* Members – Please notify the chair and send a substitute if you are unable to attend.

I. Welcome, Announcements, and Brief Reports

1- Approval of the Minutes of the March 12, 2014 meeting — Anna Sosa
2- Graduate Student Government Report — Crystal Ewen
3- Associate Dean’s Remarks – John Masserini
4- Dean’s Remarks — Ramona Mellott

II. Curricular Changes

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A. College of Health and Human Services

PHYSICIAN ASSISTANT STUDIES

1. **PHA 618**  
   PHA 618  
   4 PRIMARY CARE ROTATION  
   Fall 2015  
   New Course

2. **Physician Assistant Studies; MPAS**  
   Physician Assistant Studies; MPAS  
   Support: Program of Study  
   Fall 2015  
   Major Reqmts-Course(s) Added

III. Informational Items

A. **April 9, 2014 FAST TRACK Report**
IV. Discussion Items

A. Graduate Admission Policy – TOEFL Requirements and Feedback
   1. Peer Institution TOEFL/IELTS Requirements
   2. TOEFL and IELTS Score Comparison Chart

B. Graduate Assistant Stipends – Ramona Mellott and Jim Sample

V. Agenda Items for Next UGC Meeting
MINUTES
UNIVERSITY GRADUATE COMMITTEE
April 9, 2014

Members Present: Michael Amundson (History), Karen Applequist (Educational Specialties), Colleen Byron (Administration), Joe Collentine (Modern Languages), Michael Costelloe (Criminology and Criminal Justice), William Crawford (English), Crystal Ewen (Graduate Student Government), April Brown Judd (Mathematics and Statistics), John Masserini (Ex-officio: Graduate College), Ramona Mellott (Ex-officio: Graduate Dean), Marcia Metcalf (Business), Jim Sample (School of Earth Sciences and Environmental Sustainability), Louise Scott (Music), Brant Short (Communication), Anna Sosa (Chair; Communication Sciences and Disorders), Carol Thompson (Politics and International Affairs), Barbara Tomlinson (Nursing), and Meghan Warren (Physical Therapy)

Members Absent: Kim Curtis (Sustainable Communities), Gary Emanuel (Educational Leadership), Amy Hughes (Ex-officio: Cline Library), Stephanie Hurst (Chemistry), Tom Kolb (Forestry), Sherry Markel (Teaching and Learning), Walter Vannette (Anthropology), and Niranjan Venkatraman (Engineering)

Guests: Scott Galland (Curriculum and Assessment) and Lisa Williams (Registrars/CASA).

Graduate College: None.

The meeting was called to order at 3:05 by Anna Sosa.

I. Welcome, Announcements, and Brief Reports
   A. Approval of the minutes of the March 12, 2014 meeting – Anna Sosa

The minutes were approved by all present.

B. Graduate Student Government Report – Crystal Ewen

Ms. Ewen made a report. She indicated they had a team of 4 for Relay of Life who ran 12.5 miles and raised over $200.00. They are also part of a mid-semester evaluation committee for TAs discussing the importance of using that feedback to improve teaching. Elections are underway. We have GSG representation on the scholarship committee. Ramona Mellott also added that GSG has been very active and visible and have been asked to serve on several university committees. They did a survey on Graduate Student Needs and presented the data to ABOR and to PALC. They also worked on the textbook project which was received positively by the campus community and faculty senate.

C. Associate Dean’s Remarks – John Masserini

Dr. Masserini talked about the upcoming dissertation defenses and that he needed members to serve as the UGC representative. He also talked about providing updated information on the UGC membership in the upcoming academic year.
D. Dean’s Remarks – Ramona Mellott

Ramona Mellott made a few remarks on the upcoming events—3MRP and the Grad College awards ceremony.

II. Curricular Changes - Consent Items

There were no Curricular Changes or Consent Items.

III. Action Items

A. College of Health and Human Services

1. Physician Assistant Studies
   a. PHA 618, “4 Primary Care Rotation”, Fall 2015 – New course
   b. Physician Assistant Studies: MPAS, Fall 2015 – Major Requirements-Course(s) Added

Patrick Enkin, Associate Clinical Professor, presented information on the proposal. He said that PA students do 11 clinical rotations. There are opportunities for learning that do not fit well into the specific disciplines. Rather than repeat two courses, they will take a primary care course that does not perfectly fit into pediatric or any of the disciplines identified. This course will help students gain the knowledge to work effectively in the chosen setting.

A question was raised on the passing grade on the new course. Dr. Enkin indicated that the minimum passing grade is a C, which is similar to other graduate classes.

A motion was approved for the plan changes and the new course.

IV. Informational Items

A. April 9, 2014 FAST TRACK Report

Item was reviewed with no comment by the representatives.

V. Discussion Items

A. Graduate Admission policy – TOEFL Requirements and Feedback
   1. Peer Institution TOEFL/IETS Requirements
   2. TOEFL and IELTS Score Comparison Chart

Dr. Masserini presented on the updates made to the Admission/TOEFL or IELTS policy. He also presented the data gathered on the IELTS and what our peer institutions use for the IELTS. In order to make our scores consistent with other universities, we can accept IELTS scores at 6.5. Many universities offer graduate level remedial courses that may count for credit towards their program of study. Dr. Mellott offered to follow up on how international students are doing in their graduate coursework as well as talking to faculty. Motion was made and approved to accept the 6.5 IELTS score.

B. Graduate Assistant Stipends – Ramona Mellott and Jim Sample
A brief presentation was made on stipends and comparison information from other peer institutions. It will be helpful to gather information on why students who are offered admission choose not to attend NAU including the stipends they are receiving.

VI. Agenda Items for Next UGC Meeting

This item was not discussed.
Please attach proposed Syllabus in approved university format.

1. Course subject and number: PHA 618  
2. Units: 4
   See upper and lower division undergraduate course definitions.

3. College: Health and Human Services
4. Academic Unit: Physician Assistant Studies

5. Student Learning Outcomes of the new course. 
   (Resources & Examples for Developing Course Learning Outcomes)

Upon successful completion of PHA 618 students will:
1. Participate in the clinical environment and demonstrate an understanding of the role of the physician assistant within primary care.
2. Assess the population of patients and the variety of diseases, conditions and/or injuries commonly encountered in the chosen clinical environment.
3. Obtain a patient-centered medical history, conduct a physical examination, recommend diagnostic studies and discuss treatment plans with the guidance of a preceptor.
4. Recommend, select and/or interpret (where applicable) appropriate diagnostic studies in the evaluation of a patients within the primary care setting.
5. Generate differential diagnoses and identify a primary diagnosis during patient encounters.
6. Determine appropriate treatment plans for patients within a primary care setting, including referrals and commonly used pharmacologic and non-pharmacologic therapies.
7. Formulate written documentation of patient encounters.
8. Incorporate the principles of public health and health promotion and disease prevention into patient care and practice (when applicable).
9. Effectively communicate with patients, families and other professionals in the health care environment.
10. Search, interpret and evaluate medical literature in relationship to medical decision-making and patient care.
11. Practice inter-professional collaboration and decision-making as a component of patient care.

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)

Providing this Primary Care course will enable students to experience a wider variety of diverse experiences that may fall outside of the scope of the discipline specific courses our program currently offers. This course would be able to be repeated once in any semester.

7. Effective BEGINNING of what term and year? Fall 2015
   See effective dates calendar.

Effective Fall 2013
8. Long course title: PRIMARY CARE ROTATION
   (max 100 characters including spaces)

9. Short course title: PRIMARY CARE ROTATION
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
    This four-week Primary Care rotation will facilitate the student's ability to evaluate health-
    related problems encountered in a primary care setting of interest. Examples include urgent
    care, pediatric specialties, geriatrics, and others. Through clinical experiences, the student
    will gain greater understanding of the PA role in primary care and will demonstrate effective
    clinical reasoning and communication skills in the chosen setting.

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.

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, describe the impact. If applicable, include evidence of notification to and/or 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 ☐
   16a. If yes, maximum units allowed? 8
   16b. If yes, may course be repeated for additional units in the same term? Yes ☒ No ☐

18. Prerequisites: Successful completion of the didactic year.
    If prerequisites, include the rationale for the prerequisites.
    This is required of all clinical rotations to gain basic fundamental knowledge and skills to
    prepare for clinical practice.

Effective Fall 2013
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.
   Patrick Enking, MS, PA-C, Associate Clinical Professor, will serve as Instructor of Record. Preceptors at each rotation site will provide supervision and teaching.

21. Names of the current faculty qualified to teach this course:

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms” http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/
   Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☒

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. 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 3/28/2014
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:

Effective Fall 2013
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 X
If yes, include the units specific to each component in the course description above.
Patrick Enking, MS, PA-C, Associate Clinical Professor, will serve as Instructor of Record. Preceptors at each rotation site will provide supervision and teaching.

21. Names of the current faculty qualified to teach this course:

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http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/
Do you anticipate this course will be scheduled outside the regular term?  
Yes □  No X

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation?  
Yes □  No □
If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. 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 3/14/2014
Reviewed by Curriculum Process Associate
Date

Approvals:

Richard Dehn 3/24/2014
Department Chair/Unit Head (if appropriate)
Date

Mary Hume Harmon 3/24/14
Chair of college curriculum committee
Date

Dean of college 3/27/14
Date

For Committee use only:
Effective Fall 2013
### UCC/UGO Approval

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Approved as submitted:  Yes ☐  No ☐

Approved as modified:   Yes ☐  No ☐

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<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
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Approved as submitted:  Yes ☐  No ☐

Approved as modified:  Yes ☐  No ☐

Effective Fall 2013
Department of Physician Assistant Studies
PHA 618 PRIMARY CARE ROTATION

4 Credits, 180 Clock Hours
4 credits of lab (45 hours contact time/week)
Instructor of Record: Patrick J Enking, MS, PA-C

Office Address: 435 N 5th Street, HSEB C615, Phoenix, AZ 85004
Phone: 602-827-2415  Cell 207-232-4208

Office Hours: Appointments can be made by email. Skype and phone are options too.

Course Time and Location: Expected minimum of 40 hours per week. Location: TBD.

Course Prerequisite: Successful completion of the didactic year

Course Description:
This four-week primary care rotation is designed to facilitate the student's ability to evaluate health-related problems encountered in a primary care setting of interest. The student will apply basic medical knowledge, demonstrate clinical reasoning and communication skills in the evaluation of patients within this setting. The experience will enhance the student's understanding of the role of a physician assistant within the selected discipline and the unique care needs of the patient population within that medical setting.

Student Learning Outcomes: Upon completion of this course, students will be able to:
1. Participate in the clinical environment and demonstrate an understanding of the role of the physician assistant within primary care.
2. Assess the population of patients and the variety of diseases, conditions and/or injuries commonly encountered in the chosen clinical environment.
3. Obtain a patient-centered medical history, conduct a physical examination, recommend diagnostic studies and discuss treatment plans with the guidance of a preceptor.
4. Recommend, select and/or interpret (where applicable) appropriate diagnostic studies in the evaluation of a patients within the primary care setting.
5. Generate differential diagnoses and identify a primary diagnosis during patient encounters.
6. Determine appropriate treatment plans for patients within a primary care setting, including referrals and commonly used pharmalogic and non-pharmacologic therapies.
7. Formulate written documentation of patient encounters.
8. Incorporate the principles of public health and health promotion and disease prevention into patient care and practice (when applicable).
9. Effectively communicate with patients, families and other professionals in the health care environment.
10. Search, interpret and evaluate medical literature in relationship to medical decision-making and patient care.
11. Practice inter-professional collaboration and decision-making as a component of patient care.

Specific Learning Objectives for Primary Care
Effective Fall 2013
Obtain Relevant Clinical Data

A. Medical History. The student will be able to obtain and record a complete and accurate medical history from any patient, demonstrating ability to:
   1. Establish effective rapport with patients and their families in a manner that will enhance the history-taking process.
   2. Utilize a problem-oriented approach to gather historical information.
   3. Obtain and record a complete and accurate medical history.
   4. Obtain and record an interval history pertaining to ongoing disease states.
   5. Obtain pertinent information from the patient's medical records.

B. Physical Examination. The student will demonstrate the ability to:
   1. Utilize data from the medical history to guide the physical examination and to determine which organ systems to emphasize in a focused problem setting.
   2. Utilize effective and systematic examining techniques.
   3. Distinguish normal from abnormal physical findings in male and female patients of any age group.
   4. Perform a comprehensive physical examination when indicated.
   5. Appropriately utilize the various instruments and tools of the physical examination, with a technique that provides protection to the patient and examiner from blood-borne pathogens.
   6. Perform and record the findings from a comprehensive, logical, systematic physical examination.
   7. Seek out physical examination data to support or modify tentative diagnostic impressions developed from the history.
   8. Alter the sequence and content of the physical examination to correspond with the special needs of the patient.
   9. Incorporate special physical examination procedures that are indicated from the medical history or other physical examination findings.

C. Laboratory Tests and Diagnostic Procedures. The student will use laboratory and diagnostic studies appropriately, demonstrating ability to:
   1. Order indicated tests in a cost-effective and rational manner, based upon the differential diagnosis made from the history and physical exam.
   2. Obtain technically valid specimens when indicated for diagnostic testing.
   3. Demonstrate knowledge of the indications and contraindications for, and the ability to perform office laboratory tests and diagnostic procedures common in internal medicine.
   4. Discuss the benefits, risks, specificity and sensitivity of specific laboratory tests and diagnostic procedures.
   5. Demonstrate skills in collecting routine specimens.
   6. Describe methods by which test are performed, interpret the results of, and discuss the implications of basic laboratory tests.
   7. Order and perform basic interpretation of X-ray studies of the chest, abdomen, and extremities as needed.
   8. Identify appropriate indications for and uses of the following imaging modalities:
      a. CT scans
      b. MRI
      c. Fluoroscopy
      d. Angiography
      e. Nuclear medicine studies
      f. Ultrasound studies, including echocardiography

Effective Fall 2013
9. Evaluate and synthesize the results of diagnostic tests (including those listed in the above items)

**Develop and Determine the Diagnosis**
The student will analyze information obtained from the history, physical exam, diagnostic tests, and procedures to:
1. Recognize and diagnose common conditions in the patient in the selected discipline
2. Formulate a problem list.
3. Develop a comprehensive and prioritized differential diagnosis.
4. Utilize all available clinical data to accurately determine the diagnosis.

**Therapeutic Procedures and Treatment Modalities**
The student will be able to identify, order, discuss, and perform therapeutic treatment modalities for the management of commonly occurring medical/surgical ailments in the selective primary care setting, demonstrating ability to:
1. Ordering further diagnostic studies as appropriate.
2. Prescribe pharmacologic therapy, demonstrating understanding of the indications, contraindications, major side-effects/adverse reactions and correct dosing schedules for medications commonly used in the selected setting.
3. Perform a wide range of therapeutic procedures common in this selected setting, demonstrating knowledge of the indications and proper techniques for each.
4. If appropriate, administer intravenous infusions utilizing appropriate equipment and technique.
5. Conduct patient education and counseling on a wide variety of disease states and health maintenance issues, including but not limited to:
   a. Age-appropriate health maintenance guidelines and preventive medicine issues.
   b. General nutritional requirements, the treatment of nutritionally related health problems such as complications of obesity, weight reduction diets, diabetic diets, low fat diets, low sodium diets, low cholesterol diets, and nutritional/vitamin deficiencies.
   c. Recommended guidelines for cancer screening and immunizations.
6. Identify the need for and arrange appropriate medical and/or surgical consultations or referrals.
7. Identify community resources and refer the patient to the appropriate agency when indicated including programs providing social resources.
8. Provide appropriate follow-up care.

**Documentation**
1. The physician assistant student will record clinical information systematically, clearly, and thoroughly in a handwritten or dictated format(s) appropriate to the hospital inpatient and the clinical outpatient setting.
2. The physician assistant student will demonstrate the ability to verbally communicate patient information in a logical and concise manner to the preceptor or supervising physician.

**The Physician Assistant Role**
1. Recognize the role of the physician assistant and the importance of effective interpersonal relationships with patients and professionals.

Effective Fall 2013
a. Attain and demonstrate interpersonal skills to facilitate the patient's understanding of the disease process and cooperation with recommended therapy.
b. Demonstrate concern for the patient by maintaining a professional attitude and by respecting the patient's privacy.
c. Develop professional, cooperative relationships with other members of the healthcare team.

2. Develop an accurate understanding of own capabilities and limitations, recognizing that these will likely change with experience.

3. Maintain habits of pursuing further medical education and keeping current with medical advances in the absence of formal didactic instruction.

Course Structure/Approach:
Under the supervision of the preceptor or designee, the student will engage in activities that prepare them to practice medicine. The guiding rules should be designation of hours (no less than 40 per week on average) and duties determined by the preceptor. Students are not to be engaging in these activities without supervision. Students are encouraged to be self-directed in their learning, continually assessing their educational exposure to a variety of patients and procedures so as to maximize their knowledge and skills.

Textbooks and Resources:
All required didactic texts, plus recommend texts or sources by preceptor

Additional Required Readings:
Preceptors may require and assign additional readings during the course of the rotation.

Additional Activities required by preceptors: Students may be asked to do a community project, review practice guidelines or process for feedback, present to medical staff on topics or other activities determined by the preceptor. Students are encouraged to engage in these activities to understand the aspects of belonging to a community, understanding a systems-based practice and to assist the site with any professional review or to increase patient care.

Assessment of Student Learning Outcomes:
Successful completion of this four week clinical course requires all of the following:

- Preceptor evaluation of the student
- Demonstration of professionalism
- Completion of the student evaluation of the clinical rotation
- Completion of all required documentation
- Successful completion of the end of rotation (EOR) exam requirement

Effective Fall 2013
The final grade for this the course will be determined as follows:

**Preceptor Evaluation of Student 70%**: The preceptor will evaluate the student's performance at the end of the rotation. The evaluation will assess academic knowledge, skills and professional behavior using standardized criteria.

**Professionalism 10%**: Students will respond to emails from program faculty and staff in a timely manner, interact with faculty as requested, follow schedules on rotations as determined by the preceptor, and conduct themselves professionally at all times in communities. Any concerns in these areas will be documented.

**Student Evaluation of Clinical Rotation 10%**: Students will be required to submit an evaluation of the clinical rotation. This includes both an evaluation of the site (5%) and of the preceptor (5%). The completed form will be submitted to the Director of Clinical Education (through E*Value) at the end of each rotation. Failure to submit evaluation forms may result in an incomplete rotation grade.

**Required Documentation 10%**: The student must verify that all required documentation has been submitted at the end of each rotation. Any missing documents may result in an incomplete grade and may delay graduation.

Patient Logs (within 3 days of encounter) (5%)
1. Timeliness of logs – 2%
2. Completeness of logs – 3%

Mid Rotation written assignment (5%)

**End of Rotation Examination (Passing grade of ≥ 70% or successful completion of a remediation plan)**:
Performance on the EOR examination does not contribute to a student’s overall grade, however successful completion is required to pass the course. Students who do not obtain a grade of ≥ 70% after an initial attempt at the EOR exam will be given the opportunity to take a second EOR examination. If a student fails to obtain at least a 70% on his second attempt, the IOR may offer a student the opportunity to complete a personalized remediation plan designed to target the student’s deficiencies. Any student who fails to successfully complete an assigned remediation plan will be referred to the academic progress committee and may be subject to dismissal from the PA program.

Effective Fall 2013
Grading System:
The following grading scale will be used:

A  90-100
B  80-89
C  70-79
F  ≤69

Course Policies:
Retests/make-up exams: Make-up exams (for unexcused absence) will not be offered unless you can demonstrate (e.g., with a doctor's letter) that your absence on the exam day was unavoidable.

Attendance: Attendance is mandatory due to the scheduled time offered by our outside clinical preceptors. These preceptors are extending their knowledge, practice site and time as a learning opportunity. Regular, consistent attendance is respectful and illustrates motivation. Please refer to the NAU DPAS Student Handbook on policies on attendance.

Student Responsibilities:
Students are expected to report at the clinical site each day, on time as defined by the preceptor determined schedule. Students are to wear their white lab coat unless directed otherwise and must wear their Program issued identification badge at all times.

Student are expected to consistently conduct themselves in a professional manner, to demonstrate respect, compassion and integrity, sensitivity to differences in all interaction and to demonstrate emotional resiliency, stability, flexibility and tolerance of ambiguity and anxiety.

NAU POLICY STATEMENTS FOR COURSE SYLLABI (2014)

SAFE ENVIRONMENT POLICY
NAU’s Safe Working and Learning Environment Policy prohibits sexual harassment and assault, and discrimination and harassment on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender identity, disability, or veteran status by anyone at this university. Retaliation of any kind as a result of making a complaint under the policy or participating in an investigation is also prohibited. The Director of the Office of Affirmative Action & Equal Opportunity (AA/EO) serves as the university's compliance officer for affirmative action, civil rights, and Title IX, and is the ADA/504 Coordinator. AA/EO also assists with religious accommodations. You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website nau.edu/diversity/. If you have questions or 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 (voice), (928) 523-9977 (fax), (928) 523-1006 (TTD) or aaeo@nau.edu.

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

Effective Fall 2013
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).

ACADEMIC CONTACT HOUR POLICY
Based on the Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-224), for
every unit of credit, a student should expect, on average, to do a minimum of three hours of work per
week, including but not limited to class time, preparation, homework, studying.

ACADEMIC INTEGRITY
Integrity is expected of every member of the NAU community in all academic undertakings. Integrity
entails a firm adherence to a set of values, and the values most essential to an academic community
are grounded in honesty with respect to all intellectual efforts of oneself and others. Academic
integrity is expected not only in formal coursework situations, but in all University relationships and
interactions connected to the educational process, including the use of University resources. An NAU
student's submission of work is an implicit declaration that the work is the student's own. All outside
assistance should be acknowledged, and the student's academic contribution truthfully reported at all
times. In addition, NAU students have a right to expect academic integrity from each of their peers.
Individual students and faculty members are responsible for identifying potential violations of the
university's academic integrity policy. Instances of potential violations are adjudicated using the
process found in the university Academic Integrity Policy. The complete policy is in Appendix G of
NAU's Student Handbook.

RESEARCH INTEGRITY
The Responsible Conduct of Research policy is intended to insure that NAU personnel including NAU
students engaged in research are adequately trained in the basic principles of ethics in research.
Additionally, this policy assists NAU in meeting the RCR training and compliance requirements of the
National Science Foundation (NSF)-The America COMPETES Act (Creating Opportunities to
Meaningfully Promote Excellence in Technology, Education and Science); 42 U.S.C 18620-1, Section
7009, and the National Institutes of Health (NIH) policy on the instruction of the RCR (NOT-OD-10-
019; "Update on the Requirement for Instruction in the Responsible Conduct of Research"). For more
information on the policy and the training activities required for personnel and students conducting
research, at NAU, visit: http://nau.edu/Research/Compliance/Research-Integrity/

SENSITIVE COURSE MATERIALS
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.

Effective Fall 2013.
CLASSROOM DISRUPTION POLICY
Membership in the academic community places a special obligation on all participants 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. Instructors have the authority and the responsibility to manage their classes in accordance with University regulations. Instructors have the right and obligation to confront disruptive behavior thereby promoting and enforcing standards of behavior necessary for maintaining an atmosphere conducive to teaching and learning. Instructors are responsible for establishing, communicating, and enforcing reasonable expectations and rules of classroom behavior. These expectations are to be communicated to students in the syllabus and in class discussions and activities at the outset of the course. Each student is responsible for behaving in a manner that supports a positive learning environment and that does not interrupt nor disrupt the delivery of education by instructors or receipt of education by students, within or outside a class. The complete classroom disruption policy is in Appendices of NAU's Student Handbook.

(EXAMPLE) Topics for this rotation (may) include:
For each of the following list of TOPICS, the student will be able to describe:
1. signs and symptoms
2. cause and natural history
3. indicated diagnostic lab tests and imaging studies
4. appropriate therapy and management
5. classification criteria and severity (including staging for neoplastic disease)
6. patient counseling and education topics

TOPIC LIST***
1. Skin lesions and disorders
2. Ocular disorders
3. Ear, nose and throat diseases
4. Pulmonary diseases
5. Cardiovascular diseases
6. Systemic hypertension
7. Blood vessel and lymphatic diseases
8. Blood disorders
9. Gastrointestinal diseases
10. Liver, biliary tract and pancreatic diseases
11. Breast diseases
12. Gynecological and obstetric disorders
13. Allergy and immunological disorders

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15. Musculoskeletal disorders
16. Fluid and electrolyte disorders
17. Genitourinary tract diseases
18. Nervous system disorders
19. Psychiatric disorders
20. Endocrine disorders
21. Oncologic diseases
22. Infectious diseases
23. Nutrition related conditions
24. Headaches
25. Back pain
26. Growth and development
27. Rheumatology disorders
28. Patient-provider communication

Effective Fall 2013
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: Health and Human Services
2. Academic Unit: Physicians Assistant Studies

3. Academic Plan Name: Physician Assistant Studies; MPAS (PHASTMPAS)
4. Emphasis:

5. Plan proposal: ☒ Plan Change
☐ New Emphasis
☐ Emphasis Change
☐ Plan 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).

UNCHANGED

NAU DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES (DPAS) GRADUATE COMPETENCIES
The following represent the competencies which all graduates from the PA program will embody at the end of their training.

#1: The student will obtain and record a complete and accurate medical history from any patient in any setting.
Outcomes: The student will:
1.01 Establish effective rapport with patients and their families in a manner that will enhance the history taking process
1.02 Obtain and record a complete and accurate chief
1.03 Obtain and record a complete and accurate history of the present illness that includes the symptom location, quantity, quality, timing, setting, aggravating and relieving factors, and other associated factors
1.04 Obtain and record a complete past medical and surgical history, psychosocial history, and family history
1.05 Obtain and record a comprehensive review of systems noting pertinent positive and negative findings as they relate to the history of present illness
1.06 Obtain and record interval history pertaining to ongoing disease states
1.07 Obtain a problem-focused history
1.08 Obtain and record a follow-up history of an improved or deteriorating patient condition
1.09 Obtain and record the medical history components from patient friends or family when necessary

#2: The student will perform a complete or problem-focused physical examination on any patient in any setting.
Outcomes: The student will:
2.01 Demonstrate techniques of gaining patient confidence and providing reassurance about the examination in a manner that will enhance the collection of data and maintain patient dignity
2.02 Distinguish normal from abnormal physical examination findings for males and females of any age group
2.03 Demonstrate the appropriate use of the necessary instruments and tools for the physical examination with proper techniques that incorporates Universal Precautions
2.04 Perform and record the findings from a comprehensive physical examination
2.05 Demonstrate ability to alternate the sequence and content of the physical examination to correspond with the special needs of the patient and the presenting complaint
2.06 Perform and record a problem-focused physical examination utilizing conventional formats and nomenclature

#3: The student will interpret and synthesize the information derived from the history, physical examination and other patient related data to guide the formulation of a thorough differential diagnosis.
Outcomes: The student will:
3.01 Formulate a problem list and a differential diagnosis for each patient problem identified during patient encounters
3.02 Demonstrate deductive reasoning skills in processing clinical data in the development of a differential diagnosis

#4: The student will order, perform and interpret appropriate diagnostic procedures and laboratory tests based upon the findings from the medical history and physical examination.
Outcomes: Utilizing the data collected from the medical history and physical examination findings, the student will be able to:
4.01 Utilize a problem list or differential diagnosis to identify the diagnostic procedures and laboratory studies
that are indicated to aid in establishing the diagnosis

4.02 Educate the patient about the benefits and risks associated with specific laboratory tests and diagnostic procedures

4.03 Demonstrate the necessary skills and techniques to safely and properly collect specimens including, but not limited to:
   A. Bacteriologic samples for culture, sensitivity or gram stain from various sources
   B. Viral samples from various sources
   C. Venous or arterial blood samples
   D. Urine samples, sterile and non-sterile
   E. Stool specimens
   F. Tissue samples
   G. Sputum sample

4.04 Order, interpret the results and discuss the implications of laboratory tests including but not limited to:
   A. Urinalysis by dipstick and microscopic examination
   B. Glucose testing
   C. Vaginal specimen
   D. Pregnancy tests
   E. Rapid strep screen
   F. KOH prep for fungal infection
   G. Prostate specific antigen
   H. Complete blood count with differential
   I. Erythrocyte sedimentation rate and C-reactive proteins
   J. Stool for blood, ova and parasites
   K. Electrolytes, liver enzymes, serum lipid profiles, hemoglobin A1c and other commonly utilized blood chemistries

4.05 Order, interpret and discuss the implications of diagnostic procedures, including but not limited to:
   A. 12 Lead EKG
   B. Rhythm strips
   C. Pulmonary function testing

4.06 Order and interpret radiologic studies of the head, spine, chest, abdomen, pelvis and extremities.

4.07 Outline the indications for and analyze the information provided by the following imaging modalities:
   A. CT scans
   B. MRI and MRA
   C. Fluoroscopy
   D. Angiography
   E. Nuclear medicine studies
   F. Ultrasound
   G. DEXA scan
   H. Mammography

4.08 Identify the techniques and indications for bronchoscopy, upper endoscopy, colonoscopy and flexible sigmoidoscopy

4.09 Examine the techniques and outline the indications for thoracentesis, paracentesis, and lumbar puncture

4.10 Examine the techniques and outline the indications for an excisional biopsy, endometrial biopsy, arthrocentesis and joint injection

4.11 Outline the required preparation for imaging studies and office procedures

#5: The student will be able to identify, discuss, perform, and order appropriate therapy and treatment modalities for the management of commonly occurring primary care
Outcomes: The student will be able to:
5.01 Distinguish between the various electrolyte solutions for intravenous therapy and indications for their use
5.02 Outline the use of blood and blood products, indications, risks and potential complications
5.03 Administer injections intradermally, subcutaneously, intravenously, and intramuscularly.
5.04 Educate patients about nutritional requirements and the treatment of nutritionally related health problems
5.05 Identify medications used for the treatment of medical conditions and their mechanism of action, metabolism, excretion, indications, contraindications, drug-drug interactions and potential side effects
5.06 Manage non-pharmacologic treatment and follow-up of common medical conditions
5.07 Prescribe medications as a part of patient management
5.08 Identify and manage medication interactions and adverse effects
5.09 Outline common complementary and alternative medicine modalities

#5: The student will be able to recognize life threatening conditions.
Outcomes: The student will be able to:
6.01 Recognize emergency cardiovascular conditions, including life threatening dysrhythmias, in patients of any age in any setting and initiate standard treatment according to Advanced Cardiac Life Support recommendations.
A. Perform cardiopulmonary resuscitation
B. Establish hemostasis or control blood loss of hemorrhaging patients
6.02 Recognize and treat patients with anaphylactic reactions, respiratory distress, drug overdose, accidental poisoning, envenomation, heat illness, dehydration, ocular emergencies, trauma, acute abdominal pain, gynecological and obstetrical emergencies, acute chest pain, pediatric emergencies, congestive heart failure, hypertensive crisis, seizure, altered mental status, alcohol intoxication, hyperglycemia, and diabetic ketoacidosis.
6.03 Assist with or perform commonly encountered emergency procedures including but not limited to:
A. Endotracheal/nasogastric intubations
B. Defibrillation or cardioversion
C. Arterial and venous line placement
D. Chest tube insertion

#7: The student will be able to clearly and effectively communicate with patients, their families, and other medical personnel in a professional manner.
Outcomes: The student will:
7.01 Present a systematic, clear and concise description of the patient's chief complaint, history of present illness, pertinent positive and negative findings, laboratory findings, diagnosis and treatment plan
7.02 Discuss information and counsel patients regarding the diagnosis, prognosis, and treatment of common disorders in a manner that promotes

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understanding.
7.03 Instruct patients about a variety of health
education and disease prevention issues such as self-
breast examination, self-testicular examination, skin cancer
screening, exercise, weight management and smoking
cessation.
7.04 Create medical documentation using a widely
accepted format including but not limited to:
A. Admit history and physical exam
B. Discharge summary
C. Progress notes
D. SOAP notes
7.05 Clearly and effectively communicate in a respectful
manner with individuals from diverse
cultures, religions, and various lifestyles
7.06 Provide age appropriate anticipatory guidance for
patients and their families across the
lifespan
7.07 Effectively and professionally communicate bad
news to patients and their families.
7.08 Facilitate communication between patients and
their families about issues relating to end
of life decision-making
A. Advanced directives
B. Grieving processes

#8: The student will be able to demonstrate the impact that
health problems have on the individual and family
members and will develop an attitude of professional
concern for each patient.
Outcomes: The student will:
8.01 Discuss the physical, psychological, social, and
economic impact that health problems create for patients
and their families
8.02 Appraise patient encounters from an objective
perspective necessary for rational assessment and
treatment of the patient’s health problems
8.03 Recognize the importance of preventative health
care education for patients to prevent future disease states
8.04 Discuss difficulties encountered by patients
attempting to adhere to prescribed therapeutic regimens
and treatment plans
8.05 Recognize the right of the patient as a health care
consumer to be informed regarding their physical status,
therapy, costs, therapeutic alternatives, prognosis, and
services available
8.06 Recognize the patient’s right to privacy and
confidentiality and treating privileged information with
professional discretion

#9: The student will be able to utilize critical thinking skills
through the use of evidence-based medicine
Outcomes: The student will:
9.01 Transfer clinical information needs into answerable
clinical questions
9.02 Identify the best available evidence to answer
clinical questions
9.03 Critically evaluate the available clinical evidence
for its validity and usefulness
9.04 Apply the findings of the appraisals to the specific
clinical scenarios/questions

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9.05 Demonstrate skills necessary for lifelong learning

#10: The student will be able to articulate the unique role of the physician assistant in the medical team.
Outcomes: The student will:
10.01 Adhere to the tenants of ethical medical practice as a PA
10.02 Articulate the collegial and interdependent relationship of the PA and the physician
10.03 Integrate the role of the PA with the roles of other members of the interdisciplinary health care team
10.04 Explain the legal responsibilities of the PA-patient relationship
10.05 Articulate an understanding of the history and milestones of the PA profession
10.06 Describe the mechanisms of licensure, certification and recertification for the PA profession

#11: The students will possess a working knowledge of the American health care delivery system.
Outcomes: The student will:
11.01 Utilize community resources in health care delivery
11.02 Coordinate health care services including, but not limited to:
   A. Care provided by multiple providers
   B. Specialty consultations and referrals
   C. Consultations with other members of the health care team
   D. Complementary and alternative health care
   E. Ancillary services
11.03 Employ risk management practices including continuous quality assurance
11.04 Utilize best practices to minimize the risk of medical malpractice
11.05 Utilize and employ current knowledge of reimbursement issues including documentation, coding and billing practices

#12: The students will exhibit ethical behavior and professional conduct.
Outcomes: The student will:
12.01 Provide competent, compassionate and respectful medical service to all patients
12.02 Display honesty with patients and colleagues
12.03 Respond appropriately to persons of the health care team who exhibit impairment, lack of professional conduct or competence, or who engage in fraud or deception
12.04 Demonstrate a commitment to maintaining clinical competence
12.05 Comply with established principles governing intellectual honesty
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/)

**Physician Assistant Studies; MPAS**

In addition to University Requirements:

- Didactic courses (53 units)
- Supervised clinical experience (47 units)
- Capstone: summative exam and independent project (2 units)

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<td>View Program of Study</td>
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**Additional Admission Requirements**

Admission requirements over and above admission to NAU are required.

- NAU Graduate Online application required (www.nau.edu/graduateapply) for all programs. Details on admission requirements are included in the online application.
- Undergraduate degree from a regionally accredited institution
- Grade Point Average (GPA) of 3.00 (scale is 4.00 = "A"), or the equivalent.
- Admission to many graduate programs is on a competitive basis, and programs may have higher standards than those established by the Graduate College.
- Transcripts
- For details on graduate admission policies, please visit http://nau.edu/GradCol/Admissions/Graduate-Admissions-Policy/.
- International applicants have additional admission requirements: http://nau.edu/GradCol/Admissions/International/.

Individual program admission requirements include:

- GRE® revised General Test

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- International applicants have additional admission requirements: http://nau.edu/GradCol/Admissions/International/.

Individual program admission requirements include:

- GRE® revised General Test

Effective Fall 2013
- Must also complete CASPA application
- 3 letters of recommendation
- Prerequisites (completed prior to enrolling in the program)
  - 10 credits of required courses; may be outstanding at the time of application. Required coursework: anatomy and physiology (one of each or two course of combined A&P), 2 courses in chemistry, one course in microbiology, one statistics course (any discipline), one lab course (NOT online), & 2 upper division biology courses; at least 40 credits of science courses
- Personal statement or essay
- 500 hours of direct patient care, paid or volunteer

**Master's Requirements**
Take the following 102 units:
- PHA 500, PHA 510, PHA 520, PHA 521, PHA 522, PHA 530, PHA 540, PHA 550, PHA 551, PHA 560, PHA 561, PHA 570, PHA 580, PHA 581, PHA 610, PHA 698 (56 units)
- Capstone: PHA 689 (2 units)

Required Clinical Rotations, 4 weeks each
- PHA 611, PHA 612, PHA 613, PHA 614, PHA 615, PHA 616, PHA 617, PHA 620, PHA 621 (36 units)
- Two additional 4-week rotations in any of the primary care areas: family medicine, internal medicine, pediatrics and women's health (8 units)

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

**PROGRAM FEE INFORMATION**
Program fees are established by the Arizona Board of Regents (ABOR). A program fee of $9000 per year for each of two years has been approved for this program.

- Must also complete CASPA application
- 3 letters of recommendation
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**PROGRAM FEE INFORMATION**
Program fees are established by the Arizona Board of Regents (ABOR). A program fee of $9000 per year for each of two years has been approved for this program.

8. Justification for proposal:
Providing this Primary Care Course (PHA 618) will enable students to experience a wide variety of diverse experiences that may not fit exactly into the current discipline specific
courses our program currently offers. This course would be able to be repeated once in any semester.

9. NCATE designation, if applicable: 
   □ Initial Plan  □ Advanced Plan  □ Remove Designation

10. Effective beginning FALL: 2015
    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.

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 3/28/2014
Reviewed by Curriculum Process Associate Date

Approvals:

Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Effective Fall 2013
Richard Dehn

Department Chair/Unit Head (if appropriate)  Date
MaryJo Harmon  3/24/14
Chair of college curriculum committee  Date
Indelible  3/27/14
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 ☐

Effective Fall 2013
# Master of Physician Assistant Studies

**Physician Assistant Studies Program**  
**PROGRAM OF STUDY (2015-16)**

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<td>E-mail Address:</td>
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<td>Enrollment Term:</td>
<td>Expected Graduation:</td>
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<th>Advisor:</th>
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**Total Required Credits for this Degree Program: 102**

**This is the:**  
- [ ] Initial (upon admission)  
- [ ] Final (submitted with Graduation Application)  
  **Program of Study**

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<th>Course No.</th>
<th>Course Title</th>
<th>Replacement Course</th>
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<th>Hours</th>
<th>Grade</th>
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Revised: 3/20/14 klsr
Student's Name: _____

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<td>PHA 614</td>
<td>Pediatrics</td>
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<tr>
<td>PHA 615</td>
<td>Women's Health (OB/GYN)</td>
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<tr>
<td>PHA 616</td>
<td>Mental Health</td>
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<td>PHA 617</td>
<td>Emergency Medicine</td>
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<tr>
<td>PHA 618</td>
<td>Primary Care Rotation</td>
<td></td>
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<tr>
<td>PHA 619</td>
<td>Primary Care Rotation</td>
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<tr>
<td>PHA 620</td>
<td>Elective I Rotation: _____</td>
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<td>PHA 621</td>
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</table>

SIGNATURES

Student: __________ Date: ______

Chair, Advisory Committee: __________ Date: ______

Department Chair: __________ Date: ______

Director: __________ Date: ______

**Transfer/Equivalent/Previous Graduate Degree

Transfer
Previous Graduate Degree
Equivalent

T = Course transferred from another university
P = Course taken at NAU from previous graduate degree
E = Course taken at NAU in place of required course. Must have Advisor approval.

Transfer Credit Example:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Replacement Course</th>
<th>Semester</th>
<th>Year</th>
<th>Hours</th>
<th>Grade</th>
<th>T/E/P**</th>
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<tbody>
<tr>
<td>ABC 123</td>
<td>Fundamentals of English</td>
<td>ASU 456</td>
<td>Fall</td>
<td>2012</td>
<td>3</td>
<td>A</td>
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*Required

Physician Assistant Studies – Program of Study – Page 2

Revised: 3/20/14 klsr
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite</th>
<th>Term</th>
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<tbody>
<tr>
<td>PHM 635</td>
<td>Neurourological Therapeutics I</td>
<td>6</td>
<td>PHM 615</td>
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<td>PHM 690</td>
<td>Cardiopulmonary Therapeutics</td>
<td>6</td>
<td>PHM 615</td>
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<tr>
<td>PHM 620</td>
<td>Musculoskeletal Therapeutics I</td>
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<td>PHM 615</td>
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<td>PHM 602</td>
<td>Life Cycle I</td>
<td>6</td>
<td>PHM 615</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>PHM 582</td>
<td>Therapeutic Exercise</td>
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<td>PHM 615</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>PHM 560</td>
<td>Neurosciences</td>
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**College of Health and Human Services**

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<th>Credits</th>
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<tbody>
<tr>
<td>CND 690</td>
<td>Construction Contract Administration</td>
<td>3</td>
<td>CND 660</td>
<td>Fall 2015</td>
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<tr>
<td>CND 888</td>
<td>Advanced Construction Scheduling</td>
<td>3</td>
<td>CND 660</td>
<td>Fall 2015</td>
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<td>CND 699</td>
<td>Construction Cost Estimating and Control</td>
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<td>CND 660</td>
<td>Fall 2015</td>
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**College of Engineering, Forestry & Natural Sciences**

<table>
<thead>
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<th>Term</th>
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<tbody>
<tr>
<td>361.601</td>
<td>Teaching Assistantship Practicum</td>
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**Board of Regents**

<table>
<thead>
<tr>
<th>Effective Date</th>
<th>Summary of Changes</th>
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**College of Arts and Letters**

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<th>Term</th>
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<tr>
<td>1. ENG 601</td>
<td>Fast Track</td>
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<td></td>
<td>Fall 2015</td>
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---

**Fast Track**

<table>
<thead>
<tr>
<th>Agenda For</th>
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</thead>
<tbody>
<tr>
<td>Fast Track</td>
</tr>
</tbody>
</table>
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: ENG 601

See upper and lower division undergraduate course definitions.

3. College: Arts and Letters

4. Academic Unit: English

5. Current Student Learning Outcomes of the course:

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)

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

ENG 601 TEACHING ASSISTANTSHIP PRACTICUM (3)
Description: Methods for helping students to master the composing process. Open only to teaching and graduate assistants. Department consent required. Letter grade only.

Units: 3

ENG 601 TEACHING ASSISTANTSHIP PRACTICUM (3)
Description: Methods for helping students to master the composing process. Open only to teaching and graduate assistants. May be repeated for up to 9 units of credit. Department consent required. Letter grade only.

Units: 3

*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.

NEED

Effective Fall 2013
8. Effective BEGINNING of what term and year? Fall 2015
See effective dates calendar.

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current course subject and number:</td>
<td>Proposed course subject and number:</td>
</tr>
<tr>
<td>Current number of units:</td>
<td>Proposed number of units:</td>
</tr>
<tr>
<td>Current short course title:</td>
<td>Proposed short course title (max 30 characters):</td>
</tr>
<tr>
<td>Current long course title:</td>
<td>Proposed long course title (max 100 characters):</td>
</tr>
<tr>
<td>Current grading option: letter grade ☐ pass/fail ☐ or both ☐</td>
<td>Proposed grading option: letter grade ☐ pass/fail ☐ or both ☐</td>
</tr>
<tr>
<td>Current repeat for additional units: NO</td>
<td>Proposed repeat for additional units: YES</td>
</tr>
<tr>
<td>Current max number of units: 0</td>
<td>Proposed max number of units: 9</td>
</tr>
<tr>
<td>Current prerequisite:</td>
<td>Proposed prerequisite (include rationale in the justification):</td>
</tr>
<tr>
<td>Current co-requisite:</td>
<td>Proposed co-requisite (include rationale in the justification):</td>
</tr>
<tr>
<td>Current co-convene with:</td>
<td>Proposed co-convene with:</td>
</tr>
<tr>
<td>Current cross list with:</td>
<td>Proposed cross list with:</td>
</tr>
</tbody>
</table>

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.

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

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 ☒

Effective Fall 2013
15. Is this course a **Shared Unique Numbering** (SUN) course?  
   Yes [ ]  No [ ]

**FLAGSTAFF MOUNTAIN CAMPUS**

<table>
<thead>
<tr>
<th><strong>Scott Galland</strong></th>
<th>3/18/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewed by Curriculum Process Associate</td>
<td>Date</td>
</tr>
</tbody>
</table>

**Approvals:**

<table>
<thead>
<tr>
<th><strong>John Rothfork</strong></th>
<th>03/18/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair/Unit Head (if appropriate)</td>
<td>Date</td>
</tr>
</tbody>
</table>

| **Chair of college curriculum committee** |  |
|-------------------------------------------| |

<table>
<thead>
<tr>
<th><strong>Jean Boreen</strong></th>
<th>03/19/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean of college</td>
<td>Date</td>
</tr>
</tbody>
</table>

**For Committee use only:**

| **UCC/UGC Approval** |  |
|----------------------| |

**Approved as submitted:**

Yes [ ]  No [ ]

**Approved as modified:**

Yes [ ]  No [ ]

**EXTENDED CAMPUSES**

| **Reviewed by Curriculum Process Associate** |  |
|---------------------------------------------| |

**Approvals:**

| **Academic Unit Head** |  |
|------------------------| |

| **Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)** |  |
|-----------------------------------------------------------------------| |

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

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

*Effective Fall 2013*
<table>
<thead>
<tr>
<th>Chief Academic Officer: Extended Campuses (or Designee)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved as submitted:</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Approved as modified:</td>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
</table>

Effective Fall 2013
1. Course subject and number: **CM 629, CM 688, CM 690**

2. Units: **3**

3. College: **CEFNS**

4. Academic Unit: **CECMEE**

5. Current Student Learning Outcomes of the course.

<table>
<thead>
<tr>
<th>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. <em>(Resources &amp; Examples for Developing Course Learning Outcomes)</em></th>
</tr>
</thead>
</table>

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

**CM 629 CONSTRUCTION COST ESTIMATING AND CONTROL (3)**

Description: An in depth study of the art and science of construction cost estimating and construction cost control. Includes conceptual, parametric, and detailed construction costing. Analysis of global marketplace macro and micro economics effects on building material and labor costs. Instructor consent required. Letter grade only.

Units: **3**

**CM 629 CONSTRUCTION COST ESTIMATING AND CONTROL (3)**

Description: An in depth study of the art and science of construction cost estimating and construction cost control. Includes conceptual, parametric, and detailed construction costing. Analysis of global marketplace macro and micro economics effects on building material and labor costs. Instructor consent required. Letter grade only.

Units: **3**

**Prerequisite:** Admission to Administration;

Effective Fall 2013
<table>
<thead>
<tr>
<th>CM 688 ADVANCED CONSTRUCTION SCHEDULING (3)</th>
<th>MADM (Prep) or Administration; MADM</th>
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<tbody>
<tr>
<td>Description: Advanced concepts in construction scheduling and control, including: critical path systems, critical chain scheduling, statistical analysis and PERT, linear scheduling, resource leveling, and legal ramifications of schedule documentation in construction. Instructor consent required. Letter grade only.</td>
<td></td>
</tr>
<tr>
<td>Units: 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CM 690 CONSTRUCTION CONTRACT ADMINISTRATION (3)</th>
<th>MADM (Prep) or Administration; MADM</th>
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</thead>
<tbody>
<tr>
<td>Description: Intensive study of the contractual documents and administrative procedures necessary to manage the contracting and subcontracting processes in the built environment. Instructor consent required. Letter grade only.</td>
<td></td>
</tr>
<tr>
<td>Units: 3</td>
<td></td>
</tr>
</tbody>
</table>

*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.
There is a disconnect in the prerequisites for the other M. Admin courses taught in CEFNS and there never was an intent to restrict these courses to instructor consent but to make them part of the M. Admin. These classes have been low enrollment and only taught during the summer sessions the past few years but the demand is increasing. We would like to reduce the administrative burden of creating permission numbers and handing them out, easing student enrollment.

8. Effective BEGINNING of what term and year?  
   **Fall 2015**

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**
<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Current grading option: letter grade [ ] pass/fail [ ] or both [ ]</td>
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<td>Current max number of units:</td>
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<td>Current prerequisite:</td>
<td>Proposed prerequisite (include rationale in the justification):</td>
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<td>Current co-requisite:</td>
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<tr>
<td>Current co-convene with:</td>
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</tr>
<tr>
<td>Current cross list with:</td>
<td>Proposed cross list with:</td>
</tr>
</tbody>
</table>

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)? Yes [x] No [ ]
   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.
   Administration; M.A.-Construction Management Emphasis.

10. Is there a related plan or sub plan change proposal being submitted? Yes [ ] No [x]
     If no, explain.
     These prerequisite changes will not require a related plan change.

11. Does this course include combined lecture and lab components? Yes [ ] No [x]
    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 [x]
    If yes, select all that apply. Liberal Studies [ ] Diversity [ ] Both [ ]

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

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

Effective Fall 2013
15. Is this course a **Shared Unique Numbering** (SUN) course?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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**FLAGSTAFF MOUNTAIN CAMPUS**

**Scott Galland**
Reviewed by Curriculum Process Associate

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
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**Approvals:**

**Bridget Bero**
Department Chair/Unit Head (if appropriate)

<table>
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Chair of college curriculum committee

<table>
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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>4/10/14</td>
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Dean of college

| Date |

For Committee use only:

**UCC/UGC Approval**

| Date |

Approved as submitted:  

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**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 |

Effective Fall 2013
<table>
<thead>
<tr>
<th>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
<td>Date</td>
</tr>
</tbody>
</table>

Approved as submitted: □ Yes □ No □

Approved as modified: □ Yes □ No □

Effective Fall 2013
**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.

<table>
<thead>
<tr>
<th>PT 560, PT 582, PT 602, PT 620, PT 630, PT 635, PT 680</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Units:</td>
<td>See attached</td>
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</table>

See upper and lower division undergraduate course definitions.

<table>
<thead>
<tr>
<th>3. College:</th>
<th>4. Academic Unit:</th>
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</thead>
<tbody>
<tr>
<td>Health and Human Services</td>
<td>Physical Therapy and Athletic Training</td>
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</table>

| 5. Current Student Learning Outcomes of the course. | 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) |

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

**PT 560 NEUROSCIENCE (4)**
Description: Anatomy and physiology of the nervous system, including clinical neurological assessment and examination. 3 hrs. lecture, 3 hrs. lab. Letter grade only.
Units: 4
Prerequisite: PT 525 and PT 550

**PT 582 THERAPEUTIC EXERCISE (4)**
Description: Theory and application of passive, active, and resistive exercise, with development of skills in exercise prescription-writing, health promotion, and fitness testing. Letter grade

Effective Fall 2013
only.
Units: 4
Prerequisite: PT 510 and PT 525

PT 602 LIFE CYCLE I (2)
Description: Normal and delayed maturation processes from conception through adulthood, emphasizing nervous, cardiovascular, and musculoskeletal systems. Letter grade only.
Units: 2
Prerequisite: PT 601

PT 620 MUSCULOSKELETAL THERAPEUTICS I (4)
Description: Theory and principles of examination, diagnosis, and management of lower extremity, upper extremity, and spinal musculoskeletal disorders. Letter grade only.
Units: 4
Prerequisite: PT 601

PT 630 CARDIOPULMONARY THERAPEUTICS (4)
Description: Comprehensive analysis of electrocardiography, exercise testing, and exercise prescription for patient populations suffering from acute or chronic illness. Letter grade only.
Units: 4
Prerequisite: PT 601

PT 635 NEUROPHYSIOLOGICAL THERAPEUTICS I (4)
Description: Assessment and treatment of neurological deficits in adults and children secondary to upper motor-neuron dysfunction. Letter grade only.
Units: 4
Prerequisite: PT 601

promotion, and fitness testing. Letter grade only.
Units: 4
Prerequisite: (PT 510 and PT 525) FLG or (PT 510 and PT 535) PBC

PT 602 LIFE CYCLE I (2)
Description: Normal and delayed maturation processes from conception through adulthood, emphasizing nervous, cardiovascular, and musculoskeletal systems. Letter grade only.
Units: 2
Prerequisite: PT-601 Admission to D.P.T. program

PT 620 MUSCULOSKELETAL THERAPEUTICS I (4)
Description: Theory and principles of examination, diagnosis, and management of lower extremity, upper extremity, and spinal musculoskeletal disorders. Letter grade only.
Units: 4
Prerequisite: PT-601 (PT 510 and PT 525) FLG or (PT 510 and PT 535) PBC

PT 630 CARDIOPULMONARY THERAPEUTICS (4)
Description: Comprehensive analysis of electrocardiography, exercise testing, and exercise prescription for patient populations suffering from acute or chronic illness. Letter grade only.
Units: 4
Prerequisite: PT-601 (PT 510, PT 526, PT 550, and PT 582) FLG or (PT 510, PT 535, PT 545, and PT 582) PBC

PT 635 NEUROPHYSIOLOGICAL THERAPEUTICS I (4)
Description: Assessment and treatment of neurological deficits in adults and children secondary to upper motor-neuron dysfunction. Letter grade only.
Units: 4
Prerequisite: PT-601 (PT 510, PT 525, and PT 560) FLG or (PT 510, PT 535, and PT 560) PBC
**PT 680 DIFFERENTIAL DIAGNOSIS IN PHYSICAL THERAPY (3)**
Description: Knowledge and clinical skills necessary for the appropriate and accurate screening of patients for medical conditions that mimic musculoskeletal conditions, thus requiring referral to additional medical practitioners.
Letter grade only.
Units: 3
Prerequisite: PT 510, PT 525, and PT 550

**PT 680 DIFFERENTIAL DIAGNOSIS IN PHYSICAL THERAPY (3)**
Description: Knowledge and clinical skills necessary for the appropriate and accurate screening of patients for medical conditions that mimic musculoskeletal conditions, thus requiring referral to additional medical practitioners.
Letter grade only.
Units: 3
Prerequisite: (PT 510, PT 525, and PT 550) FLG or (PT 510, PT 535, and PT 545) PBC

*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.
- PT 560- PT 560 taught on both campuses. Current pre-reqs are only taught in FLG; Corresponding courses at PBC need to be represented.
- PT 582- PT 582 taught on both campuses. PT525 is only taught in FLG; Corresponding course at PBC (PT 535) needs to be represented.
- PT 602- PT 601 is scheduled to remain in progress throughout 1st 2 years in program at PBC campus.
- PT 620- PT 601 is scheduled to remain in progress throughout 1st 2 years in program at PBC campus. PT 525 taught in FLG; PT 535 is equivalent course taught at PBC.
- PT 630- PT 601 is scheduled to remain in progress throughout 1st 2 years in program at PBC campus. PT 526 and 550 are taught in FLG; PT 535 and 545 are equivalent courses taught at PBC.
- PT 635- PT 601 is scheduled to remain in progress throughout 1st 2 years in program at PBC campus. PT 525 taught in FLG; PT 535 is equivalent course taught at PBC.
- PT 680- PT 680 taught on both campuses. Current pre-reqs are only taught in FLG; Corresponding courses at PBC need to be represented.

8. Effective **BEGINNING** of what term and year?  
   Fall 2015

See effective dates calendar.

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

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current course subject and number:</td>
<td>Proposed course subject and number:</td>
</tr>
<tr>
<td>Current number of units:</td>
<td>Proposed number of units:</td>
</tr>
<tr>
<td>Current short course title:</td>
<td>Proposed short course title (max 30 characters):</td>
</tr>
<tr>
<td>Current long course title:</td>
<td>Proposed long course title (max 100 characters):</td>
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<tr>
<td>Current grading option: letter grade [ ] pass/fail [ ] or both [ ]</td>
<td>Proposed grading option: letter grade [ ] pass/fail [ ] or both [ ]</td>
</tr>
<tr>
<td>Current repeat for additional units:</td>
<td>Proposed repeat for additional units:</td>
</tr>
</tbody>
</table>

Effective Fall 2013
<table>
<thead>
<tr>
<th>Current max number of units:</th>
<th>Proposed max number of units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current prerequisite:</td>
<td>Proposed prerequisite (include rationale in the justification): See Attached</td>
</tr>
<tr>
<td><strong>See Attached</strong></td>
<td>Proposed co-requisite (include rationale in the justification):</td>
</tr>
<tr>
<td>Current co-requisite:</td>
<td>Proposed co-requisite with:</td>
</tr>
<tr>
<td>Current co-convene with:</td>
<td>Proposed co-convene with:</td>
</tr>
<tr>
<td>Current cross list with:</td>
<td>Proposed cross list with:</td>
</tr>
</tbody>
</table>

9. **Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)?** Yes [X] No [ ]
   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

**Physical Therapy; DPT.**

10. **Is there a related plan or sub plan change proposal being submitted?** Yes [ ] No [X]
    If no, explain.
    **These prerequisite changes will not require a related plan change.**

11. **Does this course include combined lecture and lab components?** Yes [ ] No [X]
    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**

<table>
<thead>
<tr>
<th>Scott Galland</th>
<th>3/3/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewed by Curriculum Process Associate</td>
<td>Date</td>
</tr>
</tbody>
</table>

**Approvals:**

<table>
<thead>
<tr>
<th>Mark Cornwall</th>
<th>3/4/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair/Unit Head (if appropriate)</td>
<td>Date</td>
</tr>
</tbody>
</table>

Effective Fall 2013
Chair of college curriculum committee

Leslie Schulz

Dean of college

For Committee use only:

UCC/UGC Approval

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

Approvals:

Academic Unit Head

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

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

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

Chief Academic Officer; Extended Campuses (or Designee)

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

Effective Fall 2013
US Citizens and Legal Residents applying for graduate school at Northern Arizona University:

- Complete the online application for Graduate Admission (includes program requirements).
- Pay a $65 non-refundable application fee ($35 if applying for admission as a non-degree student).
- Attach unofficial transcripts to the Graduate College application from institutions where a bachelor’s degree (and graduate degrees, if applicable) is in progress, or was awarded. Unofficial transcripts are required as part of the online application. If admitted to a program, official transcripts will be required at that time.
- If the degree in progress or awarded degree(s) was received at a non-U.S. institution, attach unofficial transcripts to the online application, and send official, sealed transcripts, in the language of instruction to the Graduate College. If the language of instruction is not English, then an official English translation of the transcript is also required.

International students applying for graduate school at Northern Arizona University:

- Complete the online application for Graduate Admission (includes program requirements).
- Pay a $65 non-refundable application fee.
- Attach unofficial transcripts to the online application, and send official, sealed transcripts to the Graduate College. Transcripts must be in the original language of the issuing institution with an English translation vetted by the issuing institution. Official transcripts must include verification of graduation. If the degree/diploma is not posted on the transcripts, a separate degree certificate must be included and indicate the degree awarded and date in which it was awarded.
- Depending on the program’s admission requirements, submit official scores on the TOEFL or IELTS exam. The Graduate College requires a minimum TOEFL score of 80 on the Internet-based test or 550 on the paper-based test. The Graduate College requires a minimum score of 6.5 for the IELTS.
  - Some programs require a TOEFL or IELTS score that is higher than the University minimum (refer to the list available on the Graduate College Admissions page).
- TOEFL/IELTS is waived for the following international applicants (see exceptions below):
  - Native speaker of English. For the purposes of this policy, native speakers of English are considered students who completed a high school or university education at an institution where the language of primary instruction is English. (Students in this category must provide documentation to verify this information.)
  - Student’s who earned a bachelor’s or higher degree from a U.S. university.
- EXCEPTION TO THE TOEFL/IELTS WAIVER POLICY
  - Regardless of where international students received their education, all applicants to the English Department's MA-TESL program or the Ph.D. program in Applied Linguistics must submit current, official TOEFL or IELTS scores (no more than 2 years old). If an applicant considers him or herself a native English speaker, that student may seek an exemption from submitting TOEFL/IELTS exam scores by contacting the TESL/Applied Linguistics programs in the English Department.

Official transcripts must be submitted to:

Graduate College
PO Box 4125
Flagstaff, AZ 86011-4125
Additional Information:

- Transcripts are not required if applying as a non-degree seeking student.
- International graduate students must follow all additional international applicant guidelines outlined on Graduate College website: [http://nau.edu/GradCol/Admissions/International](http://nau.edu/GradCol/Admissions/International).
- Please refer to the Applications Deadline page on the Graduate College website listing application deadlines for each program: [http://nau.edu/GradCol/Admissions/International/Application-Deadlines](http://nau.edu/GradCol/Admissions/International/Application-Deadlines).
- More information about applying to Northern Arizona University graduate programs can be found on the Graduate College website.
<table>
<thead>
<tr>
<th>Institution</th>
<th>TOEFL/IELTS Minimum Scores</th>
<th>Test</th>
<th>Score</th>
<th>University/Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio University - Main Campus</td>
<td>TOEFL</td>
<td>6.5</td>
<td>80 (IBT) 550 (PBT)</td>
<td></td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>TOEFL</td>
<td>6.0</td>
<td>80 (IBT) 550 (PBT)</td>
<td></td>
</tr>
<tr>
<td>Kent State University - Kent Campus</td>
<td>TOEFL</td>
<td>6.5</td>
<td>80 (IBT) 550 (PBT)</td>
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</tr>
<tr>
<td>Georgia State University</td>
<td>TOEFL</td>
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<td>80 (IBT) 550 (PBT)</td>
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<tr>
<td>George Mason University</td>
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<td>80 (IBT) 550 (PBT)</td>
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<tr>
<td>Bowling Green State University - Main Campus</td>
<td>TOEFL</td>
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<td>80 (IBT) 550 (PBT)</td>
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<tr>
<td>Arizona State University</td>
<td>TOEFL</td>
<td>6.5</td>
<td>80 (IBT) 550 (PBT)</td>
<td></td>
</tr>
<tr>
<td>7.0</td>
<td>University of Nevada – Las Vegas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.5</td>
<td>University of Maine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.5</td>
<td>University of Arizona</td>
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<tr>
<td>6.5</td>
<td>University of Alabama</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.5</td>
<td>Southern Illinois University – Carbondale</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.5</td>
<td>Old Dominion University</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IELTS**

- 7.0: no section score below 7.0
- 6.5: no section below 6.0

**TOEFL**

- 80 (IBT) 550 (PBT)
- 79 (IBT) 550 (PBT)
- 79 (IBT) 550 (PBT)
- 80 (IBT) 550 (PBT)
- 65 overall band
- 79 (IBT) 550 (PBT)

**ITELS**

- No specific score mentioned.
<table>
<thead>
<tr>
<th>IELTS</th>
<th>Western State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.5</td>
<td></td>
</tr>
<tr>
<td>6.5</td>
<td></td>
</tr>
<tr>
<td>6.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOEFL (PBT)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>570 minimum = 6.25%</td>
<td></td>
</tr>
<tr>
<td>550 minimum = 6.67%</td>
<td></td>
</tr>
<tr>
<td>525 minimum = 6.67%</td>
<td></td>
</tr>
<tr>
<td>79 minimum = 4.375%</td>
<td></td>
</tr>
<tr>
<td>71 minimum = 6.25%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOEFL (IBT)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>88 minimum = 6.25%</td>
<td></td>
</tr>
<tr>
<td>80 minimum = 4.375%</td>
<td></td>
</tr>
<tr>
<td>79 minimum = 4.375%</td>
<td></td>
</tr>
<tr>
<td>71 minimum = 6.25%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOEFL (IBT)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.0 minimum = 18.75%</td>
<td></td>
</tr>
<tr>
<td>6.5 minimum = 75%</td>
<td></td>
</tr>
<tr>
<td>6.0 minimum = 62.5%</td>
<td></td>
</tr>
</tbody>
</table>
Total Score Comparison Results

Table 7 presents the comparison results for the total scores on the two tests. The comparison of total scores can be interpreted in the same way as described above for the section scores. As shown by the shaded area in Table 7, most scores were within the range of 5.5 and 7.5 on the IELTS test and 46 and 109 on TOEFL iBT test. Less than 5% of test takers at each score or score interval received scores outside of this range. Because of the much larger TOEFL total score scale (0 to 120) than IELTS (0 to 9), the TOEFL score range corresponding to an IELTS score tends to be very broad. For example, an IELTS score of 5.5 would correspond to TOEFL scores of 46 to 59; an IELTS score of 6.0 would correspond to TOEFL scores of 60 to 78; an IELTS score of 6.5 would correspond to TOEFL scores of 79 to 93; an IELTS score of 7.0 would correspond to TOEFL scores of 94 to 101; and so forth. In all cases, the IELTS scores and their corresponding TOEFL scores (or score intervals) would pass similar percentages of test takers.

Table 7. Total Score Comparisons

<table>
<thead>
<tr>
<th>IELTS Score</th>
<th>TOEFL Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>118-120</td>
</tr>
<tr>
<td>8.5</td>
<td>115-117</td>
</tr>
<tr>
<td>8</td>
<td>110-114</td>
</tr>
<tr>
<td>7.5</td>
<td>102-109</td>
</tr>
<tr>
<td>7</td>
<td>94-101</td>
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<td>6.5</td>
<td>79-93</td>
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<tr>
<td>6</td>
<td>60-78</td>
</tr>
<tr>
<td>5.5</td>
<td>46-59</td>
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<tr>
<td>5</td>
<td>35-45</td>
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<tr>
<td>4.5</td>
<td>32-34</td>
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<tr>
<td>0-4</td>
<td>0-31</td>
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</table>