Internship
Capstone

Three Credits

(to be offered annually in the Fall of Spring semesters)

Professor: Rom Coles, or other

Office: 308 Bury

Office Phone: 523-6468 Cell: 928 699-2949

Email: Romand.Coles@nau.edu

Course Prerequisites: FS 111-141(w ARTs) or FS 211-141 (w ARTs) & CCE 220

Course description:

In this course students will serve as interns with an organization of their choice for at least 8 hours a week during the semester. The internships will afford students an in-depth, extensive, and reflective engagement in collaborative leadership roles and research. Students will learn two scholarly approaches that will greatly enhance the quality of their public engagement and research : ethnographic reflection and participant observer methodology. Throughout the semester students will write and engage each other's ethnographic and participant observer reflections on the organization with which they work, their leadership and involvement, research outlines, etc. At the end of the semester they will produce a substantial writing project that will employ these and/or other research methodologies, depending upon the student's specific internship and (inter)disciplinary focus. This course will serve as a capstone experience for those in the Civic Engagement Minor. As interns, students will do work along one of the following pathways:

- a) students will serve in a collaborative leadership role in an initiative that advances both the goals of the organization with which they work and the student's academic goals, and write an ethnographic study of this collaboration ; or
- b) students will conduct collaborative research that is useful to the organization as well as the student's academic goals.

The course will usually meet weekly for one hour to discuss student's work as it progresses during the semester. Reading will be front loaded in order to hone students' ethnographic reflection and participant observer capacities early in the semester. Each student will conduct research that will culminate in a final paper. If students opt into pathway a), they will write a study of the organization, employing ethnographic methods, autoethnography, and participant observer methodologies. If students opt into pathway b), they will submit the research they have conducted with the organization as their final paper along with a reflection on the collaborative research process. The course will facilitate the progressive development of the final paper through a series of nested writing exercises throughout the semester. The aim of the seminar is to provide a reflective, supportive, and research-rich context for integrating the student's internship with the development of civic leadership and the student's academic ambitions.

| Student Learning Outcomes for this Course

- Students will develop capacities for advanced civic leadership and public research, by working throughout the semester with an organization whose mission is to promote public goods and conducting research in relation to this work.
- Students will develop critical thinking skills by exercising leadership and developing research that is ethnographically reflective, interdisciplinary, negotiates between and integrates multiple interests and perspectives, and develops interfaces between academic and non-academic knowledges.
- Students will develop advanced writing skills as they produce a final research paper, several nested writing exercises throughout the semester that build toward it, and by engaging each other's written work during the semester.
- Students will develop an electronic portfolio of leadership activity, public research methods, and a research project that demonstrates superior preparation for post-graduation employment.
- Students will further develop their oral presentation skills by presenting their research in conjunction with poster presentations, as well as on panels, at the Action Research Team Symposium and the Undergraduate Symposium during their senior year.

| Course structure/approach:

This course will consist of on-site work with an organization eight hours each week for at least twelve weeks. Students are required to secure a civic engagement internship *prior* to the beginning of the semester (with support from professors, the Civic Service Institute, and partnering community organization). One hour each week students will meet in seminar to discuss their internships, methodological approaches, nested writing assignments for the final research project, and to respond creatively to challenges in their internship and research. One-on-one meetings will be held with the professor every 3-4 weeks. Students will present their research or ethnographic reflections at the end of the semester.

Textbooks and required materials:

Robert Emerson, Rachel Fretz, and Linda Shaw, *Writing Ethnographic Field Notes*
Clifford Geertz, "Thick Description: Toward and Interpretive Theory of Culture"
Charles R. Hale and Craig Calhoun, eds, *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*
Asale Andel-Ajani and Victoria Sanford, *Engaged Observer: Anthropology, Advocacy, and Activism*
Kathleen DeWalt and Billie DeWalt, *Participant Observation: A Guide to Field Workers*

Course Schedule:

Week One: Introduction and Capstone Expectations

Week Two: Ethnographic Writing and Reflection I

Reading: *Writing Ethnographic Field Notes* (selections)
"Thick Description: Toward Interpretive Theory of Culture"
Writing: 2-page overview of internship and research project

Week Three: Ethnographic Writing and Reflection II and Research Design

Reading: *Writing Ethnographic Field Notes* (selections)
Writing: 2-page ethnographic reflection on organizational culture
½-page written response to one other student's reflection on bblearn.

Week Four: Designing and Refining Research Project

Reading: *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship* (selections)
Writing: 3-page prospectus of research project: Problem statement; question; methodological approach, organization structure of project, and timeline.

Week Five: Reflecting on Internship, Relationships

Reading: *Participant Observation* (selections)
Writing: 1-page reflection on how reflection on student's role and relationships with organization, one month out.
½ page response to reflection of another student.

Week Six: Public Action Research: Engagement and Pursuit of Knowledge

Reading: *Engaging Contradictions* and *Engaged Observer* (selections)
Writing: 1-page reflection on key themes in the readings.

Week Seven: Reflections on Leadership

Reading: *Participant Observation* and *Engaged Observer* (selection)
Writing: 2-page ethnographic reflection on leadership in the organization and one's own leadership in this context.

Week Eight: Potluck: Food and Research (Three hours in evening TBA)

Reading: None
Writing: 3 page reflection and ten minute oral presentation on progress of action research (will vary widely in relation to research projects, ranging from development of action initiatives, to experimental design, data collection, pedagogical development, etc.)
Activity: Discuss each other's presentations, including quality of oral delivery.

Week Nine: One on One Meetings with Professor: Challenges, Modulations, and Specified Schedule for Project Completion in Next Four Weeks.

Week Ten: One on One Meetings with Professor continued...

Week Eleven: 10 page research paper due (Introduction, Methodological approach, project development to date, sketch of work remaining.)

Week Twelve: Peer to Peer meetings to discuss 1 page written responses to 10 page of a peer.

Week Thirteen: Professor meets with student and organization for evaluative consultation.

Week Fourteen: Class Oral Presentations of Ethnographic Study or Collaborative Public Research

Week Fifteen: Class Oral Presentations of Ethnographic Study or Collaborative Public Research

Assessment of Student Learning Outcomes:

- **Methods of Assessment**
 - Seminar Participation
 - Weekly response papers and short essays, many of which build toward the final research project
 - Student short feedback essays on response papers
 - End of semester evaluation from organization with which student interns
 - Mid-term presentation
 - Mid-term paper
 - Final paper
 - Final presentation
- **Timeline for Assessment**
 - See Methods of Assessment above in conjunction with Course Schedule

Grading System: (1000 points)

- 100 points for seminar participation
- 200 points for weekly ethnographic field note reflections and participant observer research essays
- 200 points for evaluative consultation discussion with organization, student, and professor
- 500 points for final paper and presentation

Course policies:

-Attendance (required – excused absences only)

- Assignments due on time each week and will be marked down 10% each day they are late (unless student has an extenuating circumstance, typically discussed and approved by professor in advance).

-Statement on plagiarism and cheating: Plagiarism of any type will result in an "F" in the course and disciplinary action that could lead to expulsion from NAU. Plagiarism can be using someone's work and calling it your own (such as copying another paper, book, or article), or quoting from some work without bothering to use footnotes or quotation marks. All NAU faculty have programs that will, within seconds, cross check your paper with millions of documents – including hundreds of thousands of term papers – to see if there is any similar language. Don't be tempted. If you copy anything you will get an automatic fail

in the class and be reported to the university for disciplinary action. Do not cut and paste anything from a web page or another document when writing your essays - I want to read your work.

University policies: Attach the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies or reference them on the syllabus. See the following document for policy statements:
<http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html>.

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

ulation. The complete policy on academic integrity is in Appendix G of NAJ's Student Handbook
<http://www.naj.edu/academic-integrity/index.html>.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-106, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time. At least 50 contact hours of instruction, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 50 hours of student homework is required for each unit of credit."

EVALUATION NOTE

In the event of an alarm, you must leave the building immediately by the nearest exit, and move away from the building. Do not use the elevators. Please help those who may need assistance in exiting.

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.



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for New Course

Please attach proposed Syllabus in approved university format.

1. Course subject and number: **FS 211** 2. Units: **3**

See upper and lower division undergraduate course definitions.

3. College: **University College** 4. Academic Unit: **First Year Seminar Program**

5. Student Learning Outcomes of the new course. (*Resources & Examples for Developing Course Learning Outcomes*)

Successful students in this Seminar will be able to

- describe, explain, and discuss the scientific basis of sustainable human and natural systems.
- describe, explain, and discuss the vocabulary and concepts around the sustainability of human and natural systems (e.g., finite and renewable resources, environmental footprint, global commons, peak oil, environmental justice, global climate change).
- analyze and assess the role of human interactions with the environment and its relation to the root causes of many global problems.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*).

In May 2006 the Faculty Senate approved the creation of an optional 3-credit hour course that applies disciplinary or interdisciplinary perspectives to examine current and/or ongoing issues associated with global problems that require global learning, social responsibility, and/or the self-examined life. The First Year Seminar Program supports the Liberal Studies Program mission to prepare student to live responsible, productive, and creative lives as local, national, and global citizens of a changing world.

This new FS 211 Liberal Studies topics course in the Science (non-lab) distribution block is aligned with the revised Global Learning Initiative university-level definition and student learning outcomes for the Sustainability of Human and Natural Systems.

Sections of this course with an Action research Team (ART) component can also fulfill a requirement for the Civic Engagement Minor by fulfilling the following Civic Engagement Minor program outcomes:

- Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)
- Civic Engagement Minor graduates will demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program. (Knowledges)
- Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program. (Values)
- Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)

7. Effective **BEGINNING** of what term and year? Fall 2014
See effective dates calendar.

8. Long course title: Science & Sustainable Systems
(max 100 characters including spaces)

9. Short course title: Science & Sustainable Systems
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):

Through the methods of scientific inquiry, this Second Year Seminar will explore topics in sustainable human and natural systems. Topics vary. 3 units.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
Yes No
If yes, include the appropriate plan proposal.

Please see the Civic Engagement Minor new plan proposal with this submission.

12. Does this course duplicate content of existing courses? Yes No
If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)? Yes No
If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade Pass/Fail Both

15. Co-convened with: None 14a. UGC approval date*: _____
(For example: ESE 450 and ESE 550) See co-convening policy.
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: None
(For example: ES 450 and DIS 450) See cross listing policy.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes No

16a. If yes, maximum units allowed? 6 units with different topics

16b. If yes, may course be repeated for additional units in the same term? Yes No

18. Prerequisites: Not open to students with more than 75 units.
If prerequisites, include the rationale for the prerequisites.

Course intended for first and second year students for Liberal Studies credit and, with an Action research team (ART) component, credit toward the fulfillment of the Civic Engagement Minor. The prerequisite of 75 units allows for the 60 units of sophomore credit plus 15 units of Advanced Placement units with which many NAU students enter.

19. Co requisites: None
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes No

If yes, include the units specific to each component in the course description above.

Dr. Stefan Sommer (Biological Sciences) and any current FS 111 faculty teaching a science and sustainability topic

21. Names of the current faculty qualified to teach this course:

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes No
If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes No
If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Reviewed by Curriculum Process Associate

Date

Approvals:

Sept 13, 2013

Department Chair/Unit Head (if appropriate)

Date

10/3/13

Chair of college curriculum committee

Date

10/4/13

~~10/3/13~~

Dean of college

Date

For Committee use only:

10/29/13

UCC/UGC Approval

Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Chief Academic Officer; Extended Campuses (or Designee) Date

Approved as submitted: Yes No

Approved as modified: Yes No



Northern Arizona University
University College
FS 211 Science & Sustainable Systems

Second Year Seminar Topic Course Master Syllabus

This FS 211 Second Year Seminar Topic Course Master Syllabus is based on the current Liberal Studies Program Master Course Syllabus Template and the NAU syllabus template.

The format of this FS 211 Second Year Seminar Topic Course Master Syllabus is required for all FS 211 courses.

General Information

- Name of college and department
 - University College and the First Year Seminar Program
- Course prefix, number, and title
 - FS 211 Science & Sustainable Systems: [Your topic's secondary title]
- Semester in which course will be offered
- Clock hours, credit hours
 - 3 credit hours
- Instructor's name
- Office address
- Office hours

Course Prerequisites

Not open to students with more than 75 units.

Course Description

Include this Course Description for all FS 211 topic courses (which is aligned with the revised Global Learning Initiative university-level definition for the Sustainability of Human and Natural Systems):

Through the methods of scientific inquiry, this Second Year Seminar will explore topics in sustainable human and natural systems. Topics vary. 3 units.

Include your Course Topic Description:

Additional statement to include:

This is a Liberal Studies course in the Science (non-lab) distribution block and will demonstrate Critical Thinking through the essential skill of Scientific Inquiry.

Include the following statement if this course section includes an Action Research Team (ART) component:

This course can also be used to fulfill the requirements of the Civic Engagement Minor.

Student Learning Expectations/Outcomes for this Course

Include the Student Learning Outcomes for all FS 211 sections (which are aligned with the revised Global Learning Initiative university-level definition and student learning outcomes for the Sustainability of Human and Natural Systems):

Successful students in this Seminar will be able to

- **describe, explain, and discuss the scientific basis of sustainable human and natural systems.**
- **describe, explain, and discuss the vocabulary and concepts around the sustainability of human and natural systems (e.g., finite and renewable resources, environmental footprint, global commons, peak oil, environmental justice, global climate change).**
- **analyze and assess the role of human interactions with the environment and its relation to the root causes of many global problems.**

Liberal Studies Information

As a Liberal Studies course, address how your Seminar functions in the Liberal Studies program at each of three levels:

1. Mission of Liberal Studies:

Explain how your FS 211 Student Learning Outcomes contributes to the fulfillment of the Mission of the Liberal Studies Program:

The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.

2. **Distribution Block:**

Explain how your FS 211 Student Learning Outcomes contributes to the fulfillment of the Liberal Studies Science distribution block Student Learning Outcomes:

Liberal Studies Science distribution block

Courses in this block will increase students' knowledge about the natural world and involve students in application of knowledge derived from scientific inquiry to address human needs through technological advancements. Courses in this block also address the impact of technology on the human condition and the natural world.

Students will learn to employ the logic and techniques of scientific inquiry and thereby develop:

- *an understanding of a variety of physical and biological phenomena through the application of the scientific method*
- *an understanding of the basis and limits of contemporary scientific knowledge*
- *greater familiarity with important theories, concepts, and taxonomies that are central to the various science disciplines*
- *the major dimensions of variation in contemporary human experience.*

[<http://nau.edu/Liberal-Studies/Submit-a-Course/>]

3. **Essential Skills:**

At the request of the Liberal Studies Committee on March 27, 2009, the First Year Seminar Program began a pilot in which all FS courses demonstrate Critical Thinking through one of the following skills: Effective Writing, Effective Oral Communication, Scientific Inquiry, or Quantitative Reasoning.

This course will demonstrate Critical Thinking through the essential skill of Scientific Inquiry

Explain how your FS 211 course demonstrates Critical Thinking through the essential skill of Scientific Inquiry:

For the Liberal Studies Program, Critical Thinking is currently defined as:

Critical thinking includes the skills - particularly as applied to one's own work - of 1) articulating the meaning of a statement, 2) judging the truth of a statement, keeping in mind possible biases, 3) determining whether a conclusion is warranted by the evidence provided.

[<http://nau.edu/liberal-studies/>]

For the Liberal Studies Program, Scientific Inquiry is currently defined as:

Scientific inquiry includes the skills of: 1) formulating hypotheses on the basis of observations, 2) obtaining and analyzing data to test (i.e., refute or confirm) hypotheses, and 3) explaining phenomena by means of accepted principles, theories or laws.
[<http://nau.edu/liberal-studies/>]

Civic Engagement Minor—optional Action Research Team (ART) association

Sections of this course with an Action Research Team (ART) component can also fulfill a requirement for the Civic Engagement Minor. Explain how your course fulfills the following Civic Engagement Minor program outcomes for this course:

- *Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)*
- *Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)*
- *Civic Engagement Minor graduates will demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes through their coursework assessments and summative projects in the program. (Skills)*
- *Civic Engagement Minor graduates will demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program. (Knowledges)*
- *Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program. (Values)*
- *Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)*

Course structure/approach

Textbook and required materials

Recommended optional materials/references (attach reading list)

Course Outline of Student Learning Experiences

Assessment of Student Learning Outcomes

Methods of Assessment:

1. *Outline methods of assessment used in your Seminar.*
2. *Explain how these assessments provide evidence that you are fulfilling this course's Student Learning Outcomes.*

Timeline for Assessment

Grading System

Course policies

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

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://hrpe.nau.edu/diversity/>). If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

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

INSTITUTIONAL REVIEW BOARD

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

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be

reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project – exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

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

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NYU'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 C of NYU's Student Handbook (<http://www1.nyu.edu/stuffie/handbook/is-honesty.htm>).

ACADEMIC CONTACT HOUR POLICY

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

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

SENSITIVE COURSE MATERIALS

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

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



**Northern Arizona University
University College**

**FS 211 Topic Course Syllabus EXAMPLE
FS 211 The Science of Sustainability**

General Information

- **University College and the First Year Seminar Program**
- **FS 211 Science & Sustainable Systems: The Science of Sustainability**
- Semester in which course will be offered:
- Clock hours, credit hours: **3 credit hours**
- Instructor's name: **Dr. Stefan Sommer**
- Office address **Department of Biological Sciences**
- Office hours

Course Prerequisites

Not open to students with more than 75 units.

Course Description

For all FS 211 courses:

Through the methods of scientific inquiry, this Second Year Seminar will explore topics in sustainable human and natural systems. Topics vary. 3 units.

For our The Science of Sustainability course:

This Seminar is for students who are interested in environmental sustainability and will examine *science-as-a-way-of-knowing*. We will explore the methods and reasoning used by scientists who study different components of sustainability to answer questions such as:

- What can science tell us about climate change, the global extinction crisis, pollution, over consumption of resources, energy production, population growth, and our ever increasing ecological footprint?
- What methods do scientists use to understand these issues?
- How can we respond to this new understanding?

In addition to the scientific understanding of global sustainability, this course will also cover a multidisciplinary approach to possible solutions. We will explore the implications of this new scientific understanding for society:

- What do experts from different disciplines recommend we do to build a more sustainable society?
- How do we evaluate which recommendations are truly sustainable?

This is a Liberal Studies course in the Science (non-lab) distribution block and will demonstrate Critical Thinking through the essential skill of Scientific Inquiry.

Student Learning Expectations/Outcomes for this Course

Successful students in this Seminar will be able to

- describe, explain, and discuss the scientific basis of sustainable human and natural systems.
- describe, explain, and discuss the vocabulary and concepts around the sustainability of human and natural systems (e.g., finite and renewable resources, environmental footprint, global commons, peak oil, environmental justice, global climate change).
- analyze and assess the role of human interactions with the environment and its relation to the root causes of many global problems.

Liberal Studies Information

Mission of Liberal Studies

The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.

This Seminar will address the Mission of the Liberal Studies Program by exploring issues in the science of sustainability, one of the key challenges that our society will face in the coming years. We will focus on preparing students to live responsible, productive, and creative lives as citizens of a dramatically changing world. This Seminar will also challenge students to gain a deeper understanding of the natural environment, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine student's potential contributions to society, and to help students better determine their own places in that world.

Distribution Block

The Science of Sustainability Seminar will increase students' knowledge about the natural world and involve students in application of knowledge derived from scientific inquiry. The course will also address the impact of technology on the human condition and the natural world.

FS 211 Student Learning Outcomes addresses →	LS Science Distribution Student Learning Outcome: an understanding of a variety of physical and biological phenomena through the application of the scientific method	LS Science Distribution Student Learning Outcome: an understanding of the basis and limits of contemporary scientific knowledge	LS Science Distribution Student Learning Outcome: greater familiarity with important theories, concepts, and taxonomies that are central to the various science disciplines
describe, explain, and discuss the scientific basis of sustainable human and natural systems	X	X	X
describe, explain, and discuss the vocabulary and concepts around the sustainability of human and natural systems (e.g., finite and renewable resources, environmental footprint, global commons, peak oil, environmental justice, global climate change)	X	X	X
analyze and assess the role of human interactions with the environment and its relation to the root causes of many global problems	X	X	X

Essential Skill

At the request of the Liberal Studies Committee on March 27, 2009, the First Year Seminar Program began a pilot in which all FS courses demonstrate Critical Thinking through one of the following skills: Effective Writing, Effective Oral Communication, Scientific Inquiry, or Quantitative Reasoning.

This course will demonstrate Critical Thinking through the essential skill of Scientific Inquiry.

The Science of Sustainability course will focus on Critical Thinking through

- 1) clearly articulating a position, 2) critically evaluating the truth of a statement, keeping in mind possible biases, 3) determining whether a conclusion is warranted based on the evidence provided.

and will demonstrate Critical Thinking through the essential skill of Scientific Inquiry by

- 1) formulating testable hypotheses on the basis of observations, 2) obtaining and analyzing data to test (i.e., refute or support) hypotheses, and 3) explaining phenomena by means of accepted principles, theories, or laws.

Course structure/approach

Through class discussions, assigned readings, guest presentations, and both single draft Reaction Writing Assignments and multiple-draft Papers, we will explore issues in Life Support Systems, Climate Change, Energy, Economics, Conservation, and Building a Culture of Sustainability.

Textbook and required materials

Assigned readings from guest presenters will be placed in the course BB Learn shell. Please complete the readings in advance of the class meeting so that you can participate in the course discussion.

Course outline

- Life Support Systems
- Climate Change
- Energy
- Economics
- Conservation
- Building a Culture of Sustainability

<u>DATE</u>	<u>TOPIC</u>	<u>PRESENTER</u>
Jan 18	Introduction to Sustainability & Science as a Way of Knowing Reaction Writing Assignment 1	Dr. Sommer
	20 Population Growth, Consumption, and Net Primary Productivity	Dr. Sommer
Jan. 25	Biodiversity and the Global Extinction Crisis	Dr. Sommer
Feb 27	Global Climate Change: the ecosystem perspective	Dr. Matt Hurlbut
Feb 1	TONEI: Understanding the Work of Nature Paper 1: draft 1	Dr. Sommer
	3 Global Climate Change: natural & human causes of climate change	Dr. Darrel Kaufman
	8 Global Climate Change: past informs present	Dr. Scott Anderson
Feb 10	Primary Scientific Literature & the 3 Papers assigned in this course	Dr. Sommer
	15 Energy: Biofuel's	Dr. Eghert Schwarz
	17 Energy: Wind, Reaction Writing Assignment 2	Tom Acker
Feb 22	Energy and the Global Carbon Cycle	Dr. George Koch
	24 Energy: Solar	Ron Flood
Mar. █	TONEI: Appreciating Nature's Services Paper 1: draft 2	Dr. Sommer
	█ Sustainable Business Practices Globalization	Dr. Susan Williams Dr. Zach Smith
Mar. █	Fair Trade in the Global Economy Paper 1: final version	Dr. Jane Gunn
	15-17 SPRING BREAK	
Mar. █	22 Sustainable Forest Management	Dr. Alex Friskal
	█ Designing Wildlife Corridors for an Urbanizing, Warming World	Dr. Paul Beier
Mar. █	24 TONEI: Wildlife Conservation and Emerging Infectious Diseases Paper 2: draft 1	Dr. Carol Chambers
	26 Wind Power in Practice	David Colley
Apr █	█ Paper Conservation in Practice	Steve Morrison
	█ Water Supply and Growing Demand	Tom Whitner
	12 Community-based sustainable Ag in Africa Reaction Writing Assignment 3	Dr. Carol Thompson
	14 Community-based sustainable Ag in northern Arizona	Dr. Patrick Pines
Apr. 19	Sustainability from a Hopi Perspective Paper 2: draft 2	Leigh Kuwanwisima
	21 The Politics of Cleaner Air	Dr. Bill Aubette
Apr. 26	Designed Communities Reaction Writing Assignment 4	Dr. James Seil
	28 Community Building through Art	Dr. Shawn Skabelund
May 3	<i>A River Reborn</i> : cooperation in the face of environmental conflict Paper 2: final version	Dr. Sommer
	5 <i>A Balance of Interests</i>	Dr. Sommer
May 10	FINAL class meeting: What have we discovered? (Tuesday, 12:30 p.m. - 2:30 p.m. in the regular classroom)	Dr. Sommer

EXAMPLES of types of Guest Presenters:

Dr. Tom Acker, Assoc. Professor of Mechanical Engineering, NAU
 Dr. Scott Anderson, Professor of Environmental Sciences, NAU
 Dr. Bill Auberle, Professor of Civil and Environmental Engineering, NAU
 Dr. Paul Beier, Professor of Forestry, NAU
 Dr. Doug Brown, Professor of Business Emeritus, NAU
 David Calley, Founding CEO, Southwest Windpower
 Dr. Carol Chambers, Professor of Forestry, NAU
 Dr. Alex Finkral, Asst. Professor of Forestry, NAU
 Ron Flood, Engineer, Arizona Public Service
 Dr. Jane Ginn, Adjunct Professor of Business, NAU
 Dr. Matt Hurteau, Asst. Research Professor of Biological Sciences, NAU
 Dr. Darrel Kaufman, Professor of Geology, NAU
 Dr. George Koch, Professor of Biological Sciences, NAU
 Leigh Kuwanwisiwma, Cultural Preservation Officer, Hopi Tribe
 Steve Morrison, Chief Engineer, SCA Tissue, 100% recycled paper products
 Dr. Patrick Pynes, First Year Seminar Program, NAU
 Dr. Egbert Schwartz, Assoc. Professor of Biological Sciences, NAU
 Dr. James Sell, Adjunct Professor of Geography, Planning, & Recreation, NAU
 Dr. Shawn Skabelund, Professor of Installation Art, NAU
 Dr. Zach Smith, Professor of Politics and International Affairs, NAU
 Dr. Stefan Sommer, Director of Education, Merriam-Powell Center for Environmental Research, NAU
 Dr. Carol Thompson, Professor of Politics and International Affairs, NAU
 Tom Whitmer, Manager of Statewide Water Planning, Arizona Dept. of Water Resources
 Dr. Susan Williams, Assoc. Professor of Business, NAU

Assessment of Student Learning Outcomes

Evaluation of your progress in achieving the course learning outcomes will be based upon:

- 1) your participation in class discussions
- 2) your performance in 4 single-draft Written Reaction Assignments
- 3) your performance in 2 multiple-draft Papers

This Seminar will address the Mission of the Liberal Studies Program by exploring issues in the science of sustainability, one of the key challenges that our society will face in the coming years. We will focus on preparing students to live responsible, productive, and creative lives as citizens of a dramatically changing world. This Seminar will also challenge students to gain a deeper understanding of the natural environment, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine student's potential contributions to society, and to help students better determine their own places in that world.

We will assess the Student Learning Outcomes for FS 211

- describe, explain, and discuss the scientific basis of sustainable human and natural systems

- describe, explain, and discuss the vocabulary and concepts around the sustainability of human and natural systems (e.g., finite and renewable resources, environmental footprint, global commons, peak oil, environmental justice, global climate change)
- analyze and assess the role of human interactions with the environment and its relation to the root causes of many global problems

in the areas of Life Support Systems, Climate Change, Energy, Economics, Conservation, and Building a Culture of Sustainability through class discussion, in 4 single-draft Reaction Writing Assignments, and in 2 multiple-draft Papers.

As a Science distribution block course, we focus on addressing the Science Student Learning Outcomes of

- an understanding of a variety of physical and biological phenomena through the application of the scientific method
- an understanding of the basis and limits of contemporary scientific knowledge
- greater familiarity with important theories, concepts, and taxonomies that are central to the various science disciplines

through the scientific method. Outcomes will be assessed through class discussion, in 4 single-draft Reaction Writing Assignments, and in 2 multiple-draft Papers.

This course will demonstrate Critical Thinking

- 1) clearly articulating a position, 2) critically evaluating the truth of a statement, keeping in mind possible biases, 3) determining whether a conclusion is warranted based on the evidence provided

and will demonstrate Critical Thinking through the essential skill of Scientific Inquiry by

- 1) formulating testable hypotheses on the basis of observations, 2) obtaining and analyzing data to test (i.e., refute or support) hypotheses, and 3) explaining phenomena by means of accepted principles, theories, or laws

This will be accomplished through regular writing assignments and writing assignments that will involve multiple drafts. Specifically, outcomes will be assessed in 4 single-draft Reaction Writing Assignments and in 2 multiple-draft Papers.

Grading System

Criteria for assessment are described below:

Class Participation and Discussion (25%): There will be two interactive lecture-discussion sessions each week. Questions and discussion are strongly encouraged during or after the lecture period. You will be given points for thoughtful contributions to the discussions. Some lectures will have assigned reading or other supplementary materials posted in BB Learn. You will be expected to read/view these materials in advance of that lecture and come prepared to answer questions and join in active discussion of the material. You are expected to actively join in every

discussion by formulating clear questions and making well thought out and clearly articulated contributions. If you do not attend class, you cannot receive credit for Class Participation and Discussion. During the week of February 1st to 4th and again during the last week of the semester, you will meet with the instructor to evaluate your own progress in both the quantity and quality of your oral contributions to the class.

2. Written Reaction Assignments (25%): Written Reaction assignments will be required that will be focused upon issues discussed in class. These written Reaction assignments will be assessed on the basis of knowledge, comprehension, analysis, synthesis, and evaluation of the material discussed in class. These will be brief writing assignments of 1-2 pages and details will be discussed further in class and supporting materials will be available in BB Learn.

3. Multiple-Draft Papers (50%): Two multiple-draft Papers will be assigned, each on a different science and sustainability topic of your choice. You will meet with the instructor to discuss and develop your topic. Drafts of the paper, returned with suggestions for improvement, should form the basis for changes in the subsequent draft of the assignment and the final version. The purpose of this assignment is to both demonstrate critical thinking and effective scientific writing through multiple-draft writing and learning the format of scientific writing.

Grading System

Your course grade will be based on your total number of accumulated points.

- Points will come from class participation and writing assignments.
- See Table 1 for a summary of point sources.
- In general, the following percentages will correspond to letter grades:
90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, <60% = F.

Table 1. Percentage breakdown of the source of points toward your classroom grade.

<u>Source:</u>	<u>Percentage of Final Grade</u>
Class Participation and Discussion	25 %
Written Reaction Assignments	25%
Multiple-Draft Papers	50%
	100 %

Details will be discussed further in class and posted in BB Learn.

Course policies

Attendance: Students are required to attend this course and attendance will be factored into your Class Participation and Discussion final grade as outlined above.

Late assignments: Reaction Writing assignments and Paper drafts/final versions submitted after the due date announced in class for each will be penalized 10% per day past the due date.

Plagiarism & Cheating: Plagiarism is any act of claiming the work of others as one's own. Both plagiarism and cheating are serious offenses in violation of NAU's "Academic Integrity" policy (see below) and can result in failing the course and even expulsion.

If you have questions about course material, assignments, or other course related subjects please contact me - the sooner the better - so that we can work things out.

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 page, <http://naui.edu/diversity>. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

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

INSTITUTIONAL REVIEW BOARD

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

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

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website: <http://www.research.nau.edu/compliance/index.aspx>. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-9243 or 523-4249.

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 or keeping with the severity of the violation. The complete policy on academic integrity is in Appendix C of AAU's Student Handbook (<http://www1.aau.edu/staff/handbook/dishonesty.htm>).

ACADEMIC CONTACT HOUR POLICY

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

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

SENSITIVE COURSE MATERIALS

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

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



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for New Course

Please attach proposed Syllabus in approved university format.

1. Course subject and number: FS 221 2. Units: 3

See upper and lower division undergraduate course definitions.

3. College: University College 4. Academic Unit: First Year Seminar Program

5. Student Learning Outcomes of the new course. (*Resources & Examples for Developing Course Learning Outcomes*)

Successful students in this Seminar will be able to

- describe, explain, and discuss the human condition through issues of artistic, philosophical, or historical inquiry, or through contextual analyses of the various forms of creative expression.
- analyze and assess competing concepts that frame experience.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*).

In May 2006 the Faculty Senate approved the creation of an optional 3-credit hour course that applies disciplinary or interdisciplinary perspectives to examine current and/or ongoing issues associated with global problems that require global learning, social responsibility, and/or the self-examined life. The First Year Seminar Program supports the Liberal Studies Program mission to prepare student to live responsible, productive, and creative lives as local, national, and global citizens of a changing world.

Sections of this course with an Action research Team (ART) component can also fulfill a requirement for the Civic Engagement Minor by fulfilling the following Civic Engagement Minor program outcomes:

- Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)

- Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)
- Civic Engagement Minor graduates will demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program. (Knowledges)
- Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program. (Values)
- Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)

7. Effective **BEGINNING** of what term and year? Fall 2014
See effective dates calendar.

8. Long course title: Aesthetic & Humanistic Inquiry
(max 100 characters including spaces)

9. Short course title: Aesthetic & Humanistic Inquiry
(max. 30 characters including spaces)

10. Catalog course description *(max. 60 words, excluding requisites):*

This Second Year Seminar will explore the competing conceptual frameworks of artistic, philosophical, or historical inquiry and/or aesthetic experiences. Topics vary. 3 units.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
 Yes No
 If yes, include the appropriate plan proposal.

Please see the Civic Engagement Minor new plan proposal with this submission.

12. Does this course duplicate content of existing courses? Yes No
 If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)? Yes No
If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade Pass/Fail Both

15. Co-convened with: None 14a. UGC approval date*: _____
(For example: ESE 450 and ESE 550) See co-convening policy.
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: None
(For example: ES 450 and DIS 450) See cross listing policy.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes No

16a. If yes, maximum units allowed? 6 units with different topics

16b. If yes, may course be repeated for additional units in the same term? Yes No

18. Prerequisites: Not open to students with more than 75 units.
If prerequisites, include the rationale for the prerequisites.

Course intended for first and second year students for Liberal Studies credit and, with an Action research team (ART) component, credit toward the fulfillment of the Civic Engagement Minor. The prerequisite of 75 units allows for the 60 units of sophomore credit plus 15 units of Advanced Placement units with which many NAU students enter.

19. Co requisites: None
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes No
If yes, include the units specific to each component in the course description above.

Dr. Blase Scamati (First Year Seminar Program and School of Music), and any current FS 121 faculty teaching an aesthetic & humanistic inquiry topic

21. Names of the current faculty qualified to teach this course: _____

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes No
If yes, include a Liberal Studies proposal and syllabus with this proposal.
23. Is this course being proposed for Diversity designation? Yes No
If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Reviewed by Curriculum Process Associate

Date

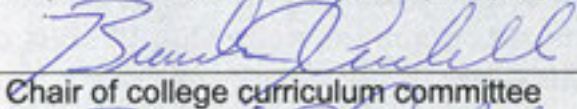
Approvals:



10/03/2013

Department Chair/Unit Head (if appropriate)

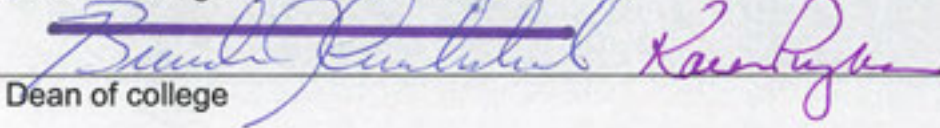
Date



10/3/13

Chair of college curriculum committee

Date



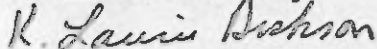
10/4/13

10/3/13

Dean of college

Date

For Committee use only:



10/29/13

UCC/UGC Approval

Date

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

Date

Approvals:

Academic Unit Head

Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)

Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Chief Academic Officer, Extended Campuses (or Designee)

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No



Northern Arizona University
University College
FS 221 Aesthetic & Humanistic Inquiry

Second Year Seminar Topic Course Master Syllabus

This FS 221 Second Year Seminar Topic Course Master Syllabus is based on the current Liberal Studies Program Master Course Syllabus Template and the NAU syllabus template.

The format of this FS 221 Second Year Seminar Topic Course Master Syllabus is required for all FS 221 courses.

General Information

- Name of college and department
 - o University College, First Year Seminar Program
- Course prefix, number, and title
 - o FS 221 Aesthetic & Humanistic Inquiry: [Your topic's secondary title]
- Semester in which course will be offered
- Clock hours, credit hours
 - o 3 credit hours
- Instructor's name
- Office address
- Office hours

Course Prerequisites

Not open to students with more than 75 units.

Course Description

Include this Course Description for all FS 211 topic courses:

This Second Year Seminar will explore the competing conceptual frameworks of artistic, philosophical, or historical inquiry and/or aesthetic experiences. Topics vary, 3 units.

Include your Course Topic Description:

Additional statement to include:

This is a Liberal Studies course in the Aesthetic & Humanistic Inquiry distribution block and will demonstrate Critical Thinking through the essential skill of [identify one skill: Effective Writing or Oral Communication].

Include the following statement if this course section includes an Action Research Team (ART) component:

This course can also be used to fulfill the requirements of the Civic Engagement Minor.

Student Learning Expectations/Outcomes for this Course

Include the Student Learning Outcomes for all FS 221 sections:

Successful students in this Seminar will be able to

- **describe, explain, and discuss the human condition through issues of artistic, philosophical, or historical inquiry, or through contextual analyses of the various forms of creative expression.**
- **analyze and assess competing concepts that frame experience.**

Liberal Studies Information

As a Liberal Studies course, address how your Seminar functions in the Liberal Studies program at each of three levels:

1. Mission of Liberal Studies:

Explain how your FS 221 Student Learning Outcomes contributes to the fulfillment of the Mission of the Liberal Studies Program:

The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.

2. Distribution Block:

Explain how your FS 221 Student Learning Outcomes contributes to the fulfillment of the Liberal Studies Aesthetic & Humanistic Inquiry distribution block Student Learning Outcomes:

Liberal Studies Aesthetic & Humanistic Inquiry distribution block

Courses in this block involve students in the study of the human condition through philosophical inquiry and analysis of the various forms of creative expression.

These courses help students develop an understanding of:

- *the relationship between context and human creative expression*
- *major conceptual frameworks utilized to make sense of the creative arts*
- *how human experience and values are expressed through creative endeavors*

Students will also develop their capacities for:

- *analysis and critical reasoning*
- *an understanding of the multiple facets of the human condition*

[<http://nau.edu/liberal-studies/submit-a-course>]

3. Essential Skills:

At the request of the Liberal Studies Committee on March 27, 2009, the First Year Seminar Program began a pilot in which all FS courses demonstrate Critical Thinking through one of the following skills: Effective Writing, Effective Oral Communication, Scientific Inquiry, or Quantitative Reasoning.

This course will demonstrate Critical Thinking through the essential skill of [identify one skill: Effective Writing or Oral Communication].

Explain how your FS 221 course demonstrates Critical Thinking through the essential skill of [identify one skill: Effective Writing or Oral Communication]:

For the Liberal Studies Program, Critical Thinking is currently defined as:

Critical thinking includes the skills - particularly as applied to one's own work - of 1) articulating the meaning of a statement, 2) judging the truth of a statement, keeping in mind possible biases, 3) determining whether a conclusion is warranted by the evidence provided

[<http://nau.edu/liberal-studies>]

For the Liberal Studies Program, Effective Writing is currently defined as:

Effective writing conveys information or argues a point of view using organizational structures, supporting materials, and language appropriate for the topic, purpose, and audience.

[<http://nau.edu/liberal-studies/>]

For the Liberal Studies Program, Oral Communication is currently defined as:

Effective oral communication influences, informs, and/or connects with others by using organizational structures, supporting materials and delivery skills suitable to the topic, occasion and audience.

[<http://nau.edu/liberal-studies/>]

Civic Engagement Minor—optional Action Research Team (ART) association

Sections of this course with an Action Research Team (ART) component can also fulfill a requirement for the Civic Engagement Minor. Explain how your course fulfills the following Civic Engagement Minor program outcomes for this course:

- *Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)*
- *Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)*
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- *Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)*

Course structure/approach

Textbook and required materials

Recommended optional materials references (attach reading list)

Course Outline of Student Learning Experiences

Assessment of Student Learning Outcomes

Methods of Assessment:

1. *Outline methods of assessment used in your Seminar.*
2. *Explain how these assessments provide evidence that you are fulfilling this course's Student Learning Outcomes.*

Timeline for Assessment

Grading System

Course policies

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

Northern Arizona University Policy Statements

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ACADEMIC INTEGRITY

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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 C of NAU's Student Handbook <http://www4.nau.edu/sch/ehandbook/dishonesty.htm>.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (AAROR Handbook, 2-2006, Academic Credit rules) – "an hour of work is the equivalent of 59 minutes of class time – at least 15 contact hours of recitation, lecture, discussion, reading or evaluation, seminar, or colloquium as well as a minimum of 40 hours of student homework is required for each unit of credit."

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

SENSITIVE COURSE MATERIALS

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

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



**Northern Arizona University
University College
FS 221 Aesthetic & Humanistic Inquiry**

FS 221 Topic Course Syllabus EXAMPLE

General Information

- Name of college and department
 - **University College and the First Year Seminar Program**
- Course prefix, number, and title
 - **FS 221 Aesthetic & Humanistic Inquiry: Nineteenth-Century European Symphonic Tradition**
- Semester in which course will be offered
- Clock hours, credit hours
 - **3 credit hours**
- Instructor's name **Dr. Blase Scarnati**
- Office address **First Year Seminar Program and School of Music**
- Office hours

Course Prerequisites

Not open to students with more than 75 units.

Course Description

For all FS 221 courses:

This Second Year Seminar will explore the competing conceptual frameworks of artistic, philosophical, or historical inquiry and/or aesthetic experiences. Topics vary. 3 units.

For our Nineteenth-Century European Symphonic Tradition course:

This course will examine the nineteenth-century European symphonic tradition through its musical literature, issues, methodologies, concepts, cultural context, and historical musical styles.

This is a Liberal Studies course in the Aesthetic & Humanistic Inquiry distribution block and will demonstrate Critical Thinking through the essential skill of Effective Writing.

Student Learning Expectations/Outcomes for this Course

Successful students in this Nineteenth-Century Viennese Symphonic Tradition course will be able to

- describe, explain, and discuss the musical issues, methodologies, cultural context, and historical styles in the nineteenth-century European symphonic tradition.
- analyze and assess the competing musical concepts that framed the nineteenth-century European symphonic tradition.

Liberal Studies Information

Mission of Liberal Studies

The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.

This Seminar will address the Mission of the Liberal Studies Program by focusing on a tradition and legacy that has contributed to the dynamics and tensions that shape the world and to help students better determine their own places in that world.

Distribution Block

The Nineteenth-Century European Symphonic Tradition Seminar will involve students in the study of the human condition through philosophical inquiry and analysis of the various forms of creative expression.

FS 221 Nineteenth-Century European Symphonic Tradition Student Learning Outcomes → →	LS Aesthetic & Humanistic Inquiry Distribution Student Learning Outcome: how creative endeavors express human experience	LS Aesthetic & Humanistic Inquiry Distribution Student Learning Outcome: the major frameworks used to study creative arts	LS Aesthetic & Humanistic Inquiry Distribution Student Learning Outcome: develop a capacity for an understanding of the multiple facets of the human experience.
describe, explain, and discuss the musical issues, methodologies, cultural context, and historical styles in the nineteenth-century European symphonic tradition	X		X
analyze and assess the competing musical concepts that framed the nineteenth-century European symphonic tradition		X	

Essential Skills

At the request of the Liberal Studies Committee on March 27, 2009, the First Year Seminar Program began a pilot in which all FS courses demonstrate Critical Thinking through one of the following skills: Effective Writing, Effective Oral Communication, Scientific Inquiry, or Quantitative Reasoning.

This course will demonstrate Critical Thinking through the essential skill of Effective Writing.

The Nineteenth-Century European Symphonic Tradition course will focus on Critical Thinking through

- 1) articulating the meaning of a statement, 2) judging the truth of a statement, keeping in mind possible biases, 3) determining whether a conclusion is warranted by the evidence provided

and will demonstrate Critical Thinking through the essential skill of Effective Writing by

conveying information or argues a point of view using organizational structures, supporting materials, and language appropriate for the topic, purpose, and audience.

Course structure/approach

Seminar courses provide a unique opportunity for a small group of students to pursue intensive discussion of assigned recordings and readings with their colleagues and the instructor. It is expected, and grading will reflect, both preparation of course material before class and daily participation in class discussion. This course is also intended to help students continue to develop their capacity for undergraduate research.

Textbook and required materials

Dahlhaus, Carl. *Nineteenth-Century Music*. Translated by J. Bradford Robinson. Berkeley and Los Angeles: University of California Press, 1989.

All supplemental readings and all listening assignments may be found in the course BBLearn shell.

Recommended optional materials/references (attach reading list)

None

Course Outline of Student Learning Experiences

The professor reserves the right to alter, change, or delete assignments

Dahlhaus, *19thc.* (page numbers) = Dahlhaus, Carl. *Nineteenth-Century Music*. Translated by J. Bradford Robinson. Berkeley and Los Angeles: University of California Press, 1989.

Listening assignments and supplemental readings may be found in **BBLearn**.

Weeks 1-2

I. Introduction

Characteristics of nineteenth-century musical romanticism
 Nineteenth-century compositions and compositional strategies
 Political issues and context
 Musical culture(s)

Readings

Dahlhaus, Carl. "The Nineteenth Century as Past and Present." In Dahlhaus. *19thc.* 1-7.
 ---. "The Twin Styles." In Dahlhaus. *19thc.* 8-14.
 ---. "Music and Romanticism." In Dahlhaus. *19thc.* 15-25.
 ---. "Tradition and Restoration." In Dahlhaus. *19thc.* 26-34.
 ---. "Nationalism and Universality." In Dahlhaus. *19thc.* 35-40.
 ---. "The Music Culture of the Bourgeoisie." In Dahlhaus. *19thc.* 41-50.

Reflection Paper 1

Weeks 3-7

II. Disruption, disorder, and the frame dissolves

- A. Introduction and Viennese cultural context
- B. Beethoven, the symphony, and musical form

Listening

Beethoven, *Symphonic* v.nos. 1, 3, 5, 6, 9

Readings

Dahlhaus, Carl. "Beethoven: Myth and Reception." In Dahlhaus. *19thc.* 75-80.
 ---. "Beethoven's Late Style." In Dahlhaus. *19thc.* 81-87.
 ---. "The Metaphysics of Instrumental Music." In Dahlhaus. *19thc.* 88-95.

Supplemental reading

Cohn, Richard L. "The Dramatization of Hypermetric Conflicts in the Scherzo of Beethoven's Ninth Symphony." *19th Century Music* 15:3 (1992). 188-206.

Week 3: Outline for Paper 1 due**Week 4: Reflection Paper 2 due****C. The symphony after Beethoven—other innovations in Europe****Readings**

Dahlhaus, Carl. "The Symphony after Beethoven." In Dahlhaus, *19thc*, 152-159.

D. Schubert: Lieder and symphony**Listening**

Schubert, *Die schöne Müllerin, Die Winterreise, Symphony no. 8*

Readings

Dahlhaus, Carl. "Lied Traditions." In Dahlhaus, *19thc*, 96-105.

---. "The Symphony after Beethoven." In Dahlhaus, *19thc*, 152-159.

Supplemental readings

Denny, Thomas A. "Articulation, Elision, and Ambiguity in Schubert's Mature Sonata Forms: The Op. 99 Trio Finale in its Context." *The Journal of Musicology* 6 (1988): 340-66.

Longyear, Rey M., and Kate R. Covington. "Sources of the Three-Key Exposition." *The Journal of Musicology* 6 (1988): 448-70.

Week 6: Paper 1 due**E. Schumann: piano music and the symphonies****Listening**

Schumann, *Carnaval, Op. 9, C Major Phantasy, Op. 17, Symphony no. 4*

Readings

Daverio, John. "Schumann's 'Im Legendenton' and Friedrich Schlegel's Arabeske." *19th-Century Music* 11:2 (Fall 1987): 150-163.

Supplemental readings

Finson, Jon W. "The Sketches for Robert Schumann's C Minor Symphony." *The Journal of Musicology* 1 (1982): 395-418.

Weeks 8-9**III. The 'end' of the symphony****A. Introduction and cultural context****B. Berlioz and France****Works**

Berlioz, *Symphonic Fantastique*

Week 8: Revision of Paper 1 based on feedback due

C. Wagner: symphonic opera / operatic symphony**Works**

Wagner, *Ring, Tristan and Isolde*

Readings

Dahlhaus, Carl. "Wagner's Conception of Music Drama." In Dahlhaus, *19thc.* 192-205.

Supplemental readings

Conrad, Peter. "Operatic Epic and Romance." In *Romantic Opera and Literary Form*, 9-42
Berkeley and Los Angeles: University of California Press, 1977.

Grey, Thomas. "Wagner, the Overture, and the Aesthetics of Musical Form." *19th Century Music* 12.1 (Summer 1988), 3-22.

D. Symphonic poem**Works**

Liszt, *Les Préludes*

Readings

Dahlhaus, Carl. "The Symphonic Poem." In Dahlhaus, *19thc.*, 236-43.

Week 9: Reflection Paper 3 due

Weeks 10-13**IV. The 'second age' of the symphony****A. Introduction and cultural context****Readings**

Dahlhaus, Carl. "The Second Age of the Symphony." In Dahlhaus, *19thc*, 263-75.

B. Brahms the progressive

Works

Brahms, *Symphony nos. 1-4*

Readings

Schoenberg, Arnold. "Brahms the Progressive." In *Style and Idea*. Edited by Leonard Stein. Translated by Leo Black. 398-441.

Dahlhaus, Carl. "Brahms and the Chamber Music Tradition." In Dahlhaus, *19thc*, 252-60.

Supplemental readings

Jordan, Roland, and Emma Kafalenos. "The Double Trajectory: Ambiguity in Brahms and Henry James." *19th-Century Music* 13 (1989): 129-44.

Rosen, Charles. "Influence, Plagiarism and Inspiration." *19th-Century Music* 4 (1980): 87-100.

Schachter, Carl. "The First Movement of Brahms's Second Symphony: The Opening Theme and Its Consequences." *Music Analysis* 2 (1983): 55-68.

Webster, James. "Schubert's Sonata Form and Brahms's First Maturity." *19th-Century Music* 2 (1978): 18-35.

Week 11: Outline for Paper 2 due

Week 13: Paper 2 due

Weeks 14-15

V. Early modern symphony

A. Introduction and cultural context

Readings

Dahlhaus, Carl. "Modernism as a Period in History." In Dahlhaus, *19thc*, 330-39.

B. Mahler

Works

Mahler, *Symphony nos. 1, 2, 4*

Readings

Dahlhaus, Carl. "Program Music and the Art Work of Ideas." In Dahlhaus, *19thc*, 360-68.

---. "Issues in Composition." In *Between Romanticism and Modernism: Four Studies in the Music of the Later Nineteenth Century*. Translated by Mary Whittall. 40-78. Berkeley and Los Angeles: University of California Press, 1980.

Week 14: Reflection Paper 4 due

Finals Week: and Paper 2 with revisions based on feedback due

Assessment of Student Learning Outcomes

Methods of Assessment

Class discussion and participation (10% of your final grade)

You must participate in class discussion to be successful in this course. Class discussion will be based on assigned listening and readings. You must prepare (listen and read) before each class so that you can effectively participate.

Reflection Papers (40% of your final grade)

Four Reflection Papers on topics that will be developed together in class through class discussion of the musical literature, issues, methodologies, concepts, cultural context, and/or historical musical styles encountered in the course. Rubrics for the Reflection Papers will be provided to make expectations and grading criteria transparent.

Papers (50% of your final grade)

Two multiple-draft Papers that build upon your work in your Reflection Papers. Like your Reflection Papers, these Papers will also focus on the musical literature, issues, methodologies, concepts, cultural context, and/or historical musical styles encountered in the course. An outline will be graded and feedback for improvement will be provided. A first draft will be graded and feedback for improvement will be provided. A second draft, based on feedback will also be graded. Rubrics for the Paper outlines and drafts will be provided to make expectations and grading criteria transparent.

These assessments provide evidence for the fulfillment of this Nineteenth-Century Viennese Symphonic Tradition course:

- Class discussion, participation, Reflection Papers 1-4, Papers 1-2, and Papers 1-2 with revisions addresses course outcome— describe, explain, and discuss the musical issues, methodologies, cultural context, and historical styles in the nineteenth-century European symphonic tradition.
- Class discussion, participation, Reflection Papers 1-4, Papers 1-2, and Papers 1-2 with revisions addresses course outcome— analyze and assess the competing musical concepts that framed the nineteenth-century European symphonic tradition.

Reflection Papers 1-4, Papers 1-2, and Paper 1-2 with revisions

- will be structured so that they fulfill Critical Thinking learning outcomes:
 - 1) articulating the meaning of a statement, 2) judging the truth of a statement, keeping in mind possible biases, 3) determining whether a conclusion is warranted by the evidence provided
- fulfill the learning outcomes of the essential skill of Effective Writing by conveying information or argues a point of view using organizational structures, supporting materials, and language appropriate for the topic, purpose, and audience.

Timeline for Assessment

Week 2

Reflection Paper 1 due

Week 3

Outline for Paper 1 due

Week 4

Reflection Paper 2 due

Week 6

Paper 1 due

Week 8

Revision of Paper 1 based on feedback due

Week 9

Reflection Paper 3 due

Week 11

Outline for Paper 2 due

Week 13

Paper 2 due

Week 14

Reflection Paper 4 due

Finals Week

Paper 2 with revisions based on feedback due

Grading System

Class discussion and participation (10% of your final grade)

Class discussion and participation 10 points

Reflection Papers (40% of your final grade)

Reflection Paper 1 10 points

Reflection Paper 2 10 points

Reflection Paper 3 10 points

Reflection Paper 4 10 points

Papers (50% of your final grade)

Outline Paper 1 5 points

Paper 1 draft 1 10 points

Paper 1 revision and draft 2 10 points

Outline Paper 2 5 points

Paper 2 draft 1 10 points

Paper 2 revision and draft 2 10 points

TOTAL points

100 points

Final grades will be based on the following scale

A = 90-100 points

B = 80-89 points

C = 70-79 points

D = 60-69 points

F = 59 points or less

Course policies

Late papers

- Outlines, Papers, revisions, and Reflection Papers are due on the dates announced in class. Late papers will be accepted within two days, but will be penalized 10% per day that they are overdue. Beyond two days, papers will not be accepted.

Attendance

- You must participate in class discussion to be successful in this course. If you do not attend, you cannot receive credit for class discussion and participation.

Statement on plagiarism and cheating

- Any graded activity that is determined to contain plagiarized material will receive a grade of zero (F).

Extra credit

- No extra credit is available in this course. Extra credit cannot be offered to you without making it also available to everyone. To do otherwise would not be fair to everyone else in class. Please do not even ask.

Northern Arizona University Policy Statements

SAFE ENVIRONMENT POLICY

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

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

STUDENTS WITH DISABILITIES

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

INSTITUTIONAL REVIEW BOARD

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

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited

review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

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

ACADEMIC INTEGRITY

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

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

ACADEMIC CONTACT HOUR POLICY

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

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

SENSITIVE COURSE MATERIALS

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

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



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for New Course

Please attach proposed Syllabus in approved university format.

1. Course subject and number: **FS 231** 2. Units: **3**

See upper and lower division undergraduate course definitions.

3. College: **University College** 4. Academic Unit: **First Year Seminar Program**

5. Student Learning Outcomes of the new course. (*Resources & Examples for Developing Course Learning Outcomes*)

Successful students in this Seminar will be able to

- describe, explain, and discuss the intersection of key dimensions of diversity: race, ethnicity, gender, power, class, sexuality, religion, age, language or disability.
- apply an analytic framework that facilitates awareness of how cultures vary and shape human experience.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*).

In May 2006 the Faculty Senate approved the creation of an optional 3-credit hour course that applies disciplinary or interdisciplinary perspectives to examine current and/or ongoing issues associated with global problems that require global learning, social responsibility, and/or the self-examined life. The First Year Seminar Program supports the Liberal Studies Program mission to prepare student to live responsible, productive, and creative lives as local, national, and global citizens of a changing world.

This new FS 231 Liberal Studies topics course in the Cultural Understanding distribution block is aligned with the Global Learning Initiative university-level definition and student learning outcomes for Diversity Education.

Sections of this course with an Action research Team (ART) component can also fulfill a requirement for the Civic Engagement Minor by fulfilling the following Civic Engagement Minor program outcomes:

- Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)
- Civic Engagement Minor graduates will demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program. (Knowledges)
- Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program. (Values)
- Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)

7. Effective **BEGINNING** of what term and year? Fall 2014
See effective dates calendar.

8. Long course title: Issues in Diversity
(max 100 characters including spaces)

9. Short course title: Issues in Diversity
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):

In this Second Year Seminar, students will learn about and critically reflect upon the nature and consequences of diversity in the social (e.g. ethnic, religious, cultural) world and develop an understanding of how this diversity both alters and is altered in a world characterized by increasing global interaction. Topics vary. 3 units.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
Yes No

If yes, include the appropriate plan proposal.

Please see the Civic Engagement Minor new plan proposal with this submission.

12. Does this course duplicate content of existing courses? Yes No
If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)? Yes No
If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade Pass/Fail Both

15. Co-convened with: None 14a. UGC approval date*: _____
(For example: ESE 450 and ESE 550) See co-convening policy.
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: None
(For example: ES 450 and DIS 450) See cross listing policy.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes No

16a. If yes, maximum units allowed? 6 units with different topics

- 16b. If yes, may course be repeated for additional units in the same term? Yes No

18. Prerequisites: Not open to students with more than 75 units.
If prerequisites, include the rationale for the prerequisites.

Course Intended for first and second year students for Liberal Studies credit and, with an Action research team (ART) component, credit toward the fulfillment of the Civic Engagement Minor. The prerequisite of 75 units allows for the 60 units of sophomore credit plus 15 units of Advanced Placement units with which many NAU students enter.

19. Co requisites: None
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes No
If yes, include the units specific to each component in the course description above.

Dr. Rom Coles (Community, Culture and Environment), Dr. Kimberley Curtis (Master of Arts in Sustainable Communities and First Year Seminar Program), and Dr. Blase Scarnati (First Year Seminar Program and School of Music)

21. Names of the current faculty qualified to teach this course:

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes No
If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes No
If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Reviewed by Curriculum Process Associate

Date

Approvals:



10/03/2013

Department Chair/Unit Head (if appropriate)

Date

Chair of college curriculum committee

Date

Dean of college

Date

For Committee use only:
R. Lawrence Robinson

10/29/13
Date

UCC/UGC Approval

Approved as submitted: Yes No

Approved as modified: Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate _____ Date _____

Approvals:

Academic Unit Head _____ Date _____

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) _____ Date _____

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) _____ Date _____

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) _____ Date _____

Chief Academic Officer, Extended Campuses (or Designee) _____ Date _____

Approved as submitted: Yes No

Approved as modified: Yes No



Northern Arizona University
University College
FS 231 Issues in Diversity

Second Year Seminar Topic Course Master Syllabus

This FS 231 Second Year Seminar Topic Course Master Syllabus is based on the current Liberal Studies Program Master Course Syllabus Template and the NAU syllabus template.

The format of this FS 231 Second Year Seminar Topic Course Master Syllabus is required for all FS 231 courses.

General Information

- Name of college and department
 - **University College and the First Year Seminar Program**
- Course prefix, number, and title
 - **FS 211 Issues in Diversity: [Your topic's secondary title]**
- Semester in which course will be offered
- Clock hours, credit hours
 - **3 credit hours**
- Instructor's name
- Office address
- Office hours

Course Prerequisites

Not open to students with more than 75 units.

Course Description

Include this Course Description for all FS 231 topic courses (which is aligned with the Global Learning Initiative university-level definition for Diversity Education):

In this Second Year Seminar, students will learn about and critically reflect upon the nature and consequences of diversity in the social (e.g. ethnic, religious, cultural) world and develop an understanding of how this diversity both alters and is altered in a world characterized by increasing global interaction. Topics vary. 3 units.

Include your Course Topic Description:

Additional statement to include:

This is a Liberal Studies course in the Cultural Understanding distribution block and will demonstrate Critical Thinking through the essential skill of [identify one skill: Effective Writing or Oral Communication].

Include the following statement if this course section includes an Action Research Team (ART) component:

This course can also be used to fulfill the requirements of the Civic Engagement Minor.

Student Learning Expectations/Outcomes for this Course

Include the Student Learning Outcomes for all FS 231 sections (which are aligned with the revised Global Learning Initiative university-level definition and student learning outcomes for the Sustainability of Human and Natural Systems):

Successful students in this Seminar will be able to

- **describe, explain, and discuss the intersection of key dimensions of diversity: race, ethnicity, gender, power, class, sexuality, religion, age, language or disability.**
- **apply an analytic framework that facilitates awareness of how cultures vary and shape human experience.**

Liberal Studies Information

As a Liberal Studies course, address how your Seminar functions in the Liberal Studies program at each of three levels:

1. Mission of Liberal Studies:

Explain how your FS 231 Student Learning Outcomes contributes to the fulfillment of the Mission of the Liberal Studies Program:

The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.

2. Distribution Block:

Explain how your FS 231 Student Learning Outcomes contributes to the fulfillment of the Liberal Studies Aesthetic & Humanistic Inquiry distribution block Student Learning Outcomes:

Liberal Studies Cultural Understanding distribution block

Courses in this block enhance students' understanding of different cultures of the world through the study of language, literature, religion, and artistic creations in other disciplines

These courses provide students with:

- *an experience of diverse cultures (different from their own)*
- *an analytic framework that facilitates awareness of how cultures vary and shape human experience*

Students will also:

- *become more familiar with cultures of the world*
- *develop an appreciation for the unique features and perspectives of varied cultural traditions*

[<http://naui.edu/Liberal-Studies/Submit-a-Course/>]

3. Essential Skills:

At the request of the Liberal Studies Committee on March 27, 2009, the First Year Seminar Program began a pilot in which all FS courses demonstrate Critical Thinking through one of the following skills: Effective Writing, Effective Oral Communication, Scientific Inquiry, or Quantitative Reasoning.

This course will demonstrate Critical Thinking through the essential skill of [identify one skill: Effective Writing or Oral Communication].

Explain how your FS 231 course demonstrates Critical Thinking through the essential skill of [identify one skill: Effective Writing or Oral Communication]:

For the Liberal Studies Program, Critical Thinking is currently defined as:

Critical thinking includes the skills - particularly as applied to one's own work - of 1) articulating the meaning of a statement, 2) judging the truth of a statement, keeping in mind possible biases, 3) determining whether a conclusion is warranted by the evidence provided.

[<http://naui.edu/liberal-studies/>]

For the Liberal Studies Program, Effective Writing is currently defined as:

Effective writing conveys information or argues a point of view using organizational structures, supporting materials, and language appropriate for the topic, purpose, and audience.

[<http://nau.edu/liberal-studies/>]

For the Liberal Studies Program, Oral Communication is currently defined as:

Effective oral communication influences, informs, and/or connects with others by using organizational structures, supporting materials and delivery skills suitable to the topic, occasion and audience.

[<http://nau.edu/liberal-studies/>]

Civic Engagement Minor—optional Action Research Team (ART) association

Sections of this course with an Action Research Team (ART) component can also fulfill a requirement for the Civic Engagement Minor. Explain how your course fulfills the following Civic Engagement Minor program outcomes for this course:

- *Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)*
- *Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)*
- *Civic Engagement Minor graduates will demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes through their coursework assessments and summative projects in the program. (Skills)*
- *Civic Engagement Minor graduates will demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program. (Knowledges)*
- *Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program. (Values)*
- *Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)*

Course structure approachTextbook and required materialsRecommended optional materials/references (attach reading list)Course Outline of Student Learning ExperiencesAssessment of Student Learning Outcomes

Methods of Assessment:

1. *Outline methods of assessment used in your Seminar.*
2. *Explain how these assessments provide evidence that you are fulfilling this course's Student Learning Outcomes.*

Timeline for Assessment

Grading SystemCourse policies

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

Northern Arizona University Policy Statements**SAFE ENVIRONMENT POLICY**

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

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website: <http://home.nau.edu/diversity>. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-3181) or NAU's Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-5773 (voice) or 523-6906 (TDD), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability-related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive

accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD

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

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to determine if your project needs to be reviewed by the IRB and to secure information on 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 to the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website: <http://www.research.nau.edu/compliance/irb/index.aspx>. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8286 or 523-3340.

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. Integral to 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/studhb/handbook/honesty.htm>.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (AROR Handbook, 2-2006, Academic Credits) states, "an hour of work is the equivalent of 50 minutes of class time – at least 15 contact hours of repetition lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

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

SENSITIVE COURSE MATERIALS

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

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



Northern Arizona University
University College
FS 231 Issues in Diversity

FS 231 Topic Course Syllabus EXAMPLE
With Action Research Team (ART) component

General Information

- Name of college and department
 - **University College and the First Year Seminar Program**
- Course prefix, number, and title
 - **FS 231 Issues in Diversity: Jamaican Reggae/Community Music**
- Semester in which course will be offered
- Clock hours, credit hours
 - **3 credit hours**
- Instructor's name **Dr. Blase Scarnati**
- Office address **First Year Seminar Program and School of Music**
- Office hours

Course Prerequisites

Not open to students with more than 75 units.

Course Description

For all FS 231 courses:

In this Second Year Seminar, students will learn about and critically reflect upon the nature and consequences of diversity in the social (e.g. ethnic, religious, cultural) world and develop an understanding of how this diversity both alters and is altered in a world characterized by increasing global interaction. Topics vary. 3 units.

For our Jamaican Reggae/Community Music course:

This Seminar will focus on Jamaican Reggae and Dancehall, popular music from the mid-1960s through 1990s, as a means by which its community spoke about ethnic, religious, political, gender, class, sexual, and cultural issues. These issues—as well as concepts of power, community, engagement, and grassroots organizing as expressed through music—in a Jamaican context will be discussed and analyzed for most of the class meetings and then

also applied and practiced locally through the Community Music Action Research Team (ART).

Students will engage in hands-on learning through field work and leadership development through their work in the Community Music Action Research Team. Students are required to be available one day a week (days may be flexible) Monday through Friday from 3:00-5:00 PM throughout the semester to participate in Community Music Action Research Team work at a local community center [example: Murdoch Community Center].

This is a Liberal Studies course in the Cultural Understanding distribution block and will demonstrate Critical Thinking through the essential skill of Effective Writing.

This course can also be used to fulfill the requirements of the Civic Engagement Minor.

Student Learning Expectations/Outcomes for this Course

Successful students in this Jamaican Reggae/Community Music course will be able to

- describe, explain, and discuss the intersection of key dimensions of diversity through Jamaican Reggae and Dancehall as a means by which its community spoke about ethnic, religious, political, gender, class, sexual, and cultural issues.
- analyze concepts of power, community, engagement, and grassroots organizing as expressed through music
- apply analytic frameworks that facilitates awareness of how cultures vary and shape human experience.

Liberal Studies Information

Mission of Liberal Studies

The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.

This Seminar will address the Mission of the Liberal Studies Program by focusing on preparing students to live responsible, productive, and creative lives as citizens of a dramatically changing world. This Seminar will also challenge students to gain a deeper understanding of the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine student's potential contributions to society, and to help students better determine their own places in that world.

Distribution Block

The Jamaican Reggae/Community Music Seminar will enhance students' understanding of different cultures of the world through the study of language, literature, religion, and artistic creations or other disciplines.

FS 231 Jamaican Reggae/Community Music Student Learning Outcomes → →	LS Cultural Understanding Distribution Student Learning Outcome: provide an experience of diverse cultures (different from their own)	LS Cultural Understanding Distribution Student Learning Outcome: provide an analytic framework that facilitates awareness of how cultures vary and shape human experience	LS Cultural Understanding Distribution Student Learning Outcome: become more familiar with cultures of the world	LS Cultural Understanding Distribution Student Learning Outcome: develop an appreciation for the unique features and perspectives of varied cultural traditions
describe, explain, and discuss the intersection of key dimensions of diversity through Jamaican Reggae and Dancehall as a means by which its community spoke about ethnic, religious, political, gender, class, sexual, and cultural issues	X	X	X	X
analyze concepts of power, community, engagement, and grassroots organizing as expressed through music	X	X	X	X

apply an analytic frameworks that facilitates awareness of how cultures vary and shape human experience		X		
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Essential Skills:

At the request of the Liberal Studies Committee on March 27, 2009, the First Year Seminar Program began a pilot in which all FS courses demonstrate Critical Thinking through one of the following skills: Effective Writing, Effective Oral Communication, Scientific Inquiry, or Quantitative Reasoning.

This course will demonstrate Critical Thinking through the essential skill of Effective Writing.

The Jamaican Reggae/Community Music course will focus on Critical Thinking through

- 1) articulating the meaning of a statement, 2) judging the truth of a statement, keeping in mind possible biases, 3) determining whether a conclusion is warranted by the evidence provided

and will demonstrate Critical Thinking through the essential skill of Effective Writing by

conveying information or argues a point of view using organizational structures, supporting materials, and language appropriate for the topic, purpose, and audience.

Civic Engagement Minor

This course has an Action Research Team (ART) component, so it can also fulfill a requirement for the Civic Engagement Minor. In this Seminar, students

- develop peer mentoring and group leadership skills working in the Community Music Action Research Team who will be working with diverse constituents and stakeholders.
Addresses—Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)
- communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences through written assignments focused on Jamaican Reggae and on Community Music Action Research Team work.
Addresses—Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)

- demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes through work and written assignments on Community Music Action Research Team work.
Addresses—Civic Engagement Minor graduates will demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes through their coursework assessments and summative projects in the program. (Skills)
- describe, explain, and discuss theories and strategies of community-based organizing and community leadership through course learning experiences and assignments.
Addresses—Civic Engagement Minor graduates will demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program. (Knowledges)
- exhibit values that support the creation of a more democratic, just, and sustainable communities through coursework assignments.
Addresses—Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program. (Values)
- respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and in their Community Music Action Research Team work.
Addresses—Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)

Course structure/approach

Seminar courses provide a unique opportunity for a small group of students to pursue intensive discussion of assigned recordings and readings with their colleagues and the instructor. It is expected, and grading will reflect, both preparation of course material before class and daily participation in class discussion. This course is also intended to help first year students begin their undergraduate research.

This Seminar is also grounded in hands-on experiences. Through classroom discussions of Community Music Action Research Team experiences, teambuilding exercises, and reflection, students will acquire the tools to serve in a community music context and will be able to apply what they have learned from their classroom. Students in the Seminar will have a regular field experience and will need to set aside two hours at least once a week between 3:00 and 5:00 PM.

Textbook and required materials

Chambers, Edward J. with Michael A. Cowan. *Roots for Radicals: Organizing for Power, Action, and Justice*. New York and London: Continuum International Publishing Group, 2004.

Gantz, Marshall. "Telling Your Public Story: Self, Us, Now—Worksheet."

<http://www.wholecommunities.org/pdf/Public%20Story%20Worksheet07Gantz.pdf>

Gantz, Marshall. "What Is Public Narrative?" (2008)

<http://grassrootsfund.org/docs/WhatIsPublicNarrative08.pdf>

Potash, Chris. *Reggae, Rasta, Revolution: Jamaican Music from Ska to Dub*. New York: Schirmer Books, 2000.

Listening: Assigned recordings in BBLEarn.

Viewing: Assigned videos in BBLEarn

Recommended optional materials references (attach reading list)

None

Course Outline of Student Learning Experiences

The professor reserves the right to alter, change, or delete assignments.

Weeks 1-2**I. Music in culture****A. Introduction**

1. ethnomusicology
2. basic materials of music
3. musical instruments

B. Your public narrative and action/public research**Readings:**

Marshall Gantz, "Telling Your Public Story: Self, Us, Now—Worksheet"

Marshall Gantz, "What Is Public Narrative?" (2008)

C. Jamaica: Introduction

1. Rastafarianism
2. Power, community, culture, politics, and religion

Readings:

"Introduction." in Potash, *Reggae, Rasta, Revolution*. xv-xxix.

Verena Reckord. "Reggae, Rastafarianism and Cultural Identity" (1982). in Potash, *Reggae, Rasta, Revolution*, 3-13.

James A. Winders. "From 'Reggae, Rastafarians and Revolution: Rock Music in the Third World'" (1983). in Potash, *Reggae, Rasta, Revolution*. 14-20.

- John W. Pulis, "‘Up-till Sounds’: Language, Identity, and the Worldview of Rastafari" (1993), in Potash, *Reggae, Rasta, Revolution*, 21-28.
- Kenneth Bilby, "From ‘Jamaica’" (1995), in Potash, *Reggae, Rasta, Revolution*, 29-36.
- James D. Davis, "Children of the Ras" (1994), in Potash, *Reggae, Rasta, Revolution*, 253-54.
- Patricia O’Gorman, "From ‘Oh Reggae and Rastafarianism—and a Garvey Prophecy’" (1987), in Potash, *Reggae, Rasta, Revolution*, 255-57.

Listening in BB Learn:

- Moore Town Maroons, "Tambu: Hear When de Duppy Bawl"
- The Jolly Boys, "Never Find a Lover Like Me"
- Nyabingi chant, "Think I Never Know"
- Count Ossie & Mystic Revelation of Rastafari, "So Long"
- Joseph Hill and Count Ossie & the Mystic Revelation of Rastafari, "Weeping Eyes"
- Folkes Brothers, "Oh Carolina"

Watch video in BBLearn:

- "Before Reggae Hit the Town"

Reflection Paper 1: My public narrative due

Weeks 3-4

II. Rock Steady (mid-1960s)

- A. Rude Boys, forced urban renewal, and Hollywood imagery: Desmond Dekker’s "007 (Shanty Town)"
- B. Power in the community/rude boys: Derrick Morgan’s "Tougher Than Tough"

Readings:

- Dick Hebdige, "From *Reggae, Rastas and Rudies: Style and the Subversion of Form*" (1974), in Potash, *Reggae, Rasta, Revolution*, 121-127.
- Brian Arnold, "The Sounds of Young Jamaica" (1995), in Potash, *Reggae, Rasta, Revolution*, 128-130.

Listening in BBLearn:

- The Wailers, "Simmer Down"
- Desmond Dekker, "007 (Shanty Town)"
- Derrick Morgan, "Tougher Than Tough"
- The Jamaicans, "Ba Ba Boom"

- C. Community organizing theories and skills
- D. Reflecting on Community Music Action research Team work

Readings:

Characters. Roots for Radicals, Chapters 1-4.

Outline for Paper 1 due**Reflection Paper 2 due****Weeks 5-6****III. Early Reggae and Dub****A. Reggae hits the town**

Readings:

"West Indian Population Sparks New U.K. Music Trend" (1971). in Potash. *Reggae, Rasta, Revolution*, 69-71.

Michael Goodwin. "From 'Marley, the Maytals and the Reggae Armageddon'" (1975), in Potash. *Reggae, Rasta, Revolution*, 72-74.

Lester Bangs. "How to Learn to Love Reggae" (1977). in Potash. *Reggae, Rasta, Revolution*, 75-84.

"Jimmy Cliff: Paving the Way for Reggae" (1983). in Potash. *Reggae, Rasta, Revolution*, 85-86.

George De Stefano. "Remember Reggae!" (1985). in Potash. *Reggae, Rasta, Revolution*, 87-90.

Randall Grass. "The Stone that the Builder Refused . . ." (1987). in Potash. *Reggae, Rasta, Revolution*, 91-92.

Listening in BBLearn:

Toots and The Maytals, "Do the Reggay"

The Ethiopians. "Reggae Hit The Town"

B. Bunny Lee recordings

Listening in BBLearn:

The Uniques. "My Conversation"

Lester Sterling & Stranger Cole. "Bangarang"

Eric Donaldson. "Cherry Oh Baby"

John Holt. "Stick By Me"

C. Joe Gibbs recordings

Listening in BBLearn:

Peter Tosh. "Maga Dog" (Version Two)

Dennis Brown. "Money In My Pocket"

D. Clancy Eccles recordings

Listening in BBLearn:

Velma & Clancy, "Let Us Be Lovers"

E. Harry J recordings

Listening in BBLearn:

Harry J All Stars, "The Liquidator"

Bob & Marcia, "Young, Gifted and Black"

Heptones, "Country Boy"

G. Lloyd Charmers recordings

Listening in BBLearn:

Ken Booth, "Everything I Own"

Delroy Wilson, "I'm Still Waiting"

L. Keith Hudson recordings

Listening in BBLearn:

Big Youth, "S.90 Skank"

J. Leslie Kong recordings

Listening in BBLearn:

Toots and The Maytals, "54-46 That's My Number"

Toots and The Maytals, "Monkey Man"

Toots and The Maytals, "Pressure Drop"

Melodians, "Rivers of Babylon"

Desmond Dekker, "Israelites"

K. Community organizing theories and skills

L. Reflecting on Community Music Action research Team work

Readings:

Chambers, Roots for Radicals, Chapters 5-6.

Paper 1 due

Weeks 7-8**IV. Early Roots Reggae and Dub****A. Lee ‘Sertach’ Perry recordings**

Listening in BBLearn:

- Junior Murvin, “Police and Thieves”
- Lee ‘King’ Perry, “People Funny Boy”
- The Untouchables, “Return of Django”
- The Wailers, “Duppy Conqueror”

B. Rasta no compromise

Listening in BBLearn:

- Niney, “Blood and Fire”

Video in BBLearn:

- “Roots, Rock, Reggae” (1977)

C. Dub “Rasta no listen to that sh*t”

Readings:

- Richard Williams, “The Sound of Surprise” (1976), in Potash, *Reggae, Rasta, Revolution*, 145-148.
- Greg Kot, “Instrument of Expression” (1996), in Potash, *Reggae, Rasta, Revolution*, 149-151.
- Davis Eno, “From *Ocean of Sound: Aether Talk, Ambient Sound and Imaginary Worlds*” (1995), in Potash, *Reggae, Rasta, Revolution*, 152-156.
- Mick Sleeper, “Shucks of Mighty” (1996), in Potash, *Reggae, Rasta, Revolution*, 157-162.
- Peter Hitchcock, “From ‘It Dread Inna Ingran’: Linton Kwesi Johnson, Dread, and Dub Identity” (1993), in Potash, *Reggae, Rasta, Revolution*, 163-167.
- Ron Sakoïsky, “Dub Diaspora: Off the Page and Into the Streets” (1995), in Potash, *Reggae, Rasta, Revolution*, 168-171.
- Bart Plantenga, “Tackhead’s Heady Tacktics” (1990, rev. 1996), in Potash, *Reggae, Rasta, Revolution*, 172-175.
- Laurent Diouf, “Duh Power: The New Connections” (1995), in Potash, *Reggae, Rasta, Revolution*, 176-179.
- Marc Weidenbaum, “Duh, American Style” (1995), in Potash, *Reggae, Rasta, Revolution*, 180-184.

Listening in BBLearn:

- Derrick Harriott, “Do I Worry”
- Scotty, “I Worry”
- J-Roy, “Nana Banana”
- J Roy, “Welding”

Athia and Donna, "Up Town Top Ranking"
 U. Roy, "Wake The Town"
 Dennis Alcapone, "Teach the Children"

D. Community organizing theories and skills

E. Reflecting on Community Music Action research Team work

Readings:

Chambers, *Roots for Radicals*, Chapters 7-8.

Revision of Paper I based on feedback due

Weeks 9-10

V. Roots goes international: Bob Marley

Readings:

Vivien Goldman, "Uptown Ghetto Living: Bob Marley in His Own Backyard" (1979), in Potash, *Reggae, Rasta, Revolution*, 39-47.

Horace Campbell, "Marley in Zimbabwe" (1987), in Potash, *Reggae, Rasta, Revolution*, 48-50.

Isaac Fergusson, "'So Much Things to Say': The Journey of Bob Marley" (1982), in Potash, *Reggae, Rasta, Revolution*, 51-60.

Speech, "Marley Parley" (1995), in Potash, *Reggae, Rasta, Revolution*, 61-66.

A. International reggae and *Catch A Fire* (Bob Marley and Chris Blackwell, 1973)

Listening in BBLearn:

Jimmy Cliff, "The Harder They Come"

The Wailers, "Concrete Jungle"

The Wailers, "Stir It Up"

B. *Burnin'* (The Wailers and Chris Blackwell, 1973)

Listening in BBLearn:

The Wailers, "Get Up Stand Up"

The Wailers, "I Shot the Sheriff"

The Wailers, "Rasta Man Chant"

C. *Natty Dread* (Chris Blackwell & Bob Marley, 1974)

Listening in BBLearn:

Bob Marley & The Wailers, "Lively Up Yourself"

Bob Marley & The Wailers, "No Woman, No Cry"

Bob Marley & The Wailers, "So Jah Seh"

D. *Live!* (Bob Marley & The Wailers, Steve Smith, and Chris Blackwell, 1975)

Listening in BBLearn:

Bob Marley & The Wailers, "No Woman, No Cry"
 Bob Marley & The Wailers, "I Shot The Sheriff"

E. *Rastaman Vibration* (Bob Marley & The Wailers, 1976)

Listening in BBLearn:

Bob Marley & The Wailers, "Johnny Was"
 Bob Marley & The Wailers, "Crazy Baldhead"
 Bob Marley & The Wailers, "Roxits, Rock, Reggae"

F. *Exodus* (Bob Marley & The Wailers, 1977)

Listening in BBLearn:

Bob Marley & The Wailers, "Exodus"
 Bob Marley & The Wailers, "Jamming"
 Bob Marley & The Wailers, "Waiting In Vain"
 Bob Marley & The Wailers, "Three Little Birds"
 Bob Marley & The Wailers, "One Love / People Get Ready"

G. *Redemption, Uprising, Confrontation, and Zimbabwe*

Listening in BBLearn:

Bob Marley & The Wailers, "Redemption Song"
 Bob Marley & The Wailers, "Buffalo Soldier"
 Bob Marley & The Wailers, "Zimbabwe"

H. Community organizing skills

I. Reflecting on Community Music Action research Team work

Reflection Paper 3 due

Weeks 11-12

VI. Later Roots Reggae

Readings

Maureen Sheridan, "Third World Vision" (1986), in Potash, *Reggae, Rasta, Revolution*, 93-96.
 Chris Potash, "Bob's Son Ziggy Proves to Be a Reggae Biggie" (1988), in Potash, *Reggae, Rasta, Revolution*, 97-98.
 Carter van Pelt, "Slyght of Hand" (1996), in Potash, *Reggae, Rasta, Revolution*, 99-104.

- Lloyd Bradley, "Introduction to *Reggae on CD*" (1996), in Potash, *Reggae, Rasta, Revolution*, 105-109.
- Elena Dumano, "Reggae: Better Late Than Never" (1995), in Potash, *Reggae, Rasta, Revolution*, 110-115.
- "Get Creative or Pay Up" (1996), in Potash, *Reggae, Rasta, Revolution*, 116-117

A. Rastafarianism, Garveyism, and Roots in the Community

Listening in BBLearn:

- Burning Spear, "Marcus Garvey"
- Burning Spear, "Marcus Children Suffer"
- Junior Byles, "Weeping"
- Tyrone Taylor, "Sufferation"
- Mighty Diamonds, "Right Time"
- Wailing Souls, "Bredda Ciravalicious"
- Culture, "Two Sevens Clash"
- Max Romeo, "War Ina Babylon"

B. Violence in the Community

Listening in BBLearn:

- Leroy Smart, "Ballistic Affair"
- Prince Far-I, "Heavy Manners"

C. Community organizing skills

D. Reflecting on Community Music Action research Team work

Outline for Paper 2 due

Weeks 13-14

VII. Ragga & Digital (1980s-1990s)

Readings

- John I. eland, "When Rap Meets Reggae" (1992), in Potash, *Reggae, Rasta, Revolution*, 187-188.
- Chester Francis-Jackson, "Introduction to *The Official Dancehall Dictionary*" (1995), in Potash, *Reggae, Rasta, Revolution*, 189-194.
- Balford Henry, "Jamaica's Rhythim Twins Still reign Supreme" (1992), in Potash, *Reggae, Rasta, Revolution*, 195-197.
- Andrew C. Campbell (aka Tuffie), "Reggae Sound Systems" (1996), in Potash, *Reggae, Rasta, Revolution*, 198-206.
- Sharon Gordon, "Stone Love Live!" (1994), in Potash, *Reggae, Rasta, Revolution*, 207-08.
- Trainer, "Buju Banton: Dancehall's Cultural Griot" (1995), in Potash, *Reggae, Rasta, Revolution*, 209-14

Louis Clude-Soxel, "Postnationalist Geographies: Rasta, Ragga, and Reinventing Africa" (1994), in Potash, *Reggae, Rasta, Revolution*, 215-27.

Jordan Levin, "Dancehall DJs in the House" (1996), in Potash, *Reggae, Rasta, Revolution*, 228-30

A. Digital—Turning away from Roots

Listening in BBLearn:

Wayne Smith, "Under Me Sleng Teng"

Admiral Bailey, "Punanny"

Tenor Shaw, "Ring The Alarm"

B. Ragga—Returning to Roots

Listening in BBLearn:

Half Pint, "Greetings"

Frankie Paul, "Pass The Tusheng Peng"

Shaaba Ranks, "Roots and Culture"

Buju Banton, "Bogle Dance"

C. Violence intensifies in the community

Listening in BBLearn:

Chaka Demus and Pliers, "Murder She Wrote"

Pinchers, "Bandolero"

Ninjaman, "Murder Dem"

D. Community organizing skills

E. Reflecting on Community Music Action research Team work

Paper 2 due

Week 15

VIII. Concluding the term and wrapping up

IX. Reflections on experiences

A. Community organizing theories and skills

B. Reflecting on Community Music Action research Team work

Finals Week

Paper 2 with revisions based on feedback due

Reflection Paper 4 due

Assessment of Student Learning Outcomes

Methods of Assessment

Class discussion and participation (10% of your final grade)

You must participate in class discussion to be successful in this course. Class discussion will be based on assigned listening, readings, and films as well as experiences working in your Community Music Action research team. You must prepare (listen, read, view, reflect on action research) before each class so that you can effectively participate.

Reflection Papers (40% of your final grade)

Four Reflection Papers on community organizing and leadership development theory and practice. Topics will be developed in class through class discussion of relevant experiences and issues encountered in action research work. Rubrics for the Reflection Papers will be provided to make expectations and grading criteria transparent.

Papers (50% of your final grade)

Two Papers on the intersection of Jamaican Reggae as community music making and experience with the Community Music Action Research Team. An outline will be graded and feedback for improvement will be provided. A first draft will be graded and feedback for improvement will be provided. A second draft, based on feedback will also be graded. Rubrics for the Paper outlines and drafts will be provided to make expectations and grading criteria transparent.

These assessments provide evidence for the fulfillment of this Jamaican Reggae/Community Music course:

- Class discussion and participation and Papers 1-2 and Paper 1-2 with revisions addresses course outcome—describe, explain, and discuss the intersection of key dimensions of diversity through Jamaican Reggae and Dancehall as a means by which its community spoke about ethnic, religious, political, gender, class, sexual, and cultural issues.
- Class discussion and participation and Reflection Papers 1-4 addresses course outcome—analyze concepts of power, community, engagement, and grassroots organizing as expressed through music
- Class discussion and participation; Papers 1-2 and Paper 1-2 with revisions; and Reflection Papers 1-4 addresses course outcome—apply analytic frameworks that facilitates awareness of how cultures vary and shape human experience.

Timeline for Assessment

Week 2

Reflection Paper 1: My public narrative due

Week 4

Outline for Paper 1 due

Reflection Paper 2 due

Week 6

Paper 1 due

Week 8

Revision of Paper 1 based on feedback due

Week 9

Reflection Paper 3 due

Week 11

Outline for Paper 2 due

Week 13

Paper 2 due

Finals Week

Paper 2 with revisions based on feedback due

Reflection Paper 4 due

Grading System

Class discussion and participation (10% of your final grade)

Class discussion and participation 10 points

Reflection Papers (40% of your final grade)

Reflection Paper 1 10 points

Reflection Paper 2 10 points

Reflection Paper 3 10 points

Reflection Paper 4 10 points

Papers (50% of your final grade)

Outline Paper 1 5 points

Paper 1 draft 1 10 points

Paper 1 revision and draft 2 10 points

Outline Paper 2 5 points

Paper 2 draft 1 10 points

Paper 2 revision and draft 2 10 points

TOTAL points

100 points

Final grades will be based on the following scale

- A = 90-100 points
- B = 80-89 points
- C = 70-79 points
- D = 60-69 points
- F = 59 points or less

Course policies

Late papers

- Outlines, Papers, revisions, and Reflection Papers are due on the dates announced in class. Late papers will be accepted within two days, but will be penalized 10% per day that they are overdue. Beyond two days, papers will not be accepted.

Attendance

- You must participate in class discussion to be successful in this course. If you do not attend, you cannot receive credit for class discussion and participation.

Statement on plagiarism and cheating

- Any graded activity that is determined to contain plagiarized material will receive a grade of zero (F).

Extra credit

- No extra credit is available in this course. I cannot offer the opportunity for extra credit to you without making it also available to everyone. To do otherwise would not be fair to everyone else in class. Please do not even ask.

Northern Arizona University Policy Statements

SAFE ENVIRONMENT POLICY

NAC'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 NAC's Affirmative Action website <http://home.nau.edu/diversity>. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAC's Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

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INSTITUTIONAL REVIEW BOARD

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ACADEMIC INTEGRITY

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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

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

SENSITIVE COURSE MATERIALS

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

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



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for New Course

Please attach proposed Syllabus in approved university format.

1. Course subject and number: FS 241 2. Units: 3

See upper and lower division undergraduate course definitions.

3. College: University College 4. Academic Unit: First Year Seminar Program

5. Student Learning Outcomes of the new course. (*Resources & Examples for Developing Course Learning Outcomes*)

Successful students in this Seminar will be able to

- describe, explain, and discuss the relationship among culture, community and the environment.
- analyze and assess competing empirical and theoretical strategies employed to study human behavior and social, political, and cultural systems.
- analyze the interconnectedness between and among political, cultural, personal and economic decisions and the natural world.
- describe, explain, and discuss how historical, political, religious and economic forces have shaped the current world system and the source of global power inequalities and efforts to address them.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*).

In May 2006 the Faculty Senate approved the creation of an optional 3-credit hour course that applies disciplinary or interdisciplinary perspectives to examine current and/or ongoing issues associated with global problems that require global learning, social responsibility, and/or the self-examined life. The First Year Seminar Program supports the Liberal Studies Program mission to prepare student to live responsible, productive, and creative lives as local, national, and global citizens of a changing world.

Sections of this course with an Action research Team (ART) component can also fulfill a requirement for the Civic Engagement Minor by fulfilling the following Civic Engagement Minor program outcomes:

Effective Fall 2012

- Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)
- Civic Engagement Minor graduates will demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program. (Knowledges)
- Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program. (Values)
- Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)

7. Effective **BEGINNING** of what term and year? Fall 2014
See effective dates calendar.

8. Long course title: Topics in Civic & Global Engagement
(max 100 characters including spaces)

9. Short course title: Topics Civic-Global Engagement
(max. 30 characters including spaces)

10. Catalog course description *(max. 60 words, excluding requisites)*:

This Second Year will explore issues focused on the interconnectedness and interdependence of the human experience on a local and global scale. Topics vary. 3 units.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
 Yes No

If yes, include the appropriate plan proposal.

Please see the Civic Engagement Minor new plan proposal with this submission.

12. Does this course duplicate content of existing courses? Yes No

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)? Yes No
If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade Pass/Fail Both

15. Co-convened with: None 14a. UGC approval date*: _____
(For example: ESE 450 and ESE 550) See co-convening policy.

*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: None
(For example: ES 450 and DIS 450) See cross listing policy.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes No

16a. If yes, maximum units allowed? 6 units with different topics

16b. If yes, may course be repeated for additional units in the same term? Yes No

18. Prerequisites: Not open to students with more than 75 units.
If prerequisites, include the rationale for the prerequisites.

Course intended for first and second year students for Liberal Studies credit and, with an Action research team (ART) component, credit toward the fulfillment of the Civic Engagement Minor. The prerequisite of 75 units allows for the 60 units of sophomore credit plus 15 units of Advanced Placement units with which many NAU students enter.

19. Co requisites: None
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes No
If yes, include the units specific to each component in the course description above.

Dr. Cyndi Banks (Criminology & Criminal Justice and University College), Dr. Rom Coles (Community, Culture and Environment), Dr. Kimberley Curtis (Master of Arts in Sustainable Communities and First Year Seminar Program and First Year Seminar Program), Jacob Dolence (First Year Seminar Program), Lauren Berutich (First Year Seminar Program), and Gerald Wood (College of Education)

21. Names of the current faculty qualified to teach this course:

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes No
If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes No
If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Reviewed by Curriculum Process Associate _____ Date _____

Approvals:

10/03/2013

Department Chair/Unit Head (if appropriate) _____ Date _____

10/3/13

Chair of college curriculum committee _____ Date _____

10/4/12

Dean of college _____ Date _____

For Committee use only:

K. Lavin Ashson

10/29/13
Date

UCC/UGC Approval

Approved as submitted:

Yes No

Approved as modified:

Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

Date

Approvals:

Academic Unit Head

Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)

Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Chief Academic Officer, Extended Campuses (or Designee)

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No



Northern Arizona University
University College
FS 241 Topics in Civic & Global Engagement

Second Year Seminar Topic Course Master Syllabus

This FS 241 Second Year Seminar Topic Course Master Syllabus is based on the current Liberal Studies Program Master Course Syllabus Template and the NAU syllabus template.

The format of this FS 241 Second Year Seminar Topic Course Master Syllabus is required for all FS 241 courses.

General Information

- Name of college and department
 - University College, First Year Seminar Program
- Course prefix, number, and title
 - FS 241 Topics in Civic & Global Engagement: [Your topic's secondary title]
- Semester in which course will be offered
- Clock hours, credit hours
 - 3 credit hours
- Instructor's name
- Office address
- Office hours

Course Prerequisites

Not open to students with more than 75 units.

Course Description

Include this Course Description for all FS 241 topic courses:

This Second Year will explore issues focused on the interconnectedness and interdependence of the human experience on a local and global scale. Topics vary. 3 units.

Include your Course Topic Description:

Additional statement to include:

This is a Liberal Studies course in the Social & Political Worlds distribution block and will demonstrate Critical Thinking through the essential skill of [identify one skill: Effective Writing or Oral Communication].

Include the following statement if this course section includes an Action Research Team (ART) component:

This course can also be used to fulfill the requirements of the Civic Engagement Minor.

Student Learning Expectations/Outcomes for this Course***Include the Student Learning Outcomes for all FS 241 sections:***

Successful students in this Seminar will be able to

- **describe, explain, and discuss the relationship among culture, community and the environment.**
- **analyze and assess competing empirical and theoretical strategies employed to study human behavior and social, political, and cultural systems.**
- **analyze the interconnectedness between and among political, cultural, personal and economic decisions and the natural world.**
- **describe, explain, and discuss how historical, political, religious and economic forces have shaped the current world system and the source of global power inequalities and efforts to address them.**

Liberal Studies Information

As a Liberal Studies course, address how your Seminar functions in the Liberal Studies program at each of three levels:

1. Mission of Liberal Studies:

Explain how your FS 241 Student Learning Outcomes contributes to the fulfillment of the Mission of the Liberal Studies Program:

The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their

potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.

2. **Distribution Block:**

Explain how your FS 241 Student Learning Outcomes contributes to the fulfillment of the Liberal Studies Social & Political Worlds distribution block Student Learning Outcomes:

Liberal Studies Social & Political Worlds distribution block

These are courses that engage students in the study of the patterns that characterize the history of human communities, the relationships between the psychological, social, cultural and political components of human communities, and the dynamics of human behavior in varied contexts.

These courses enhance student understanding of:

- *how different empirical and theoretical strategies are employed to study human behavior and social, political, and cultural systems*
- *the dynamic relationships between human communities and their ecological context*
- *the systemic components and dynamics of contemporary human societies relationships between human societies and the global community*
- *the major dimensions of variation in contemporary human experience*

[<http://nau.edu/Liberal-Studies/Submit-a-Course/>]

3. **Essential Skills:**

At the request of the Liberal Studies Committee on March 27, 2009, the First Year Seminar Program began a pilot in which all FS courses demonstrate Critical Thinking through one of the following skills: Effective Writing, Effective Oral Communication, Scientific Inquiry, or Quantitative Reasoning.

This course will demonstrate Critical Thinking through the essential skill of [identify one skill: Effective Writing or Oral Communication].

Explain how your FS 241 course demonstrates Critical Thinking through the essential skill of [identify one skill: Effective Writing or Oral Communication];

For the Liberal Studies Program, Critical Thinking is currently defined as:

Critical thinking includes the skills - particularly as applied to one's own work - of 1) articulating the meaning of a statement, 2) judging the truth of a statement, keeping in

mind possible biases, 3) determining whether a conclusion is warranted by the evidence provided.

[<http://nau.edu/liberal-studies/>]

For the Liberal Studies Program, Effective Writing is currently defined as:

Effective writing conveys information or argues a point of view using organizational structures, supporting materials, and language appropriate for the topic, purpose, and audience.

[<http://nau.edu/liberal-studies/>]

For the Liberal Studies Program, Oral Communication is currently defined as:

Effective oral communication influences, informs, and/or connects with others by using organizational structures, supporting materials and delivery skills suitable to the topic, occasion and audience.

[<http://nau.edu/liberal-studies/>]

Civic Engagement Minor—optional Action Research Team (ART) association

Sections of this course with an Action Research Team (ART) component can also fulfill a requirement for the Civic Engagement Minor. Explain how your course fulfills the following Civic Engagement Minor program outcomes for this course:

- *Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)*
- *Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)*
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- *Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)*

Course structure/approachTextbook and required materialsRecommended optional materials references (attach reading list)Course Outline of Student Learning ExperiencesAssessment of Student Learning Outcomes

Methods of Assessment:

1. *Outline methods of assessment used in your Seminar.*
2. *Explain how these assessments provide evidence that you are fulfilling this course's Student Learning Outcomes.*

Timeline for Assessment

Grading SystemCourse policies

- Re-tests/makeup tests
- Attendance
- Statement on plagiarism and cheating

Northern Arizona University Policy Statements**SAFE ENVIRONMENT POLICY**

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University College
First Year Seminar

FS 241 Topic Course Syllabus EXAMPLE
With Action Research Team (ART) component

FS 241 Topics in Civic & Global Engagement: *Investigating Human Rights*

3 units

Professor: Dr. Cyndi Banks
Office: Room 209 Bury Hall
Telephone: (928) 523 6522
Email: cyndi.banks@nau.edu

Office Hours:
Class Time:
Classroom:

You must log into the BbLearn shell at least 3 times a week for discussions, assignments & messages

Course Prerequisites

Not open to students with more than 75 units.

Course Description

This Second Year will explore issues focused on the interconnectedness and interdependence of the human experience on a local and global scale.

This course explores the applications of human rights theory and action research to issues globally and locally. The purpose of this course is to raise awareness about the applications of human rights and of human rights issues through the lens of active research approaches. *Investigating Human Rights* will examine issues such as poverty, human trafficking, intimate violence, punishment, education, and immigration from global and local perspectives. Building on an understanding of universal human rights theory and practice, the course will take an active research approach. This is a Liberal Studies course in the Social & Political Worlds distribution block.

During the semester students will partner with the Immigration Action Research Team (ART) to apply their knowledge of human rights to human rights issues reflected in the local context. Throughout the semester emphasis will be placed on critical thinking through the essential skills of effective writing and effective oral communication.

Liberal Studies

a). Mission of the Liberal Studies Program

The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world.

Investigating Human Rights will be guided by the Liberal Studies principle that students should learn to understand the traditions and legacies that have created the dynamics and tensions that shape the world. This is particularly relevant

when exploring issues concerning human rights and global justice, given the different social, political, economic and cultural histories experienced by developing nations that have helped shape their world views and in particular their views and responses to human rights issues. Linkages will also be made between the global discourse concerning rights and the U.S. criminal justice system.

b). Distribution Block: *Social and Political Worlds*

These are courses that engage students in the study of the patterns that characterize the history of human communities, the relationships between the psychological, social, cultural and political components of human communities, and the dynamics of human behaviour in varied contexts. *This course will enhance student understanding of:*

- how different empirical and theoretical strategies are employed to study human behavior and social, political, and cultural systems
- the systemic components and dynamics of contemporary human societies, relationships between human societies and the global community

c). Essential Skills

This course will develop critical thinking through the essential skill of Effective Writing. *Effective writing conveys information or argues a point of view using organizational structures, supporting materials, and language appropriate for the topic, purpose, and audience. In this course students will prepare a group magazine project that will incorporate individual papers on a selected human rights problem in a selected human rights issue. You will be learning to write and writing to learn. Through this project, students should be able to:*

- *Tailor writing to a specific audience*
- *Focus writing on a specific purpose*
- *Produce logical, coherent, and well-structured writing*
- *Apply appropriate writing standards*

d). Action Research Team

FS 241 Investigating Human Rights has an Action Research Team (ART) component that can also fulfill a requirement for the Civic Engagement Minor:

- Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)
- Civic Engagement Minor graduates will demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program. (Knowledges)
- Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program. (Values)
- Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)

Student Learning Outcomes

Foundational Knowledge: You will examine how diverse experiences lead to different approaches to solving problems that face humankind by learning about a range of global and domestic human rights issues within the human rights framework of minimum universalism, relativism and universalism.

Application: You will develop skills to formulate and apply basic principles in dealing with major human rights issues, and demonstrate how they can be applied concretely in a local and global context. You will learn that the approach to human rights issues and proposed remedies depends on how the problem is formulated. You will also recognize that our understanding of human rights issues should be informed by critical analysis of remedies that have been offered by organizations to date.

- Human Dimension:** You will learn to participate effectively in a human rights group project with your action research team.
- Integration:** You will learn the importance of understanding the concept of justice and human rights issues within the community based on your participation a human rights project in which you trace its local and global origins.
- Valuing:** You will learn to value community needs, priorities and skills in solving their own problems and your role as an active facilitator in empowering community groups to apply their skills concretely in the solutions to their human rights problem(s).
- Learning how to Learn:** You will create a group magazine and digital storyboard that reflects and documents the learning you have gained concerning the linkage between personal justice, local justice and global justice issues and the particular written and communication skills developed through the preparation of a researched human rights project in collaboration with a community partner.

Course Structure/Approach

The course is interactive and will follow a participatory model. You are expected to actively engage in analytical discussions that will depend on prior preparation of the assigned readings. You will also participate in an action research team that will work with a community partner on a contemporary human rights issue. To this end, full attendance and preparation is essential so that, not only are you familiar with the themes and concepts discussed in the readings, but you are also able to communicate, discuss and apply those themes and concepts during in-class exercises and assignments and in your work with the community partner. Regular participation in debate, presentations, and discussion throughout the semester is required. Respect for each other's opinions and viewpoints is expected in all oral and written student contributions as well as in your interactions with the community partner and its beneficiaries. In this course you are expected to demonstrate the values of teamwork, respect, honesty and truth.

You will encounter a variety of experiences and ways of understanding a variety of notions of justice and human rights issues, and from this exposure, may find your assumptions and expectations challenged. Hopefully, by the conclusion of the course, you will be able to center yourself in 'another experience' and appreciate differences and recognize commonalities within the adopted framework of the course.

Course Evaluation

Assignment	Sub-Assignment	Due Date	Points	Group/Individual
Human Rights Project 300 points	Mapped Group Human Rights Proposal	1 October (in Class)	15 points	Group
	Digital Story	8 October	50 points	Group
	Individual proposal	15 October at 6 am	35 points	Individual
	Individual Paper	5 November at 6 am	100 points	Individual
	Final Group Magazine	Day of presentation	50 points	Group
	Presentation of Human Rights project	Day of presentation	50 points	Group
Discussions 150 points	Discussions in BbLearn	11 Discussions – submitted by 6 am Mondays (best 10)	100 points	Individual
	Class Facilitations	Students in pairs will be assigned to summarize the online class discussion and lead the class discussion of the week's discussion assignment during assigned weeks	50 points	Pairs
	Extra Credit - Optional	Due December 3	25 points	Individual
Participation 225 points	Online Syllabus Quiz 1	<i>Due online by 6 September by 6 am – mandatory 100%</i>	5 points	Individual
	Plagiarism Quiz 2	<i>Due online by 6 September by 6 am – mandatory 100%</i>	5 points	Individual
	Meetings with Dr. Banks	Individual Meeting outside class by October 1	20 points	Individual
	Meeting with TA	Individual Meetings outside class by November 10	20 points	individual
	Participation in Class	Ongoing (exercises, debates, poetry, drawings etc). Up to 10 points for evaluations of presentations on the evaluation form	50 points	Individual
	Community Group Participation Grade	Assessed by your group members and professor	75 points	Individual
	Fall ARTS Reflection & Celebration Forum	4 December at 6 pm - ARTs Forum	50 points	Individual

TOTAL – 675		675	Individual
	A = 90 – 100% = 607 – 675	C = 70 – 79% = 472 – 539	
	B = 80 – 89% = 540 – 606	D = 60 – 69% = 405 – 471	
		F = 59 and below = 404 and below	

Papers must be typed, using one and a half spacing. Discussion entries should be submitted with single spacing. Endnotes, references, and appendices are in addition to the number of words required. Papers and projects must follow the guidelines provided and must include a researched argument that demonstrates critical analysis. It is the student's responsibility to keep apprised of deadlines for projects and papers. You will lose one letter grade for late papers and projects unless arrangements are made with me before the deadline based on a medical emergency.

Books to Purchase

1. The Devil's Highway: A True Story by Luis Alberto Urrea
2. Alice MacIntyre. 2008. Participatory Action Research: Qualitative Research Methods. Sage.
3. Reserve readings are free and are stated on the syllabus or announced in class. These can be located in BbLearn. <http://bblearn.nau.edu/>

Tools for Success

Successful university students take advantage of services and resources designed to boost learning and achievement. NAU recommends that you begin with:

- **Supplemental Instruction:** <http://nau.edu/Student-Learning-Centers/Supplemental-Instruction/> Attendance at these course specific sessions has proven to increase grades and reduce D's and F's.
- **Student Learning Centers:** <http://nau.edu/Student-Learning-Centers/> Free drop-in, online, and individual tutoring appointments for math, writing, and over 100 other courses.
- **ResourceConnect:** <http://nau.edu/University-College/Student-Resources/Resource-Connect/> is your online central navigation point for all NAU student resources
- **GPS** <http://nau.edu/University-College/GPS/Students/Grade-Performance-Status/> and **Action Center:** <http://nau.edu/University-College/Action-Center/> provide messages to keep you academically ontrack – when you get a message **take action!**

Conventions

Universal Declaration of Human Rights. <http://www.un.org/en/documents/udhr/>

International Covenant on Civil and Political Rights <http://www2.ohchr.org/english/law/cescr.htm>

International Covenant on Economic, Social and Cultural Rights <http://www2.ohchr.org/english/law/cescr.htm>

Torture Convention <http://www.hrweb.org/legal/cat.html>

Convention for the Elimination of Discrimination against Women <http://www2.ohchr.org/english/bodies/cedaw/index.htm>

Convention on the Rights of the Child <http://www2.ohchr.org/english/bodies/crc/index.htm>

Convention on the Elimination of all forms of Racial Discrimination <http://www2.ohchr.org/english/law/cerd.htm>

Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment. 1984
<http://www.hrweb.org/legal/cat.html>

Genevo Conventions (1949) on the laws of war (3 Conventions) <http://www.icrc.org/ihl.nsf/FULL/365?OpenDocument>
<http://www.icrc.org/ihl.nsf/FULL/370?OpenDocument>

<http://www.icrc.org/ihl.nsf/FULL/375?OpenDocument>

Additional Protocols to the Geneva Convention (1977) <http://www.icrc.org/ihl.nsf/FULL/470?OpenDocument>;

1977 <http://www.icrc.org/ihl.nsf/INTRO/475?OpenDocument>;

2005. <http://www.icrc.org/ihl.nsf/FULL/615?OpenDocument>

Visit the websites of the Office the High Commissioner for Human Rights

<http://www.ohchr.org/EN/Pages/WelcomePage.aspx>

Human Rights Committee <http://www2.ohchr.org/english/bodies/hrc/>

Links to all Committees are under Treaty Bodies on <http://www.ohchr.org/EN/HRBodies/Pages/HumanRightsBodies.aspx>

Helpful Hints

<http://BbLearn.nau.edu/> (general access to BbLearn course shell where you can get access to course reserve readings and submit assignments and to participate in blog discussions and group work

**<http://ica.library.oregonstate.edu/tutorials/lesson/391--Library-Tutorial-What-is-a-scholarly-article-?mid=776&type=UrlResource&uid=821>

<http://wpacouncil.org/files/framework-for-success-postsecondary-writing.pdf>

http://wpacouncil.org/research_bibliography

<http://www.hopetillman.com/findqual.html> (Evaluating quality on the Internet)

<http://www.library.unr.edu/instruction/courses/eval.html>

<http://library.websteruniv.edu/guides/eval.html>

<http://www.aug.edu/sociology/plagiarism.html> (it is your responsibility to learn how to cite properly)

<http://www.northwestern.edu/uacc/plagiar.html>

<http://www.georgetown.edu/honor/plagiarism.html>

<http://www.indiana.edu/~wts/wts/plagiarism.html>

http://owl.english.purdue.edu/handouts/research/r_plagiar.html

Interesting Apps

Simpleminds (mapping your thoughts)	Week Cal HD	History: Maps of the World
Solar Walk	Human Rights Watch	World Atlas HD
iProcrastinate	UDHR Universal Declaration of Human Rights	Fit Brains
Isource	iStudiez	NYTimes
MathBoard	Virtuoso Piano Free 2 HD	Geneva
Star Walk	Storyboards	iThesaurus
Dictionary	Art Authority	Keynote
DocsToGo	Emoji	ChalkWeather
iThoughts	Mobile BbLearn	iAnnotate

Classroom Rules

1. You are responsible for all assignments, including the readings. **Late assignments will lose 10 points per day after the deadline.** I encourage you to discuss class materials with your peers to help you prepare for class. You must work alone when writing your individual research paper unless participating in a group assignment or otherwise noted.
2. Students who do not attend the first day of class or who fail to complete the assignments due during the first week will be administratively dropped. **You must also log in to BbLearn, participate in assigned group workrooms, and complete assignments due by September 7th or be administratively dropped.**
3. Students who do not have the prerequisites will be administratively dropped.
4. **You must demonstrate** a willingness to learn other perspectives and to demonstrate knowledge of the readings through participation in class, with the community organization and in written work.
5. I do not accept assignments from other classes.
6. You are expected to purchase and read the required texts, read e-reserve readings in BbLearn, and obtain any additional reserve readings as announced. You are expected to read all the required readings on the syllabus. Preparation - It is necessary to keep up with the readings and do the discussion assignments before class so that you can actively participate in discussions and assignments in class.
7. You are expected to learn and demonstrate the skills necessary to analyze issues within class and in your individual and ART assignments and projects.
8. I reserve the right to hold **quizzes and/or an exam** if it becomes obvious that students are attending class unprepared for discussion.
9. I reserve the right to change the curriculum and dates of assignments if I deem it necessary. You will be informed in such a case.
10. Uphold academic integrity. Think for yourself, cheat for no one. The University College at Northern Arizona University is committed to academic integrity and therefore all faculty are carefully reviewing all written assignments for instances of plagiarism. **Cheating and plagiarism are prohibited and considered serious acts of misconduct.** The Student Handbook defines plagiarism as "any attempt to pass off other's work as your own" (see <http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf>). Please cite all sources and give credit to those from whom you borrow ideas, statements and approaches. You must cite the original author. If the idea, concept or approach is not original to you. This includes not only when you use the same words as the source but also when you paraphrase from that source. If direct words are used in your work, you must place quotation marks around those words to indicate that you have taken them from another text and provide a citation. **Cutting and pasting from websites is considered plagiarism.** Please review the Student Code of Conduct and the University's Safe Working and Learning Environment Policy for an explanation of appropriate and expected behavior. **Any violations of these or other relevant NAU policies will result in disciplinary action such as receiving 0 points for the assignment or failing the course and a record will be kept on your student file in the Department and College.**
11. **You will be asked to attach a signed coversheet with your paper that states that your paper is your own work.** All paper assignments will be submitted into BbLearn in the assignment area and also into a SafeAssign assignment area in

BbLearn. SafeAssign is a program that automatically and systematically searches scholarly journals, articles, books, all websites, other university resources, other student papers available on the web, and student papers submitted nationally or at NAU to check for plagiarism and similarity of content. Please ensure that you are aware of the rules regarding citing and quoting material and the consequences of failing to follow the rules as indicated in point 10 above.

12. Audiotaping is only permitted in this course only with my approval.
13. **Respect for everyone and for differences in perspective, belief, and culture** is expected in the classroom. Please feel free to express your views in class, however, please ensure that you treat everyone's opinion with respect. I reserve the right to remove from the class any student who engages in behavior that is harmful, disrespectful to the rights of others, or that unreasonably interferes in the activities of studying, teaching or research. Such behavior is also prohibited by the NAU Student Code of Conduct and may result in the filing of a formal complaint with the Office of Student Life (see attached policy).
14. **Respect also means coming to class on time, refraining from packing up early, demonstrating courteousness at all times to everyone** in class and showing **respect** for everyone's perspective and views. **This includes AVOIDING PRIVATE OR SIDE CONVERSATIONS OR PERSONAL NOTEWRITING during class time. It also includes using your computer or ipad to surf the Internet, check or write emails, or work on other assignments in class.** If you need to leave class early please be courteous and inform me *before* class starts. Do **NOT** get up and leave without explaining your reason for leaving *prior* to class **UNLESS** an emergency arises during class and you need to leave immediately. If this occurs please ensure that you email me as soon as possible explaining the problem. You may need to provide documentation. Also see attendance policy in the Expectations for the course.
15. **Switch off your cell/mobile phones BEFORE class. DO NOT TEXT Message in this class. All cell phones, and listening devices must be put away before class starts or YOU WILL BE ASKED TO LEAVE IMMEDIATELY, your attendance that day will not be counted and you will need to come see me outside of class before you can return. Computers can only be used for group research during group work periods.**
16. **Email me anytime within the BbLearn shell for this class. ALWAYS identify yourself in the email and use courtesy always – ie use salutations. This applies to the instructor and other class members.** Some students do not use their name in their email and rely on your user ID instead. I cannot tell who you are unless you **sign your emails with your name!**
17. **Keep all Graded Work** until you receive the final grade for the course and ensure that you have a copy of all completed assignments in your possession when you come to class each week.
18. **Communication Policy** - It is crucial that students speak with me without delay should they experience difficulties that affect your performance during the semester. Early contact will increase our chances of resolving those difficulties and ensuring your optimal performance during the course. I am available during office hours; however, I am always available via email and by appointment.
19. **Incomplete grades will only be granted with a documented medical emergency and when the large majority of assignments have already been submitted.**
20. **Withdrawals must have the supporting documentation (either medical or personal). Late withdrawals will not be approved except in the situation of a documented medical emergency.**
21. **Administrative Drop policy.** Students are informed about this policy through the Academic Catalog, which states: **"If you have not completed the prerequisites for a course as stated in the academic catalog or if you are absent from class during the first week, you may be administratively dropped from the course before the twenty-first day of the term. Do not rely on your instructor to drop you from the courses that you want to drop. You are responsible for changing your own course schedule."**

The purpose of this policy is to allow the instructor and department discretion to remove from class rosters students who do not meet course prerequisites and/or who are not attending.

Tentative Outline: Changes may be made – if so, you will be informed

*** Indicates e-reserve readings found in BbLearn. Discussions are based on the readings and will be facilitated in class by pairs of students. 'Other Readings' indicate additional readings that are optional and can be used for research purposes in the paper, digital story video and magazine assignments.

Week 1: September 3

Introduction, What Are Human Rights?: The development and theoretical framework of international human rights

Exercise: Think-Pair-Share...

Why Human Rights? Positive Psychology

How to Read an Article – Amy Hughes

Readings:

Read Syllabus and complete Quiz 1 and 2 online in BbLearn by 1 September at 6 am

Complete Discussion 1 by 5 September and post it in BbLearn – also bring your discussion material to class on 5 September

Preparation Assignment for Next Week

Read the following for the discussion assignment next week (due 4 September).

- ***Ball & Gready 2009. "A Powerful Idea". In *The No-Nonsense Guide to Human Rights*. The New Internationalist Publications. Oxford. pp. 10 – 30.
- ***Carey, Gibney and Poe. 2011. *The Politics of Human Rights: The Quest for Dignity*. Cambridge University Press. Chapter 1
- ***Boyt, Harry. 2008. "Against the Current: Developing the Civic Engagement of Students". *Change Magazine*. Pp. 8-15.
- ****Universal Declaration of Human Rights*. <http://www.un.org/en/documents/udhr/>
– see reserves Week 1 in BbLearn

Complete Online Syllabus Quiz and Plagiarism Quiz in BbLearn (see Assignments and Guidelines and click on Quiz) by September 7 at 6 am or you will be administratively dropped.

First Discussion Assignment due Sept 9 by 6 am in BbLearn – do NOT upload files into the Discussion area except for scanned picture files – use the posting box to submit ALL your written discussions

Week 2: September 10

Local Human Rights Topics: An Introduction to Immigration

1. Note taking – Rebecca Campbell
2. An Introduction to Immigration – case studies (Sudan, Congo, Sierra Leone)
3. In class, after listening to the presentation, identify a 'human rights' issue that your group can link to NAU Immigration ART group. This project will focus on several elements provided on a separate sheet.
4. ARTS Overview - Lauren Berutich

Preparation Assignment for Next Week

Readings for next week: – see reserves Week 2

- Richard Pierre Claude, 2006. "The Right to Education and Human Rights" in Richard Claude and Burns Weston (Eds). *Human Rights in the World Community: Issues and Action, Third Edition*. Philadelphia: University of Pennsylvania Press. P. 211.
- <http://www.linktv.org/programs/spotlight-blood-in-the-mobile> Blood in the Moblle
- <http://www.blackmesawatercoalition.org/>

Second Discussion entry due in BbLearn – see assignment below

Week 3: September 17

1. Right to Education
2. How the Brain Learns
3. Starpower

Digital Story Assignment due October 8 by 6 am in BbLearn and in class on October 8

Preparation for Discussion and Class Next Week

Cultural Rights: Cultural and Religious Rights

Readings for discussion and next week:

Social and Cultural Rights (ICESCR)

- ****International Covenant on Economic, Social and Cultural Rights* <http://www2.ohchr.org/english/law/cescr.htm>

Right to Cultural Life

- Stephen A. Hansen, 2006. "The Right to Take Part in Cultural Life" in Richard Claude and Burns Weston (Eds). *Human Rights in the World Community: Issues and Action, Third Edition*. Philadelphia: University of Pennsylvania Press. P. 223
- Facing History and Ourselves. 2008. "Identity in Diaspora". *Stories of Identity: Religion, Migration, and Belonging to a Changing World*. Pp 32 – 34
- Cyndi Banks. 2004. "Ordering the Other: Reading Alaskan Native Culture Past and Present". In *Race, Gender and Punishment: Theorizing Differences*. Eds. Mary Bosworth and Stephanie Bush-Baskette. Northeastern University Press

Discussion 3: Due in BbLearn

Week 4: September 24

Cultural Rights

How does the UN Machinery for Human Rights Work?

Bofabafa

Group Project Proposal Map Due in BbLearn October 1 by 6 am

Preparation for Discussion and Class Next Week

Participatory Action Research and Human Rights

Readings Due for Next Discussion:

- Alice MacIntyre. 2008. *Participatory Action Research: Qualitative Research Methods*. Sage. All chapters
- Banks, Cyndi. (2011) "The Other Cultural Criminology: The Role Of Action Research In Justice Work And Development" In David Gadd, Susanne Karstedt and Steven Messner. *The Sage Handbook of Criminological Research Methods*. Sage Publications
- <http://bit.ly/11BSUjO> *Mozambique: Home is Where you Find It*. More than 16 million children have lost their parents to HIV and AIDS. A staggering 14 million of them live in sub-Saharan Africa. Alcides Soares from Mozambique was forced to become an adult before his time when this deadly disease claimed the lives of his parents, ripping his family apart. But life for Alcides took an amazing turn when a filmmaker gave him a video camera. Growing up alone as an orphan, he documented his quest to find a home and reunite with his brother.

Fourth Discussion entry due in BbLearn

Digital Stories Presentations Due in Class 8 October

Week 5: October 1

Group Human Rights Map due October 1 in BbLearn

Participatory Action Research & Human Rights

Digital Stories Presentations Due in Class 8 October

Preparation for Discussion and Class Next Week

Economic, Social and Cultural Rights (ICESCR) vs. Civil and Political Rights

Readings Due:

- ****International Covenant on Economic, Social and Cultural Rights* <http://www2.ohchr.org/english/law/cescr.htm>
- ****International Covenant on Civil and Political Rights* <http://www2.ohchr.org/english/law/cescr.htm>

Empowering the Poor

- ***Amartya Sen. 1999. "The Perspective of Freedom" Chapter 1. pp 13- 34.
- http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice.html Brian Stevenson: We Need to Talk about Justice

Right to To Work

1. ***William Myers. 2001 "The Right Rights? Child Labor in a Globalizing World". *Annals of the American Academy of Political and Social Science*. Vol 575: 38

Optional Readings

North-South and NGOs

- ***Banny Ibhawah. 2007. "Human Rights INGOs and the North-South Gap: The Challenge of Normative and Empirical Learning". In Daniel Bell and Jean-Marc Coicaud. (eds) *Ethics in Action: The Ethical Challenges of International Human Rights NonGovernmental Organizations*. Cambridge: Cambridge University Press. Pp 79-97.

Fifth Discussion entry due in BbLearn – see assignment below

Week 6: October 8 - Digital Stories Shown today

Economic, Social and Cultural Rights (ICESCR)

Eg. India, Bangladesh, Sudan (Child Labor)

Preparation for discussion and next week

Readings:

Immigration:

An Argument for Open Borders

- Joseph Carens 1987. "Aliens and Citizens: The Case for Open Borders". *The Review of Politics*. Vol. 49 (2): 251. - the philosophical debate

International Migration and Notian States

- Yasemin Nuhoglu Soysal, 1995. "International Migration and the Nation State System" Chapter 2. *Limits of Citizenship: Migrants and Pastnational Membership in Europe* Chicago: University of Chicago Press. P. 13. – the development of migration policy worldwide

Sixth Assignment entry due in BbLearn – see assignment below

Week 7: October 15

Immigration: An Argument for Open Borders

Activity: Visa

Preparation for Discussion and for Next Week

Readings:

Immigration and U.S Policy – Implications for Human Rights

1. Joseph Nevins, 2000. "The Remaking of the California-Mexico Boundary in the Age of NAFTA" 4/28 Refugees-the exception?". In Peter Andreas and Timothy Snyder (Eds). *The Wall Around the West: State Borders and Immigration Controls in North American and Europe*. London, New York & Oxford: Rowman & Littlefield Publishers. Pp. 99 – 114.
2. Rogelio Saenz, Cecilia Menjivar, and San Juanita Garcia. 2012. "Arizona's SB 1070: Setting Conditions for Violations of Human Rights Here and Beyond." In Judith Blau and Mark Frezzo (Eds). *Sociology and Human Rights: A Bill for the Twenty-First Century*. Sage. Pp 155 – 178.
3. Christopher Mitchell, 2000. "The Political Costs of State Power: US Border Control in South Florida" In Peter Andreas and Timothy Snyder (Eds). *The Wall Around the West: State Borders and Immigration Controls in North American and Europe*. London, New York & Oxford: Rowman & Littlefield Publishers. pp. 81-97

4. Gallya Lahav and Viginie Guiraudon, 2000. "Comparative Perspectives on Border Control: Away from the Border and Outside the State" in Peter Andreas and Timothy Snyder (Eds) *The Wall around the West: State Borders and Immigration Controls in North America and Europe*. Lanham: Rowman & Littlefield. p. 55
5. <http://www.humanrightsfirst.org/2013/06/27/senate-immigration-bill-reflects-america%E2%80%99s-commitment-to-refugees/>

Seventh Assignment entry due in BbLearn – see assignment below

Researching your Project (mandatory individual research paper proposal in BbLearn) by 6 am on 15 October

Week 8: October 22

Immigration and U.S Policy – Implications for Human Rights

Debate: (political, economic, humanitarian)

Preparation for Next Week's Discussion and Class

Non-Government Organizations

Readings Due:

What is an NGO and What Do They Do?

- Richard Claude. 2006. "What Do Human Rights NGOs Do?" in Richard Claude and Burns Weston (Eds). *Human Rights in the World Community: Issues and Action*. Third Edition. Philadelphia: University of Pennsylvania Press. pp. 424-433 (see next page for second reading)

NGOs as Transnational Advocates

- Keck, Margaret & Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Cornell University. Introduction, pp. 1 – 39.

8th Discussion entry due in BbLearn – see assignment below

Week 9: October 29

Non-Government Organizations (Local and Global)

How do NGOs work, come into play

ARTS experience as a student

Preparations for Next Week's Discussion and Class

Access to Justice & Participatory Action Research

Readings Due:

- Michael Trebilcock and Ronald Daniels. 2008. "Access to Justice: Normative Framework" in *Rule of Law Reform and Development: Charting the Fragile Path of Progress*. Cheltenham, UK: Edward Elgar. p. 236
- UNDP. 2004. Access to Justice: Practice Note. *United Nations Development Program 9/3/2004*

9th Discussion entry due in BbLearn

Week 10: November 5

Access to Justice & Participatory Action Research

Courts, Impact on families (DV), work, health, benefits, tax

Preparation for Next Week's Discussion and Class

Readings Due:

- Reading: *The Devil's Highway: A True Story* by Luis Alberto Urrea

10th Discussion entry due in BbLearn

Individual Human Rights Project Papers Due on 5 November at 6 am in BbLearn noon

Week 11: November 12**Impact of Immigration Law and Policy****Preparation for Assignment and Next Week****Readings Due:**

- Facing History and Ourselves. 2008. "More than a Headscarf". *Stories of Identity: Religion, Migration, and Belonging to a Changing World.* pp 99 – 104.
- Calandruccio, Giuseppe. 2005. "A Review of Recent Research on Human Trafficking in the Middle East." Laczko, Frank & Elzbieta Gozdzik (eds.). In *Special Issue of International Migration*. Vol. 43 (1/2).
[http://lastradainternational.org/Isidocs/282%20IOM%20survey%20trafficking%20\(Global\).pdf](http://lastradainternational.org/Isidocs/282%20IOM%20survey%20trafficking%20(Global).pdf) pp 267-299

11th Assignment entry due in BbLearn and in Class**Week 12: November 19****Human Rights & Human Trafficking****Preparation for Next Week**

1. Research solutions for your human rights topic (particularly look for solutions tried by NGOs), write about 2 of them (make sure you cite). Bring your 2 solutions to class for discussion.

Readings Due:

- DOVA. 2010. The Human Rights Assessment Instrument on Domestic Violence. Netherlands.
http://www.humanrightsimpact.org/fileadmin/hria_resources/Domestic_Violence/DOVA-DEF-sept-2011.pdf

Week 13: November 26**NGOs and Solutions****Week 14: December 3 - Presentations**

Final Group Magazines professionally printed - in class and electronic copy Due in BbLearn along with group evaluations
Extra Credit Due Today

Week 15: December 10 - Presentations

Final Group Magazines professionally printed – in class and electronic copy Due in BbLearn along with group evaluations

Exam Week: December 17

POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

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

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

STUDENTS WITH DISABILITIES

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

INSTITUTIONAL REVIEW BOARD

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

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

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

ACADEMIC INTEGRITY

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

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

ACADEMIC CONTACT HOUR POLICY

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

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

SENSITIVE COURSE MATERIALS

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

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

recognized as a national leader. Our work in civic engagement was recognized by the White House and the Department of Education in January 2012 in a White House event on higher education that included NAU and one other university as exemplars. We seek to build upon current successes through the establishment of this proposed Civic Engagement Minor, which will be available to any student who has the curricular opportunity to take a minor with their major.

7. Student learning outcomes of the plan. If structured as plan/emphasis, include for **both core and emphasis**. (*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*).

Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)

Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)

Civic Engagement Minor graduates will demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes through their coursework assessments and summative projects in the program. (Skills)

Civic Engagement Minor graduates will demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program. (Knowledges)

Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program. (Values)

Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)

8. Academic Catalog text and requirements:

8a. Text to be displayed on the Career tab in the academic catalog (max 3 paragraphs):

What can I do with a Minor in Civic Engagement?

Are you concerned about the many severe problems that are piling up at the outset of the 21st century? Are you distressed by a lack of leadership that creatively and effectively responds to these challenges? Are you interested in learning how to become a leader who can foster changes that contribute substantially to building a better world?

Students in the Civic Engagement minor will learn the theory and practice of leadership and grassroots democracy that enables them to become powerful agents of creative change who are able to inspire and effectively work with others to address the key challenges of the 21st century - including climate change, inequality, deteriorating education, health care, intolerance, immigration, indigenous rights, sustainable food systems, appropriate technologies, and more. Through experiential collaboration with community partners in all sectors across our region, students will learn how to work with diverse constituencies to foster solutions that enhance the public good. Civic Engagement minors will learn to bring the arts of democratic leadership and effective citizenship to bear on whatever career they choose and will thereby become empowered to create a better future.

8b. Text to be displayed on the Overview tab in the academic catalog (max 3 paragraphs):

In addition to University Requirements:

- Complete individual plan requirements.

Please note that you may be able to use some courses to meet more than one requirement. Contact your advisor for details.

Minimum units for completion: 18

GPA: A Grade of "C" or better in each course.

8c. Plan requirements to be displayed on the "Details" tab in the academic catalog:

MINOR REQUIREMENTS

Take the following 18 units, with a Grade of "C" or better in each course:

- Select 6 units from the following:
 - FS 111, 121, 131, or 141 with Action Research Team (ARTs) component
 - FS 211, 221, 231, or 241 with Action Research Team (ARTs) component
- CCE 220 (3 units)
- CCE 320 (3 units)
- CCE 330 (3 units)
- CCE 450C (3 units)

In addition, at least 12 of the 18 units required for this minor must be from courses offered by Northern Arizona University.

Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.

8d. Attributes to be displayed on the Overview tab in the academic catalog:

Required	Not Required	Optional	Recommended
<input type="checkbox"/> Additional Admission Requirement	<input type="checkbox"/> Additional Admission Requirement	<input type="checkbox"/> Additional Admission Requirement	<input type="checkbox"/> Additional Admission Requirement
<input type="checkbox"/> Additional Fees/Program Fees	<input type="checkbox"/> Additional Fees/Program Fees	<input type="checkbox"/> Additional Fees/Program Fees	<input type="checkbox"/> Additional Fees/Program Fees
<input type="checkbox"/> Arizona Certification/Endorse	<input type="checkbox"/> Arizona Certification/Endorse	<input type="checkbox"/> Arizona Certification/Endorse	<input type="checkbox"/> Arizona Certification/Endorse

ment	ment	ment	ment
<input type="checkbox"/> Comprehensive Exam	<input type="checkbox"/> Comprehensive Exam	<input type="checkbox"/> Comprehensive Exam	<input type="checkbox"/> Comprehensive Exam
<input type="checkbox"/> Dissertation	<input type="checkbox"/> Dissertation	<input type="checkbox"/> Dissertation	<input type="checkbox"/> Dissertation
<input type="checkbox"/> Emphasis, Minor, Certificate	<input type="checkbox"/> Emphasis, Minor, Certificate	<input type="checkbox"/> Emphasis, Minor, Certificate	<input type="checkbox"/> Emphasis, Minor, Certificate
<input checked="" type="checkbox"/> Fieldwork Experience	<input type="checkbox"/> Fieldwork Experience	<input type="checkbox"/> Fieldwork Experience	<input type="checkbox"/> Fieldwork Experience
<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Foreign Language
<input type="checkbox"/> Legislative Internship	<input type="checkbox"/> Legislative Internship	<input type="checkbox"/> Legislative Internship	<input type="checkbox"/> Legislative Internship
<input type="checkbox"/> Oral Defense	<input type="checkbox"/> Oral Defense	<input type="checkbox"/> Oral Defense	<input type="checkbox"/> Oral Defense
<input checked="" type="checkbox"/> Research	<input type="checkbox"/> Research	<input type="checkbox"/> Research	<input type="checkbox"/> Research
<input type="checkbox"/> Study Abroad	<input type="checkbox"/> Study Abroad	<input type="checkbox"/> Study Abroad	<input type="checkbox"/> Study Abroad
<input type="checkbox"/> Student Teaching/Supervised Teaching	<input type="checkbox"/> Student Teaching/Supervised Teaching	<input type="checkbox"/> Student Teaching/Supervised Teaching	<input type="checkbox"/> Student Teaching/Supervised Teaching
<input type="checkbox"/> Thesis	<input type="checkbox"/> Thesis	<input type="checkbox"/> Thesis	<input type="checkbox"/> Thesis

9. NCATE designation, if applicable:

Initial Plan

Advanced Plan

Remove Designation

10. Effective beginning **FALL:** 2014
See effective dates calendar

11. Will this proposal impact other plans, sub plans, or course offerings, etc.?

Yes No

If yes, describe the impact and include a letter of response from each impacted academic unit.

This Minor will may increase enrollments in the First Year Seminar Program, but the First Year Seminar Program is a sponsoring partner of the Minor and can accommodate any increased enrollment.

Answer 12-13 for UCC/ECCC only:

12. A major is differentiated from another major by required course commonality: 24 units of the required credit hours of a major must be unique, (i.e. not common or not dual use as a required element in another major), to that major. Does this plan have 24 units of unique required credit? Yes

No

13. Minor: A planned group of courses from one or more subject matter areas consisting of at least 18 hours and no more than 24 hours. At least 12 hours of the minor must be unique to that minor to differentiate it from other minors.

Effective Fall 2012

Does this minor have 12 units of unique required credit?

Yes No

Answer 14-15 for UGC only:

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework?

Yes No

If no, explain why NAU should establish the plan.

15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework?

Yes No

If no, explain why NAU should establish the plan.

FLAGSTAFF MOUNTAIN CAMPUS

Reviewed by Curriculum Process Associate

Date

Approvals:

and

Oct. 3, 2013

Department Chair/Unit Head (if appropriate)

Date

Brenda J. ...

10/3/13

Chair of college curriculum committee

Date

Brenda J. ...

10/4/13

10/3/13

Dean of college

Date

For Committee use only:

K. Lavin ...

10/29/13

UCC/UGC Approval

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

Date

Approvals:

Academic Unit Head

Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)

Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Chief Academic Officer, Extended Campuses (or Designee)

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No



University College

Overview of the proposed Civic Engagement Minor

Students enrolled in the Civic Engagement Minor at Northern Arizona University will explore the relationships between the discipline they study and a comprehensive knowledge of civic engagement practices and experiences. The minor will combine scholarly knowledge and research with a variety of experiential opportunities in which students become involved in action research with community organizations aimed at creating more democratic, just, and sustainable communities. The premise of this minor is that grassroots democratic theory and practice can and should mutually inform each other, as should the scholarly and various other knowledges and traditions in the wider community.

Students who complete this degree will acquire a broad education in democracy, power, and the skills that bring about change to enhance the commonwealth from the local level, to national and transnational scales through a series of intentional and sequenced learning experiences. Experiential and leadership training will provide students with a deep and broad understanding of a career as a *vocation*, in which personal flourishing and broad public purposes are intertwined. This will enhance students' employability, vocational connections, and relationships, as well as their capacities to work in diverse, complex, and dynamic situations. The minor enables students to participate in a transformative initiative in which the NAU community participates in numerous partnerships with surrounding communities in order to become better stewards and citizens.

Key to the success of the minor are our Action Research Teams (ARTs), beginning with First Year Seminar students organized into course-specific working groups, sophomores and juniors who continue to want to participate in the public work of the ARTs and assume leadership and organizing responsibilities for initiatives within each ART, sophomore or junior Peer Teaching Assistants from the First Year Seminar Program who work with the students in each Seminar, graduate student mentors assigned to each umbrella ART, and multi-generational community partners—K-12 students and their parents, community members and organizations, and Navajo elders. In the ARTs, **NAU students and faculty collaborate with members of the broader community to work on a variety of environmental, social, educational, economic, and political issues.** Students collaborate with organizations in every sector – nonprofits, governmental agencies, and businesses.

Student Learning Outcomes for the Civic Engagement Minor

We seek to fulfill the aspirations for the Civic Engagement Minor through the following Program Student Learning Outcomes:

- Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)
- Civic Engagement Minor graduates will demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program. (Knowledges)
- Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program. (Values)
- Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)

Civic Engagement Minor Course Plan and Curriculum Map

The Civic Engagement Minor consists of 18 units, 9 units of which may be earned in courses that also confer Liberal Studies Distribution credit:

FS 111, 121, 131, or 141	First Year Seminar topics course (3 units)
with Action Research Team (ARTs) component	
FS 211, 221, 231, or 241	Second Year Seminar topics course (3 units)
with Action Research Team (ARTs) component	
CCE 220	Community Leadership and Peer Mentoring (3 units)

In addition, there are Minor-specific courses offered by the Community, Culture, and Environment Program and a Capstone course for the Minor. See the following Civic Engagement Course Plan, below, and the Minor's Curriculum Map on the following two pages.

Civic Engagement Minor Course Plan

Courses	Title	Prerequisites	Units
FS 111, 121, 131, or 141 with Action Research Team (ARTs) component	First Year Seminar topics course	No more than 45 units completed	3
FS 211, 221, 231, or 241 with Action Research Team (ARTs) component	Second Year Seminar topics course	No more than 75 units completed	3
Minors will take either one FS 111-141 and one FS 211-241 or two FS 111-141 or two FS 211-241 to fulfill this 6 unit requirement			
CCE 220	Community Leadership and Peer Mentoring	FS 111-141(w ARTs) or FS 211- 141 (w ARTs)	3
CCE 320	Civic Engagement in a Global World <i>Focus on relationships among local, regional, national, and transnational modes of engagement in context of national and transnational political and economic institutions and powers. Varieties of cosmopolitanism. Engagement with transnational focused ngo or social movement.</i>	FS 111-141(w ARTs) or FS 211- 141 (w ARTs) & CCE 220	3
CCE 330	Civic Engagement and Formal Democratic Institutions <i>Focus on the interrelationship between informal and formal institutional practices of democracy; analysis of insider-outsider relationships and socio-political change. Weekly observation of City Council, County Commissioners, FUSD, and administrative meetings as well as discussions with representatives of nongovernmental organizations that seek to influence them.</i>	FS 111-141(w ARTs) or FS 211- 141 (w ARTs) & CCE 220	3
CCE 450C	Capstone: Internship <i>Engagement and major writing project</i>	FS 111-141(w ARTs) or FS 211- 141 (w ARTs) & CCE 220, 320, 330	3
TOTAL units in Minor			18

Civic Engagement Minor Curriculum Map

<p>Civic Engagement Minor graduates will:</p>							
		FS 111, 121, 131, 141 First Year Seminars					
		FS 211, 221, 231, 241 Second Year Seminars					
		CCE 220 Community Leadership and Peer Mentoring					
		CCE 320 Civic Engagement in a Global World					
		CCE 330 Civic Engagement and Formal Democratic Institutions					
		CCE 450C Capstone: Internship					
	<p>demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program.</p>	Skills					
<p>persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences.</p>	Skills						

<p>demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes through their coursework assessments and summative projects in the program.</p>	Skills						
<p>demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program.</p>	Knowledges						
<p>be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program.</p>	Values						
<p>respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program.</p>	Attitudes/ Dispositions						

****Shaded areas indicate that course addresses Program Outcome***



**NORTHERN
ARIZONA
UNIVERSITY**

College of Arts & Letters

MEMORANDUM

TO: SHIRAZ HAMMERSLEY, CHAIR, UNIVERSITY CURRICULUM COMMITTEE
FROM: MICHAE VINCENTI, DEAN, COLLEGE OF ARTS AND LETTERS, ON BEHALF OF THE
 CONSORTIUM FOR CIVIC ENGAGEMENT AND LEARNING (2017-2028)
SUBJECT: CIVIC ENGAGEMENT MINOR
DATE: MARCH 11, 2018
CC: N. COLLEGE MEMBERS

The newly formed Consortium for Civic Engagement and Learning includes the deans of the Colleges of Business, Social and Behavioral Science, Arts and Letters, and University College, as well as key leaders in NAU's various civic engagement initiatives across campus. Our purpose is to promote civic engagement as a vital and integrated theme in NAU's mission, as well as in its curricular, co-curricular, and community collaborations.

At our February meeting we reviewed and discussed the proposed Civic Engagement Minor. The outcome of this discussion was that we enthusiastically endorse the minor. There was a consensus among the members of the consortium that this minor complements and extends the initiatives and vision of the Civic Engagement Consortium.

We do not view this minor to be in competition with our existing programs, but rather as a desirable complement to them. Civic engagement is an inherently interdisciplinary theme and therefore this minor is rightly housed in the University College, whose mission is to enhance collaborations within and across disciplines that promote teaching excellence and learning objectives at NAU.

Consortium Members:

Cynth Banks, University College
 Anne Bezzard, College of Social & Behavioral Science
 Bob Coles, Community, Culture, & the Environment
 Clark Council, History, Career Mentoring Project
 Eric Fernandez, Master's Program for Sustainable Communities
 Chris Griffin, Philosophy
 Andrea Houchard, Philosophy Center for Public Interest
 Brian Kronastler, Martin Springer Institute

Carole Menden, Civic Service Institute
 Lori Pelton-Stachler, Public & International Affairs
 Karen Pughes, Vice Provost, University College
 Betsy Scarnati, First Year Seminar Program & Global Learning
 Craig Van Sledra, W. A. Franer College of Business
 Michael V. Laine, College of Arts & Letters
 Heidi Wayman, Psychological Empowerment Project
 Steve Wright, College of Social & Behavioral Science



March 25, 2013

TO: University Curriculum Committee, NAU

FR: Bernie Ronan, co-chair, Steering Committee
The Democracy Commitment

RE: Civic Engagement Minor

The Civic Minor that is being proposed by Northern Arizona University is truly an exciting opportunity for community college students. On behalf of the 125 community colleges that are members of The Democracy Commitment (TDC), I am pleased to write in support of this important new program development. TDC is a national initiative created to engage community college students in civic learning and democratic engagement by providing a national platform for the development of curricula, programs and projects, and the sharing of best practices. The ten Maricopa Colleges are all members of TDC, as are Pima and Yavapai Colleges.

Community college students seek opportunities for engagement in the work of democracy, and NAU's Civic Minor offers these students an opportunity to complete their upper-division program leading to a bachelors' degree by combining scholarly knowledge and research with rich, experiential opportunities. Therefore, for example, the creation of this new minor will give the thousands of Maricopa Community College students who transfer each year to NAU an opportunity to pursue civic engagement in multiple disciplines in a fashion that both challenges them academically and also enriches their future employability by providing opportunities for personal flourishing in the service of public purposes that are important to them.

Upon approval by the university, the Civic Engagement Minor will offer community colleges a programmatic path down which to develop in shaping lower division courses and experiences for students who might wish to transfer to NAU. Whether that community college curricular development will include, for example, lower division counterparts to the First Year Seminars now offered to NAU students or not, the goal would be to develop offerings that would include a similar mix of academic rigor and robust community experience, in which democratic theory and practice mutually inform each other. And those community colleges that could collaborate here in Arizona with NAU in such curricular development could also include the community organizations who are key partners in the development and delivery of civic engagement for students.

Through its work in the American Democracy Project as an AASCU institution, NAU has earned a national reputation for the caliber of its civic engagement programs and projects. And with the development of the Civic Engagement Minor, the university's leadership in civic engagement program development will now likewise reach to community colleges that can partner with NAU in "2+2" articulation efforts that will enrich the lives of students and benefit the communities in which they become actively engaged in pursuing the work of democracy.



NORTHERN ARIZONA UNIVERSITY

College of Social & Behavioral Sciences

Civic Service Institute

March 15, 2015

Dear University Curriculum Committee:

The Civic Service Institute is very excited to provide support and collaboration with the new proposed Civic Engagement Minor. As the minor compliments many existing programs, including ours, within NAU, and with the minor promoting civic engagement in ways that students build their democratic capacities and skills focusing on citizenship through real-life experiences, innovative curricula, co-curriculum, and community, the Civic Service Institute sees many ways in supporting and collaborating with this minor program.

The Civic Service Institute engages and mobilizes people of all generations to strengthen communities through service and volunteerism. We are eager to work and collaborate with the Civic Engagement Minor for the Capstone course in which we will work with the minor program in placing students in engaging and meaningful service internships throughout the community.

As the proposed Civic Engagement Minor will explore relationships across disciplines, students will become competent in building skills which will enhance our community, state and nation. Students who are engaged civically build their citizenship which is important in all careers. This minor will enable the students to explore a possible career opportunity and be civically engaged while doing so.

As the minor will be interdisciplinary, we support it being housed at the University College. We believe the students' experiences will be enhanced by having the support of courses offered in First Year and Second Year Seminar topics and having further courses in Community Leadership, Global World and Formal Democratic Civic Engagement.

Sincerely,

A handwritten signature in blue ink that reads "Carol D. Mandino".

Carol D. Mandino, Ed.D.
Director, Civic Service Institute



PO Box 5063, Flagstaff, AZ 86011-5063
(928) 523-3560, or toll free at 800-856-3117



Civic Engagement Minor - Key Concepts	Course # of units Disciplinary focus		Course # of units Disciplinary focus		Course # of units Disciplinary focus		Course # of units Disciplinary focus		Course # of units Disciplinary focus		Comments
Civic engagement	PR 373 New Media Engagement	Understanding media	ENV 182 Eco House Seminar	Engagement in Environmental sustainability	ECI 315 Early Childhood Science	Teaching civic competencies in early childhood programs	ETC 545 Internet for educators	Promote student engagement in K-12	LAN 350 World Cinema	Film and text focusing on non-Western peoples	The majority of these courses were identified by the term engagement
	GSP 130 Mapping the World	Engages students with earth	CCS 350W Words at Work	Researching and Writing about culture	JLS 490 Journalism Immersion Experience	Immersion experience as reporter/producer or editor	JLS 231 Field Reporting Topics	Increased reporting skills in writing and critical thinking	ECI 569 Transformative Education for a Democratic Society	Develop democratically minded teacher candidates who are aware of ideological and cultural complexities in schools and society	
leadership	BBA 450	Effective leadership traits, behaviors, including power & influence	MGT 311 Leadership	Leadership, direction and empowerment of employees	MS 130 Leadership Lab	Military	MS 231 Leadership Lab	Military	MS 131 Leadership lab	military	
	ADM 520 Self & Leadership	Intro to basic concepts of leadership	MS 289 Leadership Internship	Internship for Summer 4 week leadership training course	NUR 450C Nursing Leadership	Capstone for nursing	MS 102 Basic Leadership	General model of problem solving	MS 201 Leadership & Teamwork	Principles & techniques of effective written & oral communication	
	MS 230 Leadership & Teamwork Lab	military	NAUY 310 Leadership in the 21 st Century	Principles of effective leadership – framework for solving chronic problems Dept permission	HA 315W Hospitality Leadership Systems	Theoretical & practical overview of leadership & communication processes characteristic of the hospitality industry	MS 301 Leadership & Problem solving	military	CTE 396 Community Leadership in CTE	Effective school relations and leadership	

Civic Engagement Minor - Key Concepts	Course # of units Disciplinary focus	Course # of units Disciplinary focus	Course # of units Disciplinary focus	Course # of units Disciplinary focus	Course # of units Disciplinary focus	Course # of units Disciplinary focus	Comments
	AS 301 Leadership Studies I Integrated management course - for managers and leaders	PRM 432 Intro to Multi-day River Expedition Discipline focused	FOR 430 Leadership & the Environment Decision making processes in environmental or resource issues	MS 401 Leadership & Management Legal system Career planning Personal affairs mgt	AS 302 Leadership Studies - I Continuation of AS 301 - management theory		
	PRM 252 Recreation Leadership & Supervision Discipline specific	PRM 431 Outdoor Leadership Certification Discipline specific	PRM 331 Outdoor Leadership Certification Discipline specific	ORM 331L Outdoor Leadership Certification 1 River Lab Discipline specific	AS 201L Aerospace Studies Leadership Lab military		
	AS 301L Aerospace Studies Leadership Lab military	BUS 450 Leadership Theory & Practice for Justice Administrators Discipline specific	AS 101L Aerospace Studies Leadership Lab military	AS 402L Aerospace Studies Leadership Lab military	EPS 416 Leadership Skills for Orientation Leader Role specific Prereq EPS 415		
	PADM 450 Leadership Concepts, Skills & Models in public sector Relationship b/n indiv leadership & organizational change	EDL 389 Cooperative Education Indiv prep'd med cooperative employment experience related to your field	EDL 487 Independent Study Indiv approach to select topics by guided reading and critical evaluation	EDL 408 Field Experience internship	EDL 466 Legislative Internship A7 Legislature Spring term		
	AS 202L, AS 302L, AS 402L, Aerospace Leadership Lab military	PSY 346 Industrial Organizational Psychology Discipline specific	PSY 348 Organizational Psychology Discipline specific	PSY 326 Group Behavior Psychological aspects to group processes	MS 307 Leading Small Organizations II military		
	PRM 350 Cultural Recreation Discipline specific	MGT 490C Strategic Management Discipline specific	CCJ 391 Justice System Administration Discipline specific	MS 402 Transition to Lieutenant military	ARE 375 Topics in Art Education Leadership, advocacy, inquiry		
	RRA 490C Strategic Mgt Discipline specific	EM 400L Construction Mgt Discipline specific	PRM 203H Intro to Whitewater Rafting - Honors Discipline specific	PRM 203 Intro to Whitewater Rafting Discipline specific	HNR 422 Forest Planning Forest management Theory including leadership and ethics		

Civic Engagement Minor - Key Concepts	Course # of units Disciplinary focus		Course # of units Disciplinary focus		Course # of units Disciplinary focus		Course # of units Disciplinary focus		Course # of units Disciplinary focus		Comments
Oral Communication	CST 318 Oral communication in law	Decision making and presenting proofs in legal settings	SPA 303 Intermediate communication	Proficiency in Spanish	COM 101, 101 H Communication Analysis	Analysis of oral, written & visual messages	COMY 131 Fundamentals of Speech Communication	Essential elements of oral communication – emphasis on public speaking	FRE 403C Advanced Stylistics & Oral Expression	Discipline specific	
	MER 300W Promotional Communication	Discipline specific	MGT Business Communication	Discipline specific	BBA 305W Effective Business Communications	Discipline specific	COM 250 Environmental Perspectives on Communication Arts	Analysis of Oral, visual, and written artistic and communication works	COM 223 International Communication Skills	Develops skills in an international context	
	MGT 350WH Business Communication	Written and oral communication in organizations	AIS 301W Communication Skills for Applied Indigenous Studies	Discipline specific	CST 314 Communicating in Instructional Environments	Discipline specific	MGT 350IW 350IH Integrated Business Seminar	Discipline specific	CST 315 Business and Professional Speaking	Discipline specific	
	GLG 350W Geologic Communication & Topics	Focused on earth science	VC 490C Senior Project	Visual self promotion	COM 450 Future of Communication	New communication technologies	CST 111 Fundamentals of Public Speaking	Delivery of oral messages in public and small groups	COM 470 Communication Ethics	Ethical decision-making and moral behavior in communication situations	
	COM 150 Environmental communication	Analytical research and writing skills for public dissemination	COM 190 Academic Communication	Applied academic success strategies for at-risk students	CST 321 Nonverbal Communication	Principles of nonverbal communication and applications to communication processes	CST 475 Health Communication	Health specific	CST 472 Organizational Communication	Theoretical and practical foundations of organizational communication	
	COM 200 Basic Communication Theory	Nature elements concepts and processes of communication	CST 424 Gender & Communication	Communication theories related to construction of gender, relationship b/n gender and	CST 271 Group Communication	Theory and practice Applied to various large and small group contexts	CST 323 Intercultural Communication	Developing a critical sensitivity appropriate to a multicultural society	CST 151 Intro to Interpersonal Communication	Communication concepts processes and practices in	

Civic Engagement Minor - Key Concepts	Course # of units Disciplinary focus		Course # of units Disciplinary focus		Course # of units Disciplinary focus		Course # of units Disciplinary focus		Course # of units Disciplinary focus		Comments
				contemporary social issues						interpersonal contexts	
	VS 101 Communication Design	Discipline specific	ANT 103 Culture in Communication	Global perspective on communicative forms esp languages	EE 430 Communication Systems	Electronic communications	PHO 181 Communication Photography	Discipline specific	COM 425 Mass Communication & Human Behavior	Discipline specific	
	CCS 350W Words at Work: researching and writing about culture	Interdisciplinary engagement with various Modes of cultural production	CST 498C Senior Seminar in Speech Communication	Discipline specific	PRM 360 Interpretation for Parks and Rec	Discipline specific	NAV 303 NAV 321 NAV 380 NAV 381 Intro to Translation & Interpretation Navajo language	Discipline specific	POS 409C Fieldwork Capstone	Field experience in organization or agency	
	EE 486C Capstone Design	Teaming, project control, budget control, negotiations	COM 201 COM 202 Independent filmmaking Storytelling	Concept of storytelling for narrative film production	GSP 206 Public Participation & Communication	Gathering data and disseminating information using effective participation techniques, analysis and appropriate communication	CST 361 Persuasion	Theory & practice of public persuasive communication designed to influence people & change their beliefs	CST 477 Mediation & Conflict MGT	Communication strategies in theory & practice of alternative dispute resolution	
	CST 460 Rhetorical Theory	Theories about public communication	CST 312 Methods of Interviewing	Principles of effective interviews from perspective of interviewer and interviewee	CST 217 Argumentation & Debate	Analysis of issues, reasoning, and refutation	CST 112 Effective Listening	Components of effective listening	SOC 431 Planning for Human Services	Applies sociological, social work, management and communication theory to program development and planned change	

Civic Engagement Minor - Key Concepts	Course # of units Disciplinary focus		Course # of units Disciplinary focus		Course # of units Disciplinary focus		Course # of units Disciplinary focus		Course # of units Disciplinary focus		Comments
	BBA 313 Personal Selling	Discipline specific	MKT 337 Professional selling	Discipline specific	MS 289 Leadership Internship	Summer internship – students in 4 week leadership training	CDSY 430 Power, Politics and the Press	Dynamics between politics, power and the press; media skills for community issues and initiatives			
Service Learning	MKT 436 services Marketing	Discipline specific	BBA 315 Services Marketing	Discipline specific	HS 410 Organization & Administration of Health Services	Discipline specific	SOC 431 Planning for Human Services	Applies sociological, social work, management and communication theory to program development and planned change	CDSY 440 Current issues in sustainability	Addresses local and global influence and perspectives through community-based project work	Many discipline specific Internships & field work experiences
	FYS Psychology of Food Fall 2012	Had community service component	FYS ARTS classes	Community engagement is built into 13 FYS/ARTS classes	SBS 101 bGlobal Village	interdisciplinary course is designed to foster global understanding and global citizenship and to introduce students to many disciplinary perspectives on the Global Village.	SOC 215	Characteristics of minority-dominant relationships, their formation, stabilization, and modification in terms of discrimination, segregation, conflict, power, and assimilation. Cross-listed with ES 215. Requires service but does not necessarily	SW 220	requires service - closest to the service-learning designation b/c a paper is assigned on the organization students volunteer with	

Civic Engagement Minor - Key Concepts	Course # of units Disciplinary focus	Course # of units Disciplinary focus	Course # of units Disciplinary focus	Course # of units Disciplinary focus	Course # of units Disciplinary focus	Course # of units Disciplinary focus	Course # of units Disciplinary focus	Comments			
							meet requirements for service-learning				
Community-based organizing	MGF 300 Managing, Organizing and Leading	Environment of organization's, planning, organizing, leading and reviewing processes and systems	PDS 326 Public Organization Theory	Dynamics of decision-making in modern, complex organizations, including the structure of bureaucratic organization	MS 301 MS 302 Leading Small Organizations II	mandatory	CDSY 320 Community & Social Change	Examines social change with focus on US communities. Social movements, demographic & environmental changes and strategies to create change	CDSY 440 Current Issues in Sustainability	Current and emerging issues in sustainability. Addresses local and global influence and perspectives through community-based project work	
Sustainable communities	CDSY 370 Economics of sustainable communities	Economics related to environment & social structures	CDSY 240 Intro to Community Development & Sustainability	Focuses on community development practices and strategies, focused on sustainable assets and asset building - community organizations, historical and contemporary development efforts	CDSY 360 Technologies of sustainability	Intro to technologies that support sustainability in energy, environment, construction & manufacturing	CDSY 440 Current Issues in Sustainability	Local and global influence and perspectives through community-based project work	CENS 480 Research on Campus Sustainability	Sustainability issues facing universities and university communities	
	CENS 460 Sustainability in Natural and Built Systems	Ecosystems that enhance stability, endurance and resilience and applies these to human made	ENV 181 Environmental Sustainability	How we relate to the environment and environmental sustainability from humanistic, cultural & political perspectives	CM 403 Sustainable design and construction	Discipline specific	BIO 345 Sustainable Botany	Discipline specific	GER 350W Environmental sustainability in Germany	Discipline specific	

Civic Engagement Minor - Key Concepts	Course # of units Disciplinary focus		Course # of units Disciplinary focus		Course # of units Disciplinary focus		Course # of units Disciplinary focus		Course # of units Disciplinary focus		Comments
		systems including farming, buildings, industries and communities									
	GPS 371 Urban Realm: Context & Landscapes	Spatial variations and patterns of urban, economic, technical activities and sustainability	BBA Management for environmental sustainability & Durable Competitive advantage	Intro to development of environmentally friendly business practices: topics include environmentalism, environmental regulation, sustainable development	ECO 428 Advanced Energy Economics	Relationship b/n energy, humans and the environment focusing on prospects for a sustainable energy future in urban areas, emerging societies and indigenous communities	HUM 395 HUM 395 H Public Humanities	Examines the roots of our humanity, sources of the self and community, collective goods issues, possibilities for intentional cultural change, and the practical dimensions of building good and sustainable communities.	FOR 441 Sustainable Forestry in Tropical Ecosystems: International Field Experience	International field course on forestry issues in developing countries from the perspective of forestry professionals in those countries.	
	CDSY 370 Economics of Sustainability	Explores economics in relation to the environment and social structures. Focus is on economic issues and tools available to create sustainable communities.	CDSY 240 Intro to Community Development & Sustainability	Introduction to community development practices and strategies, focused on sustainable assets and asset building. Topics include community organizations, historical and contemporary development efforts, and environmental,	CDSY 360 Technologies of Sustainability	Introduction to various technologies that support sustainability in energy, environment, construction, and manufacturing. Topics include applications of technology and associated benefits, risks, limits, and costs. Department	CDSY 440 Current Issues in Sustainability	Current and emerging issues in sustainability. Addresses local and global influence and perspectives through community-based project work	GSP 276 Planning for Sustainable Tourism	Issues and methods in planning for tourism development from a sustainability perspective.	

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			human, financial, and political capital Dept Consent required		consent required.					
	CENS 480 Research in Campus Sustainability	Surveys major issues in sustainability facing universities and university communities . Students complete an original research project addressing a sustainability issue on the NAU campus or in the Flagstaff community. Pass/Fail only.	GSP 201 Communities Planning & Change	Urban planning, growth and land use; sustainability and the process of land use change and community development.	CENS 460 Sustainability in Natural & Built Systems	Examines characteristics of ecosystems that enhance stability, endurance, and resilience and applies these qualities to human-made systems including farming, buildings, industries and communities	ECO 324 Environmental Economics	Issues, theories, and policies, including cultural, social, and ethical issues; theories of externalities, property rights, optimal depletion rates and sustainable development; and policy and regulation of environmental economic activity	ECO 356 Regional & Urban Economics	Theory of regional economics; techniques for analyzing historical and potential growth patterns; review and critique of issues associated with rapid urbanization , new transportation systems, land-use planning and sustainability issues
	ENV 182 Eco House Seminar	This seminar examines issues of environmental sustainability and ecological stewardship through engagement	CENE 335 Environmental Biotechnology	Presents the engineered application of biological systems for remediation of contaminated environments (land, air, water), and for sustainable	FOR 255 FOR 255H Int'l Wildlife Issues Honors	Current international issues in wildlife conservation and management. Topics include regulation of global wildlife, threats to biodiversity,	HIS 405 Topics in Environmental History	Topics in Environmental History include: wilderness and national parks, conservation and reclamation, environmental	SOC 444 Environment & Social Change	This course explores belief systems about nature and challenges to those belief systems. Students

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		in civic service, field trips, selected readings, discussion, and guest lectures.		development technologies and processes.		and issues of sustainable management and protection. Case studies focus on perspectives of ethnic minorities		Justice, ecofeminism, ecological ideas (science, culture, and nature), and sustainability and economic development.		explore environmental social change through looking at the anti-globalization movement, environmental movements, sustainable development and eco-consciousness	
Mentoring	BIO 468 Conservation & Management of Imperiled Species	The course helps students develop an advanced understanding of the practical, legal, political, social, and economic realities of managing regulated species, and it involves them directly in current conservation challenges with									

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		<p>imperiled species and habitats The course emphasizes innovative, multidisciplinary resource management and conservation strategies and gives participants practical experience in developing multi-stakeholder solutions. It gives graduate students the opportunity to mentor undergraduate students</p>									

LIBERAL STUDIES ADDITIONS 10/8/2013

COURSE SUBJECT/NUMBER	EFFECTIVE DATE	LIBERAL STUDIES DISTRIBUTION BLOCK	ESSENTIAL SKILL
BIO 454C*	SPRING 2014	CAPSTONE	CRITICAL THINKING

*APPROVED AT 5/8/13 LSC

LIBERAL STUDIES DELETIONS 10/8/2013

COURSE SUBJECT/NUMBER	EFFECTIVE DATE	LIBERAL STUDIES DISTRIBUTION BLOCK
ECI 495C		CAPSTONE