I. Welcome, Announcements, and Brief Reports

1- Approval of the Minutes of the November 20, 2013, 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

<table>
<thead>
<tr>
<th>Effective Date/</th>
<th>Revised Effective Date</th>
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Action Items

A. College of Education

EDUCATIONAL LEADERSHIP

1. [Educational Leadership-School Leadership; M.Ed.](#)
   Educational Leadership-School Leadership; M.Ed.
   8 Term Plan: [Program of Study](#)
   Fall 2014
   Major Reqmts-Course(s) Deleted,
   Major Reqmts-Unit Change
### B. College of Social and Behavioral Sciences

#### SCHOOL OF COMMUNICATION

1. **Applied Communication; M.A.**  
   Fall 2014  
   Admission Requirements, Major  
   Reqmts-Course(s) Added, Major  
   Change, New Subplan, Subplan Reqmts-Course(s) Added, Text within Plan  
   - 8 Term Plan: Program of Study  
   - Communication Studies Emphasis  
   - Documentation Studies Emphasis  

2. **COM 535**  
   COM 535  
   Fall 2014  
   New Course  
   - DOCUMENTARY SKILLS AND STORYTELLING PRACTICUM  

3. **COM 550**  
   COM 550  
   Fall 2014  
   New Course  
   - DOCUMENTARY RESEARCH PRACTICUM  

4. **COM 603**  
   COM 603  
   Fall 2014  
   New Course  
   - QUALITATIVE RESEARCH METHODS  

5. **COM 604**  
   COM 604  
   Fall 2014  
   New Course  
   - QUANTITATIVE RESEARCH METHODS IN COMMUNICATION  

6. **COM 605**  
   COM 605  
   Fall 2014  
   New Course  
   - INTRODUCTION TO DOCUMENTARY ISSUES, THEORIES, AND METHODS  

### C. Graduate College/Extended Campuses

1a. **Administration; Master of Administration**  
    Fall 2014  
    New Subplan, Subplan Reqmts-Course(s) Added, Subplan Reqmts-Course(s) Deleted  
    - Justice Studies Emphasis  
    - 8 Term Plan: Program of Study  
    - Support: CCJ Letter  

1b. **JUS 510**  
    JUS 510  
    Fall 2014  
    New Course  
    - SEMINAR IN CRIMINAL JUSTICE THEORIES  

1c. **JUS 530**  
    JUS 530  
    Fall 2014  
    New Course  
    - COUNTERTERRORISM AND INTELLIGENCE  

1d. **JUS 540**  
    JUS 540  
    Fall 2014  
    New Course  
    - APPLIED STATISTICS IN CRIMINAL JUSTICE
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<td>STRATEGIC MANAGEMENT</td>
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### III. Informational Items

**A. January 15, 2014 FAST TRACK Report**
IV. Discussion Items

A. Revised Curriculum and Assessment Proposal/Supplements
   1. Expectations for Degree Program Curriculum & Re-designed Campus Processes Powerpoint
   2. Revised Curriculum and Assessment Proposal (November 6, 2013)
   3. Implications of Voting Yes or No on the Proposal

V. Agenda Items for Next UGC Meeting
MINUTES
UNIVERSITY GRADUATE COMMITTEE
January 15, 2014

Members Present: Michael Amundson (History), Karen Applequist (Educational Specialties), Emily Babcock (Physician Assistant Studies), Steven Barger (Psychology), Pam Bosch (Sub – Physical Therapy), Colleen Byron (Administration), Michael Costelloe (Criminology and Criminal Justice), Patrick Deegan (Ex-officio: Extended Campuses), Gary Emanuel (Educational Leadership), Crystal Ewen (Graduate Student Government), Amy Hughes (Ex-officio: Cline Library), Stephanie Hurst (Chemistry), Steven Hempleman (Biological Sciences), April Brown Judd (Mathematics and Statistics), Tom Kolb (Forestry), Alan Lew (Geography, Planning, and Recreation), Sherry Markel (Teaching and Learning), John Masserini (Ex-officio: Graduate College), Ramona Mellott (Ex-officio: Graduate Dean), Marcia Metcalf (College of Business), Patricia Peterson (Faculty Senate Representative), Brant Short (School of Communication), Anna Sosa (Chair, Communication Sciences and Disorders), Todd Sullivan (Music), Barbara Tomlinson (School of Nursing), and Niranjan Venkatraman (Engineering).

Members Absent: Yuly Asencion-Delaney (Modern Languages), Joe Collentine (Modern Language), William Crawford (English), Kim Curtis (Sustainable Communities), Michelle Harris (Sociology), Mary McLellan (Educational Psychology), Jim Sample (School of Earth Sciences and Environmental Sustainability), Carol Thompson (Politics and International Affairs), Kerry Thompson (Anthropology), and David Trilling (Physics and Astronomy).

Guests: Bob Booth (Educational Leadership), Scott Galland (Curriculum and Assessment), Larry Gould (Master of Administration), Kurt Lancaster (School of Communication), Norm Medoff (School of Communication), Mark Neumann (School of Communication), Cindy Scott (Master of Administration), Jenny Scott (Extended Campuses), Lisa Williams (Registrar), Alex Steenstra (Master of Administration), Pam Torbico (Master of Administration), Melinda Treml (OCLDAA), and Lisa Wischmeier (Extended Campuses).

Graduate College: Kirsten Slaughter-Rice

The meeting was called to order at 3:02 by Anna Sosa. Dr. Sosa introduced April Brown Judd as the newest member of the Review Subcommittee. Dr. Judd will replace Dr. McAllister while she is on sabbatical.

I. Welcome, Announcements, and Brief Reports
   A. Approval of the Minutes from the November 20, 2013, Meeting – Anna Sosa

The minutes were approved by all present.

   B. Graduate Student Government Report – Crystal Ewen

Crystal Ewen stated the Graduate Student Government (GSG) has not met yet this semester. They plan on becoming familiar with the new continuation and dismissal policy. College reps will be hosting constituency meeting.
Dean Mellott reminded the committee that GSG Travel Awards now have a rolling monthly deadline and asked the committee to remind their students who plan on submitting travel award applications.

C. Associate Dean’s Remarks – John Masserini
Dr. Masserini stated that he was excited to be in his new position as the Associate Dean. He noted the Associate Dean’s Council is revising the policy statements that go at the end of every syllabus. He will keep the committee informed of the progress.

D. Dean’s Remarks – Ramona Mellott
Dean Mellott welcomed everyone back. She noted the new Academic Continuation and Dismissal Policy is already in use and the benefits of a step-by-step process for developing the remediation plan. Dean Mellott spoke about two upcoming events, the 3MRP and the visit from Sheila Tobias.

Abstracts for the 3 Minute Research Project (3MRP) are due on January 31, 2014. John Masserini, David Spivey, and Ramona Mellott are currently visiting different classes to promote the 3MRP. The Graduate College will provide training to students participating in the competition. The feedback from the mini-sessions has been very positive, as this is a professional development opportunity for graduate students. Dean Mellott asked the committee to encourage any of students who are doing research to submit an abstract.

Dr. Sheila Tobias is coming to campus on February 10-11, 2014, as part of the Provost’s Speaker Series. Dr. Tobias is a famous author who will speak about retention in the STEM fields and her involvement with the Professional Science Master’s Program. The Graduate College is planning workshops for faculty and students, and there will be an open forum and plenary on Tuesday, February 11. The UGC members will receive information about all events related to Dr. Tobias’ visit.

Dean Mellott provided an update on the Program Learning Outcomes, noting that only three programs of the 90+ programs have not submitted their outcomes. These three programs will submit their outcomes soon.

Dean Mellott also noted that Geeta Chowdhry, chair of the Department of Politics and International Affairs, passed away in India on Sunday. She was a strong contributor to graduate education at NAU.

II. Curricular Changes – Consent Items.
There were no Curricular Changes or Consent Items.

III. Action Items
A. College of Education
   1. Educational Leadership
      a. Educational Leadership – School Leadership; MEd, Fall 2014 – Major Requirements-Course(s) Deleted, Unit Change

Bob Booth, Assistant Chair in the Department of Educational Leadership, explained the changes to the School Leadership emphasis of the Educational Leadership degree as a re-vamping of the previous degree. The degree is for those in search of educational leadership positions who do not want to be principals. The number of credits for the degree will decrease from 36-credit hours to 30-credit hours. The changes to the degree will focus on instructional leadership. Students will be able to explore their
areas of interest or specialization with 9-credit hours, instead of the previous 3-credit hours. The courses that were deleted from the program of study were not deleted from the Academic Catalog as they are part of other EDL programs.

The motion was approved for the plan changes.

B. College of Social and Behavioral Sciences  
   1. School of Communication
      a. Applied Communication; MA, Fall 2014 – Admission Requirements, Major Requirements-Course(s) Added, Course(s) Deleted, Name Change, New Subplan, Subplan Requirements-Course(s) Added, Text within Plan
      b. COM 535, “Documentary Skills and Storytelling Practicum,” Fall 2014 – New Course
      d. COM 603, “Qualitative Research Methods,” Fall 2014 – New Course
      e. COM 604, “Quantitative Research Methods in Communication,” Fall 2014 – New Course
      f. COM 605, “Introduction to Documentary Issues, Theories, and Methods,” Fall 2014 – New Course

Norm Medoff, Director, and Kurt Lancaster, Associate Professor, in the School of Communication discussed the changes to the Applied Communication degree to solidify the core courses and the two emphasis areas, Documentary Studies and Communication Studies. Changing the title to “MA in Communication” more accurately reflects the degree offered and the type of experience students need to pursue careers in communications.

In response to a question on the availability of similar programs in the U.S., Dr. Lancaster stated there are currently no other programs in the southwest that offer a Documentary Studies emphasis. The degree will expose students to different mediums they may not have been exposed to in their earlier career. Documentary film making is inexpensive and will attract mid-career journalists who want to learn more about multimedia. Dr. Medoff explained ethics will be covered in the courses, including the historical framework of ethics practiced in journalism.

Dr. Masserini asked if students will likely pursue the thesis or project option. Dr. Lancaster responded that students only had one option with the Applied Communications degree. Students who want to pursue a PhD will likely take the more traditional thesis option, while students who want a more practical application will likely choose the project.

Dean Mellott asked for clarification regarding the COM 535 prerequisite or instructor approval for COM 550. Dr. Lancaster responded that if a student comes into the program with a strong background in multimedia, the student may not need to take COM 535. The requirements are not necessarily waived, and he thinks very few people will not need to take COM 535. Dr. Sosa asked if students will still be able to graduate if they do not take a core requirement is listed on the program of study, since COM 535 is a core requirement course. Dean Mellott suggested they change the language to “COM 535 or some other course with instructor approval,” so students will have enough courses to graduate.

Another member noted that the first citation under the reading list on COM 604 was incorrect. The department will correct it.
The motion was approved for the plan changes and the new courses.

C. Graduate College/Extended Campuses

1. Administration – Justice Studies
   a. Administration – Justice Studies Emphasis; Master of Administration, Fall 2014 – New Subplan, Subplan Requirements-Course(s) Added, Course(s) Deleted
   b. JUS 510, “Seminar in Criminal Justice Theories,” Fall 2014 – New Course
   c. JUS 530, “Counterterrorism and Intelligence,” Fall 2014 – New Course
   e. JUS 610, “Criminal Justice Ethics,” Fall 2014 – New Course
   g. JUS 630, “Executive Leadership for Criminal Justice Professionals,” Fall 2014 – New Course

Cindy Scott, Associate Clinical Professor for NAU Yuma, introduced the new emphasis. The six proposed courses will meet the needs of practitioners in the field, as most fields require or encourage a Master’s degree for promotion. The emphasis combines leadership with trends in theory to prepare students to succeed in the field. Dr. Scott explained that both California and Arizona are encouraging leaders in criminal justice to have a Master’s degree. She also noted their collaboration with the Criminology and Criminal Justice Department, and they would like to propose the following changes to the course titles:

- JUS 510 will change to Theories in Criminality
- JUS 540 will change to Applied Statistics in Justice Administration
- JUS 610 will change to Justice in Ethics Administration

Dr. Costelloe from the Department of Criminology and Criminal Justice stated that his department has worked with Dr. Scott, and they have no objections to the new emphasis. Drs. Sosa and Venkatraman added the Review Subcommittee did have concerns with overlap between the programs, and Dr. Costelloe noted that the programs are serving different populations. Dean Mellott explained there is no University policy prohibiting overlap of courses, but we do want to reduce overlap if possible.

Dr. Sosa noted that in Item 8, which is the Academic Catalog text, the Career Tab, this is existing text. If the program wanted to change this, that change goes through the Academic Catalog and does not need to come before the UGC.

A motion was approved for the new emphasis and new courses, pending changes to the course titles.

2. Administration – Small Business Emphasis
   a. Administration – Small Business Emphasis; Master of Administration, Fall 2014 – New Subplan, Subplan Requirements-Course(s) Added, Course(s) Deleted
   b. ADM 500, “Management Information Systems for Administrators,” Fall 2014 – New Course
   d. ADM 550, “Marketing for Administrators,” Fall 2014 – New Course
   e. ADM 660, “Business Law Administration,” Fall 2014 – New Course
Colleen Byron, Assistant Clinical Professor for NAU-Yuma, introduced the new emphasis. Half of Arizona’s employment comes from small business, and thirty-three percent of small businesses fail within the first two years and fifty percent in the first five years. The degree will serve small business owners and provide them with the tools to succeed. Dr. Byron explained that they will seek Accreditation Council for Business Schools and Programs (ACBSP) accreditation in conjunction with the Bachelor of Business Administration (BBA) program, which already has ACBSP accreditation. The courses and assessments are designed to meet and exceed the standards of the accreditation body.

Dr. Sosa asked how the accreditation would be different from the Franke College of Business (FCB) accreditation. Dr. Byron responded that the program would be accredited separately because this program falls under the Department of Business and Administration in Extended Campuses. There is not a specific timeframe for the accreditation, but the program will be independently accredited. In response to a question, Dr. Byron stated that they program will have 36-credit hours.

A member asked how the courses will differ from those offered in the FCB Master of Business Administration (MBA) program. Dr. Byron answered that the Small Business Emphasis had different courses with different prefixes and content. Another member asked if there had been any contact with FCB. Dr. Byron noted that the Master of Administration has been in active dialogue with FCB regarding the courses and their website development.

One member asked if potential students will see the differentiation between the two degrees and if they might think that will get an MBA with this program. Dr. Byron responded that students are told they will not receive a MBA, and if they want an MBA, they should consider an MBA program. If the MBA is mentioned, they like to receive in writing from the student that the student understands this program will not grant them a MBA.

A motion was approved for the new emphasis and new courses.

IV. Informational Items
   A. January 15, 2014 FAST TRACK Report

Item was reviewed with no comment by representatives.

V. Discussion Items
   A. Revised Curriculum and Assessment Proposal/Supplements

1. Expectations for Degree Program Curriculum & Re-designed Campus Processes
   Powerpoint  PDF version
2. Revised Curriculum and Assessment Proposal (November 6, 2013)
3. Implications of Voting Yes or No on the Proposal

Dr. Venkatraman explained that the proposal to combine curriculum and assessment has been circulated to different committees on campus for feedback. The main strengths if the proposal was formally adopted include an incorporation of curriculum review, curricular mapping, and assessment into the review process; steps that are required by the University’s accreditation. The areas of concern include the limitations of implementing this so quickly, the increased workload for faculty, and redundancy of reporting documents that may seem like busywork, and the fear that standardization of
curriculum will remove the ownership of the course. Faculty members are concerned about the time involved with learning a new process and the duplication of reporting process, especially for programs that have accreditation. The proposal presented to the committee at the October 2013 meeting has been revised to address these concerns.

Ms. Melinda Treml explained that the proposal integrates the review process into the curriculum and assessment process with a coordinating body, and learning outcomes will actually be reviewed by the same committee that reviews curriculum at the college level.

The revised proposal was presented to the Faculty Senate in November 2013. Additional feedback from colleges and programs included concern about the support for this new process and the additional level of bureaucracy created by this process. Dr. Venkatraman explained the accreditation programs will not need additional support because the same paperwork submitted to their accreditation body can be used for the University review. For non-accredited programs, leaders of the particular college will determine the support for the new process. In response to a question, Ms. Treml added that there is currently no implementation plan, but the additional support could take a variety of forms. With the concern about adding another level of bureaucracy, Dr. Venkatraman noted that this is only a perception because the University-level committee will coordinate the processes that cannot be done at the college-level committees. Colleges have great processes in place, but the processes are all very different.

One member asked how the implementation of the proposal would affect the UGC. Dr. Venkatraman stated that the UGC already does most of what would be required, so little would change. The University-level coordinating committee would determine standards that are additional for the graduate committee, but the committee would continue to review curriculum.

Dean Mellott asked who would approve new course proposals. Ms. Treml explained the process. When a course proposal is submitted, it goes to the college-level committee, which is responsible for reviewing the course proposal. If the college-level committee approves of the course proposal, it would then go to the UGC to at specific components related to graduate education, which is what the UGC already does. The proposal would still go to the Review Subcommittee before going before the full committee for a vote. The curriculum and assessment proposal will bring assessment down to the college-level committee, and the UGC would still have the final approval of the course proposal.

Another member asked if there will someone involved to represent the UGC on the University-level committee (UCAC). Dr. Venkatraman answered the normal operations of the UGC will not change. Within the larger group, the UGC forms, which are the same forms currently used for UCC, may change based on different expectations for graduate programs. The larger University-level committee (UCAC) will coordinate the process and ensure that same expectations are meant across programs, which is mostly for undergraduate programs. One benefit of reviewing course proposals at the college-level is the UGC will receive more polished proposals. The University-level committee will coordinate how proposals go through UCC and UGC. The curricular design elements have the same criteria, and these principles will need to also apply to graduate programs. The committee will work with the UGC to determine what is appropriate for graduate programs. Since most of this is currently done by the UGC, only the curricular design part will change.

Dr. Sosa explained that during the review process, the Review Subcommittee knows what they are looking for, but there is often a gray area, especially in determining how the program learning outcomes match the course. Ms. Treml responded that the new process would explain that program learning
outcomes have certain characteristics, so it would help in the determination of whether or not program learning outcomes are appropriate. The Review Committee would be able to request better program learning outcomes with the new process.

Barbara Tomlinson noted that the explanation provided by Dr. Venkatraman and Ms. Treml was very helpful, but the figure in the proposal was not as clear. The figure will be revised before it goes before the Faculty Senate for a vote.

A member asked about the need to create a University-level committee when there is already an office to assist with this process. Ms. Treml answered that the office is there to assist faculty in the development and design of curriculum but is unable to approve curriculum. The committee will oversee curriculum, design, and assessment, while the office will provide support to the committee.

Committee members can direct questions to Melinda Treml, Laurie Dickson, and Niranjan Venkatraman.

The meeting was adjourned at 4:21 pm.
If this proposal represents changes to the intent of the plan or its integral components, review by the college dean, graduate dean (for graduate items) and/or the provost may be required prior to college curricular submission.

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

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

1. College: Education

2. Academic Unit: Educational Leadership

3. Academic Plan Name: Educational Leadership-School Leadership; M.Ed. (EDLSSLMD)

4. Emphasis:

5. Plan proposal:

   - [x] Plan Change
   - [ ] New Emphasis
   - [ ] Emphasis Change
   - [ ] Plan Deletion
   - [ ] Emphasis Deletion

6. Current student learning outcomes of the plan. If structured as plan/emphasis, include for both core and emphasis.

   Upon completion of the plan, the student will be able to:

   Serve in leadership positions at the K-12 level which do not necessarily require State administrator certification. (Examples may include, but are not limited to, teachers serving as a department chair of an academic unit, leading curriculum initiatives, working with school and community programs, etc.). Below are specific outcomes the student, once graduated, should meet:

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
- Students understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
- Students understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
- Students understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
- Students understand and can develop and supervise the instructional and leadership capacity of school staff.
- Students understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.
- Students understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
- Students understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.
- Students understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.
- Students understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
- Students understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
- Students understand and can respond to community interests and needs by building and sustaining productive school
relationships with community partners.
- Students understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.
- Students understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
- Students understand and can safeguard the values of democracy, equity, and diversity within the school.
- Students understand and can evaluate the potential moral and legal consequences of decision making in the school.
- Students understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.
- Students understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.
- Students will further their skills and knowledge base per the area of "specialization" they select.
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/)

Educational Leadership-School Leadership; M.Ed.

In addition to University Requirements:
- Complete individual plan requirements.

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<th>Minimum Units for Completion</th>
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<td>Program of Study</td>
<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:
- Program of study signed by applicant and advisor

Master's Requirements

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

Educational Leadership-School Leadership; M.Ed.

In addition to University Requirements:
- Complete individual plan requirements.

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- 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:
- Program of study signed by applicant and advisor

Master's Requirements
Take the following 36 units:
- EDL 600, EDL 630, EDL 650, EDL 660, EDL 680 (15 units)
- EDR 610 (3 units)
Select one course from (3 units):
- EDF 630
- EDL 622
Select two courses from (6 units):
- CCHE 580, CCHE 680
- EDF 670, EDF 671, EDF 672, EDF 673, EDF 677, EDF 703, EDF 704, EDF 711
- EDL 623
- EPS 712
- Comparable foundations courses from outside education that are related to your area of specialization
Electives (9 units):
- Three electives, with one each in ECI, EDL, and your area of specialization

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

Take the following 36 units:
- EDL 600, EDL 625, EDL 630, EDL 635, EDL 650, EDL 660, EDL 680 (15 units)
- EDR 610 (3 units)
Select one course from (3 units):
- EDF 622
- EDL 630
Select one course from (3 units):
- EDL 623
- EDF 670, EDF 671, EDF 677
Select two courses from (6 units):
- CCHE 580, CCHE 680
- EDF 670, EDF 671, EDF 672, EDF 673, EDF 677, EDF 703, EDF 704, EDF 711
- EDL 623
- EPS 712
- Comparable foundations courses from outside education that are related to your area of specialization
Specialization Electives (9 units):
- Three 600-level electives with one each in ECI, EDL, and from your area of specialization. Advisor and department approval required.

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

8. Justification for proposal:
Leadership in a school is not found exclusive within the domain of the school principal. Successful schools and school districts have teachers who are empowered to lead within their area of specialization, their interests and professional strengths. Many of these teacher leaders do not aspire to become principals, but would like to develop their leadership skills. Leadership development is without principal certification is the focus of this degree. By reducing the program of study from 36 to 30 credit hours, the student is able to focus on content specific to their area of specialization and they are provided focused essential school leadership skills and knowledge. The proposed 30-credit hour Master of Education (M.Ed.) in School Leadership prepares students to work in a rapidly changing educational leadership market. Updating this program of study is critical to the future success of the program. Two required courses have been added to the program of study, EDL625-supervision of instruction and EDL635-school finance. These courses are not new courses in the educational leadership department. They are currently required in the program of study for the K-12 School Leadership Master's Degree with principal certification. Individuals pursuing a degree in School Leadership must have a strong understanding of how to effectively supervise classroom instructional activities, as well as a clear understanding of how educational
institutions receive local, state and federal funding. The addition of these two courses will meet this requirement. The current M.Ed. in EDL-School Leadership included courses which focused on aspects of K-12 schooling which were not current in preparing leadership for today’s school setting and students (EDL 630, EDL650, EDL660). Educational Leadership-School Leadership students were required to enroll in these courses, whereby their experiences, skills, backgrounds, and knowledge were outdated and not always relevant in today’s leadership school leadership environment. The elimination of these courses, EDL 630, EDL 650, and EDL 660, allows for a shorter program, without sacrificing the quality and focus of the degree. Reducing the total number of credits to graduate meets students’ time-to-degree needs in terms of employment and professional goals.

This 30 hour Masters in Educational Leadership is a non-licensure option that can be taken entirely online regardless of where they reside – no restrictions due to state or national geographic boundaries. Courses can also be taken in combination with in-person or hybrid classes at NAU Extended Campus sites.

9. NCATE designation, if applicable: This plan in not NCATE Accredited
   □ Initial Plan □ Advanced Plan □ Remove Designation

10. Effective beginning FALL: Fall 2014
    See effective dates calendar.

11. Will this proposal impact other plans, sub plans, or course offerings, etc.? Yes □ No ☒
    If yes, describe the impact and include a letter of response from each impacted academic unit.

**Answer 12-13 for UCC/ECCC only:**

12. A major is differentiated from another major by required course commonality: 24 units of the required credit hours of a major must be unique, (i.e. not common or not dual use as a required element in another major), to that major. Does this plan have 24 units of unique required credit?
   Yes □ No □

13. Minor: A planned group of courses from one or more subject matter areas consisting of at least 18 hours and no more than 24 hours. At least 12 hours of the minor must be unique to that minor to differentiate it from other minors. Does this minor have 12 units of unique required credit?
   Yes □ No □

**Answer 14-15 for UGC only:**

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework?
   Yes ☒ No □
   If no, explain why this proposal should be approved.

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

<table>
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<td>Chair of college curriculum committee</td>
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### EXTENDED CAMPUSES

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FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 11/5/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Michael Schmaderunter Date
Department Chair/Unit Head (if appropriate)

Patty Hem Date 1/17/14
Chair of college curriculum committee

Dean of college Date 1/18/14

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
From: Stuart S Galland
Sent: Thursday, December 12, 2013 2:45 PM
To: Robert Horn; Pamela Jane Powell
Cc: Janet N Savery
Subject: Educational Leadership-School Leadership; M.Ed. proposal

Hi,

This message is to notify you that Educational Leadership is proposing to delete your courses as electives from their program of study.

Scott Galland
Curriculum Process Associate
Office of Curriculum, Learning Design, and Academic Assessment
928-523-1753
928-699-9147 (cell)
scott.galland@nau.edu
MASTER OF EDUCATION DEGREE IN EDUCATIONAL LEADERSHIP
Instructional Leadership K-12 Emphasis -- Program of Study

Please type or print legibly, secure your advisor’s signature. (Advisor will submit this form to the EDL department office in Mesa)

Student Name: ___________________________ Student EMPL ID#: ________________
(print) Student Signature: ___________________________ Date: ________________

Advisor Name: ___________________________ Advisor Signature: ___________________________
(print) Advisor Site: ___________________________ Advisor Phone: ___________________________ Date: ________________

FOUNDATIONS: (9 semester hours) Semester
[√ = completed]

| ( ) EDR 610 | Introduction to Research | 3 |
| ( ) EDF 630 or EDL 622 | Foundations of Ed. Law or Legal Aspects of Sch. Admin | 3 |
| ( ) | | 3 |

For the 1 Foundations elective above, select from the following: EDF 670, Philosophy of Education; EDF 671 History of American Education; EDF 677 Educational sociology EDL 623 Publicity and Politics of Education. (Or, with advisor and departmental approval, you may choose: other comparable foundations courses from outside Education but related to the student’s area of specialization.)

LEADERSHIP SKILL DEVELOPMENT: (12 semester hours) The courses below must be taken sequentially

| ( ) EDL 600 | Leadership Skills | 3 |
| ( ) EDL 625 | Supervision of Instruction | 3 |
| ( ) EDL 635 | School Finance | 3 |
| ( ) EDL 680 | Masters Seminar (culminating experience) | 3 |

SPECIALIZATION ELECTIVES: (9 semester hours)*
Three elective courses from the student’s area of specialization. The Education Specialization classes must be 600-level or higher NAU Education course unless you have prior written approval from the EDL department chair. Possible examples below:

| ( ) Credit hours toward Principal Certification* | ___________________________ | 9 |
*Principal Cert. Requires 15 hours to include: ELD623, ELD627, ELD662, ELD629 and ELD696 Or

| ( ) Credit hours toward National Board Certification | ___________________________ | 9 |
Or

| ( ) Credit hours toward Highly Qualified Teacher | ___________________________ | 9 |
Or

With advisor and departmental approval, you may choose other specialization courses from outside or inside Education but related to the student’s area of specialization.

| ( ) | ___________________________ | 9 |

Total Semester Hours 30

You must complete all requirements for your M.Ed. within a six-year period and apply for graduation the semester before you plan to graduate. If you miss three or more consecutive regular semesters, you may need to reapply for admission to the Graduate College and to the EDL department. Check Statement Below, if applicable

☐ This Program of Study dated __________ replaces and supersedes any previously-submitted EDL POS or emphasis.
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: SBS
2. Academic Unit: School of Communication
3. Academic Plan Name: Applied Communication; M.A. (APCOMMA)
4. Emphasis: Communication Studies (NEW)
   Documentary Studies (NEW)
5. Plan proposal: ☑ Plan Change
   ☑ New Emphasis
   ☐ Emphasis Change
   ☐ Emphasis Deletion
6. Current student learning outcomes of the plan. If structured as plan/emphasis, include for both core and emphasis.

The MA in Applied Communication at NAU will prepare students to complete the following:

- Learn and apply basic research methods in Communication scholarship.

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)

The MA in Applied Communication at NAU will prepare students to complete the following:

**CORE LEARNING OUTCOMES**
- Learn and apply basic research methods in
- Demonstrate ability to plan, conduct, and disseminate a research project in Communication.
- Understand, synthesize, and explain the historical development of Communication as an academic field of inquiry.
- Integrate and apply knowledge of communication theories to multiple contexts of human communication.
- Utilize communication constructs, theories and concepts to define, evaluate, and manage real-world problems, conflicts, and events.

- Develop skills in constructing and presenting messages to diverse audiences.

Communication scholarship.
- Demonstrate ability to plan, conduct, and disseminate a research project in human communication.
- Understand, synthesize, and explain the historical development of Communication as an academic field of inquiry.
- Integrate and apply knowledge of communication theories to multiple contexts of human communication.
- Utilize communication constructs, theories and concepts to define, evaluate, and manage real-world problems, conflicts, and events.

COMMUNICATION STUDIES EMPHASIS LEARNING OUTCOMES
- Demonstrate ability to plan, conduct, and disseminate a research project in human communication.
- Understand, synthesize, and explain major research methods in Communication Studies.
- Integrate and apply knowledge of communication theories to multiple contexts of human communication.
- Develop skills in constructing and presenting messages to diverse audiences.

DOCUMENTARY STUDIES EMPHASIS LEARNING OUTCOMES
- Engage a theoretical and historical understanding of documentary as rooted in the traditions of creative storytelling and social critique.
- Apply heightened skills of observation, critical thinking, and creativity to the stories of untold, under-reported, and under-represented issues and peoples; bring these stories to the public eye.
- Create and distribute a variety of documentary projects in different forms at an advanced level to diverse populations.
- Realize that production tools and techniques are a means to author a unique point of view shaped by the documentarian's philosophical sensibilities and ways of seeing the world.

Effective Fall 2013
Applied Communication; M.A.
In addition to University Requirements:
- Complete individual plan requirements.

<table>
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<tr>
<th>Minimum Units for Completion</th>
<th>36</th>
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<td>Additional Admission Requirements</td>
<td>Admission requirements over and above admission to NAU are required.</td>
</tr>
<tr>
<td>Research</td>
<td>Individualized research may be required by chosen emphasis or offered as an option.</td>
</tr>
<tr>
<td>Program of Study</td>
<td>View Program of Study</td>
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</tbody>
</table>

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
- 3 letters of recommendation
- Writing sample

Effective Fall 2013
- Personal statement or essay
- Resume or Curriculum Vitae

Master's Requirements
Take the following 36 units:
- COM 600, COM 601, and COM 698 (9 units)
- Select either the Thesis Option or the Project Option (27 Units)

Thesis Option
- Additional coursework selected with your advisor; this can include, with advisor approval, up to 9 units of coursework outside of Communication and Communication Studies and no more than 6 units of individualized studies as independent studies, directed readings, and research. (21 units)
- COM 699, be aware that you may end up taking more than the 6 units you can count toward your degree because you must enroll each fall and spring semester while you work on your thesis. You must enroll for at least 3 units the semester in which you will graduate, including summer, regardless of the number of units already taken. (6 units)

Project Option
- Additional coursework selected with your advisor; this can include, with advisor approval, up to 9 units of coursework outside of Communication and Communication Studies and no more than 6 units of individualized studies as independent studies, directed readings, and research. (24 units)
- COM 690 (3 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.

- Writing sample
- Personal statement or essay
- Resume or Curriculum Vitae

Master's Requirements
Take the following 36 units:

Core requirements (15 units):
- COM 600, COM 601, (COM 603 or COM 604) and COM 698 (9 12 units)
- Elective course selected in consultation with your advisor (3 units)

Emphasis Requirements (select one):
Communication Studies Emphasis (21 units)
- Select either the Thesis Option or the Project Option (27 Units)

Thesis Option
- COM 699 (6 units)

Be aware that you may end up taking more than the 6 units you can count toward your degree because you must enroll each fall and spring semester while you work on your thesis. You must enroll for at least 3 units the semester in which you will graduate, including summer, regardless of the number of units already taken. (6 units)

Project Option
- COM 690 (3 units)
- Additional coursework selected with your advisor; this can include, with advisor approval, up to 9 units of coursework outside of Communication and Communication Studies and no more than 6 units of individualized studies as independent studies, directed readings, and research. (24-18 units)

Documentary Studies Emphasis (21 units)

Effective Fall 2013
• COM 535 (3 units)
• COM 550 (3 units)
• COM 605 (3 units)
• Select either the Thesis or Project Option

Thesis option
• COM 699 (6 units)
  Write a traditional MA thesis on a documentary studies topic. Be aware that you may end up taking more than the 6 units of COM 699 you can count toward your degree because you must enroll for COM 699 each fall and spring semester while you work on your thesis. You must enroll for at least 3 units of COM 699 in the semester in which you will graduate, including summer, regardless of the number of units already taken.

• Additional coursework chosen in consultation with a graduate faculty advisor. Select elective courses from any graduate program at NAU that will help provide you the research tools, specialization, knowledge, and intercultural understanding for documentary work. Such disciplines could include: anthropology, communication, environmental science, ethnic studies, gender and women’s studies, sociology, among others. (6 units)

Project option
• COM 690 (3 units)
  In consultation with a graduate faculty advisor, prepare field research and a detailed project proposal in the semester previous to your project covering a semester-long documentary field project—this may be done through writing, audio, oral history, photography, digital film, exhibit, or multimedia.

• Additional coursework chosen in consultation with a graduate faculty advisor. Select elective courses from any graduate program at NAU that will help provide you the research tools,
specialization, knowledge, and intercultural understanding for documentary work. Such disciplines could include: anthropology, communication, environmental science, ethnic studies, gender and women’s studies, sociology, among others. (9 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.

8. Justification for proposal:
The School of Communication has added a number of faculty members since the MA in Applied Communication degree was implemented in Fall 2004 with expertise in documentary studies. The School has already added undergraduate courses in Documentary Studies and Electronic Storytelling and it now has appropriate faculty members to deliver a graduate emphasis in this area.

The changing landscape of media and journalism require individuals with documentary and electronic storytelling expertise. Media convergence has eliminated discrete categories of training and expertise once common in the industry.

The new Documentary emphasis will be of interest to many media professionals seeking professional development as well as documentarians who required additional training and instruction. In addition, there are no current documentary programs in the Southwest, creating a void in a geographic area highly attractive to students and professional interested in documentary production.

The Communication Studies emphasis will continue to provide a generalist program for working professionals who are interested in developing skills in message design, audience analysis, and effective communication. We believe the core courses in this degree will provide students with appropriate theoretical and disciplinary knowledge and that each emphasis will be able to attract more students by offering a greater range of options.

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


   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 Effective Fall 2013
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

Reviewed by Curriculum Process Associate

Approvals:

Department Chair/Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For Committee use only:

UCC/UGC Approval

Approved as submitted:

Yes □  No □

Effective Fall 2013
Answer 14-15 for UGC only:

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework? Yes ☐ No ☐

If no, explain why this proposal should be approved.

15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework? Yes ☐ No ☐

If no, explain why this proposal should be approved.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 10/31/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Department Chair/Unit Head (if appropriate) 11/25/13

Chair of college curriculum committee 11/25/13

Dean of college Date

For Committee use only:

UCC/UGC Approval Date

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head Date

Effective Fall 2013
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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
## Northern Arizona University
Master of Arts; Communication
Communication Studies Emphasis
Program of Study Form

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Northern Arizona University
Master of Arts; Communication
Documentary Studies Emphasis
Program of Study Form

Name_________________________ Student ID Number____________________
Catalog Year:____________________  Est. Graduation Date___________________

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<tr>
<td></td>
<td>COM605</td>
<td>Introduction to Documentary Issues, Theories, and Methods</td>
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Certification Signatures

_________________________  _______________________
Date  Student

_________________________  _______________________
Certification Signatures  Chair, Advisory Committee
Please attach proposed Syllabus in approved university format.

1. Course subject and number: **COM 535**
   See upper and lower division undergraduate course definitions.

2. Units: **3**

3. College: **SBS**

4. Academic Unit: **Communication**

5. Student Learning Outcomes of the new course. **(Resources & Examples for Developing Course Learning Outcomes)**
   a) Gain knowledge and understanding of the practical needs to produce documentary work.
   b) Record and edit audio stories using audio equipment.
   c) Edit using Final Cut Pro.
   d) Create a photo essay using a DSLR.
   e) Shoot and edit a short documentary film using a DSLR.
   f) Shape stories through the edit.

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 graduate level course offers students basic hands-on production work revolving around three projects, one focused on audio, the next on photography, and the third on filmmaking. This is the foundation production course for students in the Documentary emphasis of the MA in Communication degree, providing them the tools they need to do documentary work.

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

8. Long course title: **DOCUMENTARY SKILLS AND STORYTELLING PRACTICUM**
   (max 100 characters including spaces)

9. Short course title: **DOC SKILLS PRACTICUM**
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
    In this documentary production crash course students will learn to tell stories in three different mediums: audio, photography, and digital filmmaking. They will produce three professional level documentary stories over the course of the semester, one in each format. Course fee required.

Effective Fall 2012
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? __________________________
   16b. If yes, may course be repeated for additional units in the same term?
   Yes ☐ No ☐

18. Prerequisites: none
   If prerequisites, include the rationale for the prerequisites.

19. Co requisites: __________________________
   If co requisites, include the rationale for the co requisites.

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

21. Names of the current faculty qualified to teach this course: Mark Neumann, Laura Camden,
     Kurt Lancaster

Effective Fall 2012
Answer 22-23 for UCC/ECCC only:

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

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

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland  1/7/2014
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:

UCC/UGC Approval  Date

Approved as submitted:  Yes ☐  No ☐

Approved as modified:  Yes ☐  No ☐

EXTENDED CAMPUS

Reviewed by Curriculum Process Associate  Date

Approvals:

Academic Unit Head  Date

Effective Fall 2012
Answer 22-23 for UCC/ECCC only:

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

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

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland  11/4/2013
Reviewed by Curriculum Process Associate
Date

Approvals:

Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee

Dean of college

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:

Effective Fall 2012
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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>
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<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
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Approved as submitted: Yes [ ] No [ ]
Approved as modified: Yes [ ] No [ ]
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Approved as submitted: [ ] Yes [ ] No

Approved as modified: [ ] Yes [ ] No

Effective Fall 2012
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

COM 535 DOCUMENTARY SKILLS AND STORYTELLING PRACTICUM

Semesters offered: Fall and Spring (1st offered Fall 2014)
F 9-12 noon, 3 credit hours
Instructor: Dr. Mark Neumann, Laura Camden, Dr. Kurt Lancaster (each instructor will teach a 1 credit unit)
Office: 367 School of Communication, Bldg. 16
Office Hours: M, T, W 10-12.

COURSE PREREQUISITES:
None.

COURSE DESCRIPTION:
In this documentary production crash course students will learn to tell stories in three different mediums: audio, photography, and digital filmmaking. They will produce three professional level documentary stories over the course of the semester, one in each format.
Course fee required.

STUDENT EXPECTATIONS/OUTCOMES
Students taking this course will:

a) Gain knowledge and understanding of the practical needs to produce documentary work.
b) Record and edit audio stories using audio equipment.
c) Edit using Final Cut Pro.
d) Create a photo essay using a DSLR.
e) Shoot and edit a short documentary film using a DSLR.
f) Shape stories through the edit.

COURSE OUTLINE
1. Introduction
2. Documentary audio project
3. Documentary photo project
4. Documentary film project
5. Conclusion

COURSE STRUCTURE
I. Introduction (Week 1)
Professors and students get together and introduce the course and the foundation of how to tell compelling stories.

II. Documentary audio production project (Weeks 2-5)
This four week section of the course will cover how to use audio equipment and tell a compelling documentary story.

Learning Module 1
Create an audio journey using natural sound and voices
Using an audio recorder (Tascam DR-40 or Zoom H4), record 5-7 different natural sound elements,

Effective Fall 2012
including at least two interviews, taking the listener on an audio journey—move the microphone farther and closer to the source of the audio to create and decrease “presence.” Record room tone.


2. Read Tolan, Sandy. “The Voice and the Place” (PDF on Bb Learn).


4. Resources

   STORY EXAMPLES
   http://realityradiobook.org/hearing-the-documentaries

   ON INTERVIEWING
   Joe Berkowitz, “The Art of the Interview: Dick Cavett: How to elevate Q & A”:
   http://www.fastcocreate.com/1682030/the-art-of-the-interview-dick-cavett-on-how-to-elevate-a-qa


   RECORDING
   Jeff Towne, “iPhone PCM Recorder” http://transom.org/?p=37801
   “Microphone Pickup Patterns” http://youtu.be/g7lSdq_vM

   EDITING
   Ben Shapiro, “Join the A/V Club: Storytelling with Images and Sound”
   http://transom.org/?p=1897
   Larry Massett, “Edit: Send it to the basement” http://transom.org/?p=39058

5. Tutorial on Zoom H4n: https://vimeo.com/35074774 or Tascam DR-40
   http://www.youtube.com/watch?v=1btDYRS0M-8 (depending on which device you checked out).
   Walk through the steps with your audio recorder as you follow along.

   Note: Use your audio recordings as you follow along in the tutorial

7. Edit it together into a seamless sequence that is no more than 90 seconds long, providing your audience an experience with a beginning, middle, and end—fade from silence at the beginning and fade to silence at the end.

8. Export it and upload to Vimeo and post the link on Bb Learn

Assessment of project: Write a self-assessment summarizing what you have learned from Module 1
(cite readings, audio pieces, class discussion, discussion posts, etc, as needed. Assessment of the project will include your self-assessment, as well as this technical assessment:

   a. Audio clear throughout with little to no microphone handling noise (Yes/No)

Effective Fall 2012
b. Five to seven different audio elements (Yes/No)
c. Room tone/ambient audio used throughout so there are no dead silent moments of audio (Yes/No)
d. Audience taken on an interesting or compelling audio journey (Yes/No)

Grade
A = Engages thoughtful answers with depth and detail that engages and cites the readings, class discussions, lectures, and/or audio projects; the audio journey is creative, telling an imaginative story.
B = Attempts to engage thoughtful answers with some depth and detail that cites class discussions, lectures, and/or audio projects, as needed; the audio journey is somewhat creative, beginning to tell an imaginative story.
C = Fails to cite any class discussions, lectures, and/or audio projects, as needed; the audio journey is not really compelling and doesn’t really tell story; it’s substandard graduate level work.

III. Documentary photography project (Weeks 6-9)
Students spend four weeks shooting a photo essay of a documentary subject. They will receive an overview of how to use a DSLR and tell a visual story with it.

Learning outcome
Create a still photographic essay using a DSLR camera. The essay can be a character-centered documentary or a project addressing a social issue. Using Life magazine’s formula for visual variety each essay will contain visual consistency. Regardless of subject matter, the photos should interact with one another and form an eye-catching, compelling picture story. Mood, perspective, shot selection, theme or camera techniques are all basics covered in this project.

Reading
4. Frank, Robert. The Americans (Scalo, 1998)
6. Any and all the books of American documentary photographer Eugene Richards. These books include Dorchester Days; The Fat Baby; The Knife and Gun Club; Cocaine True, Cocaine Blue; and Americans We.
7. Any and all the works of W. Eugene Smith, the inventor of the modern photo essay. Essays include: Spanish village, Country Doctor, Nurse Midwife, Pittsburg, Minamata to name a few.
8. Any and all works by Farm Security Administration photographers Arthur Rothstein, Theo Jung, Ben Shahn, Walker Evans, Dorothea Lange, Carl Mydans, Russell Lee, Marion Post Wolcott, Jack Delano, John Vachon, and John Collier.

Viewing
- http://www.magnumphotos.com
- http://www.viaphoto.com/
- http://www.worldpressphoto.org/
- http://www.aevumphoto.com/
- http://venephto.wordpress.com/

Effective Fall 2012
• http://www.nytimes.com/packages/html/nyregion/1-in-8-million/

Module outline
1. Research and write project proposal
2. Prepare shoot schedule and timeline
3. Shoot essay
4. Edit images
5. Continue to shoot and final edit
6. Final presentation

Project assessment
Write a self-assessment summarizing what you have learned from Module 2 (cite readings, photography, class discussion, as needed). Assessment of the project will include your self-assessment, as well as this technical assessment:

Grade
A = Engages thoughtful answers with depth and detail that engages and cites the readings, class discussions, lectures, and/or photography, as needed; the project is compelling, reaching a professional level status.
B = Attempts to engage thoughtful answers with some depth and detail that cites class discussions, lectures, and/or photography, as needed; the project tells a good story, but it is not fully realized.
C = Fails to cite any class discussions, lectures, and/or films, as needed; the project isn’t really compelling nor delivered in a compelling way; not graduate level work.

IV. Documentary Digital Filmmaking Project (Weeks 10-14)
Learning Module 3 Create a short documentary film project

Learning outcome
Create a short character-centered documentary containing elements of interviews, compelling action footage (b-roll), camera movement, a strong sound design (with natural sounds and ambient room tone, and the use of music during proper storytelling moments), and rhythm and pacing in the edit. It will contain the basics of proper focus, exposure, color balance, and strong audio signal in all interview dialogue.

Reading

Module outline
1. Write a project proposal
2. Turning interviews into a script
3. Shoot project
5. Edit and screen rough cut
6. Final Cut

Project assessment for documentary

Effective Fall 2012
Write a self-assessment summarizing what you have learned form Module 1 (cite readings, audio pieces, class discussion, films, as needed). Assessment of the project will include your self-assessment, as well as this technical assessment:

**Basic technical skills**

a. Focus clear in nearly every shot (Yes/No)
b. Exposure (ISO and f-stop) not over or under exposed in nearly every shot (Yes/No)
c. Color balance accurate in nearly every shot (Yes/No)
d. Composition using rule of thirds in most shots (Yes/No)
e. Audio recording clear and strong in all shots with dialogue (Yes/No)
f. Ambient audio throughout (room tone)—no dead drops of sound in every shot (Yes/No)
g. Basic editing elements of clean cuts, fade from black, fade to black for the beginning and end of the film (Yes/No)
h. Titles and credits (Yes/No)
i. Camera in control in all of the shots—no wild shots/zooms/change in exposure in every shot (Yes/No)
j. Sequence feels seamless in its edit (Yes/No)
k. Overlapping dialogue (interview audio beneath visuals) in relevant shots (Yes/No)
l. Cohesive color correction for each scenes (Yes/No)

**Interview, lighting, and audio technical skills**

m. In the interview, key light is placed three quarters front (Yes/No)
n. In the interview, key light is soft light quality (Yes/No)
o. In the interview, fill light helps fill in shadows (Yes/No)
p. In the interview, back light (hair light) is hard and placed high, separating the subject’s head from the background. (Yes/No)
q. In the interview, background light provides a sense of cinematic depth (Yes/No)
r. In the interview, one side of the face is darker than the other (lighting is not straight-on causing a flat image) (Yes/No)
s. In the interview, subject is shot against receding lines (no flat walls) (Yes/No)
t. In the interview, audio clear with a strong microphone presence (Yes/No)

**Camera work, editing for storytelling rhythm**

u. There are moments of compelling camera movement tied to story change (push-in, pull-out, and tracking/slider shot) (Yes/No)
v. There are a variety of camera angles and shot sizes (3 over 1 rule) that cinematically tells the story visually (Yes/No)
w. The film has a certain look shaped by color grading (Yes/No)
x. There is a compelling sound design tied to story change (Yes/No)
y. The edit engages rhythm and pacing as related to story change (Yes/No)

**Overall**

z. The film grabs your attention and pulls you all the way through it (Yes/No)

**Grade**

A = Engages thoughtful answers with depth and detail that engages and cites the readings, class discussions, lectures, and/or films, as needed; the project is compelling, reaching a professional level status.

B = Attempts to engage thoughtful answers with some depth and detail that cites class discussions, lectures, and/or films, as needed; the project tells a good story, but it is not fully realized.

C = Fails to cite any class discussions, lectures, and/or films, as needed; the project isn't really compelling nor delivered in a compelling way; not graduate level work.

**V. Conclusion (Week 16)**

Effective Fall 2012
Finalize any projects.

Assessment of Learning Outcomes:

**Class participation** (weeks 1-15)
Readings, class discussions, presentations of work in progress (audio clips, photography, film clips) leadership, professionalism, and punctuality - 25% of grade.

**Three Production Projects** (weeks 2-15)
Audio story, photo essay, digital film – 75% of grade (25 points each). Students will be asked to redo projects until they’ve attained technical and storytelling proficiency

Points for each graded section
- 23-25 points = A
- 20-22 points = B
- 18-19 points = C
- 15-17 points = D
- Below 15 points = F

Any grade below a B will be considered an incomplete and the student must redo the project until they’ve engaged technical mastery of equipment and told a compelling story.

Grading system for final grades
The final grade for the course will be determined according to the following scale:
- 90-100 points = A
- 80-89 points = B
- 70-79 points = C
- 60-69 points = D
- Below 60 points = F

**COURSE POLICIES**
Retests/makeup tests/missed deadlines
All work must be submitted on time. Work that is not submitted on time will not be accepted.

Attendance
As a graduate level class it is expected that students are engaged and responsible for their own affairs.

Plagiarism and Academic Dishonesty:
You must do original work. For music in multimedia pieces, be sure to either pay for the license or engage in Creative Commons work.

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

Effective Fall 2012
You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://home.nau.edu/diversity/. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

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

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

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

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

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

Effective Fall 2012
Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.

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

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

SENSITIVE COURSE MATERIALS
If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

"University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”

Effective Fall 2012
Please attach proposed Syllabus in approved university format.

1. Course subject and number: **COM 550**  
   See upper and lower division undergraduate course definitions.

2. Units: 3

3. College: **SBS**
4. Academic Unit: **Communication**

5. Student Learning Outcomes of the new course. *(Resources & Examples for Developing Course Learning Outcomes)*
   
   a) Engage in advanced production techniques and practices to professional level documentary work.
   
   b) Conduct advanced level research and apply that research to professionally written project proposals.
   
   c) Discover opportunities for funding documentary projects.
   
   d) Apply research and theoretical concepts to documentary production practices.
   
   e) Explore and use archival resources, as needed, for documentary production.
   
   f) Create a transformative project that engages social change, realizing that the documentarian stands in as a witness.

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 graduate level course offers students advanced hands-on production work revolving around a specific research project worked on together as a class. Students collectively research the issue and apply the research to a documentary project. It places the students in the field where they engage practical application of research and theory in the creation of documentary projects. This type of course combines the “studies” aspect of documentary with the practical production side, making it unique in the curriculum and providing a foundation to provide student the confidence needed to eventually work on their final Master's project.

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

   See effective dates calendar.

8. Long course title: **DOCUMENTARY RESEARCH PRACTICUM**

   (max. 100 characters including spaces)

9. Short course title: **DOC RESEARCH PRACTICUM**

   (max. 30 characters including spaces)

   Effective Fall 2012
10. Catalog course description (max. 60 words, excluding requisites):
Graduate students work with the course professor in researching, proposing, and creating a
professional documentary project. May be repeated for up to 9 units of credit. Course fee
required.

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?  9  
   16b. If yes, may course be repeated for additional units in the same term?  Yes ☐  No ☒

18. Prerequisites:  COM 535 or instructor consent.
   If prerequisites, include the rationale for the prerequisites.

Because it engages in advanced level production techniques, students need to receive
foundations offered in COM 535. They may waive this pre-req by instructor consent (for
students with strong production skills).

19. Co requisites:  
   If co requisites, include the rationale for the co requisites.

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

Effective Fall 2012
21. Names of the current faculty qualified to teach this course: Laura Camden, Kurt Lancaster, Mark Neumann, Peter Friederici

**Answer 22-23 for UCC/ECCC only:**

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

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

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**FLAGSTAFF MOUNTAIN CAMPUS**

<table>
<thead>
<tr>
<th>Scott Galland</th>
<th>1/7/2014</th>
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**Approvals:**

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**For Committee use only:**

UCC/UGC Approval | 1/5/14 |
|-----------------|-------|

Approved as submitted: Yes □ No □
Approved as modified: Yes □ No □

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**EXTENDED CAMPUSSES**

Reviewed by Curriculum Process Associate | Date |

Effective Fall 2012
23. Is this course being proposed for Diversity designation? Yes □ No □
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 11/8/2013
Reviewed by Curriculum Process Associate Date

Approvals:

[Signature] 11/25
Department Chair/Unit Head (if appropriate) Date

[Signature] 11/25/13
Chair of college curriculum committee Date

[Signature] 11/25/13
Dean of college Date

For Committee use only:

UCC/UGC Approval Date

Approved as submitted: Yes □ No □
Approved as modified: Yes □ No □

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head Date

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

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Approved as submitted: [ ] Yes [ ] No

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Approved as submitted:  
Yes ☐  No ☐

Approved as modified:  
Yes ☐  No ☐

Effective Fall 2012
Semesters offered: Fall and Spring (1st offered Fall 2014)
F 9-12 noon, 3 credit hours
Instructor: Dr. Kurt Lancaster
Office: 367 School of Communication, Bldg. 16
Office Hours: M, T W 10-12.

Course Prerequisites:
COM 535 or instructor permission.

Course Description:
This course is a production seminar involving research. Students will engage in advanced research methodologies and apply advanced documentary techniques to a project. First, by researching a particular issue or theme students will produce and budget a project, then they will engage in production work, leading to the creation of a digital film, photo essay, audio, or literary journalism that will be published on website or other digital media platform (such as an iPad app). Course fee required.

Student Expectations/Outcomes:
Students taking this course will:
a) Engage in advanced production techniques and practices to professional level documentary work.
b) Conduct advanced level research and apply that research to professionally written project proposals.
c) Discover opportunities for funding documentary projects.
d) Apply research and theoretical concepts to documentary production practices.
e) Explore and use archival resources, as needed, for documentary production.
f) Create a transformative project that engages social change, realizing that the documentarian stands in as a witness.

Texts

Course Outline
I. Introduction
II. Documentary Research and Production Planning
III. Documentary Production
IV. Documentary Postproduction and Exhibition

Course structure:
I. Introduction (Weeks 1-2)
The initial week of this course will be devoted to discussing the purpose of documentary storytelling as a potential for social change when standing in as a witness.

Effective Fall 2012
II. Documentary Research and Preproduction Planning (Weeks 2-5)
This section of the course will consider how to conduct field research, researching archives, interviewing subjects, writing a professional proposal, and engaging in preproduction planning, including project pitches.


Turn in preproduction research and proposal.

III. Documentary Production (Weeks 6-10)
After projects have been pitched and approved, students will start their documentary field production work. Students spend the middle of the semester in the field, producing their work. Teammates and the professor will go regularly in the field producing their work. Students will provide production updates on a weekly basis. Class time will be spent screening dailies, showing photographs, sharing writing, and/or presenting field audio recordings, as well as discussing production problems and overcoming issues.


IV. Documentary Postproduction and Exhibition (Weeks 11-16)
The final section of the course entails editing documentary project. Class time will be spent looking at rough drafts of projects, receiving criticism, and polishing the work.

Assessment of Learning Outcomes:

*Class participation* (weeks 1-15) Readings, class discussions, presentations, leadership, professionalism, punctuality - 25% of grade.

*Research and Production Projects* (weeks 2-5) Book research, field interview notes, proposals, all preproduction elements - 25% of grade.

*Field Production weekly production reports* (weeks 6-10) Field work evidenced in weekly screening of dailies, presentation of writing drafts, audio pieces, field notes, etc. These are written reports presented orally to the class on a weekly basis - 25% of grade.

*Documentary Postproduction and exhibition* (weeks 11-16) Postproduction and polishing of drafts evidenced as weekly update reports to the class - 25% of grade.

**Points for each graded section**
- 23-25 points = A
- 20-22 points = B
- 18-19 points = C
- 15-17 points = D
- Below 15 points = F

**Grading system for final grades**
The final grade for the course will be determined according to the following scale:
- 90-100 points = A

Effective Fall 2012
80-89 points = B
70-79 points = C
60-69 points = D
Below 60 points = F

COURSE POLICIES
Retests/make up tests/missed deadlines
All work must be submitted on time. Work that is not submitted on time will not be accepted.

Attendance
As a graduate level class it is expected that students are engaged and responsible for their own affairs.

Plagiarism and Academic Dishonesty:
You must do original work. For music in multimedia pieces, be sure to either pay for the license or engage in Creative Commons work.

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

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

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

Effective Fall 2012
related activities.

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

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

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

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

SENSITIVE COURSE MATERIALS
If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

Effective Fall 2012
"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."
Please attach proposed Syllabus in approved university format.

1. Course subject and number: **COM 603**  
2. Units: 3  
See upper and lower division undergraduate course definitions.

3. College: **SBS**  
4. Academic Unit: **Communication**

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

a) Gain knowledge and understanding of the foundations, practices, and transforming nature of qualitative research.

b) Examine the various techniques and approaches of qualitative research.

c) Gain practical experience in conducting qualitative research through a course project.

d) Consider the possibilities and limitations associated with qualitative inquiry.

e) Gain familiarity with critiques of qualitative and ethnographic work in order to inform their own practices of qualitative inquiry.

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 new course is a core class for the Documentary Studies emphasis of the MA in Communication. It also offers all students in the MA program an alternative elective to the existing methods course currently in curriculum. For those students pursuing the Documentary Studies emphasis, it provides a course that is more closely aligned with doing documentary work. Other graduate level qualitative courses at NAU are disciplinary specific and tend to require prerequisites in those disciplines. Our course is aimed at developing skills for students working in the Documentary Studies emphasis. The work done in this course will often serve as a pilot that is developed into larger thesis work and MA projects geared toward completing the degree. Communication is not strictly defined discipline; rather it is interdisciplinary in nature. Similarly, approaches to Documentary Studies is interdisciplinary and draws from multiple disciplinary approaches.

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

8. Long course title: **QUALITATIVE RESEARCH METHODS**  
(max 100 characters including spaces)

Effective Fall 2012
9. Short course title: QUALITATIVE RESEARCH METHODS
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
Graduate level class in qualitative research methods, focusing on contemporary problems and practices of participant observation, interviewing and ethnographic inquiry, and developing background and skills to conduct qualitative research.

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?
   16b. If yes, may course be repeated for additional units in the same term?

18. Prerequisites: none
   If prerequisites, include the rationale for the prerequisites.

19. Co requisites:
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?
   Yes ☐ No ☑

Effective Fall 2012
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: Mark Neumann, Richard Rogers, Janna Jones

**Answer 22-23 for UCC/ECCC only:**

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

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

**FLAGSTAFF MOUNTAIN CAMPUS**

Scott Galland 1/7/2014  
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:

UCC/UGC Approval  
Date

Approved as submitted:  
Yes ☐  No ☐

Approved as modified:  
Yes ☐  No ☐

**EXTENDED CAMPUSSES**

Effective Fall 2012
Answer 22-23 for UCC/ECCC only:

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

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

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland  11/4/2013  
Reviewed by Curriculum Process Associate Date

Approvals:

Department Chair/Unit Head (if appropriate)  11/25/13  
Date

Chair of college curriculum committee  11/25/13  
Date

Dean of college  Date

For Committee use only:

UCC/UGC Approval Date

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head Date

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Approved as submitted: Yes □ No □

Approved as modified: Yes □ No □

Effective Fall 2012
Semesters offered: Spring only
T 4-6:30pm, 3 credit hours
Instructor: Dr. Mark Neumann
Office: 373 School of Communication, Bldg. 16
Office Hours: T/Th 11am-12pm

Course Prerequisites:
None

Course Description:
This is a course in qualitative research methods. It focuses on contemporary problems and practices of participant observation, interviewing and ethnographic inquiry, and aims toward developing our ability to conduct qualitative research. We'll work toward improving our writing and thinking about qualitative inquiry from two directions:
1. Through an examination of critical, theoretical and concrete interpretive works, we will look at the ways experienced writers approach their research and outline issues that currently confront them and us.
2. Through practice--hands-on experiential immersion in a fieldwork project and classroom critique sessions--we will work to develop techniques and skills in the interpretation of social and cultural life.

Student Expectations/Outcomes:
Students taking this course will:
a) Gain knowledge and understanding of the foundations, practices, and transforming nature of qualitative research.
b) Examine the various techniques and approaches of qualitative research.
c) Gain practical experience in conducting qualitative research through a course project.
d) Consider the possibilities and limitations associated with qualitative inquiry.
e) Gain familiarity with critiques of qualitative and ethnographic work in order to inform their own practices of qualitative inquiry.

Course Outline:
I. Introduction to course
The initial week of this course will be devoted to discussing the general nature of qualitative research. In addition, we will discuss the outline of the course, and how to develop research projects to be carried out during the semester.

II. Theoretical Traditions and Qualitative Research Questions, and Partial Truths
Read: Lindlof and Taylor, Chaps. 1-4, James Clifford, "Introduction: Partial Truths" (Bb Learn);
Kirsten Hastrup, "Writing Ethnography: State of the Art" (Bb Learn)

Effective Fall 2012
III. Participating, Observing, and Recording Social Life
Read: Lindlof and Taylor, Chapt. 5 and 7; Emerson, Frets and Shaw, Chapt. 1-3; Horowitz pp. 1-75

IV. On Looking, Listening and Writing
This section of the course asks you to implement some of the skills of observation, writing, and interpretation that we've been reading and discussing in the previous sections.

Report #1 "The Spirit of a Place" This assignment emphasizes building an interpretation from looking and listening. Your goal is to write an interpretation of a lifestyle as revealed in a public place. The place might be a tourist attraction, a bar, a church, a department store, a bus station, an airport, etc., but it should be a symbolic site for a particular style of life. You should spend some time at the site, listening, looking and talking to people. Observe the varied ways the people symbolize themselves or, to say it another way, the ways they dramatize their identities in that place. Pay attention to mannerisms, clothing, and other telling details. Record snippets of conversation to use as dialogue. Write a report (3-5 pages) about the spirit of the place as reflected in the ways people interact with it.

Reading: Horowitz, pp. 93-112, 139-158, 185-240; Joan Didion, “Getting the Vegas Willies” (Bb Learn); and Tom Wolfe, “Las Vegas (What?). Last Vegas (Can’t Hear You! Too Noisy). Las Vegas!!!” (Bb Learn); and Pico Iyer, “Where World Collide” (Bb Learn).

V. In-Class Reading/Discussion of “Spirit of A Place” Reports.
We will share portions of the “Spirit of A Place” exercise and discuss writing, observing and listening strategies.

Research project proposals due: 2 page proposal for your semester research project submitted, which includes the following: 1) A brief discussion of your subject and why you want to study it; 2) What are your research questions? (What are you trying to find out?); 3) What you plan to do to carry out this project?

VI. Interviewing, Life Stories and Self Reports
Read: Lindlof and Taylor, Chapt. 6; Lawrence Watson and Maria-Barbara Watson-Franke, "The Life History as A Subjective Document,” and “The Subjective World of a Life History” (Bb Learn).

VII. Storied Community, Identity and The Inward Gaze
Read: Emerson, Fretz and Shaw, Chapt. 4 and 5; Barbara Myerhoff, Number Our Days

Report #2 Interview: Conduct an interview with a person related to your project and submit a 3 page report that organizes the interview material as a thematic document.

VIII. The Body As Instrument: Recovering The Senses in Participant Observation
Read: Paul Stoller, "The Taste of Ethnographic Things" and "Eye, Mind, and Word in Anthropology;" Michael Jackson, "Knowledge of the Body;" Diane Ackerman, selections from A Natural History of the Senses. (all Readings On Bb Learn)

Effective Fall 2012
IX. Interpretation, Sense-Making and Analysis
Read: Lindlof and Taylor, Chapt. 8; Emerson, Fretz and Shaw, Chapts. 6 and 7

Project Progress Reports and sample excerpt due: Submit a 2 page progress report on the status of your project and a 3 page sample of your work at this point in the semester.

X. Critiquing Ethnography/Ethnography as Critique
James Clifford, “The Pure Products Go Crazy” and “Traveling Cultures;” Mary Louise Pratt, “The Arts of the Contact Zone;” and Stephen Tyler, “Postmodern Ethnography from Document of the Occult to Occult Document” (all on Bb Learn).

XI: Research Presentations
The final two class meetings in the course will be devoted to presentations of your semester research project. These presentations will allow each student 15-20 minutes to present and discuss their qualitative work with the rest of the class.

Textbook and Required Materials:
Robert M. Emerson, Rachel I. Frets, and Linda L. Shaw, Writing Ethnographic Fieldnotes; Thomas Lindlof and Bryan C. Taylor, Qualitative Communication Research Methods; Alexandra Horowitz, On Looking: Eleven Walks with Expert Eyes; Barbara Myerhoff, Number Our Days

In addition to these books, there will be additional readings available through Bb Learn.

Assessment of Learning Outcomes:

WRITING EXERCISE REPORTS: Each student will complete 2 reports that focus on interpretive writing skills. These reports are based in observation and interviewing skills conducted while doing field work. Each report accounts for 15 percent of the final grade in the course.

PROJECT PROPOSAL AND PROGRESS REPORT: Each student will complete a project proposal and supply one progress report for a semester research project based in the practices of qualitative research. The proposal is worth 15 percent and the progress report is worth 10 percent toward the final grade in the course.

RESEARCH PROJECT: Each student will engage in a semester long research project based in the practices of qualitative inquiry. These projects will allow students an opportunity to engage in the formulation of a research plan, conduct participant-observation fieldwork, interviewing, and the gathering of materials that aim toward a final interpretive report. The goal of this assignment is to produce a research paper that exhibits the qualities of a small ethnographic project. Students will present their work to the rest of the class at the end of the semester and submit their written project. The project and presentation are worth 45 percent of the final grade in the course.

COURSE POLICIES

Submitting work

Effective Fall 2012
All work must be submitted on time. The due dates for each report, proposal, and progress report will be announced in advance. The final written projects are due on the date scheduled for the final exam. Research project presentations will take place during the last two class meetings of the semester.

Participation and Discussion:
Students engaged in a university education are responsible for their own affairs. You will need to come to class regularly in order to benefit from lecture material and participate in class discussions. If you do not attend class regularly, it is unlikely you will pass this class. You will NOT receive points for attending and participating in class. This is just something you should do for your own benefit and to contribute to the diversity of viewpoints in a classroom setting.

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Effective Fall 2012
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SENSITIVE COURSE MATERIALS

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

"University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty."

Effective Fall 2012
Please attach proposed Syllabus in approved university format.

1. Course subject and number:  **COM 604**  
   
   **See upper and lower division undergraduate course definitions.**

2. Units: 3

3. College:  **SBS**  
   
   4. Academic Unit:  **Communication**

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

   Students will learn the purpose, application and process of quantitative research methods. Specifically: (1) Students will be able to explain the circumstances in which quantitative methods are used. (2) Students will be able to generate research questions and hypotheses based on an analysis of the research literature. (3) Students will be able to generate a quantitative survey that is both valid and reliable. (4) Students will be able to identify what statistic to run given the research questions or hypotheses. (5) Students will be able to write up a clear and coherent literature review that both summarizes the literature and creates an argument for the need for the student’s proposed study. (6) Students will demonstrate an understanding of APA formatting.

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)*

   We believe that students in the MA program in Communication should have more training in the use of quantitative methods with a tailored focus on communication research to support their research and professional development. In the past one class (COM601) combined the history and status of the Communication discipline with individual modules on qualitative and quantitative methods. We are modifying COM 601 and creating two specific methods courses that will be offered in alternate years. This will give students the option of studying at least one methods course for a full semester (with the option of taking both courses as part of the degree program). This will allow our program to broaden the research opportunities for our students and provide a more competitive graduate program for potential students.

   In addition, we need a course that be taught online a regular basis because of the nature of our degree. We want a quantitative methods course with communication topics/examples because many of our students will be using this course as a way to pilot a potential thesis topic and since many of our students do not have significant coursework in communication theory, this is a way to give them the tools to prepare an appropriate MA thesis using a quantitative approach. Finally, we have many students interested in a quantitative approach to research and need to have a regular course in our degree to help those students prepare for their thesis or project research.

   Effective Fall 2012
7. Effective **BEGINNING** of what term and year? **Fall 2014**
   See effective dates calendar.

8. Long course title: **QUANTITATIVE RESEARCH METHODS IN COMMUNICATION**
   *(max 100 characters including spaces)*

9. Short course title: **QUANTITATIVE METHODS IN COM**
   *(max. 30 characters including spaces)*

10. Catalog course description *(max. 60 words, excluding requisites):* 
    Students will learn the purpose, application and process of quantitative research methods in the field of Communication.

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 which will be used for all cross-listed courses.

17. May course be repeated for additional units? 
    Yes ☐ No ☒
    16a. If yes, maximum units allowed? 
    16b. If yes, may course be repeated for additional units in the same term? 
    Yes ☐ No ☒

18. Prerequisites: none
    If prerequisites, include the rationale for the prerequisites.

Effective Fall 2012
19. Co requisites: If co requisites, include the rationale for the co requisites.

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

Laura Umphrey, Kris Swanson, Norm Medoff, Simon Sinaga

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

Answer 22-23 for UCC/ECCC only:

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

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

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 1/16/2014
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:

UCC/UGC Approval Date

Approved as submitted: Yes □ No □

Approved as modified: Yes □ No □

Effective Fall 2012
19. Co requisites: _______________________________________________________________________
   If co requisites, include the rationale for the co requisites.

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

21. Names of the current faculty qualified to teach this course: Laura Umphrey, Kris Swanson, Norm Medoff, Simon Sinaga

**Answer 22-23 for UCC/ECCC only:**

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

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**FLAGSTAFF MOUNTAIN CAMPUS**

Scott Galland 1/7/2014
Reviewed by Curriculum Process Associate Date

Approval:
Department Chair/Unit Head (if appropriate) Date
Chair of college curriculum committee Date
Dean of college Date

**For Committee use only:**

UCC/UGC Approval 1/15/14 Date

Approved as submitted: Yes ☐  No ☐
Approved as modified: Yes ☐  No ☐

Effective Fall 2012
Answer 22-23 for UCC/ECCC only:

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

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

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**FLAGSTAFF MOUNTAIN CAMPUS**

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**Approvals:**

- Department Chair/Unit Head (if appropriate) 11/25/13
- Chair of college curriculum committee 11/25/13
- Dean of college 11/25/13

**For Committee use only:**

- UCC/UGC Approval Date

Approved as submitted: Yes □ No □
Approved as modified: Yes □ No □

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**EXTENDED CAMPUSES**

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<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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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 2012
## EXTENDED CAMPUSES

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**Approved as submitted:**
- Yes □ No □

**Approved as modified:**
- Yes □ No □

Effective Fall 2012
COM 604 Quantitative Methods
(new course, was taught as COM 698 in Spring 2013)
Spring Session 2013 (web course), 3 credits, 15 week session
January 14, 2013 - May 10, 2013

Northern Arizona University

General Information:
- This is an online class that meets daily/weekly in Bb Learn (http://Bb Learn.nau.edu).
- The class is NOT self-paced. In other words, there are weekly assignments due every Saturday evening.

Instructor Information:
Laura Umphrey, Ph.D.
Office: Room 365 Communication Building
Office Hours: 10-12PM MWF and by appointment

Course Prerequisites: None

Required Textbook:

Required Supplemental Readings/Software/Course Materials:
- Supplemental readings will be available (from Cline Library) in the Bb Learn site under the "Supplemental Readings" icon (see reading list directly below).
- You need to have access to SPSS in order to calculate some basic statistics.
- You need to have a calculator that can perform a square root.
- You need to be able to scan your work and upload it to Bb Learn.

Supplemental Readings List:


Effective Fall 2012


Class Objectives:
Students will learn the purpose, application and process of quantitative research methods. Specifically: (1) Students will be able to explain the circumstances in which quantitative methods are used. (2) Students will be able to generate research questions and hypotheses based on an analysis Effective Fall 2012
of the research literature. (3) Students will be able to generate a quantitative survey that is both valid and reliable. (4) Students will be able to identify what statistic to run given the research questions or hypotheses. (5) Students will be able to run SPSS (Statistical Package for the Social Sciences) to test their research questions. (6) Students will be able to write up a clear and coherent literature review that both summarizes the literature and creates an argument for the need for the student’s proposed study. (7) Students will demonstrate an understanding of APA formatting.

**Course Assessment:**
**Point Distribution: 400 points:** A = 400-360; B = 359-320; C = 319-280; D = 279-240; F = 239 or below

5 Homework (HW) Statistical Computation/Survey Design Assignments: You will be asked to hand-calculate and calculate using SPSS a series of statistical problems. Each assignment is worth 20 points. You must turn these assignments into the Assignment area when completed. **100 points total.**

Weekly Quizzes: This course has weekly quizzes. You will have one hour to complete each quiz. The quizzes have various points associated with each of them. The quizzes are based on the textbook chapters. **100 points total.**

10 Discussion Postings: Each week we will have a discussion about the the textbook and supplemental readings or a discussion on the weekly topic. You are expected to have one meaningful and accurate post per discussion and one meaningful contribution to another classmate’s posting for full credit. **100 points total.**

1 Final GROUP Research Paper: This assignment involves (a) writing a small research study and conducting the research and (b) creating a voice-over power point that discusses your research to the class. In this class you need to conduct your own basic research. This final paper will be conducted in stages throughout the semester. **100 points total.**

**Weekly Schedule**

Each week there are readings and assignments due each SUNDAY night.

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Assessment(s)</th>
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<tbody>
<tr>
<td>1 (1/14-1/20)</td>
<td>Introduction to Communication &amp; Empirical Research</td>
<td>Module 1.1, 1.2, 1.3 &amp; 1.4: Chapters 1 &amp; 2</td>
<td>(a) Chapters 1 &amp; 2 Quiz (10 points); (b) Discussion 1</td>
</tr>
<tr>
<td>2 (1/21-1/27)</td>
<td>Communication Research Ethics &amp; Searching Previous Research, APA Style</td>
<td>Module 1.5: Chapters 3 &amp; 4</td>
<td>(a) Chapter 3 &amp; 4 Quiz (10 points); (b) Discussion 2 (e-mail CIRI completion report &amp; complete Discussion 2)</td>
</tr>
<tr>
<td>3 (1/28-2/3)</td>
<td>Literature Reviews &amp; Communication Variables</td>
<td>Module 1.6: Chapters 5 &amp; 6</td>
<td>(a) Chapters 5 &amp; 6 Quiz (10 points); (b) Discussion 3</td>
</tr>
</tbody>
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Effective Fall 2012
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Module Notes</th>
<th>Quizzes/Discussions</th>
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<tbody>
<tr>
<td>4</td>
<td>2/4-2/10</td>
<td>Descriptive Statistics</td>
<td>Module 2.1: Chapter 7</td>
<td>(a) Chapter 7 Quiz</td>
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<td>(5 points); (b)</td>
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<td>HW1</td>
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<tr>
<td>5</td>
<td>2/11-2/17</td>
<td>Measurement of Comm. Variables</td>
<td>Module 2.2: Chapter 8</td>
<td>(a) Chapter 8 Quiz</td>
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<td>(5 points), (b)</td>
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<td>Discussion 4</td>
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<td>6</td>
<td>2/18-2/24</td>
<td>Reliability &amp; Validity</td>
<td>Module 2.3: Chapter 9</td>
<td>(a) Chapter 9 Quiz</td>
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<td>(5 points); (b)</td>
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<td>Discussion 5</td>
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<td>7</td>
<td>2/25-3/3</td>
<td>Communication Survey Research</td>
<td>Module 2.4: Chapter 10</td>
<td>Chapter 10 Quiz</td>
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<td>(5 points);</td>
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<td>Discussion 6</td>
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<tr>
<td>8</td>
<td>3/4-3/10</td>
<td>Content Analysis, Experimental Designs</td>
<td>Module 2.5: Chapter 11 &amp; 12</td>
<td>Chapters 11 &amp; 12 Quiz (10 points); Discussion 7</td>
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<tr>
<td>9</td>
<td>3/11-3/17</td>
<td>Sampling Methods &amp; Replication, Hypothesis Testing</td>
<td>Module 2.6: Chapters 13 &amp; 14</td>
<td>(Chapters 13 &amp; 14 Quiz (10 points); Discussion 8 &amp; 9</td>
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<td>10</td>
<td>3/18-3/24</td>
<td>SPRING BREAK</td>
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<td>11</td>
<td>3/25-3/31</td>
<td>Chi-Square in Communication Hypotheses</td>
<td>Module 3.1: Chapter 15</td>
<td>Chapter 15 Quiz</td>
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<td>(5 points) HW2</td>
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<tr>
<td>12</td>
<td>4/1-4/7</td>
<td>t-tests in Communication Hypotheses</td>
<td>Module 3.2: Chapter 16</td>
<td>Chapter 16 Quiz</td>
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<td>(5 points) HW3</td>
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<tr>
<td>13</td>
<td>4/8-4/14</td>
<td>ANOVA in Communication Hypotheses</td>
<td>Module 3.3: Chapter 17</td>
<td>Chapter 17 Quiz</td>
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<td>(5 points) HW4</td>
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<td>14</td>
<td>4/15-4/21</td>
<td>Correlation, Regression in Communication Hypotheses</td>
<td>Module 3.4: Chapters 18 &amp; 19</td>
<td>Chapters 18 &amp; 19 Quiz (10 points) HW5</td>
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<td>15</td>
<td>4/22-4/28</td>
<td>Advanced Statistics, Presenting Communication Research</td>
<td>Module 3.5: Chapters 20 &amp; 21</td>
<td>Chapters 20 &amp; 21 Quiz (5 points); Discussion 10</td>
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<td>4/29-5/5</td>
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<td>FINAL GROUP RESEARCH</td>
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<td>PAPER DUE</td>
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**Course Management Policies:**

- Plagiarism and cheating will not be tolerated. Any form of cheating will result in a minimum of a zero on that assignment. For more information on academic dishonesty visit: [http://www4.nau.edu/stulife/handbookdishonesty.htm](http://www4.nau.edu/stulife/handbookdishonesty.htm)

- Missed Assignments: There are no make-up dates for missed quizzes, discussion postings or weekly assignment postings since they are available for a full week.

*Effective Fall 2012*
• A copy of the complete student handbook can be found at:  
http://www4.nau.edu/stulife/handbookcode.htm
• This class strives to maintain a safe working environment for all students. For details visit  
http://www4.nau.edu/diversity/swale.asp and  
http://www4.nau.edu/stulife/handbookmanagement.htm
• Should you need additional help the following resources are available:  
  • The NAU writing center: http://www.cal.nau.edu/english/writing_center.asp  
  • The NAU counseling & testing center: http://www.nau.edu/ctc/counseling.htm
• Incompletes: Incompletes are reserved for students who have completed more than 80% of  
  all coursework and circumstances beyond their control make it impossible for them to complete  
  the course. "Incompletes" must be negotiated and approved before the instructor submits final  
  grades. An "incomplete" must only be given for extreme circumstances in which the instructor  
  feels the student would have earned a satisfactory grade if he/she would have had the  
  opportunity to complete the class material. An "incomplete" must not be negotiated until the  
  end of the class, when it appears as though the student will not be successful unless given  
  some additional time. Student and Instructor meet to complete the "incomplete" form, sign it,  
  and make copies. The student must be given a copy. The instructor should keep a copy. The  
  original must be approved by the Department Chair after which a copy is filed in the  
  department office.

University Policies:
Please find the Safe Working and Learning Environment, Students with Disabilities, Institutional  
Review Board, and Academic Integrity policies at the following website:  
http://www2.nau.edu/academicadmin/plcystmt.html.

Other Policies:
• Please note: The syllabus may be updated or changed by the instructor should we need to  
  work more closely on some material.
Please attach proposed Syllabus in approved university format.

1. Course subject and number: COM 605  
   See upper and lower division undergraduate course definitions.
2. Units: 3

3. College: SBS  
4. Academic Unit: Communication

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)
   a) Gain knowledge and understanding of the foundations, practices, and transforming nature of documentary work.
   b) Examine the various techniques and styles of documentary work.
   c) Explore the motives and problems confronting documentarians.
   d) Explore the archival resources available to documentary production.
   e) Consider the possibilities and limitations associated with a particular medium for doing documentary work.
   f) Engage in basic practices for producing a documentary project.
   g) Survey a range of documentary works that can serve as models for developing original documentary projects.

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 new course is a core class for the Documentary Studies emphasis of the MA in Communication. It offers students an opportunity to explore diverse approaches to documentary work in video/film, audio, multimedia, photography, and nonfiction writing and journalism. It combines a solid grounding in the academic and theoretical literature of documentary media, providing a launching point to practical documentary projects in other courses.

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

8. Long course title: INTRODUCTION TO DOCUMENTARY ISSUES, THEORIES, AND METHODS
   (max 100 characters including spaces)

9. Short course title: INTRO TO DOCUMENTARY ISSUES
   (max. 30 characters including spaces)
   Effective Fall 2012
10. Catalog course description (max. 60 words, excluding requisites):
Graduate level class in learning how to see the world from a variety of interdisciplinary perspectives. Includes a range of documentary work by photographers, filmmakers, oral historians, folklorists, radio documentarians, and writers stressing aesthetic, scholarly, and ethical considerations involved in representing other people and cultures.

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.

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   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? _______________________
   16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☒

18. Prerequisites: _______________________
   If prerequisites, include the rationale for the prerequisites.

19. Co requisites: _______________________
   If co requisites, include the rationale for the co requisites.

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

Mark Neumann, Janna Jones,

Effective Fall 2012
21. Names of the current faculty qualified to teach this course: Laura Camden, Kurt Lancaster, Peter Friederici

**Answer 22-23 for UCC/ECCC only:**

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

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

**FLAGSTAFF MOUNTAIN CAMPUS**

Scott Galland 1/7/2014
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: 1/15/14

UCC/UGC Approval Date

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

**EXTENDED CAMPUSES**

Reviewed by Curriculum Process Associate Date

**Approvals:**

Effective Fall 2012
21. Names of the current faculty qualified to teach this course:  

Mark Neumann, Janna Jones, Laura Camden, Kurt Lancaster, Peter Friederici

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Yes ☐  No ☐  
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Yes ☐  No ☐  
If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 11/4/2013  
Reviewed by Curriculum Process Associate  
Date  

Approvals:

11/25  
Department Chair/Unit Head (if appropriate)  
Date  

11/25/13  
Chair of college curriculum committee  
Date  

11/25/13  
Dean of college  
Date  

For Committee use only:

UCC/UGC Approval  
Date  

Approved as submitted:  
Yes ☐  No ☐  

Approved as modified:  
Yes ☐  No ☐  

EXTENDED CAMPUSES

Effective Fall 2012
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Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

Effective Fall 2012
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Approved as submitted: [ ] Yes [ ] No

Approved as modified: [ ] Yes [ ] No

Effective Fall 2012
Semesters offered: Fall only (1st offered Fall 2014)
T 4-6:30pm, 3 credit hours
Instructor: Dr. Mark Neumann
Office: 301 G, School of Communication, Bldg. 16
Office Hours: T/Th 11am-12pm

Course Prerequisites:
None

Course Description:
This course focuses on a partial survey and exploration of documentary techniques, styles and practices—it provides the theoretical foundation for students pursuing the documentary studies emphasis in the Master's program, but other graduate students are welcome to enroll, space permitting.

Documentaries are representations of real issues, places, situations, events, communities, and individuals that are treated with an aesthetic and narrative sensibility. Documentaries provide us with compelling narratives made of words, images, and sounds that strive to enlarge and sometimes transform our understanding of social, cultural, political, and economic worlds people move through. This course asks students to examine documentary traditions and develop basic skills for working in documentary forms.

Student Expectations/Outcomes:
Students taking this course will:
a) Gain knowledge and understanding of the foundations, practices, and transforming nature of documentary work.
b) Examine the various techniques and styles of documentary work.
c) Explore the motives and problems confronting documentarians.
d) Explore the archival resources available to documentary production.
e) Consider the possibilities and limitations associated with a particular medium for doing documentary work.
f) Engage in basic practices for producing a documentary project.
g) Survey a range of documentary works that can serve as models for developing original documentary projects.

Course structure:
I. Introduction
The initial week of this course will be devoted to discussing the general nature of documentary work, why it is worthy of further study, and various approaches to creating documentary work. In addition, we will consider the possibilities for developing projects that allow students to engage in creating a semester-long documentary project.

Effective Fall 2012
II. Documentary Work as Witnessing
Reading: Robert Coles, *Doing Documentary Work*, Chapter 1-3; John Ellis, “Witness: A New Way of Perceiving the World” and “Witness Through the Twentieth Century” (Bb Learn)

III. Reformist Roots of the Documentary Tradition and the “Creative Treatment of Human Actuality”
This section of the course will consider some of the 19th and early 20th century roots of documentary work in reform movements, as well as the implicit dimensions of observational recording of society, the politics and ethics of observation and representation of social life.

Reading: Henry Mayhew, excerpts from *London Labour and the London Poor* (Bb Learn)
Jacob Riis, excerpt from *How the Other Half Lives* (Bb Learn and on-line)
http://xroads.virginia.edu/%7Ema01/davis/photography/images/riisphotos/slideshow1.html
Dziga Vertov, excerpts from *Kino-Eye: The Writings of Dziga Vertov* (Bb Learn)
Laura Marcus, “The Creative Treatment of Actuality”: John Grierson, Documentary Cinema and ‘Fact’ in the 1930s” (Bb Learn)
Laurence L. Levin, “Roy Stryker’s America” (Bb Learn)

IV. Ethics and Ideology in Documentary Work
Reading: James Agee and Walker Evans, selections from *Let Us Now Praise Famous Men*

**Essay #1: Documentary Work as Witnessing, Reform, and Ideology** Write a 5-page critical reflection based on the readings and discussions in sections II, III, and IV. The focus of this essay is to map the contours of documentary as it finds shape in historically, politically and ethically informed modes of representation and expression. Your goal is to draw upon and discuss what you believe are the central lessons from the readings in the previous sections.

V. Archival Resources and Media Archaeology
This section of the course considers the wide range of material that is available to documentarians via libraries, special collections, museums, and Internet resources. In particular, we will focus on ways to use the available material, and how we can discover material that help formulate the basis for documentary projects. The notion of “media archaeology” aims to inspire a quest to uncover documentary materials seemingly “lost” due to obsolescent formats and technologies.

Read: Rick Prelinger “Archival Access in the 21st Century” (Bb Learn); John C. Tibbetts, “The Incredible Stillness of Being: Motionless Pictures in the Films of Ken Burns” (Bb Learn); Mark Neumann, “Home Movies on Freud’s Couch” (Bb Learn)

Review for class lecture and discussion:

The Jazz Loft Project (listen to 10 episode radio series-online) http://www.jazzloftproject.org/?s=radio

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VI. Repurposed and New Modes of Documentary Representation, Multimedia, and Web-Curated Exhibitions
This section of the course examines the expansive range of possibilities for the presentation of documentary work. From the use of graphic novels and illustrations mixed with real-life experience, to the use of archival and found materials, to the creation of documentary-based audio tours, we will explore how various documentary efforts have been experimenting with new and exciting forms of presenting information.

Review these examples for discussion:

David Greenberger, excerpts from Duplex Planet (Bb Learn)

Art Spiegelman, excerpts from Maus I: A Survivor’s Tale: My Father Bleeds History (Bb Learn) and the POV documentary, Art Spiegelman and the Making of Maus available here: http://www.pbs.org/ pov/inheritance/photo_gallery_special_maus.php#.UOYsarbN4uc


Soundwalks
http://www.soundwalk.com/#/TOURS/
http://www.nytimes.com/ref/arts/tour-instructions.html

Niall Ferguson, “The Fall of the Wall: Revelation, Not Revolution” http://www.google.com/culturalinstitute/#?exhibit=exhibitId=gQGMJ7Az


Square America http://www.squareamerica.com/

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Essay #2: Archival Opportunity and the Creative Expansion of Documentary Work
Write a 5-page critical reflection that considers how archival holdings and the new creative possibilities of documentary representation can encourage new modes of representation in documentary work. Drawing on the readings and examples from the previous sections (V and VI), what are the most compelling possibilities of archives for documentary work, as well as the creative potential for using such materials in multimedia work? Draw examples from the reading and viewing in the previous sections to explicate and illustrate your views.

VII. New Journalism, Literary Journalism and Writers’ Approaches to Nonfiction Storytelling
The roots of literary journalism and the "new journalism" extend all the way back to the work of 19th century writers like Henry Mayhew. In different ways, examples of documentary-based journalism have been with us throughout the 20th century. In this section we’ll explore a few of the writers that initiated what was called the “new journalism” in the 1960s, and later became referred to as literary journalism. Their techniques for finding stories and writing about people, places and events in compelling ways is foundational in many forms of doing documentary work.

Reading:
Robert S. Boynton, “Introduction,” “Preface” and excerpted sections on Susan Orlean, Gay Talese, and Ted Conover from The New New Journalism: Conversations With America’s Best Nonfiction Writers on Their Craft
Gay Talese, “Of Things Unnoticed” and “Frank Sinatra Has a Cold” (Bb Learn)
Joseph Mitchell, “The Bottom of the Harbor” (Bb Learn)
Susan Orlean, “Lifelike” and “The American Male at Age Ten” (Bb Learn)
Ted Conover, excerpt from Coyotes (Bb Learn)
Dave Eggers, “Hitchhiker’s Cuba” (Bb Learn)

Essay #3: Literary Journalism and Interpretive Reporting
Write a 3-5 page essay that compares the techniques two writers featured in section VII of the course. Your essay should include a discussion about how these writers fit with the traditions of literary journalism.

VIII. Self-Reports and Oral History
For documentarians and historians, oral history interviews are valuable as sources of new knowledge about the past and as new interpretive perspectives on it. Interviews have especially enriched the work of a generation of documentarians, providing information about everyday life and insights into the mentalities of what are sometimes termed "ordinary people" that are simply unavailable from more traditional sources. In addition, the techniques and uses of oral history accounts are crucial in many dimensions of producing documentary work. This section focuses on some of the fundamental skills and uses of oral history and self-reports that can be applied to documentary practice.

Reading:
Linda Shopes, “Making Sense of Oral History” (online) http://historymatters.gmu.edu/mse/oral/
Judith Moyer, “Step By Step Guide to Oral History”(online) http://dohistory.org/on_your_own/toolkit/oralHistory.html#DOIT
Studs Terkel, excerpts from American Dreams: Lost and Found (Bb Learn)

Effective Fall 2012
IX. Approaches to Audio Documentary: Sonic Storytelling

In this section, we focus on the use of sound to create distinctive forms of documentary. Audio documentary can draw from a wide range of sonic recordings that can be both generated by a producer (as in the covering of an event and interviews with individuals), as well as found recordings in archives and special collections. In this section, we consider how audio documentaries create and re-create self-contained sonic representations of places and people, and some of the techniques producers use for doing such work.

Reading: Charles Hardy, “Authoring in Sound” (Bb Learn): R. Murray Schafer, “Soundscapes and Earwitnesses” (Bb Learn); Michael Chanan, “Soundscapes” (Bb Learn); and Sandy Tolan, “The Voice and the Place” (Bb Learn)

Listen:
Tony Schwartz “Nueva York: A Tape of Puerto Rican New Yorkers” – in class listening
“Tony Schwartz: 30,000 Recordings Later” by The Kitchen Sisters (Nikki Silva and Davia Nelson) (NPR’s Lost and Found Sound)—in class listening

Listen in preparation for class discussion:

“Ghetto Life 101” by LeAlan Jones, Lloyd Newman, David Isay (Sound Portraits)
http://soundportraits.org/on-air/ghetto_life_101/

“The Sunshine Hotel” by David Isay (Sound Portraits)
http://www.soundportraits.org/on-air/the_sunshine_hotel/

The Sonic Memorial Project, The Kitchen Sisters (and others)

Essay #4: Review of Audio Documentary Write a 3-5 page critical essay about the techniques of audio documentary work as practiced by two producers. Your essay should offer a comparison of techniques for storytelling as well as the use of sound imagery. You can draw from the examples used in section IX, or consult with me for other producers to use in your essay.

X. Visual Documentary I: Photography

As we have seen in earlier sections, documentary photography emerges from the practices of professional photographers, photojournalists, and even the images made by amateur photographers that become incorporated in formal documentary projects. An entire course could be taught about documentary photography. In this section, however, we will conduct a brief survey of some of the issues surrounding documentary photographs. How do we analyze such images? What are the ethics associated with making images? And what can we learn from different examples of documentary photography?

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Reading:
Derrick Price, “Surveyors and Surveyed: Photography Out and About,” (Bb Learn)
Thomas Kavanaugh, “Reading Historic Photographs” (online)
http://php.indiana.edu/~7Etkavanag/phothana.html
James Curtis, “Making Sense of Documentary Photography” (online)
http://historymatters.gmu.edu/mse/photos/
Frank Goodyear, “Analyze A Daguerreotype” (online)
http://historymatters.gmu.edu/mse/sia/photo.htm
Grazia Neri, “Ethics and Photography” (Bb Learn)

View:
Photographs of Dorthea Lange:
http://memory.loc.gov/ammem/fsahml/fachap03.html
Photographs of Walker Evans:
http://memory.loc.gov/ammem/fsahml/fachap04.html
Robert Frank, The Americans (in-class viewing)
Alex Harris, Red, White, Blue and God Loves You (in class viewing)

Essay #5: Review of Photographic Documentary Work Write a 3-5 page critical review of one documentary photographer of your choice. Your essay should provide some historical contextualization of the work of the photographer you are examining. This essay should not be an attempt to provide a comprehensive review of a photographer. Rather focus on one documentary project as a basis for your critical essay.

XI. Visual Documentary II: Moving Images
Creating a list of documentary films that claims to be comprehensive would take up the content of several university courses. In this section, we can only scratch the surface and discuss some examples of films that allow us insight into the techniques of telling stories about real life using film. Here, we focus on an overview of the different sub-genres of documentary film and explore several examples that provide us with lessons about how different documentary filmmakers have approached a variety of subjects with different storytelling techniques.

Reading: Pat Aufderheide, Documentary Film: A Very Short Introduction
Liz Stubbs, selected interviews from Documentary Filmmakers Speak (Bb Learn)
Bill Nichols, “How Can We Define Documentary Film?” and “What Makes Documentaries Engaging and Persuasive”

Viewing (available for viewing via Bb Learn):
Robert Flaherty, Nanook of the North
Leni Rei
Barbara Koppel, Harlan County, USA (excerpted selection)
Ken Burns, The Civil War (excerpted selection)
D.A. Pennebaker, Don’t Look Back (excerpted selection)

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Alan Berliner, *The Sweetest Sound*
Stacy Peralta, *Dogtown and Z-Boys* (excerpted selection)

**Essay #6: Review of Documentary Film** Write a 3-5 page critical review of a documentary film of your choosing. The readings and excerpted viewing examples provide you with some possible choices, but you are not confined to these. Your essay should focus on the techniques used in the film that make it persuasive, aesthetically appealing, and allow for a visual story to unfold. What works in the film, and why?

**XII. Presentation of Documentary Projects**
Each student will have 15-20 minutes to present their semester project to the rest of the class. These presentations should include an overview of how the project originated, how a particular narrative and stylistic form emerged for their project, and a discussion of the problems they encountered and the lessons learned along the way in producing their work. These presentations will take place during the final two class meetings of the semester. The final project is due on the day designated for the final exam in this course.

**Textbook and Required Materials:**

Additional required course readings, videos, audio recordings, and websites will be posted on the class website (Bb Learn), available on-line or distributed in class meetings. Please consult course outline.

**Assessment of Learning Outcomes:**
2 Critical Reflection Essays (#1 and #2 described above)-Students in this course will write two 5-page essays that require them to reflect on the materials in sections II through VI in the course. These essays are aimed at synthesizing and articulating their understanding and comprehension of the ideas and issues associated with those respective sections. See the essay assignments for a more detailed explanation of the assignments. Each essay is worth 15 percent of the final grade in the course.

4 Critical Review Essays (#3, #4, #5, and #6 described above) – Students in this course will write 4 critical reviews of work associated with subjects in sections VII, IX, X and XI above. These essays aim to have students critically reflect on the techniques employed by writers, photographers, audio producers and filmmakers doing documentary work. These essays emphasize an understanding of the storytelling techniques employed in each medium. See the essay assignments for a detailed explanation of each assignment. Each essay is worth 10 percent of the final grade in the course.

**DOCUMENTARY PROJECTS** Students in this course will be responsible for doing a documentary project of their choosing during the course of the semester. These projects can take a number of forms depending on desire and skill level of the individual. The project may be a written work, or one based in audio, photography, video, or multimedia. A two page proposal for the project must be submitted by the third week of the semester. This proposal must outline the subject of the project and how the student intends to develop it over the course of the semester. A one-page progress report on the project is due every two weeks after the submission of the initial proposal. These progress reports...

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should describe what work has been accomplished on the project during the period between reports. The final project will be presented to the class during the final two class meetings of the semester. The final project is due no later than the date designated for the final exam in this course. This project (including proposal and bi-weekly progress reports) is worth 30 percent of the final course grade.

COURSE POLICIES

Submitting work
All work must be submitted on time. The due dates for each report, proposal, and progress report will be announced in advance. The final documentary projects are due on the date scheduled for the final exam. Documentary project presentations will take place during the last two class meetings of the semester.

Participation and Discussion:
Students engaged in a university education are responsible for their own affairs. You will need to come to class regularly in order to benefit from lecture material and participate in class discussions. If you do not attend class regularly, it is unlikely you will pass this class. You will NOT receive points for attending and participating in class. This is just something you should do for your own benefit and to contribute to the diversity of viewpoints in a classroom setting.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
SAFE ENVIRONMENT POLICY

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

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

STUDENTS WITH DISABILITIES

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

Effective Fall 2012
INSTITUTIONAL REVIEW BOARD

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

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

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

ACADEMIC INTEGRITY

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

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

ACADEMIC CONTACT HOUR POLICY

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

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

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SENSITIVE COURSE MATERIALS

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

"University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty."

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If this new plan is not listed in the current NAU academic program inventory, then you must first complete the "Proposal to establish a New Degree" form.

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 8-term plan. 
UGC proposals must include a program of study.

1. College: Extended Campuses
2. Academic Unit: Business & Administration

3. Academic Plan Name: Master of Administration
4. Emphasis: Justice Studies


6. Justification for the new plan or certificate, including how the need for the plan was determined. Please also address how it is designed to meet local market, professional requirements, employment opportunities, or other needs.

As indicated in the following, research shows that the proposed Master's in Administration with an emphasis in Justice Studies provides local, state, and federal law enforcement leaders with the degree plan needed to advance their careers.

Research indicates that individuals in law enforcement with a master's degree were promoted more frequently and earned more money than those with a bachelor's degree (Krull, 2004; Carlan, 1999). In Krull's research, he surveyed all 334 municipal police chiefs in California, and 50 percent reported they had earned an advanced or professional degree. Of those, 45.9 percent had earned a master's degree, 1.7 percent had earned a PhD and 3.9 percent had a J.D. Krull's data suggests that higher education enhances competitiveness for promotional opportunities at the executive level.

Carlan (1999) also found specific statistical data that supports the benefits of earning a master's degree for officers and supervisors at all levels. His research concluded that police candidates with a master's degree had an 81 percent employment rate in criminal justice, compared to 49 percent for those with a bachelor's degree. In addition, officers and supervisors with a master's degree earned 36 percent more than those holding a bachelor's degree.

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Feedback from Arizona law enforcement agencies, such as representatives from the Arizona Major City Chiefs Association, the Mesa Police Department, the Phoenix Police Department, the Scottsdale Police Department, and the Chandler Police Department indicates that a master’s degree is required or preferred for supervisors of all levels, particularly those at the rank of lieutenant or higher. Moreover, when presented with an overview of the proposed Masters of Administration with an emphasis in Justice Studies, command staff representatives from the large police agencies in Arizona indicate that the courses offered in the degree plan would prepare promotional candidates to succeed in the advancement process, as well as provide them with the skills to excel as leaders in law enforcement. These respondents also state that, to reflect the desire to have supervisors with advanced degrees, candidates with a master’s degree will receive additional “points” during the promotional process.

The California Police Officers Association (COPA) (2011) also supports the position of Arizona agencies on advanced degrees. Moreover, COPA agrees with the findings by Carlan (1999) and Krull (2004): Higher education is crucial to the development of professional law enforcement agencies. In support of higher education for police leaders at every level, COPA asserts that all police departments should encourage supervisors to pursue advanced degrees.

Federal criminal justice agencies share similar views regarding the need to have a highly educated workforce. When presented with an overview of the proposed Master’s in Administration with an emphasis in Justice Studies, representatives from Border Patrol and U.S. Customs estimated that, of the 40,000 Border Patrol and U.S. Customs agents, ten percent would be interested in a Masters in Administration with an emphasis in Justice Studies. Representatives from Border Patrol further assert that 600 agents are currently interested in pursuing a Master’s in Administration with an emphasis in Justice Studies.

References


7. Student learning outcomes of the plan. If structured as plan/emphasis, include for both core and emphasis. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

Core:
1. Demonstrate in writing knowledge of administration, leadership, organizational theory, ethics and effective management of diverse cultures in organizations. They will specifically demonstrate the ability to design, write and produce documents meeting professional standards in these key areas.

2. Demonstrate the ability to conduct both research and program evaluation that meets rigorous methodological standards and produces useful, actionable, results.

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3. Analyze problems and create solutions using a variety of qualitative and quantitative problem-solving processes, technologies, systems approaches, and innovative/creative thinking.

4. Demonstrate professional skills applied to practical problems by consistently meeting deadlines, working both independently and collaboratively in teams, and integrating scholarly knowledge from the student's chosen field of specialization and the Core area.

5. Demonstrate a commitment to lifelong learning and develop the skill sets necessary to pursue and find the answers to professional questions through detailed study in and contribution to the scholarly literature of the student's chosen field.

Emphasis:
1. Demonstrate an understanding of the major assumptions and propositions of the classical and contemporary theories of crime.

2. Demonstrate an ability to evaluate the validity of the criminological theories to address practical criminal justice issues.

3. Demonstrate an understanding of the contemporary issues facing the criminal justice fields.

4. Demonstrate an understanding of the core principles and philosophies needed to effectively lead a criminal justice organization in the current environment.

5. Demonstrate an ability to critically evaluate criminal justice research.

6. Demonstrate an understanding of the ethical issues that have historically existed, as well as those that currently exist, in the criminal justice fields (i.e., policing, courts, corrections).

7. Demonstrate the ability to develop policies that will enable the various facets of the criminal justice field to effectively collect, analyze, and disseminate intelligence information.

8. Academic Catalog text and requirements:

8a. Text to be displayed on the Career tab in the academic catalog (max 3 paragraphs):

What Can I Do with a Master of Administration in Administration?

Are you a mid-career professional? Do you have five or more years of professional work experience? And are you looking to further your career with an advanced degree? Our Master of Administration degree program might be perfect for you. This program is designed to help you learn a set of graduate-level skills that will assist you in achieving your professional goals. We offer coursework in administration and in a specialized emphasis area. Through the capstone experience, you can individualize your program through analysis of processes, strategies and tactics focused on your current place of employment, or a related industry.

Career opportunities that might be pursued:
- Technical writer
- Land use planner

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8b. Text to be displayed on the Overview tab in the academic catalog (max 3 paragraphs):

In addition to University Requirements:
- Core Area (15 units)
- Emphasis Area (18 units)
- Capstone (3 units)

Minimum Units for Completion 36

Additional Admission Requirements
Admission requirements over and above admission to NAU are required.

Emphasis, Minor, Certificate
Emphasis, minor, and/or certificate are required.

Additional Fees/Program Fees
Additional Fees and/or Program Fees apply.

Program of Study
View Program of Study

8c. Plan requirements to be displayed on the “Details” tab in the academic catalog. If the plan requires an emphasis, include summary text for each emphasis:

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:

- Resume demonstrating 5 years professional work experience

- 3 letters of recommendation
  - Personal statement or essay

- Guidelines for the essay and resume can be found at http://extended.nau.edu/madmin/apply.aspx
  - Program of study signed by applicant and advisor (for custom emphasis only)

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Take the following 36 units:

**Core Area (15 units)**
- ADM 515. This course must be the first course taken in the program. (3 units)
- ADM 540 (3 units)
- ENG 526 (3 units)
- POS 542 (3 units)

Select one course from the following, or substitute another approved course in the area of: Research Methods, Statistics, or Evaluation as approved by your advisor (3 units):
- ADM 530. This is a required course for the General Leadership Emphasis
- POS 501

**Emphasis Area (Select One):**

- **Construction Management Emphasis (18 units)**
  - PM 683 (3 units)
  - CM 629, CM 688, CM 690 (9 units)
  - Select one of the following: PM 529, PM 588 (3 units)
  - Approved Elective (3 units)

Any substitutions to these requirements must be approved by the Construction Management Emphasis plan advisor and by the Director of the Master of Administration Program.

**Leadership Emphasis (18 units)**

- ADM 525, ADM 560, ADM 645, ADM 650, ADM 655, ADM 675 (15 units)
- ADM 530 is the required research class in the Core area for this Emphasis (3 units)

**Health Sciences Emphasis (18 units)**

- HS 510, HS 515, HS 520, HS 532, HS 571, HS 577, HS 590
- Approved elective (3 units)

Some courses may be offered infrequently. See your advisor for current options.

**Justice Studies Emphasis (18 units)**

- JUS 510, JUS 530, JUS 540, JUS 610, JUS 620, JUS 630 (18 units)
- ADM 530 is the required research class in the Core area for this Emphasis (3 units)

**Land-Use Planning Emphasis (18 units)**

- GSP 501, GSP 521, GSP 532 (9 units)
- Select one concentration from below:
  - Community Planning Concentration, select from the following (9 units):
    - GSP 401 required for students with limited professional-planning experience

Effective Fall 2012
- GSP 506 you may substitute for ADM 530/POS 501
- GSP 514, GSP 545
- GSP 599 may be taken twice with different topics (1-4 units)
- GSP 608 only for students with limited professional-planning experience (1-3 units)
- CM 690
- PRM 423
- Approved electives from the GIS Concentration (3-4 units)

Geographic Information Systems (GIS) Concentration, select from the following (9 units):

- GSP 531, GSP 533, GSP 535, GSP 536, GSP 537, GSP 538
- Approved electives from the Community Planning Concentration (1-4 units)

- Professional Writing Emphasis (18 units)
  Select six from the following seven courses:
  - ENG 502, ENG 517, ENG 522, ENG 549, ENG 569, ENG 605, ENG 606

Project Management Emphasis (18 units)

- PM 529, PM 588, PM 681, PM 683, PM 689
- Advisor Approved elective (3 units)

Public Management Emphasis (18 units)

- POS 428, POS 541, POS 527, POS 581, POS 644 (15 units)
- Approved Elective (3 units)

- Note: You may repeat POS 428 and POS 581 with different course topics.

**Custom Emphasis (18 units)**

Students must submit a proposal for a Custom Emphasis to the Director of the Master of Administration Program that:
- Outlines their professional goals,
- Describes a set of 6 courses that make an overall coherent Custom Emphasis, and
- Indicates how each course in their program will help them achieve their goals.

The Custom Emphasis must be approved by the Director of the Master of Administration Program in advance of any courses being taken.

- Capstone (3 units)
  - ADM 689: The Capstone Project is a comprehensive, synthesizing project in which students apply the knowledge and skills acquired throughout their degree program. This rich, culminating experience requires students to produce work with theoretical/academic and applied components.

- 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 $2500 has been approved for this program. A $625 fee is applied to each of four core courses.

*Effective Fall 2012*
8d. Attributes to be displayed on the Overview tab in the academic catalog:

<table>
<thead>
<tr>
<th>Required</th>
<th>Not Required</th>
<th>Optional</th>
<th>Recommended</th>
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<tr>
<td>Fieldwork Experience</td>
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<td>Foreign Language</td>
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9. NCATE designation, if applicable:
   - Initial Plan
   - Advanced Plan
   - Remove Designation

10. Effective beginning **FALL: 2014**
     See effective dates calendar

11. Will this proposal impact other plans, sub plans, or course offerings, etc.? Yes X No
    If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.
    These courses do overlap with the following existing CCJ courses: CCJ Criminology Theory, DDJ 614 Research Statistics, and CCJ 635 Critical Issues in Policing. The CCJ department was notified of this overlap and given an opportunity to respond regarding the new emphasis.

**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 X 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 NAU should establish the plan.

15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework? Yes ☐ No ☐
   If no, explain why NAU should establish the plan.

FLAGSTAFF MOUNTAIN CAMPUS

Reviewed by Curriculum Process Associate Date

Approvals:

Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For Committee use only: 11/5/14

UCC/UGC Approval Date

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

Effective Fall 2012
EXTENDED CAMPUSES

Jenny Scott

Reviewed by Curriculum Process Associate

<table>
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<tbody>
<tr>
<td>Alec Steele</td>
<td>10/28/13</td>
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<tr>
<td>Academic Unit Head</td>
<td>Date</td>
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<tr>
<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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<tr>
<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
<td>11/07/13</td>
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Approved as submitted: Yes ☑ No ☐

Approved as modified: Yes ☐ No ☐

Effective Fall 2012
**Preplan status does not guarantee admission to the MAdmin program**

<table>
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## I. Core (15 credit hours)

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<td></td>
<td>3</td>
<td>ADM 515</td>
<td>Principles of Leadership [REQUIRED in 1st TERM]</td>
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<tr>
<td></td>
<td>3</td>
<td>ADM 540</td>
<td>Principles of Administration</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>ENG 526</td>
<td>Advanced Professional Writing [Recommended in 1st year]</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>POS 543</td>
<td>Organizational Management</td>
</tr>
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Choose ONE of the following courses (3 hours); prerequisite: 6 hours of MAdmin coursework

<table>
<thead>
<tr>
<th>Units</th>
<th>Prefix/Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>3</td>
<td>ADM 530</td>
<td>Principles and Strategies of Program Evaluation</td>
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<tr>
<td>3</td>
<td>POS 501</td>
<td>Research Methods and Analysis</td>
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<tr>
<td>3</td>
<td>Or other approved Research Methods, Statistics or Evaluation course.</td>
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## II. Emphasis: Justice Studies (18 credit hours)

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<th>Units</th>
<th>Prefix/Number</th>
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<tbody>
<tr>
<td>3</td>
<td>JUS 510</td>
<td>Theories of Justice Studies and Administration</td>
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<tr>
<td>3</td>
<td>JUS 530</td>
<td>Counter Terrorism and Intelligence</td>
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<tr>
<td>3</td>
<td>JUS 540</td>
<td>Applied Statistics in Criminology</td>
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<tr>
<td>3</td>
<td>JUS 610</td>
<td>Criminal Justice Ethics</td>
</tr>
<tr>
<td>3</td>
<td>JUS 620</td>
<td>Seminar: Critical Issues in Policing</td>
</tr>
<tr>
<td>3</td>
<td>JUS 630</td>
<td>Executive Leadership for Criminal Justice Professionals</td>
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## III. Capstone Experience (3 credit hours)

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<tr>
<td>3</td>
<td>ADM 689</td>
<td>Capstone - TAKE IN FINAL TERM (line up 3-6 months in advance)</td>
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</table>

5/13 jbd
From: Cindy Lynn Scott
Sent: Tuesday, December 10, 2013 11:37 AM
To: Lisa Marie Wischmeier
Subject: Fwd: Justice Emphasis

Hi Lisa,
Here is the email from the main campus. We incorporated the proposed recommendations (i.e., course titles and descriptions were changed to reduce duplication of material).
Thank you,
Cindy

Begin forwarded message:
From: Michael Thomas Costelloe <Michael.Costelloe@nau.edu>
Date: December 10, 2013 at 7:02:16 AM MST
To: Cindy Lynn Scott <Cindy.Scott@nau.edu>
Subject: RE: Justice Emphasis

Hi Cindy,

Unfortunately our faculty meeting last week was cancelled due to poor weather, so we did not get a chance to discuss the justice emphasis. However, I am comfortable enough to ask if it would be possible for you guys to change the names of the courses and course descriptions, where applicable, to avoid the appearance of extensive overlap between our two programs. We don't think it does either of our programs any good in this day and age of program cuts to be perceived as offering similar programs.

There seems to be most concern about the following three courses, particularly with the use of the terms "criminological" and "criminology." I don't want to presume that I know enough about these courses to adequately make suggestions, but I wonder if criminological theory could not be changed to something like theories in the Administration of Justice. In any event, if you would be willing to revise these some, I think we could still maintain the distinctions between our two programs in a way that will benefit both into the future.

JUS 510 Seminar in Criminological Theories
This course explores classical and contemporary theories of crime. Emphasis is placed on investigating the link between criminological theories and criminal justice policies.

JUS 540 Applied Statistics in Criminology
This course is designed to introduce students to applied statistical techniques in the field of criminology and criminal justice. It covers the computation, interpretation and understanding of basic descriptive statistics, inferential statistics, measures of association and correlation, analysis of variance, and regression analysis. Some of the other more advanced multivariate techniques are briefly introduced. The main focus of the course is to teach students to be able to interpret statistical results and also apply the correct statistical analysis to criminal justice research.

JUS 610 Criminal Justice Ethics
This course examines ethical concerns present in criminology and criminal justice. Particular emphasis is placed on examining the criminal justice system (i.e., policing, courts, and corrections). Students will also explore the unintended consequences that criminal justice policy can produce.

Thanks
Mike
Michael Costelloe
Associate Professor
Graduate Director
Department of Criminology and Criminal Justice
Northern Arizona University
P.O. Box 15005
Flagstaff, AZ 86011
(928) 523-7261
From: Cindy Lynn Scott  
Sent: Tuesday, December 03, 2013 4:22 PM  
To: Michael Thomas Costelloe  
Subject: RE: Justice Emphasis

Hello Mike,

I wanted to follow-up to see if you had time this week for us to discuss the concerns the CCJ department has with the new courses/program? I need to submit all material to UGC for review by Dec 9th.

Thank you,
Cindy

Dr. Cindy Scott, EdD, Associate Clinical Professor  
Department of Public Administration and Justice Studies  
Northern Arizona University-Yuma Branch Campus

From: Michael Thomas Costelloe  
Sent: Thursday, November 14, 2013 11:32 AM  
To: Larry Gould  
Cc: Cindy Lynn Scott  
Subject: Justice Emphasis

Hi Larry and Cindy,

Can you please tell me exactly when, to who, and in what way the CCJ department was informed of your desire to create a justice emphasis three years ago? I'm not doubting that this is the case, we just want to check the minutes of faculty meetings to see if it was brought to the faculty as a whole, and if so, what was agreed upon (to the degree that we agree upon anything, of course). Also, please note that neither I nor any member of the graduate committee were aware this specific proposal until Friday when I was contacted by Anna Sosa.

Thanks,
Mike  
Michael Costelloe  
Associate Professor  
Graduate Director  
Department of Criminology and Criminal Justice  
Northern Arizona University  
P.O. Box 15005  
Flagstaff, AZ 86011  
(928) 523-7261
Please attach proposed Syllabus in approved university format.

1. Course subject and number: JUS 510
2. Units: 3
See upper and lower division undergraduate course definitions.

3. College: Extended Campuses
4. Academic Unit: Public Administration & Justice Studies

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

By the end of this course, students should be able to:

- Understand the assumptions and theoretical arguments of a broad range of classic and modern criminological theories.
- Critically access the major classic and modern criminological theories in terms of their logic, validity, and practical application.
- Critically explain, in detail, how criminological theory influences criminal justice policies and practice.
- Identify the theoretical arguments underlying existing criminal justice policies.
- Synthesize information from different theories, linking theoretical arguments across and between levels of explanation.

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

This course ensures students have an ability to use criminological theories to address criminal justice policies and issues; a core learning objective in the justice studies emphasis. As noted by the student learning outcomes in the justice studies emphasis, student will demonstrate an understanding of the major assumptions and propositions of the classical and contemporary theories of crime, as well as demonstrate an ability to evaluate the validity of the criminological theories to address practical criminal justice issues.

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

Effective Fall 2012
8. Long course title: THEORIES OF CRIMINALITY IN JUSTICE STUDIES  
(max 100 characters including spaces)

9. Short course title: CRIMINALITY IN JUSTICE STUDIES  
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):

This course explores the classical and contemporary theories of crime from sociological, biological, political, psychological, and economic perspectives. Course material will focus on the historical development of the theories, their major assumptions and propositions, as well as their relevance for addressing contemporary criminal justice policy and practice.

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 X No
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

The material in this course is similar what is offered in CCJ 605. NAU should establish this course, because, as opposed to assuming a primarily theoretical perspective (as is used in CCJ 605), this course will teach allow students to connect theory to current criminal justice practices. Moreover, this course will focus primarily on practitioners (i.e., teaching criminal justice leaders to discern the scholarly literature and develop informed policy decisions).

13. Will this course impact any other academic unit’s enrollment or plan(s)?  
   Yes X No
   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

This course may potentially impact enrollment in the CCJ program. As indicated in the letter from Dr. Marianne Nielsen, CCJ Department Chair, the CCJ Department has been notified of this potential conflict and Dr. Nielsen has provided her support for the creation of the new course.

14. Grading option:  
   Letter grade ☒ Pass/Fail ☐ Both ☐

15. Co-convened with: N/A  
   (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: N/A  
   (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.

Effective Fall 2012
17. May course be repeated for additional units?
   16a. If yes, maximum units allowed?__________
   16b. If yes, may course be repeated for additional units in the same term? ______

18. Prerequisites: Admission to the Master of Administration
   Program
   If prerequisites, include the rationale for the prerequisites.

Admission into the MA program.

19. Co requisites: _______________________
   If co requisites, include the rationale for the co requisites.

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

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

Answer 22-23 for UCC/ECCC only:

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

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

Effective Fall 2012
**FLAGSTAFF MOUNTAIN CAMPUS**

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<td>Approvals:</td>
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<tr>
<td>Department Chair/Unit Head (if appropriate)</td>
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<tr>
<td>Chair of college curriculum committee</td>
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<td>Dean of college</td>
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**For Committee use only:**

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Approved as submitted: Yes [ ] No [ ]

Approved as modified: Yes [ ] No [ ]

Effective Fall 2012
EXTENDED CAMPUSES

Jenny Scott

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 2012
Department of Public Administration and Justice Studies

JUS 510 Seminar in Criminal Justice Theories

Fall 2014

3 hours

Instructor's Name

Dr. Cindy Scott

Technical Support

Contact NAU ITS if you have any technical difficulties: (928) 523-9294/(888) 520-7215/student computing@nau.edu

Course Pre-requisites

Admission to the Masters of Administration Program.

Course Description

This course explores the classical and contemporary theories of crime. We will examine theories that are grounded in a range of academic perspectives, including sociological, biological, political, psychological, and economic explanations of crime. The course material will focus on the historical development of the theories, their major assumptions and propositions, as well as their relevance for criminal justice policy and practice. As we progress through the different explanations for crime, we will evaluate their validity and ability to address practical criminal justice issues.

Effective Fall 2012
Student Learning Outcomes

By the end of this course, students should be able to:

1. Understand the assumptions and theoretical arguments of a broad range of classic and modern criminological theories.
2. Critically access the major classic and modern criminological theories in terms of their logic, validity, and practical application.
3. Critically explain, in detail, how criminological theory influences criminal justice policies and practice.
4. Identify the theoretical arguments underlying existing criminal justice policies.
5. Synthesize information from different theories, linking theoretical arguments across and between levels of explanation.

Course Structure and Approach

This course is presented in seven learning modules. Class activities include online discussion forums, analysis papers, a term paper that investigates a major issue related to criminological theory, crime prevention policy, or criminological research, and a final exam.

Course Requirements, Policy and Evaluation

All course discussions and assignments are designed to provide a stimulating, practical and collaborative learning environment. In order to achieve this goal it is imperative that all participants be courteous and respectful of the opinions and perspectives of others. Individual opinions, especially pertaining to public management, can evoke powerful emotions. The commitment that each of us makes in this class is to agree to disagree in a positive environment, and to treat each person in a respectful manner. Disrespectful, hateful, angry behavior and/or conversation will not be tolerated in this course.

All readings, postings and assignments are due by 11:59pm. MST (Arizona Time) on the stated deadline. Students are expected to complete all readings, postings and assignments by the stated deadlines. Late assignments are only permitted in extreme extenuating circumstances. Please review the guidelines for requesting to submit late assignments.

Effective Fall 2012
Required Textbook


Supplemental Reading Material

Additional articles will be posted online in the learning modules.

Course Outline

Module 1

1. Introduction to Criminology
2. Correlates of Crime
3. Defining and Measuring Crime
4. Classical and Neo-Classical Theories

Readings for Classical Theory:

1. Vold: Ch 2 (Classical)
2. Cullen & Agnew: p. 21-28 and 381-436 (Classical)

Supplementary Article (Classical Theory):


Effective Fall 2012
Module 2

1. Biological and Psychological Theories
2. Social Disorganization Theories

Readings for Biological and Psychological:

1. Vold: Ch 3-4 (Biological and Psychological)
2. Cullen & Agnew: p. 29-85 (Biological and Psychological)

Readings for Social Disorganization:

3. Vold: Ch. 7 (Social Disorganization)

Module 3

1. Strain Theories
2. Learning and Subcultural Theories

Readings for Strain:

1. Vold: Ch. 5, 6, and 8 (Strain)
2. Cullen & Agnew: p. 155-197 (Strain)

Readings for Learning and Subcultural

3. Vold: Ch. 9 (Learning and Subcultural)
4. Cullen & Agnew: p. 118-154 (Learning and Subcultural)

Supplementary Articles (Learning and Subcultural)


Module 4

1. Control Theories
2. Labeling and Conflict Theories

Readings:

1. Vold: Ch. 10 (Control)
2. Cullen & Agnew: p. 198-238 (Control)
3. Vold: Ch. 11 and 12 (Labeling and Conflict)
4. Cullen & Agnew: p. 239-300 (Labeling and Conflict)

Supplementary Articles (Control)


Module 5

1. Marxist, Postmodern and Feminist Theories

Readings:

1. Vold: Ch. 13 ad 14
2. Cullen & Agnew: p. 301-380

Effective Fall 2012
Supplementary Articles (Marxist, Postmodern and Feminist Theories)


Module 6

1. Life-Course and Developmental Theories
2. Integrated Theories

Readings:

1. Vold: Ch. 15 (Life-Course and Developmental)
2. Cullen & Agnew: p. 198-238 (Life-Course and Developmental)
3. Vold: Ch. 16 (Integrated Theories)

Supplementary Articles (Life-Course and Developmental Theories)


Module 7

1. Complete Final Exam
2. Submit Final Term Paper
Assessment of Student Learning Outcomes

Weekly Discussion Board Activities (weeks 1-6)

Three Parts:

1. **Answer 1 Posted Question:** Each week I will post discuss questions related to the current course topics. You need to answer ONE of these questions by integrating the course readings and offering insightful comments.

2. **Post 1 Discussion Question to the Class:** You need to post a question to the class. In your question, you need to briefly summarize the main point or points of the module readings and suggest a topic of discussion.

3. **Respond to 2 Postings from Your Classmates:** You are also required to respond to the posting of two of your classmates. Responses need to by beyond “I agree” or “I disagree.” In your responses, I am looking to see how well you are able to add to the “conversation.” This can be accomplished by offering your interpretation of the course readings and/or from your personal experiences.

Short, Bi-Weekly Analysis Papers (due weeks 2, 4, and 6)

For these papers, you will research a specific crime theory and showing how it has impacted past or current criminal justice policy (in the field of policing, courts, or corrections). Specific details will be posted online in the learning modules.

Term Paper (due week 7)

You are to write a paper, no longer than 2500 words (approx. 10 pages) (excluding title page, abstract, and references) that critically examines a major issue in the criminal justice field. The goal is critically analyze criminal justice policies, the theories behind the policies, and the consequences and/or benefits of such policies. You are free to explore any theory we discussed in the course. Example topics are listed below.

1. The impact of social control theory on crime prevention policies for adults or juveniles.
2. The impact of broken windows theory on crime prevention or how broken windows theory is connected to community based policing.

Effective Fall 2012
Final Exam

This is a comprehensive exam designed to assess your knowledge of the theories discussed throughout the course. You are welcome to use your notes and book, but you must work alone and submit your own work in your own words.

Exam Format: The exam will be open for one week. You will have 4-hours to complete 5 essay questions. The time begins once your start the exam.

Grading Rubrics

Discussion Board Postings and Responses:

A= (1) fully integrates the module readings into the discussion question or answer, (2) references the module readings (beyond just quoting the material), (3) offers personal thoughts on the topic (what does this really mean), (4) addresses how this topic impacts criminal justice practice or policies, and (5) free of grammatical, spelling, and APA citation errors.

And the student responds to the postings of TWO classmates by offering insightful comments that move the conversation forward.

B= (1) attempts to integrate the module readings into the discussion question or answer, (2) references the module readings (beyond just quoting the material), (3) offers personal thoughts on the topic (what does this really mean), (4) addresses how this topic impacts criminal justice practice or policies, and (5) very few grammatical, spelling and/or APA citation errors.

And the student responds to the postings of TWO classmates by offering insightful comments that move the conversation forward.

C= (1) briefly integrates the module readings into the discussion question or answer, (2) briefly references the module readings, (3) offers personal thoughts on the topic (what does this really mean), (4) briefly addresses how this topic impacts criminal justice practice or policies, and/or (5) several grammatical, spelling and/or APA citation errors.

Effective Fall 2012
Or the student fails to respond to the postings of TWO classmates by offering insightful comments that move the conversation forward.

D/F= (1) fails to integrate the module readings into the discussion question or answer, (2) fails to significantly reference the module readings, (3) fails to offer significant personal thoughts on the topic (what does this really mean), (4) fails to or briefly addresses how this topic impacts criminal justice practice or policies, and/or (5) several grammatical, spelling and/or APA citation errors.

And the student fails to respond to the postings of TWO classmates by offering insightful comments that move the conversation forward.

Analysis Papers (see each learning module for the specific grading rubrics)

Discussion Posting Format

Your discussion postings are to be typed using a 12-point style such as Arial, Verdana or similar font. All discussion postings are considered written documents and as such must adhere to the rules of effective writing – clarity, conciseness, coherence and correctness. Spelling and grammar count!

Discussion Posting Etiquette

All course discussions are designed to provide a stimulating and collaborative learning environment. In order to achieve this goal it is imperative that all participants be courteous and respectful of the opinions and perspectives of others. Individual opinions, especially pertaining to public management, can evoke powerful emotions. The commitment that each of us makes in this class is to agree to disagree in a positive environment, and to treat each person in a respectful manner. Disrespectful, hateful, angry behavior and/or conversation will not be tolerated in this course.

Since this is an online course, discussions are held via the written word. Please be mindful of the fact that written communication is different from face-to-face communication and consider your words carefully. In written communication we lack the ability to see non-verbal cues that help us place our verbal speech in context, and without these non-verbal cues it makes it more difficult to determine the tone of the writer, and sometimes the intent. Also, on occasion some people write statements that they would not feel comfortable saying in a face-to-face conversation. Please take these and other differences you have noticed into account when communicating in this class.

Effective Fall 2012
Any student who communicates inappropriately and over-steps the bounds of decorum in this class will be given ONE warning that his/her written speech is unacceptable behavior. If the behavior continues the person will not be allowed to participate in the discussions and assignments. Should this happen that person would not receive credit for any and all discussions and assignments missed as a result of his/her written speech. Extra credit, make-up assignments and alternate assignments will not be offered.

Final Research Paper

Your paper will be graded according to the following criteria:

1. Clearly defined thesis statement
2. Logical, complete, and accurate argument in support of the thesis statement. Argument synthesizes the academic literature on the topic
3. Paper incorporates a MIN of 10 scholarly sources
4. Articles are interpreted and viewed critically (as opposed to simply quoting the material).
5. Organization (paper follows a neat and flowing pattern)
6. Grammar, technical writing, APA formatting

Final Exam

Your grade for each question will be based on the following:

1. The accuracy of your answer.
2. How well you are able to synthesize the information (apply the theory and show that you clearly understand the material).
3. Your ability to connect theory to practice.
4. Spelling, grammar, conciseness of answer (more is not better).

Grading System

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board</td>
<td>6 x 10 points</td>
<td>60</td>
</tr>
<tr>
<td>Short Analysis Papers</td>
<td>3 x 25 points</td>
<td>75</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>1 x 50 points</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
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<td>50</td>
</tr>
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<td></td>
<td>235</td>
</tr>
</tbody>
</table>

A= 90-100%
B= 80-89.9%

Effective Fall 2012
C = 70-79.9%
D = 60-69.9%
F = 59.9% and below

Course Policy

Re-tests/make-up Test: (1) Retests and make-up tests are not permitted, (2) You are not permitted to resubmit papers, (3) Late assignments are not accepted.

Guidelines for Requesting to Submit Late Assignments

1. As a general rule, late assignments will not be accepted:
   - Students in online courses are typically juggling family, work and school. Everyone is sacrificing their personal life to fulfill their education. I will only grant extensions in the most extreme and unavoidable situations.
2. If an unexpected emergency occurs, one which will prevent you from submitting your assignment on-time, please send me an email to request an extension.

Please note, these are not valid reasons to request an extension:

1. Computer problems
   - Online courses offer flexibility, but there are inherent shortcomings---you must have a reliable computer and Internet access---technical difficulties of any kind will not constitute a valid reason for requesting to submit late assignments.
2. Assignment did not post or attach (remember to check to make sure your assignment is attached)
   - Only submit assignments as Word Docs or directly in the textbox
3. Vacation plans
   - The course is structured to provide you with opportunities to compete work in advance.

Problems with Bb Learn when Submitting Assignments

If you are having problems with Bb Learn, please contact the Student Technology Center.

Effective Fall 2012
Attendance

This is an online class; there are not any in-person class meetings. You are expected to log into the course on a regular basis (at least one time a day (M-F) and read the course announcements and course emails.

Plagiarism and Cheating

You are expected to submit only your own work. Plagiarism will not be tolerated. If you quote or paraphrase from other materials you must cite your sources internally in the document (Author, Page), and then list the complete reference at the end of your posting or assignment. Please read the University Policy Statements for further information pertaining to academic integrity and classroom civility.

You are not permitted to submit work in this class that you have submitted in a previous course (this is considered also considered plagiarism).

Citing Sources

Please follow the APA guidelines for citing sources. For assistance in APA formatting, grammar, and the use of punctuation, please see Purdue University's Online Writing Lab (OWL) at http://owl.english.purdue.edu/.

NORTHERN ARIZONA UNIVERSITY POLICY STATEMENTS

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

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

STUDENTS WITH DISABILITIES
If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747.

Effective Fall 2012
Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

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

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

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

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

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

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

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

Effective Fall 2012
SENSITIVE COURSE MATERIALS
If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

"University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty."

For further information, please visit:

http://jan.ucc.nau.edu/academicadmin/policy1.html

Effective Fall 2012
Please attach proposed Syllabus in approved university format.

1. Course subject and number:  
   JUS 530

2. Units: 3
   See upper and lower division undergraduate course definitions.

3. College: Extended Campuses
4. Academic Unit: Public Administration & Justice Studies

5. Student Learning Outcomes of the new course.  
   (Resources & Examples for Developing Course Learning Outcomes)
   1. Analyze the historical evolution, theoretical debates, key characteristics, and fundamental mechanisms of terrorism.
   2. Acquire the intellectual tools and knowledge to understand and explain the changing security landscape throughout the world with respect to terrorism and its causes.
   3. Develop an understanding of political, economic and social causes of terrorism in diverse political systems through the use of theory, concepts, and case studies.
   4. Develop frameworks to analyze future changes to the security environment and the implications of these changes for national security policy and strategy.
   5. Identify the objectives and components of counterterrorism strategies from the international landscape to the local context.
   6. The student will define “Intelligence”, understand the steps of the Intelligence Cycle, and explain the purpose of the Intelligence Process.
   7. The student will define and identify methodologies and practices of Intelligence-Led Policing.
   8. The student will gain knowledge of the partnerships between Intelligence and Operations and will explain the different types of analysis in law enforcement intelligence.
   9. The student shall describe the links between intelligence and information, which will be outlined in various law enforcement intelligence models.
   10. The student will be able to identify issues involving policy, law, resources, and management of the counterterrorism effort facing the criminal justice community.

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

This course provides students with an overview of the intelligence and counterintelligence issues that impact the criminal justice fields. As noted in the justice studies student learning objectives, students in this program will learn to develop policies that will enable the various facets of the criminal justice field to effectively collect, analyze, and disseminate intelligence information.

Effective Fall 2012
7. Effective BEGINNING of what term and year?  Fall 2014
   See effective dates calendar.
8. Long course title: Counterterrorism and Intelligence
   (max 100 characters including spaces)
9. Short course title: Counterterrorism & Intelligence
   (max. 30 characters including spaces)
10. Catalog course description (max. 60 words, excluding requisites):
    This course provides a detailed look at terrorism and counterterrorism, at all levels (local, national, and international) from the perspective of the intelligence community. Particular focus is placed on examining problems of policy, law, resources, and management, as they arise for senior officials in the criminal justice community.
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: N/A
    (For example: ES 450 and DIS 450) See cross listing policy.
    Please submit a single cross-listed syllabus that will be used for all cross-listed courses.
17. May course be repeated for additional units?
    Yes ☐ No ☒
    16a. If yes, maximum units allowed?
    16b. If yes, may course be repeated for additional units in the same term?
    Yes ☐ No ☒
    Admission to the Master of Administration Program
18. Prerequisites: Admission into the MA program.
19. Co requisites:  NONE
   If co requisites, include the rationale for the co requisites.

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

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

Answer 22-23 for UCC/ECCC only:

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

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

FLAGSTAFF MOUNTAIN CAMPUS

Reviewed by Curriculum Process Associate  Date

Approvals:

Department Chair/Unit Head (if appropriate)  Date

Chair of college curriculum committee  Date

Dean of college  Date

For Committee use only:

UCC/UGC Approval  1/15/14  Date

Approved as submitted:  Yes ☐  No ☐

Approved as modified:  Yes ☐  No ☐

Effective Fall 2012
## EXTENDED CAMPUSES

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<td>Jenny Scott</td>
<td>9.20.13</td>
</tr>
<tr>
<td>Reviewed by Curriculum Process Associate</td>
<td>Date</td>
</tr>
<tr>
<td><strong>Approvals:</strong></td>
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<tr>
<td>Academic Unit Head</td>
<td>10/24/13</td>
</tr>
<tr>
<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td>Date</td>
</tr>
<tr>
<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
<td>10/24/13</td>
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<tr>
<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td>11/07/13</td>
</tr>
<tr>
<td>Chief Academic Officer, Extended Campuses (or Designee)</td>
<td>Date</td>
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</tbody>
</table>

**Approved as submitted:** Yes ☑ No ☐

**Approved as modified:** Yes ☐ No ☐

Effective Fall 2012
Department of Public Administration and Justice Studies

JUS 530 Counterterrorism and Intelligence

Fall 2014

3 hours

Instructor’s Name

Bruce Ciolli

Technical Support

Contact NAU ITS if you have any technical difficulties: (928) 523-9294/(888) 520-7215/student computing@nau.edu

Course Pre-requisites

Admission to the Masters of Administration Program.

Course Description

This course provides a detailed look at terrorism and counterterrorism at all levels (local, national, and international) from the perspective of the intelligence community. Particular focus is placed on examining problems of policy, law, resources, and management as they arise for senior officials in the criminal justice community.

Specifically, this course will cover the fundamental definitions, history, and philosophy of law enforcement intelligence, the intelligence cycle, types of law enforcement analysis, best practices in the development and management of law enforcement intelligence units, and innovation in law enforcement intelligence.

Additionally, this course will also seek to provide the student with an understanding of the causes, nature, and consequences of terrorism, and the practical and moral dilemmas in countering terrorist threats. This course explores both the theoretical and historical underpinnings of terrorism, as well as, practical and policy considerations surrounding terrorism and counterterrorism. The students will learn about and question widely held beliefs about terrorism while developing their own thoughts about this subject.

Effective Fall 2012
Prerequisites: Admission into the MA program.

Course Objectives

By the end of the course, students will be able to:

1. Analyze the historical evolution, theoretical debates, key characteristics, and fundamental mechanisms of terrorism.

2. Acquire the intellectual tools and knowledge to understand and explain the changing security landscape throughout the world with respect to terrorism and its causes.

3. Develop an understanding of political, economic and social causes of terrorism in diverse political systems through the use of theory, concepts, and case studies.

4. Develop frameworks to analyze future changes to the security environment and the implications of these changes for national security policy and strategy.

5. Identify the objectives and components of counterterrorism strategies from the international landscape to the local context.

6. The student will define "Intelligence", understand the steps of the Intelligence Cycle, and explain the purpose of the Intelligence Process.

7. The student will define and identify methodologies and practices of Intelligence-Led Policing.

8. The student will gain knowledge of the partnerships between Intelligence and Operations and will explain the different types of analysis in law enforcement intelligence.

9. The student shall describe the links between intelligence and information, which will be outlined in various law enforcement intelligence models.

10. The student will be able to identify issues involving policy, law, resources, and management of the counterterrorism effort facing the criminal justice community.

Effective Fall 2012
Required Textbooks


Additional readings will be posted in Bb Learn.

Resources for Writing Assistance

Make an appointment with the NAU Composition Tutoring Center by calling the NAU Student Learning Center (SLC) at 928-523-7391 during business hours-weekdays only: Mon-Thur 8am-8pm, Fri 8am-5pm.

Contact the NAU-Yuma Writing Center: Bernadette Presloid NAU-Yuma Writing Coordinator Office: AC 245/SC 203 Phone: 317-7088 E-mail: Bernadette.Presloid@nau.edu

General Writing Resources

NAU-Yuma Writing Center (online writing assistance): https://sites.google.com/a/nau.edu/nau-yuma-writing-center/

For assistance in APA formatting, grammar, and the use of punctuation, please see Purdue University’s Online Writing Lab (OWL) at http://owl.english.purdue.edu/.

For study assistance, please see the following link: http://www.studygs.net/

Purdue Online Writing Laboratory: http://owl.english.purdue.edu/

Other readings may be placed on electronic reserve and can be accessed through the course on Blackboard VISTA.

Effective Fall 2012
Course Structure

This course will be presented in seven learning modules. The initial modules are focused on introducing the student to multiculturalism. As the course progresses, the student will learn about cultural specifics in the criminal justice system and internal issues regarding cultural diversity.

This course is NOT an open-entry/open-exit class. There are due dates for the assignments in each module and all assignment papers, exams, etc. must be completed by the due date. You have some flexibility in completing the activities within modules, but once a module due date has passed that module will be closed and you will not be able to submit activities for that module. The ONLY EXCEPTION to this policy will be if you are granted permission from the instructor PRIOR TO the module due date. This permission will be based on the student providing documentation, where necessary, supporting the need to make up work.

The learning modules for this course are listed below. **The activities for each module must be completed by the Module Due Dates.**

Software

All writing assignments must be completed in Microsoft Word (they **cannot** be submitted in Microsoft Works, Corel Work Perfect or RTF format).

Please make sure that your Internet browser settings meet the requirements to be WebBb Learn compatible. Contact NAU’s STC (928) 523-9294/(888) 520-7215/student computing@nau.edu.

Course Requirements, Policy and Evaluation

This is an **online** delivered course and consists of readings, online (non-synchronous) discussions, research, and assignments. All course discussions and assignments are designed to provide a stimulating, practical and collaborative learning environment. In order to achieve this goal it is imperative that all participants be courteous and respectful of the opinions and perspectives of others. Individual opinions, especially pertaining to public management, can evoke powerful emotions. The commitment that each of us makes in this class is to **agree to disagree** in a positive environment, and to treat each person in a respectful manner. Disrespectful, hateful, angry behavior and/or conversation will not be tolerated in this course.

Effective Fall 2012
All readings, postings and assignments are due by 11:59pm MST (Arizona Time) on the stated deadline. Students are expected to complete all readings, postings and assignments by the stated deadlines. Late assignments are only permitted in extreme extenuating circumstances. Please review the guidelines for requesting to submit late assignments. All guidelines must be met in order for the request to be considered.

Submitting Written Assignments

You are expected to submit only your own work. Plagiarism will not be tolerated. If you quote or paraphrase from other materials you must cite your sources internally in the document (Author, Page), and then list the complete reference at the end of your posting or assignment. Please read the University Policy Statements for further information pertaining to academic integrity and classroom civility.

Citing Sources:

Please follow the APA guidelines for citing sources. For assistance in APA formatting, grammar, and the use of punctuation, please see Purdue University's Online Writing Lab (OWL) at http://owl.english.purdue.edu/.

Student Expectations

Students are expected to follow the weekly reading schedule. These readings will be used for weekly discussions and ALL assignment.

Students are expected to post assignments on time in the format outlined.

Students are expected to incorporate a significant amount of course readings into all of their assignments. This does not mean to directly quote the readings, but to summarize the material in order to show a clear understanding of the subject matter being discussed.

Students are expected to check the class discussion board, announcements page and class email on a regular basis (at least once every two days).

Effective Fall 2012
Assignments

Discussion Boards/Participation (20 Points Per Module):

The purpose of having this discussion forum is to facilitate a collaborative learning process and share different ideas. Points for these discussions will be based on your level of participation – specifically, the number of postings you have made, the insights you have offered, whether your postings have incorporated the ideas from the readings, and whether your postings have engaged the ideas of other students. The goal is to have a roundtable/brainstorming type of discussion centered on the questions/topics (rather than merely answering those questions/topics).

Discussions points are NOT free points (i.e. they are not the equivalent of attendance points in which you just need to "show up") – these points need to be earned by participating actively and perspicaciously in the discussion.

There are two parts to the Discussion Board:

(1) Posting your answers

(2) Responding to the postings of at least TWO other students.

Research Papers (25 Points Per Module):

Each module will require you to submit a research paper on a different topic area. You will be expected to conduct research, analyze what you found, and complete a paper that addresses the respective topic of focus and includes reflections that tie into the current module's teachings. Assignment details will be posted in each module within Bb Learn.

Paper Guidelines:

1. 2-3 pages of text (min of 500 words), 12-point font, double-spaced
2. Papers need to be formatted with an introduction, body, conclusion
3. In-text and reference page citations (APA format)

Effective Fall 2012
Final Analysis Paper (50 Points):

You will be asked to choose a topic pertaining to an aspect of counterterrorism or intelligence. The topics should enhance learning of the course subject matter and will need to be approved by the course instructor.

Paper Guidelines:

1. A minimum of 3 scholarly sources must be used and cited
2. 3-5 pages of text, 12-point font, double-spaced
3. Papers need to be formatted with an introduction, body, conclusion
4. In-text and reference page citations (APA format)

Exams (50 Points Each):

There will be two exams, one mid-term and one at end of the course. The exams will test you on the reading and course material, as well as, the concepts presented during the learning modules.

Assignment Schedule and Point Breakdown

Discussion Boards:

Note: Discussion postings are due Thursday at 11:59pm of the respective week and responses are due on Sunday at 11:59pm of the respective week. Late postings are not accepted. Read the discussion board guidelines carefully.

<table>
<thead>
<tr>
<th>Discussion #</th>
<th>Posting Deadline</th>
<th>Response Deadline</th>
<th>Points</th>
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<td>Module 2</td>
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<tr>
<td>Total Points</td>
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Effective Fall 2012
Research Papers:

Submitting Research Papers: As Word attachment In Bb Learn by Due Date

Time: All papers must be posted in Bb Learn by 11:59pm Arizona Time on the respective date.

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<thead>
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Final Analysis Paper/Exams:

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<tr>
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Effective Fall 2012
Course Point Total:

<table>
<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
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<tr>
<td>Research Papers</td>
<td>150</td>
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Grading Scale

A= 378-420  
B= 336-377  
C= 294-335  
D= 252-293  
F= 251-below

A=90-100% B=80-89% C=70-79% D=60-69% F=Below 60%

Discussion Board Guidelines and Grading Rubric

Posting/Responses: The Discussion Board for online courses acts as the in-class discussion forum for in-person classes. I will post questions that pertain to the weekly readings each week in the Discussion Board.

Students are required to ‘post’ their answers to the discussion questions (in accordance with the guidelines outlined in the Discussion Board section below by the listed due date/time.

Students are also required to post ‘responses’ to the discussion postings of 2 other students by the posted due date/time. Please see the discussion board guidelines below for more details.

Effective Fall 2012
Discussion Posting Guidelines:

- **Introduction Assignment** (not graded): Introduce yourself (post in textbox, not as attachment) and respond to the introduction of 2 other students.
- **Discussion Questions** (graded): Respond to the discussion questions according to the following format:

  1. Postings must be placed directly in the textbox (attachments will not be accepted).
  2. If you cut and paste your posting from Word into the textbox, you need to adjust your format so it follows the formatting structure of a paragraph.
  3. Format your discussion posting so it is clear which question you are answering (it is highly recommended that you write each discussion question followed by the respective answer).
  4. Your answers must include specific references to course readings AND personal opinions (what does this mean to you). You need to go beyond stating, “According to the course readings...” and “I agree with the authors...” I am looking for specifics details: (1) what readings and (2) what are your views/ opinions/ thoughts and why.
  5. Be complete, but concise with your answers. Think about what you would like to read.
  6. Respond to the postings of 2 other students (you must state more than “I agree” or “I disagree”) by offering personal comments and/or insight.
  7. Spelling, grammar, sentence structure and content all count. Be sure to proofread your work.

Discussion Board Grading Rubric:

**Important Note:** To receive credit for the weekly discussion board, you must post your answers to the weekly discussion questions by the scheduled due date/time. If you do not post your answers, you cannot receive any credit for the discussion board (i.e. if you only respond to the postings of other students, you will not receive any points for that week’s discussion posting).

**A-** Posting will be (1) formatted correctly (paragraph form, proper spacing, etc.), (2) submitted in a format that clearly articulates which question is being answered (highly recommended that students use a question/answer format), (3) use proper punctuation, spelling and grammar, (4) reference course readings AND offer personal opinions (5) include in-text and reference citations, and (6) fully address all questions asked in one posting.

  a. Student will also respond to the postings of 2 other students.

**B-** Posting will be (1) formatted correctly (paragraph form, proper spacing, etc.), (2) submitted in a format that clearly articulates which question is being answered (highly recommended that students use a question/answer format), (3) may have a couple minor punctuation, spelling or grammar errors, (4) reference course readings AND offer personal opinions (5) include in-text and reference citations, and (6) clearly address all questions asked in one posting.

  a. Student will also respond to the postings of 2 other students.

Effective Fall 2012
C- Postings may (1) be formatted incorrectly, (2) be submitted in a format that fails to articulate which question is being answered, (3) have several punctuation, spelling and/or grammar errors, (4) be missing in-text or reference page citations or (5) have an insufficient number of in-text citation or personal comments.
   a. Student may have responded to less than 2 postings from other students.

D- or Below- Student (1) fails to complete the assignment, (2) submits assignment with numerous grammar, spelling, punctuation, formatting errors or (3) incorrectly submits assignment (i.e. fails to post discussion posting directly in textbox).

No Credit-Late assignment

Discussion Posting Format:

Your discussion postings are to be typed using a 12-point style such as Arial, Verdana or similar font. All discussion postings are considered written documents and as such must adhere to the rules of effective writing – clarity, conciseness, coherence and correctness. Spelling and grammar count!

Discussion Posting Etiquette:

All course discussions are designed to provide a stimulating and collaborative learning environment. In order to achieve this goal it is imperative that all participants be courteous and respectful of the opinions and perspectives of others. Individual opinions, especially pertaining to public management, can evoke powerful emotions. The commitment that each of us makes in this class is to agree to disagree in a positive environment, and to treat each person in a respectful manner. Disrespectful, hateful, angry behavior and/or conversation will not be tolerated in this course.

Since this is an online course, discussions are held via the written word. Please be mindful of the fact that written communication is different from face-to-face communication and consider your words carefully. In written communication we lack the ability to see non-verbal cues that help us place our verbal speech in context, and without these non-verbal cues it makes it more difficult to determine the tone of the writer, and sometimes the intent. Also, on occasion some people write statements that they would not feel comfortable saying in a face-to-face conversation. Please take these and other differences you have noticed into account when communicating in this class.

Any student who communicates inappropriately and over-steps the bounds of decorum in this class will be given ONE warning that his/her written speech is unacceptable behavior. If the behavior continues the person will not be allowed to participate in the discussions and assignments. Should this happen that person would not receive credit for any and all discussions and assignments missed as a result of his/her written speech. Extra credit, make-up assignments and alternate assignments will not be offered.

Effective Fall 2012
Written Assignments Guidelines and Grading Rubric

All of these assignments are already 'open' in Bb Learn. Students are welcome to work ahead, but assignments must be completed by the listed due date. Please review the case study grading rubric for specific guidelines.

Written Assignments Requirements:

- Attach papers in a Word format
- Review the assignment guidelines in Bb Learn for specific assignment criteria (assignment length and requirements).
- Include your name on your papers.
- These are not solely opinion papers. The goal is to expand on your current knowledge. You must incorporate the course readings into your papers, as opposed to relying on unsupported opinions.
- Sources must be cited according to the APA format in-text and listed in the reference page at the end of the paper (include all available citation information in reference page). If you have questions about citing sources, please see the paragraph towards the beginning of the syllabus on Online Writing Resources.

Written Assignments Grading Rubric:

A- Paper will (1) meet the page length listed in the assignment, (2) follow an approved problem solving format, (3) clearly address case study assignment guidelines; (4) be written in a correct format, (5) be free of grammar, spelling and punctuation errors, and (6) submitted in the correct format.

B- Paper will (1) meet the page length listed in the assignment, (2) follow an approved problem solving format, (3) clearly address case study assignment guidelines; (4) be written in a correct format, (5) may have some minor grammar, spelling and punctuation errors, and (6) submitted in the correct format.

C- Paper may (1) be slightly less than the page length listed in the assignment, (2) attempt to follow an approved problem solving format, but with some errors, (3) may miss some of the assignment components, and/or (4) may have some minor grammar, spelling and punctuation errors. Papers will be submitted in the correct format.

D- or Below- Paper (1) fails to fulfill the assignment requirements, (2) contains numerous grammar, spelling, punctuation, or formatting errors, or (3) is submitted in an incorrect format.

No credit will be given for late assignments.

Effective Fall 2012
Guidelines for Requesting to Submit Late Assignments

Online courses offer flexibility, but there are inherent shortcomings—you must have a reliable computer and Internet access—*technical difficulties of any kind will not constitute a valid reason for requesting to submit late assignments.*

Note: It is your responsibility to ensure that your assignment has posted or ‘attached’ by the listed due date/time.

**You may only request to submit late assignments in the following situations:**

- An extreme extenuating situation WILL prevent you from submitting your assignment on time.
- Do not wait until the last minute to submit your assignments. Computer problems of any kind are not justification for an extension. If you are attaching an assignment, be sure to verify that the attachment is there.
- Note: You must notify the instructor *prior to the posted due date/time.*
- Students in online courses are typically juggling family, work, and school. Therefore, everyone is sacrificing their personal life to fulfill their education. My goal is to be fair to everyone; therefore, I will only grant extensions in the most extreme and unavoidable situations.
- If you feel your situation meets the above criteria, you may submit an email to me (prior to the scheduled due date). All relevant information must be included. If any information is omitted or if your situation *clearly* does not meet the criteria stated above, I will *not* reply to your email and you can consider your request denied. However, if your email lists the appropriate details, I will respond in a timely fashion and state my decision.
- Be prepared to scan and email any relevant documents, for you will likely be asked to submit documentation.
- Please note, I rarely grant extensions. This is a very fast paced course and you need to stay on top of the work in order to keep up with the assignments. Online courses are not conducive to every student’s personal style of work. You need to manage your time very closely. And always remember Murphy’s Law…it is very applicable in online classes. Therefore, consider the requirements for this course very carefully.

**Problems with Bb Learn when Submitting Assignments:**

- If you are having problems with Bb Learn, you may email me your assignment
  ([mailto:joseph.ieduc@nau.edu](mailto:joseph.ieduc@nau.edu)).
- **It will be accepted as long as the following criteria have been met:**
  - The assignment is emailed prior to the scheduled due date/time.
  - You contacted the STC prior to emailing the assignment and asked for assistance with Bb Learn.
  - In your email to me (in addition to your assignment), you must include the date/time and name of the person from Bb Learn who helped you.
  - You must also list your problem with Bb Learn and what the person who helped you on the phone told you.
  - You also need to explain how you are going to fix this issue for the future.

*Effective Fall 2012*
Schedule of Assignments

Module 1 – Date

Defining Terrorism: Means, Ends, and Motives - Understanding the Facilitators of Modern Terrorism -
Defining Intelligence - The Development of US Intelligence – The US Intelligence Community

Readings:

1. Howard and Hoffman Chapters 1 and 2
2. Lowenthal Chapters 1, 2 and 3

Presentation (Slides):

1. Intelligence and Law Enforcement.

Assignments:

1. Discussion 1
2. Research Paper 1

Module 2 – Date

The New Terrorism – Religion and the Intersection of Terrorism - The
Intelligence Process – Intelligence Collection – Intelligence Analysis

Readings:

1. Howard and Hoffman Chapters 3 and 4
2. Lowenthal Chapters 4, 5 and 6

Video:

1. Intelligence Led Policing Fusion Centers Part 1 and 2. (CC Available in You Tube) – Available at:
   http://www.youtube.com/watch?v=Nok23rkMhVg (Part 1) and
   http://www.youtube.com/watch?v=6dUZCfhUIbl (part 2)

Assignments:

1. Discussion 2
2. Research Paper 2

Effective Fall 2012
Module 3 – Date

Evolving Methods and Modes of Attack – Counter Intelligence and Covert

Action – The Role of Policy Makers

Readings:

1. Howard and Hoffman Chapter 5
2. Lowenthal Chapters 7, 8 and 9
3. Article: Preface and Chapter 7 of Law Enforcement Intelligence: A Guide for State Local and Tribal Law Enforcement Agencies (Department of Justice) – Available at www.cops.usdoj.gov/pdf/e09042536.pdf

Assignments:

1. Discussion 3
2. Research Paper 3

Module 4 – Date

The Challenges of Terrorism to a free Society – Strategies for Combating

Terrorism – The Oversight and Accountability of Intelligence – The Intelligence Agenda

Readings:

1. Howard and Hoffman Chapters 6 and 7
2. Lowenthal Chapters 10, 11 and 12

Video:

1. Fighting Terrorism in New York City (CC Available in You Tube) – Available at: http://www.youtube.com/watch?v=Nf_PzCfpPug

Assignments:

1. Discussion 4
2. Research Paper 4
3. Exam Modules 1 through 4

Effective Fall 2012
Module 5 – Date

Eclectic Approaches to Countering Terrorism – Ethical and Moral Issues in Intelligence

Readings:

1. Howard and Hoffman Chapter 8
2. Lowenthal Chapter 13
3. Article: Cops Fact Sheet - Criminal Intelligence Systems Operating Policies (US Department of Justice) – PDF in BBLearn

Assignments:

1. Discussion 5
2. Research Paper 5

Module 6 – Date

Winning the War on Terrorism – Intelligence Reform – Foreign Intelligence Services

Readings:

1. Howard and Hoffman Chapter 9
2. Lowenthal Chapters 14 and 15

Video:

1. Terrorism attack in Boston revives US 9/11 fear (CC Available in You Tube) – Available at: http://www.youtube.com/watch?v=OQfbAOelVdk

Assignments:

1. Discussion 6
2. Research Paper 6

Effective Fall 2012
Module 7 – Date

Counterterrorism in a Post-bin Laden World - Course Wrap up and Final

Analysis Paper:

Readings:

1. Howard and Hoffman Chapter 10

Assignments:

1. Final Analysis Paper
2. Exam Modules 5 through 7

Northern Arizona University Policy Statement

SAFE ENVIRONMENT POLICY

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

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

STUDENTS WITH DISABILITIES

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

Effective Fall 2012
INSTITUTIONAL REVIEW BOARD
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

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

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

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

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

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

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

SENSITIVE COURSE MATERIALS
If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

"University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that
may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”

For further information, please visit:

http://jan.ucc.nau.edu/academicadmin/policy1.html
Proposal for New Course

Please attach proposed Syllabus in approved university format.

1. Course subject and number: JUS 540
2. Units: 3

See upper and lower division undergraduate course definitions.

3. College: Extended Campuses
4. Academic Unit: Public Administration & Justice Studies

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

After completing this course, students will have:

- learned how to analyze criminal justice data and interpret those data using statistical measures.
- gained knowledge of appropriate statistical techniques to be used based on available data.
- the ability to use descriptive statistics and graphs to summarize data.
- the ability to use inferential statistics to derive conclusions from available data.
- improved levels of abstract reasoning and critical thinking necessary to approach research beyond the strictures of a textbook.
- the aptitude to distinguish the ethical use of statistics in criminal justice research.

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

This course teaches students to critically evaluate criminal justice research, which is a core learning objective in the justice studies emphasis. As noted in the justice studies learning outcomes, students need to be able to evaluate the validity of the criminological theories to address practical criminal justice issues.

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

8. Long course title: APPLIED STATISTICS FOR JUSTICE ADMINISTRATION
(max 100 characters including spaces)

9. Short course title: Appl Stats Criminal Justice
(max. 30 characters including spaces)

Effective Fall 2012
10. Catalog course description (max. 60 words, excluding requisites):

This course focuses on the connection between how statistical analyses are used and why they are so important for administrators in the criminal justice fields. While analysis will be conducted using SPSS software, this course involves more than just “crunching numbers.” Students will also learn to discern statistical analysis that is used in criminal justice research and operations.

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.
   The material in this course is similar what is offered in CCJ 614. NAU should establish this course, because, unlike CCJ 614, JUS 540 focuses specifically on teaching law enforcement leaders to interpret and analyze criminal justice research for the purpose of implementing criminal justice practices.

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

   This course may potentially impact enrollment in the CCJ program. As indicated in the letter from Dr. Marianne Nielsen, CCJ Department Chair, the CCJ Department has been notified of this potential conflict and Dr. Nielsen has provided her support for the creation of the new course.

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

17. May course be repeated for additional units?
   Yes ☐ No ☒
   16a. If yes, maximum units allowed?
    16b. If yes, may course be repeated for additional units in the same term?
    Yes ☐ No ☐

Effective Fall 2012
18. Prerequisites: NONE
   If prerequisites, include the rationale for the prerequisites.

19. Co requisites: NONE
   If co requisites, include the rationale for the co requisites.

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

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

Answer 22-23 for UCC/ECCC only:

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

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

FLAGSTAFF MOUNTAIN CAMPUS

Reviewed by Curriculum Process Associate ___________________________ Date __________

Approvals:

Department Chair/Unit Head (if appropriate) ___________________________ Date __________

Chair of college curriculum committee ___________________________ Date __________

Dean of college ___________________________ Date __________

For Committee use only: ___________________________ 1/15/14

UCC/UGC Approval ___________________________ Date __________

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

Effective Fall 2012
## EXTENDED CAMPUSES

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<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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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 2012
JUS 540 – Applied Statistics in Criminal Justice
(3 credit hours)

Fall 2014
(Dates of course to be specified by instructor)

Instructor: Dr. Kurt Fenske
Contact information: Through course in Bb Learn

Course Pre-requisites: None

When you can measure what you are speaking about, and express it in numbers, you know something about it; but...when you cannot express it in numbers, your knowledge is of a meager and unsatisfactory kind.

-William Thomson (aka Lord Kelvin)

Course Description

This course focuses on the connection between how statistical analyses are used and why they are so important for administrators in the criminal justice fields. Statistical analysis in this class will be conducted using SPSS software; however, this course involves more than just “crunching numbers.” The fundamentals of statistics will be presented in this course so that students will have sound knowledge of the underlying basics of statistical analysis in used in criminal justice research and operations. Concomitantly, an emphasis is placed on applying that fundamental knowledge to derive useful information from data sets in order to answer various research and policy questions.

Research and statistics play an incredibly important role in the study of criminal justice policy. As such, this course is of value not to only scholars, but is of particular value to practitioners in the criminal justice field.

Student Learning Objectives
After completing this course, students will have:

- learned how to analyze criminal justice data and interpret those data using statistical measures.

Effective Fall 2012