**Proposal for New Course**

*Please attach proposed Syllabus in approved university format.*

1. Course subject and number: **ESE 559**
   2. Units: **3**
   
   *See upper and lower division undergraduate course definitions.*

3. College: **Education**
   4. Academic Unit: **Educational Specialties**

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

   **Student Learning Outcomes**
   1. Gain an understanding of how Autism Spectrum Disorders (ASD) affects the development of verbal and social behavior
   2. Demonstrate the use of effective, research-based practices to enhance the learning of verbal and social behavior of individuals with ASD
   3. Learn how to administer The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) to assess skill deficits of a child with ASD
   4. Identify early and advanced speaker functions in the selection of adequate teaching strategies
   5. Become familiar with the differences in the use of sign language and PECS (picture exchange communication system) with learners with autism and developmental disability
   6. Learn how to assess social skills and behavior, including the construction and interpretation of graphic displays, to design a Behavioral Intervention Plan (BIP) to improve verbal and social behavior of a specific child with ASD

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. *(Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)*

   This is not a new course but only a change of prefix. All the Positive Behavior Support (PBS) courses are aligned to the content knowledge that students need to pass the Behavior Analyst Certification Board (BACB) exam. The move of the PBS program to the College of Education, Educational Specialties Department, gives the department the flexibility to embed the certificate into an existing Masters of Education in Special Education, non-certified. This is important because the BACB requires behavior analysts to hold a master’s degree. The Institute of Human Development (previous unit that housed the certificate) did not have the means to embed the certificate into a master’s program.

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

Effective Fall 2012
8. Long course title: VERBAL AND SOCIAL BEHAVIOR OF CHILDREN WITH AUTISM AND OTHER DEVELOPMENTAL DISABILITIES
(max 100 characters including spaces)

9. Short course title: VERBAL AND SOCIAL BEHAVIOR
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
This online course covers: 1) How Autism Spectrum Disorders (ASD) affects development of verbal and social behavior; 2) Research and effective practices to enhance the learning of young children with ASD; and 3) Applied Behavior Analysis. Included are: online lessons, readings, quizzes, group discussions, and applied projects. Students will assess a child's specific skills and design interventions accordingly.

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: N/A 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: DIS 559
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
   Yes ☐ No ☒
   17a. If yes, maximum units allowed? 
   17b. If yes, may course be repeated for additional units in the same term?
   Yes ☐ No ☒

18. Prerequisites: ESE 519, ESE 549
   If prerequisites, include the rationale for the prerequisites.

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

21. Names of the current faculty qualified to teach this course:  
   Susan Marks, PhD, BCBA-D
   Leslie Morrison, PhD, BCBA-D

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/](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.

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**FLAGSTAFF MOUNTAIN CAMPUS**

**Scott Galland**  3/3/2015
Reviewed by Curriculum Process Associate  
Date

**Approvals:**

Department Chair/Unit Head (if appropriate)  
Date

Chair of college curriculum committee  
Date

Dean of college  
Date

**For Committee use only:**

UCC/UGC Approval  
Date

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<tr>
<td>Reviewed by Curriculum Process Associate</td>
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<tr>
<td>Academic Unit Head</td>
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<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
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<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td>Date</td>
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<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
<td>Date</td>
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ESE/DIS 559: VERBAL AND SOCIAL BEHAVIOR OF CHILDREN WITH AUTISM AND OTHER DEVELOPMENTAL DISABILITIES

Syllabus

General Information
Northern Arizona University
College of Education
Department of Educational Specialties

College of Social and Behavioral Sciences
Institute for Human Development

Positive Behavior Support
3 credit hours

Instructor:
Email Address:
Phone: 928-523-
Fax: 928-523-1929
Office: College of Education, Room
Address:
P.O. Box 5774
Flagstaff, Arizona 86011-5774
Office hours: By appointment via phone, chat room, or in person

Course Prerequisite:
ESE/DIS 519: Introduction to Positive Behavior Support and ESE/DIS 549: Methods in EIBI

Course Description
This online course covers: 1) How Autism Spectrum Disorders (ASD) affects development of verbal and social behavior; 2) Research and effective practices to enhance the learning of young children with ASD; and 3) Applied Behavior Analysis. Included are: online lessons, readings, quizzes, group discussions, and applied projects. Students will assess a child's specific skills and design interventions accordingly.

Expanded Course Description
This semester, we will be learning about assessment and development of verbal and social behavior in children with ASD. This course covers an introduction to the development of verbal and social

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behavior in young children and how autism affects skill development. Although this course’s focus is on the treatment of young children, the principles of verbal/behavior analysis apply to any age, any developmental level.

This course consists of on-line lessons, readings, quizzes, group discussions, practice exercises, and a final project. Throughout the course, students will be guided through the process of assessing a child’s verbal and social skills and then designing a Behavioral Intervention Plan (BIP) that focuses on verbal and social behavior specifically. This means that all students must have access to a child for whom they can assess and teach new skills. This also means that the student must be clear with parents, teachers and other caregivers about the nature of their class project and the involvement of both the child and caregivers.

You will need access to a computer with high speed Internet access for this class. If you do not have high speed access at home, contact Distance Learning- Student Resources

**Student Learning Outcomes**

1. Gain an understanding of how Autism Spectrum Disorders (ASD) affects the development of verbal and social behavior
2. Demonstrate the use of effective, research-based practices to enhance the learning of verbal and social behavior of individuals with ASD
3. Learn how to administer The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) to assess skill deficits of a child with ASD
4. Identify early and advanced speaker functions in the selection of adequate teaching strategies
5. Become familiar with the differences in the use of sign language and PECS (picture exchange communication system) with learners with autism and developmental disability
6. Learn how to assess social skills and behavior, including the construction and interpretation of graphic displays, to design a Behavioral Intervention Plan (BIP) to improve verbal and social behavior of a specific child with ASD

**Course Structure**

This course will be taught on line with readings to be included from relevant journals, textbooks, and web sites. Quizzes will also be completed weekly to assess student understanding. Additionally, students will complete a final project. Group discussions will be expected and graded throughout the semester. Unlike some other online classes, you will not have the option of working at your own pace. You may work any time of day or night most convenient to you, but you will need to keep up with the weekly lessons, quizzes and assignments. All work due at the end of each week must be finished by midnight each Saturday. Please note that the pace of this course is very fast (i.e., lots of reading, writing, studying for quizzes), so it is important that you keep up so you don’t fall behind.

This course requires the creation of various documents that will be reviewed by the instructor. When an assignment is due, students will upload their documents through gdocs, which is accessible through NAU gmail. Make sure you know how to use this feature ([http://mail.nau.edu/](http://mail.nau.edu/)). Feedback will

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be provided in the same manner from the instructor. All correspondence related to this course will be through gmail.

**IMPORTANT:** Unlike DIS 549 (Methods in EIBI) where students were allowed to upload sections of their final project for review by the instructor before the final paper was due, DIS 559 will not follow the same format. Students will be responsible for keeping up with the writing of their own final project and will not receive feedback prior to the submission of their final paper. Final papers will be reviewed by the instructor at the end of the course when they are due. To assist students in staying on track, suggestions for when each section should be completed will be provided within the weekly modules.

Because you are working with a real child to develop your final project, some of you will run into challenges. It is important to note that if you do run into a problem (e.g., you are having trouble finding a child to work with, your child is sick and not available to observe, your child moves, etc...) that you email your instructor as soon as possible to come up with a plan as to if or how your situation can be resolved. Despite potential problems, your final project must be turned in by **11:59pm on Monday December 10**. Failure to turn in your project on time will result in a score of zero for the project.

**Textbook & Required Materials**

You must purchase the following THREE materials for this course:


**Note:** We will also be using the Cooper, Heron, and Heward (2007) textbook, so make sure you still have that.

The following DVDs are also highly suggested for you to purchase along with this course, but it is not required (trying to keep your costs down). We will be covering much of this material, but you will not be specifically tested on these materials. They contain great samples of how to teach verbal behavior.

4. (DVD) Partington, J. *Introduction to Teaching Language to Children with Autism or Other Developmental Disabilities*. (cost: ~$70)

**Journal Articles** *(These articles will be supplied to you within the weekly modules):*


Sundberg, M. L. (2009) B.F. Skinner’s analysis of verbal behavior (power point slides)

Sundberg, M. L. (2008). The role of the listener in Skinner’s analysis of verbal behavior. (power point slides)


**Suggested Readings/DVDs** (i.e., **NOT** required, but highly suggested):


(DVD) Teaching Manding (Requesting) Using Sign Language Teaching VB in the Natural Environment. EO, Inc. *(cost: ~$89)*

**Assignment**

**Cooper, Heron, & Heward Textbook Review**

As in other courses within this course series, students will review relevant material in the Cooper, Heron, and Heward (2007) textbook and are responsible for the completion of the DIS 559 section on their Tasklist Worksheet- Revised (TLW-R) by the end of the semester. Review of the material is meant to help students practice important concepts in behavior analysis as well as assist in the development of final projects. Please note that students will not be quizzed specifically on these chapters within weekly modules (except for week 1) in DIS 559. Weekly modules will provide information on which chapters will be reviewed and how they relate to material discussed that week (as well as within the “Course Contents” below).

TLW-R Assignments in DIS 559 will include:

- Chapter 4: Measuring Behavior
- Chapter 5: Improving and Assessing the Quality of Behavioral Measurement
- Chapter 6: Constructing and Interpreting Graphic Displays
- Chapter 16: Motivating Operations
- Chapter 18: Imitation
- Chapter 19: Shaping

*Effective Fall 2012*
Note: All students taking this course as part of a larger program of studies (such as PBS Graduate Certificate - PBS Cert, Board Certified Behavior Analyst - BCBA, Positive Behavior Support Consultant - PBC, sometimes know as a Behavior Support Specialist - BSS) must do the following IF YOU HAVEN'T ALREADY:

1. Complete the online Publisher's multiple choice quizzes for the assigned Cooper chapters at http://wps.prenhall.com/chet_cooper_appliedbeh_2/0,14024,4788619,00.html. *Please Note - sometimes following a link like this will open inside the Bb Learn course shell, but you won't know it until you scroll up. If the link fails to open, simply copy it and paste it into a new browser window or tab.

2. You may take the quiz repeatedly. When you have successfully obtained 100% then follow the online quiz instructions to email the results to Director of the PBS Certificate, Dan Davidson (dpd@nau.edu). Be sure to use your full name, and copy both yourself (for proof) and Dan using the html choice (not "text" choice or the "attached html" choice). You will not receive points towards your grade for doing this, but you will do better in the class and be allowed to take other classes in the PBS program of studies (DIS 529, DIS 539, DIS 549, and DIS 559).

3. Complete as many fields of the TaskList Worksheet - Revised (TLW-R) that apply after reading each chapter (see the very first page of each chapter and pgs 679 - 687 in the Cooper book). The sections of the TLW-R that apply to the Cooper chapters covered in this class are assigned a color (yellow for DIS 519, purple for DIS 549, orange for DIS 529, pink for DIS 539, and blue for DIS 559). If you are taking another class in the PBS Certificate at the same time, used the same TLW-R document for both classes (one document not two). You must have all required sections completed by the end of the semester in order to take any other class in the PBS program of studies.

Follow the instructions at the top of the TLW-R document.

The courses in the PBS Program of studies build on each other. In order to do well in DIS 529, you must retain content covered in DIS 519. If you want to go on to DIS 559 you must also complete the work of DIS 549. The TLW-R and the publisher's online quizzes help you carry over knowledge from one class to the next. Registration for the next class begins before this class is over, so feel free to request enrollment in the next class as soon as it is available. But in order to remain in that class once the next semester begins, you must have completed and submitted all required publisher's quizzes, and send a copy of your TLW-R to your instructor.

**Grading Standards & Scale**

Effective Fall 2012
There are four methods for evaluating your performance in this course: 1) weekly quizzes, 2) weekly discussions, 3) practice exercises, and 4) final project. Although there are no chat rooms or other scheduled times that specify when you must participate, you will be expected to pace yourself to complete your work each week. Quizzes, discussions, and assignments will all open on a specified date and close on a date approximately one week later. The reason for this is to ensure that all students contribute to the same discussion items with the same background knowledge at the same time. This avoids the problems associated with a student contributing to a discussion item three weeks after everyone else has moved on. This course will move quickly so you must keep up to do well. Total points possible for this course are as follows:

**Weekly Quizzes (140 points):** A total of 14 quizzes, 10 points each, are required. Each week you will need to assess your knowledge on the content covered through your readings, and other materials.

**Discussions (28 points):** Throughout the semester, each student’s participation in the class-wide discussions will be rated by the instructor. A total of 28 points are available per student (0-2 points per discussion x 14 discussions).

**Article Reviews (20 points):** Throughout the semester, students will write 2 article reviews on research studies related to the topic we are discussing that week. Each article review is worth 10 points.

**Practice Exercise (10 points):** A total of one practice exercise worth 10 points will be expected.

**Final Project (120 points):** Final projects will be graded on their own merits, based on clarity, comprehensiveness, internal consistency, whether it is realistic, and for following the Final Project guidelines. Students will be submitting their projects in stages in order to receive feedback, but the scoring of the final project will happen one time at the end of the term.

**Grading Scale**

**Final Course Grades:** Final grades will be assigned based on the percentage of points accrued during the semester, based on the following scale:

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<tr>
<th>Percentage</th>
<th>Grade</th>
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<tr>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>below 60%</td>
<td>F</td>
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**Tentative Timelines or Schedule**

**Week 1: Introduction to the Analysis of Verbal Behavior**

Effective Fall 2012
• Welcome to the Course
• Introduction to Verbal Behavior
• Assigned Readings:
  • Chapter 25: Verbal Behavior
  • Chapter 1: Verbal Behavior Analysis and Verbal Development
• Re-Introduction to Article Reviews
• Introduction to Final Project
  • Use a Team (Step 1)
• Discussion on Intro to Verbal Behavior
• Quiz on Intro to Verbal Behavior
• Begin Final Project Part 1: Use a Team
  • TLW-R Assignment: Cooper, Heron, & Heward (2007):
    • Chapter 25: Verbal Behavior

**Week 2: The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)**
• The VB-MAPP
• Assigned Readings:
    • Chapter 1: A Behavioral Approach to Language Assessment
    • Chapters 2-10: (Ch.2 explains general administration guidelines; Chs. 3-10 explain how to conduct the specific sections of the assessment; note that you will not be quizzed on Chapters 3-10)
  • Practice Exercise: Filling out The VB-MAPP
  • Discussion on the VB-MAPP
  • Quiz on the VB-MAPP
  • Begin Final Project Part 2: Assessing Skill Deficits using the VB-MAPP

**Week 3: Development of the Listener Repertoire**
• Developing the Listener Repertoire
• Assigned Readings:
    • Chapter 3: Learning to Listen: Induction of the Listener Repertoire of Verbal Development
  • Sundberg, M. L. (2008). The role of the listener in Skinner’s analysis of verbal behavior. (power point slides)
• Discussion on development of the listener repertoire
• Quiz on development of the listener repertoire
• Final Project Part 1 should be completed

**Week 4: Early Speaker Functions**
- Early Speaker Functions
- **Assigned Reading:**
  - Chapter 4: Basic Teaching Operations for Early Speaker Functions
- Discussion on Behavioral Functions of the Speaker
- Quiz on Behavioral Functions of the Speaker
- TLW-R Assignment: Cooper, Heron, & Heward (2007):
  - Chapter 18: Imitation
  - Chapter 19: Shaping
  - Chapter 20: Chaining

**Week 5: Advanced Speaker Functions**
- Advanced Speaker Functions
- **Assigned Readings:**
  - Chapter 5: Inducing Advanced Speaker Functions and Correcting Faulty Vocal Behavior
  - Sundberg, M. L. (2009) B.F. Skinner’s analysis of verbal behavior (power point slides)
- Discussion on Advanced Speaker Functions
- Quiz on Advanced Speaker Functions
- Final Project Part 2 should be completed
- Final Project Part 3: Set Goals and Improve Environment

**Week 6: Measuring Verbal Behavior**
- Measuring Verbal Behavior
- **Assigned Reading:**
  - Chapter 2: Teaching and Learning Verbal Operants and Verbal Developmental Capabilities: Definitions and Measurement
- Discussion on Measuring Verbal Behavior
- Quiz on Measuring Verbal Behavior
- Final Project Part 4: Measure Target Skills
- TLW-R Assignment: Cooper, Heron, & Heward (2007):
  - Chapter 4: Measuring Behavior
• Chapter 5: Improving and Assessing the Quality of Behavioral Measurement
• Chapter 6: Constructing and Interpreting Graphic Displays

**Week 7: Textual Verbal Behavior**
• Textual Verbal Behavior
• **Assigned Reading:**
  • Chapter 6: Reading and Writing: Print-Governed and Print-Governing Verbal Behavior
• Discussion on Textual Verbal Behavior
• Quiz on Textual Verbal behavior
• Final Project Part 3 should be completed

**Week 8: Identifying and Inducing Verbal Behavior**
• Identifying and Inducing Verbal Behavior
• **Assigned Reading:**
  • Chapter 7: Identifying and Inducing Verbal Behavior Development Capabilities
• Discussion on Verbal Behavior Development
• Quiz on Verbal Behavior Development
• TLW-R Assignment: Cooper, Heron, & Heward (2007):
  • Chapter 16: Motivating Operations

**Week 9: Using Augmentative Communication Systems to Evoke Verbal Behavior**
• Augmentative Communication Systems and Autism
• **Assigned Reading:**

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Week 10: Introduction to Social Skills Training
- Introduction to Social Skills
- Assigned Reading:
    - Chapter 1: Why Play and Social Skills?
    - Chapter 2: Teaching Interactions
- Discussion on Play and Social Skills
- Quiz on Play and Social Skills
- Article Review: Laugeson et al. (2012)
- Final Project Part 5: Assess Function of Interfering Behaviors

Week 11: Social Skills Groups
- Social Skills Groups
- Assigned Readings:
    - Chapter 3: Social Skills Groups
- Discussion on social skills groups
- Quiz on social skills groups

Week 12: Socialization and Adolescence
- Socialization and Adolescence
- Assigned Reading:
    - Chapter 4: Socialization and Adolescence
- Discussion on Socialization and Adolescents
- Quiz on Socialization and Adolescence
- Final Project Part 5 should be completed
• Final Project Part 6: Develop a BIP
• TLW-R Assignment: Cooper, Heron, & Heward (2007):
  • Chapter 28: Generalization and Maintenance of Behavior Change

**Week 13: Elements of True Friendships**
- True Friendships
- **Assigned Readings:**
    • Chapter 5: True Friendships
  - Discussion on True Friendships
  - Quiz on True Friendships

**Week 14: Assessment of Social Skills**
- Assessment of Social Skills
- **Assigned Readings:**
    • Chapter 6: Assessment of Social Skills in ASD: A User’s Guide
    • Chapter 7: Creating Curricula: Task and Strategic Analysis
    • Chapter 8: Social Skills Taxonomy Explained
  - Discussion on Assessment of Social Skills
  - Quiz on Assessment of Social Skills
  - Final Project Part 6 should be completed
  - Final Project Part 7: Support Caregivers and Evaluate Plan
  - TLW-R Assignment: Cooper, Heron, & Heward (2007):
    • Chapter 24: Functional Behavior Assessment

**Week 15: Course Wrap-Up**
1. Course Wrap-Up
2. Final Project Part 7 should be completed
3. Final Project and Completed Scoring Rubric

**Final Projects and TLW for DIS 559 due**

**Course Policies**

**Makeup Work:**
All course responsibilities are listed within weekly modules on this syllabus. There will be no exceptions. If you are unable to complete your assignments for a given week because of circumstances beyond your control, you can quickly assess how many points you will miss during your absence using the above information.

*Effective Fall 2012*
**Participation:**
The discussion activities are meant to be participatory in nature. Discussions are designed to have you examine a problem or challenge, to respond based on your own experiences, and comment on another student’s responses in a positive, relevant, and helpful manner. They also allow the instructor to quickly monitor your understanding and to give you feedback if necessary.

**Plagiarism:**
Plagiarism or any other form of cheating will result in an immediate zero (0) for the assignment, project, or exam. Because you will be visiting Internet sites and reading online articles, plagiarism also includes copying/pasting text from any of these sources without referencing the original source. Please refer to the Student Handbook section on Academic Dishonesty [http://www4.nau.edu/stulife/StudentHandbook/Appendix_G_AcademicDishonesty.htm](http://www4.nau.edu/stulife/StudentHandbook/Appendix_G_AcademicDishonesty.htm).

**In General:**
- Plan to be actively involved in the class.
- Read and complete each assignment by the due date listed below.
- Communicate effectively and respectfully with the instructor, staff/students in the schools, and your fellow student in class.

*All students are expected to be familiar with NAU Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies or reference them on the syllabus. See the following document for policy statements:* [http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html](http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html).

**NAU Academic Policies**
The syllabus policy statements have been updated and approved by both the University Curriculum Committee and University Graduate Committee. The syllabus policy statements, attached, must be made available to all students as part of each course syllabus. Faculty must reference the policy statements with an included link [http://nau.edu/OCLDAA/_Forms/UCC/SyllabusPolicyStmts2-2014/](http://nau.edu/OCLDAA/_Forms/UCC/SyllabusPolicyStmts2-2014/), or include the full document (see below) as part of the syllabus. Please begin to reference these statements as part of your syllabus templates for Summer 2014.

Effective Summer 2014
Approved UCC – 1/28/14
Approved UGC – 2/12/14