- 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.

**Course Structure**

This section is to be determined by the instructor and based on the format and delivery method, e.g. in person, hybrid, or online in 5-, 7-, 8-, 10- or 16-week length.

[Note: The Department of Public Administration and Justice Studies requires the following for Master level courses:

- Reading – at least 500 pages of reading, consisting mainly of journal articles and books by the original authors

- Writing – a minimum of 20 pages of written work

- Participation activities (e.g. Discussions, blogs, group work) – should not constitute more than 25% of the overall allotted points for the course)

- Testing – at least one testing components to ensure learning objectives have been achieved

- Independent research/examination of the material by the student]

This section of the syllabus also will state the **due date/late submission policy** and also list whether there will be **extra credit opportunities** as determined by the instructor.

**Textbook and Required Materials**

Faculty committee to determine the required text and each instructor determines any additional required materials for the course.

Effective Fall 2012
Recommended optional materials/references

Instructor determines any optional/recommended materials for the course.

Course Outline

[Note: This section of the syllabus will list each individual learning module (depending on the format and delivery method, e.g. in person, hybrid, or online in 5-, 7-, 8-, 10- or 16-week length).]

Example...

Learning Module 1: [Module Due Date: (to be determined/specified by instructor)]

Reading assignment: (to be specified by instructor)

Activities due:

* Module 1 Discussions

* Module 1 Assignment Paper

Etc.......

Assessment of Student Learning Outcomes

A. Ability to explain how to analyze criminal justice data and interpret those data using statistical measures.
   Demonstrated through written assignments, participation activities, and on assessments (exams or quizzes).

B. Employ descriptive and inferential statistics to summarize and analyze data.
   Demonstrated through written assignments, participation activities, and on assessments (exams or quizzes).

Effective Fall 2012
C. Ability to identify the most appropriate statistical techniques to be used based on available data. Demonstrated through written assignments and participation activities.

D. Distinguish and explain the ethical use of statistics in criminal justice research. Demonstrated through written assignments and participation activities.

E. Improvement of abstract reasoning, critical thinking, and communication skills in explaining the implications and effects of statistical research in criminology. Demonstrated through written assignments and participation activities.

**Grading System** *(Example...point allocation to be determined by instructor based on assignments)*

- Participation Activities: points
- Writing Assignments: points
- Exams/Quizzes: points
- Total: points

In general, to earn at least a 90% (an ‘A’) on any assignment/activity, and the course overall, a student must do “Excellent” work. To receive at least 80% (a ‘B’), a student must do “Good”, or “Above Average” work. To receive at least 70% (a ‘C’), a student must do no less than “Average” work. Work that is assessed as “Below Average” will receive a ‘D’ or lower.

Effective Fall 2012
Course Grades will be based on the following overall percents/points earned:

A  90-100% (x-x points)
B  80-89% (x-x points)
C  70-79% (x-x points)
D  60-69% (x-x points)
F  0-59% (x-x points)

Course Policies

1) This is a Master level university course, which implies the following:

- There is a significant amount of reading; in short format courses, this reading may seem more arduous than in a regular semester, but the reading needs to be completed diligently. The purpose of these assigned readings is to provide you with information to expand your knowledge and provide supporting material to complete the required activities in each learning module. Assigned readings should be completed prior to attempting the activities throughout the course.

- All assignments need to be well-written (words properly spelled, complete sentences, etc.). Double-check your work before submitting any assignment. Your answers and arguments should be well-organized, well-written, and demonstrate thoughtful reflection.

2) In online courses, it is important to recognize that most communication is held via the written word. Please be mindful of the fact that written communication is different from face-to-face communication; 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. For the record: All perspectives and views are welcome in this class, with the exception of overly offensive remarks and writings which violate standards of academic pursuits and are intended to cause discomfort to others.

3) The use of outside sources for information that will enhance your ideas certainly is welcome and expected. As you should be well aware at this point in your academic career, there are a few "rules" that need to be followed:

Effective Fall 2012
Outside information should be used to support/enhance your position and ideas – the activities in this course are designed for you to demonstrate that you understand the materials and are able to explain that understanding in your own words;

- If you use outside sources, including the assigned readings, you must provide a proper citation and use quotation marks where appropriate. Please see the “Academic Integrity” section in the NAU Policy Statements near the end of this syllabus. Plagiarism (see the websites listed below) will result in a zero for an assignment, and any additional instances will lead to further disciplinary measures.

- Visit the following websites to become familiar with what is (and is not) plagiarism:
  - NAU’s Department of Criminology and Criminal Justice Plagiarism Tutorial (http://jan.ucc.nau.edu/~pms/plagiarism/)
  - NAU’s e-Learning Center site on academic integrity (http://www2.nau.edu/d-elearn/support/tutorials/academicintegrity/03_04_WhenIn Doubt.php)

4) Please be aware of the dates established by the Registrar’s Office regarding administrative deadlines, such as the date by which to drop the course without it appearing on your transcript and the deadline to withdraw from the course with a ‘W’ (without a petition).

5) Exams/Quizzes must be taken when scheduled. Make-up exams/quizzes will be provided only when a student has approval from the instructor prior to the exam/quiz date, or an extreme emergency causes the student to miss the exam/quiz as scheduled. Documentation of the need to make-up an exam/quiz will need to be provided upon request.

6) Requests for Incompletes will only be considered for instances where extreme “circumstances beyond the student’s control” prevent the student from completing a relatively small portion of the course work; these circumstances must be verified with written documentation for the request to be considered and requests will be considered only in accordance with department policy.
NORTHERN ARIZONA UNIVERSITY

POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

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

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://www4.nau.edu/diversity/swale.asp. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

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

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

INSTITUTIONAL REVIEW BOARD

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

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

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

ACADEMIC INTEGRITY

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

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."

NOTE: This means you should plan to spend at least 90 hours on "additional work" in each class and all course lengths. In a short 5 or 7 week session, this requires solid time management.

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
UCC/UGC/ECCC
Proposal for New Course

Please attach proposed Syllabus in approved university format.

1. Course subject and number: JUS 610
   See upper and lower division undergraduate course definitions.

2. Units: 3

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)
   - Gain a better understanding of the increasingly complex criminal justice environment.
   - Explain the ethical issues present in the criminal justice fields (i.e., policing, courts, and corrections).
   - Identify ethical issues associated with retributive justice.
   - Identify and apply leadership theories and practices that help to promote ethics in criminal justice and contribute to the equitable administration of justice.
   - Investigate the impact of internal and external monitoring systems on police misconduct.
   - Summarize the existing research on a specific area of criminal justice that presents ethics concerns, and propose a plan for promoting an ethical environment.

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 understanding of the ethical issues facing the criminal justice fields, which is a core learning outcome from the program. As noted in the core learning objectives for the Justice Studies emphasis, students will be able to demonstrate an understanding of the ethical issues that have historically existed, as well as those that current exist in the criminal justice fields.

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

8. Long course title: ETHICS IN JUSTICE ADMINISTRATION
   (max 100 characters including spaces)

9. Short course title: ETHICS IN JUSTICE ADM
   (max. 30 characters including spaces)

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

This course examines the historical and contemporary ethical issues that impact the criminal justice fields. Focus will also be placed on critically examining criminal justice policies for any unintended ethical consequences. This course material cumulates with each student developing a comprehensive proposal for improving ethics in criminal justice.

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?

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

   Admission to the Masters of Administration Program.

   Admission into the MA program.

Effective Fall 2012
19. Co requisites:  NONE
If co requisites, include the rationale for the co requisites.

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

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

Answer 22-23 for UCC/ECCC only:

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

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

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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
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<thead>
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<th>Approval Category</th>
<th>Date</th>
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<tbody>
<tr>
<td>Academic Unit Head</td>
<td>10/23/13</td>
</tr>
<tr>
<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td>10/29/13</td>
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<tr>
<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
<td>10/29/13</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>
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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
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 examines the historical and contemporary ethical issues that impact the criminal justice fields. Focus will also be placed on critically examining criminal justice policies for any unintended ethical consequences. This course material cumulates with each student developing a comprehensive proposal for improving ethics in criminal justice.

Effective Fall 2012
Student Learning Outcomes

- Gain a better understanding of the increasingly complex criminal justice environment.
- Explain the ethical issues present in the criminal justice fields (i.e., policing, courts, and corrections).
- Identify ethical issues associated with retributive justice.
- Identify and apply leadership theories and practices that help to promote ethics in criminal justice and contribute to the equitable administration of justice.
- Investigate the impact of internal and external monitoring systems on police misconduct.
- Summarize the existing research on a specific area of criminal justice that presents ethics concerns, and propose a plan for promoting an ethical environment.

Required Textbooks


Supplemental Reading Material

Additional supplemental readings material, to include scholarly journal articles, are listed in each module.

Course Outline

This course is presented in seven learning module.

Effective Fall 2012
Course Structure and Approach

This course is presented in seven learning modules. Class activities include online discussion forums, analysis papers, and a term paper that investigates a major issue related to ethics.

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.

Grading System

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total</th>
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<tbody>
<tr>
<td>Discussion Board</td>
<td>6 x 10 points</td>
<td>60</td>
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<tr>
<td>Short Analysis Papers</td>
<td>6 x 25 points</td>
<td>125</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>1 x 50 points</td>
<td>50</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td>335</td>
</tr>
</tbody>
</table>

A = 90-11%
B = 80-89.9%
C = 70-79.9%
D = 60-69.9%
F = 59.9% and below

Effective Fall 2012
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/.

Course Outline

Module 1: Ethics in Policing

Module learning objectives:

1. Recommend future directions for research on ethics in policing, and identify limitations in research on issues pertaining to policing ethics.
2. Interpret and critique peer-reviewed journal articles that discuss concerns on ethics in policing.
3. Construct questions on ethics in policing that will stimulate discussion among the class.
4. Summarize and assess select textbook readings on ethics in policing.

Module Assignments:

1. Readings
2. Discussion Board

Textbook Readings:

1. Banks: p. 17-64
2. Kleinig: p. 45-110

Effective Fall 2012
Supplementary Articles:


**Module 2: Ethics in the Courts**

This week's learning objectives are:

1. Construct questions on ethics in the court system that will stimulate discussion among the class.
2. Summarize and assess select textbook readings on ethics in courts.

**Module Assignments:**

1. Readings
2. Discussion Board

**Textbook Readings:**

1. Banks: p. 86-113
2. Kleinig: p. 111-192

**Supplementary Readings:**


Effective Fall 2012
Module 3: Ethics in Corrections

This week's learning objectives are:

1. Construct questions on issues in corrections that will stimulate discussion among the class.
2. Identify and interpret ethical issues in America's corrections system.

Module Assignments:

1. Readings
2. Discussion Board

Textbook Readings:

1. Banks: p. 114-186
2. Kleinig: p. 193-236

Supplementary Readings

N/A

Module 4: Ethics and Policymaking (i.e., mandatory minimums, capital punishment, disenfranchisement, policies that disproportionately affect minorities, three-strikes and you are out laws).

This week's learning objectives are:

1. Construct questions on ethical concerns with American policymaking, specifically three-strikes laws, that will stimulate discussion among the class.
2. Identify and interpret ethical issues that have arisen due to various criminal justice policies.

Module Assignments:

1. Readings
2. Discussion Board

Textbook Readings:


Effective Fall 2012
Supplementary Readings:


Module 5: Ethics and Research Methodologies in Criminal Justice Research

This week’s learning objectives are:

1. Explain the methodological advantages of experimental methods.
2. Reflect upon the merit and design of criminological studies.

Module Assignments:

1. Readings
2. Discussion Board
3. Submit Paper Topic (optional)

Textbook Readings:

1. N/A

Supplementary Readings:


Module 6: Current Ethical Issues

This week’s learning objectives are:

1. Investigate the current ethical issues facing the criminal justice system.
2. Identify possible solutions (that are available to CJ leaders) to address these problems.
Module 7: Finishing Final Paper

This week’s learning objective is:

1. Complete final research paper.

Readings: N/A

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 go 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.

Weekly Analysis Papers

For these papers, you will research a specific issue related to criminal justice ethics (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 summarizes the past and current ethical issues that impact one area of the criminal justice field. You are also tasked with proposing a plan, as a leader, to improve ethics (and reduce misconduct) in your chosen field. Specific details will be provided in Bb Learn.

Effective Fall 2012
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.

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)

Effective Fall 2012
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.

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

Effective Fall 2012
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

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

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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-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.

Effective Fall 2012
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

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

1. Course subject and number: JUS 620
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 be able to:

- Discuss the development and evolution of American Policing.
- Describe the role and structure of the police in American society.
- Describe the nature of the policing culture and issues related to ethics and officer performance.
- Discuss the challenges facing police departments in recruitment, retention, and training of police officers.
- Discuss the nature of police discretion, use of force, and police misconduct.
- Explain the effect of police supervisory styles on officer behavior.
- Discuss the implementation of and challenges associated with policing initiatives such as community- oriented, problem-oriented, and intelligence-led policing.
- Identify, discuss and create innovate solutions to police management and personnel issues.
- Recognize the importance of technology as police management tools.
- Discuss the importance of research in criminal justice policy making.

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 understanding of the current issues facing the criminal justice fields; a core learning objective in the justice studies emphasis. As noted in the student learning outcomes for the justice studies emphasis, students will be able to demonstrate an understanding of the contemporary issues facing the criminal justice fields.

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

See effective dates calendar.

Effective Fall 2012
This course examines, from a theoretical and a law enforcement practitioner perspective, the trends, issues, challenges, and initiatives in the delivery of public policing services in the United States. It examines the evolution of policing and the implementation of contemporary policing strategies such as community-oriented policing and problem-oriented policing, intelligence-led policing, fusion centers, and directed enforcement.

The material in this course is similar what is offered in CCJ 635. NAU should establish this course, because, as opposed to assuming a primarily theoretical perspective (as is used in CCJ 635), this course will teach allow students to connect theory to current criminal justice practices. Moreover, this course will focus primarily on practitioners (i.e., criminal justice leaders).

17. May course be repeated for additional units? Yes ☒ No ☐
   17a. If yes, maximum units allowed? ___________
   17b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☐
18. Prerequisites: TBD
   If prerequisites, include the rationale for the 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: James Petersen

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 Date

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

Effective Fall 2012
<table>
<thead>
<tr>
<th>Position</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Wischmeier</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>
<td></td>
</tr>
<tr>
<td>Academic Unit Head</td>
<td>10/28/13</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>Date</td>
</tr>
<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>
</tr>
</tbody>
</table>

Approved as submitted: Yes ☑ No ☐

Approved as modified: Yes ☐ No ☐

Effective Fall 2012
Department of Public Administration and Justice Studies  
JUS 620 Critical Issues in Policing  
Fall 2014  
3 credit hours

Instructor  Dr. James V. Petersen  
Office Address  145 North Centennial Way, Mesa, AZ  
Office Hours  By Appointment  
  Use the MESSAGES feature inside the course, available in the navigation bar on the  
  left side of the course pages, to contact me for course related questions or  
  to schedule an appointment.

COURSE PREREQUISITES  
TBD

TEXTBOOK AND REQUIRED MATERIALS  
There are two (2) required texts:


RECOMMENDED OPTIONAL MATERIALS/REFERENCES  
Please see the reading list on pages 13-15 of this syllabus.

COURSE DESCRIPTION  
This course examines, from a theoretical and a law enforcement practitioner perspective, the trends, issues, challenges, and initiatives in the delivery of public policing services in the United States. It examines the evolution of policing and the implementation of contemporary policing strategies such as community-oriented policing and problem-oriented policing, intelligence-led policing, fusion centers, and directed enforcement. The class looks at policing challenges of the future and the use of technology in law enforcement. Contemporary issues including police ethics, recruitment and retention, accountability, racially-based policing, and police use of force will be topics of discussion and research. In addition the course will examine the use of policing information systems and analytical tools such as Compstat as police management resources.
STUDENT LEARNING EXPECTATIONS/OUTCOMES FOR THE COURSE

After completing this course students will be able to:

- Discuss the development and evolution of American Policing.
- Describe the role and structure of the police in American society.
- Describe the nature of the policing culture and issues related to ethics and officer performance.
- Discuss the challenges facing police departments in recruitment, retention, and training of police officers.
- Discuss the nature of police discretion, use of force, and police misconduct.
- Explain the effect of police supervisory styles on officer behavior.
- Discuss the implementation and challenges associated with policing initiatives such as community-oriented, problem-oriented, and intelligence-led policing.
- Identify, discuss and create innovative solutions to police management and personnel issues.
- Recognize the importance of technology as police management tools.
- Discuss the importance of research in criminal justice policy making.

COURSE STRUCTURE/APPROACH

The course is conducted in an online learning format. The course is comprised of six (6) learning modules which include text readings, article readings, online assessments, and online critical thinking discussions. In addition, there are six (6) web research papers and a final project. Detailed instructions for each learning module and corresponding assignments are available on the course content page.

Note: This compressed format course requires the same amount of dedication and work as a course offered in a semester-long format. There is a great deal of information for you to read, process, and utilize in completing course assignments. As such it is critical that you are prepared and begin work on the first day of the course, and that you keep up with the exigent pace throughout the course.

This is not an open/entry/open-exit class. There are due dates for the assignments in each module and all discussions, quizzes, web research papers, etc. must be submitted by the due date and time. It is the student’s responsibility to meet all due dates and deadlines. Due to the compressed format of this course, late work will not be accepted.

COURSE OUTLINE

The course contains the following elements:

- **Quizzes.** (20 points per module) Students will take six (6) online quizzes covering required materials from each module. Quizzes are not timed. However, there is only one attempt per quiz and once you begin a quiz you must finish it before exiting. You may take the quiz at any time during the learning module. You may use the text and other resources from the course to complete the quiz. However, you must work independently on the quiz. The quiz for each module is accessed through the
ASSESSMENTS link in the navigation bar on the left side of the course pages. Once the due date and time listed on the Assignment Due Dates Schedule passes, the quiz will no longer be accessible. No late quizzes will be accepted.

- **Discussion Question Participation.** (20 points per module) Students will participate in six (6) on-line discussion activities. The purpose of having these discussion forums is to facilitate a collaborative learning process and allow you to share different ideas with classmates. Points for these discussions will be based on your level of participation and the academic quality of your post – specifically, the insights you have offered, whether your postings have incorporated the ideas from the readings, whether your postings have engaged the ideas of other students, and the number of postings you have made. **Read the requirements detailed below to be sure your work complies with course expectations.** The goal is to have a roundtable/brainstorming type of discussion centered on the questions/topics (rather than merely answering those questions/topics). I encourage you to post discussion responses prior to the due date. This allows for substantive dialogue between classmates. Enter your work directly into the discussion area. **DO NOT** post discussion assignments as an attachment. Discussion questions for each module are accessed through the **DISCUSSION QUESTIONS** link in the navigation bar on the left side of the course pages. Once the due date and time listed on the Assignment Due Dates Schedule passes, you will no longer be able to post to the forum. No late discussions will be accepted.

**Requirements for Discussion Question Answers**

To receive credit, you must:

- ⚠️ Post a thorough response that addresses each part of the discussion question.
- ⚠️ For each question, your initial discussion post must be a **minimum of 250 words.** Your answers must include a **minimum of two (2)** specific references to course readings. You may also include references to outside readings as well as personal observations. 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 (2) what are your observations and thoughts (3) support for your thoughts and observations. Note: thorough answers often exceed the minimum 250 words and require multiple paragraphs.
- ⚠️ You must include properly formatted source citations. Include properly formatted references at the bottom of your post.
- ⚠️ For each discussion question you must respond to **at least two (2)** other students’ posts. Each response must be a **minimum of 100 words.** Your response must be thorough and be much more than “I agree” or “Great post”. You are encouraged to respond to the work of more than two other students.
- ⚠️ Post your answers **directly into the discussion box** (not as an attachment).

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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, grammar, punctuation, and formatting count!

It is imperative that your discussion posts are formatted properly and do not appear as one long paragraph and/or contain random, multiple font sizes and types or irregular spacing. Proper formatting makes your work more reader friendly, lends credibility to your work, and will help maximize points earned. If you are experiencing formatting issues when copying and pasting into a discussion board, i.e. your work becomes one long paragraph, call Student Technology Support at 888-520-7215 for assistance.

After you meet these requirements, the actual number of points you receive will be based on the quality of your response. See the rubric for discussion question postings for specifics.

Note: if you do not meet these requirements, you may not receive any points.

- **Web Research Papers.** (30 points per module) These six (6) assignments require you to do some ‘outside’ research and will allow you the opportunity to connect the theoretical ideas and concepts in the readings with some practical implications relating to policing. Web research papers will:
  - Be a minimum of four (4) pages in length, not including the title page, abstract page, and reference page.
  - Comply with the format and writing guidelines established for this course.
  - Utilize and reference information from the course text and reading materials provided, and relevant, materials obtained by the student from academically accepted sources. **You must use a minimum of two outside sources** in addition to information provided in the module materials.

Thoroughly read the criteria provided for each web research paper. The assignment must be posted, as an attachment, in the appropriate assignment drop box in assessments, no later than the prescribed deadline in the assignment schedule. Once the due date and time listed on the Assignment Due Dates Schedule passes, you will no longer have access to the drop box. **Do not submit assignments as attachments to messages.**

After you meet these requirements, the actual number of points you receive will be based on the quality of your responses.

- **Final Project** (100 points) Students will submit a final project. The final project will be a paper of no more than 2500 words (not including references). The focus of the paper will be a critical examination of a contemporary trend, challenge, or initiative in the delivery of public policing services in the United States. The paper will entail a review of the scholarly literature associated with the topic of choice and
  - Include a minimum of seven (7) academic journal articles not including articles assigned for the class.
  - Contain a clear and concise thesis statement.
  - Be organized to defend the thesis statement.

Effective Fall 2012
Demonstrate conceptual clarity.

Comply with the format and writing guidelines established for this course.

Thoroughly review the criteria provided for the final project. The assignment must be posted, as an attachment, in the appropriate assignment drop box in assessments, no later than the prescribed deadline in the assignment schedule. Once the due date and time listed on the Assignment Due Dates Schedule passes, you will no longer have access to the drop box.

Do not submit the assignments as attachments to messages.

After you meet these requirements, the actual number of points you receive will be based on the quality of your responses.

**ASSESSMENT OF STUDENT LEARNING OUTCOMES**

**Rubric for Discussion Question Responses**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Point Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Posting:</strong></td>
<td></td>
</tr>
<tr>
<td>- Articulates the question being answered.</td>
<td></td>
</tr>
<tr>
<td>- Follows the writing guidelines.</td>
<td></td>
</tr>
<tr>
<td>- Includes minimum of two references from relevant course material.</td>
<td></td>
</tr>
<tr>
<td>- Offers and supports personal opinion.</td>
<td></td>
</tr>
<tr>
<td>- Includes proper source citations.</td>
<td></td>
</tr>
<tr>
<td>- Clearly addresses all questions asked &amp; meets minimum 250 word requirement.</td>
<td>20-18</td>
</tr>
<tr>
<td><em>Reply to the postings of at least 2 other students-each response meets minimum 100 word requirement.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Posting:</strong></td>
<td></td>
</tr>
<tr>
<td>- Articulates the question being answered.</td>
<td></td>
</tr>
<tr>
<td>- Follows the writing guidelines.</td>
<td></td>
</tr>
<tr>
<td>- Contains minor errors in grammar, punctuation, and/or spelling.</td>
<td></td>
</tr>
<tr>
<td>- Includes minimum of two references from relevant course material.</td>
<td></td>
</tr>
<tr>
<td>- Offers and supports personal opinion.</td>
<td></td>
</tr>
<tr>
<td>- Includes proper source citations.</td>
<td>17-16</td>
</tr>
<tr>
<td>- Clearly address all questions asked and meets minimum 250 word</td>
<td></td>
</tr>
</tbody>
</table>

Effective Fall 2012
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Reply to the postings of at least two other students-each response meets minimum 100 word requirement.</td>
<td></td>
</tr>
<tr>
<td><strong>Posting:</strong></td>
<td></td>
</tr>
<tr>
<td>- Does not clearly articulate the question being answered.</td>
<td></td>
</tr>
<tr>
<td>- Follows the writing guidelines.</td>
<td></td>
</tr>
<tr>
<td>- Contains several errors in grammar, punctuation, and/or spelling.</td>
<td></td>
</tr>
<tr>
<td>- Does not include sufficient references from relevant course material.</td>
<td></td>
</tr>
<tr>
<td>- Does not sufficiently offer and support personal opinion.</td>
<td></td>
</tr>
<tr>
<td>- Does not include proper source citations.</td>
<td></td>
</tr>
<tr>
<td>- Does not clearly address all questions asked and/or meet minimum 250 word requirement.</td>
<td></td>
</tr>
<tr>
<td>*Reply to postings of at least two other students-each response meets minimum 100 word requirement.</td>
<td></td>
</tr>
<tr>
<td><strong>Posting:</strong></td>
<td></td>
</tr>
<tr>
<td>- Does not clearly articulate the question being answered.</td>
<td>15-14</td>
</tr>
<tr>
<td>- Does not follow the writing guidelines.</td>
<td></td>
</tr>
<tr>
<td>- Contains numerous errors in grammar, punctuation, and/or spelling.</td>
<td></td>
</tr>
<tr>
<td>- Does not include sufficient references from relevant course material.</td>
<td>13 or below</td>
</tr>
<tr>
<td>- Does not sufficiently offer and support personal opinion.</td>
<td></td>
</tr>
<tr>
<td>- Does not include proper source citations.</td>
<td></td>
</tr>
<tr>
<td>- Does not clearly address all questions asked and/or meet minimum 250 word requirement.</td>
<td></td>
</tr>
</tbody>
</table>

Effective Fall 2012
requirement.

-Is incorrectly submitted-i.e. submitted as an attachment instead of being posted in the text box.

*Reply to postings of at least 2 other students-each response meets minimum 100 word requirement.

*If you do not respond to the work of at least two other students you may not receive any points!*

Rubric for Web Research Papers

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper:</td>
<td></td>
</tr>
<tr>
<td>-Thoroughly and accurately addresses all relevant aspects of the assignment and topics.</td>
<td>30-27</td>
</tr>
<tr>
<td>-Follows writing guidelines established for the course.</td>
<td></td>
</tr>
<tr>
<td>-Contains no errors in grammar, punctuation, spelling, formatting.</td>
<td></td>
</tr>
<tr>
<td>-Includes references from relevant materials.</td>
<td></td>
</tr>
<tr>
<td>-Includes relevant, academic sources.</td>
<td></td>
</tr>
<tr>
<td>-Includes proper source citations.</td>
<td></td>
</tr>
<tr>
<td>Paper:</td>
<td>26-24</td>
</tr>
<tr>
<td>-Thoroughly and accurately addresses all relevant aspects of the assignment and topics.</td>
<td></td>
</tr>
<tr>
<td>-Follows writing guidelines established for the course.</td>
<td></td>
</tr>
<tr>
<td>-Contains minor errors in grammar, punctuation, spelling, and/or formatting.</td>
<td></td>
</tr>
</tbody>
</table>

Effective Fall 2012
<table>
<thead>
<tr>
<th>In-cludes references from relevant material.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-cludes relevant, academic sources.</td>
</tr>
<tr>
<td>In-cludes proper source citations.</td>
</tr>
</tbody>
</table>

**Paper:**

- Does not thoroughly and accurately address all relevant aspects of the assignment and topics.
- Follows the writing guidelines established for this course.
- Contains several errors in grammar, punctuation, spelling, and/or formatting.
- Does not include sufficient references from relevant course material.
- Does not include relevant academic sources.
- Does not include proper source citations.

- **23-21**

**Paper:**

- Does not thoroughly and accurately address all relevant aspects of the assignment.
- Follow the writing guidelines established for this course.
- Contains numerous errors in grammar, punctuation, spelling, formatting.
- Does not include sufficient references from relevant course material.
- Does not include relevant academic sources.
- Does not include proper source citations.

- **20 or below**
## Rubric for Final Project

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis Statement:</strong></td>
<td></td>
</tr>
<tr>
<td>- Easily identifiable.</td>
<td>0-10</td>
</tr>
<tr>
<td>- Clearly and concisely written.</td>
<td></td>
</tr>
<tr>
<td><strong>Argument:</strong></td>
<td></td>
</tr>
<tr>
<td>- Reasoned.</td>
<td></td>
</tr>
<tr>
<td>- Logical.</td>
<td>0-40</td>
</tr>
<tr>
<td>- Complete.</td>
<td></td>
</tr>
<tr>
<td>- Accurate.</td>
<td></td>
</tr>
<tr>
<td>- Supports the thesis statement.</td>
<td></td>
</tr>
<tr>
<td>- Synthesizes academic literature on the topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Insights:</strong></td>
<td>0-20</td>
</tr>
<tr>
<td>- Contains original insights.</td>
<td></td>
</tr>
<tr>
<td>- Views the literature with a critical eye.</td>
<td></td>
</tr>
<tr>
<td>- Demonstrates conceptual clarity.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization:</strong></td>
<td>0-10</td>
</tr>
<tr>
<td>- Logical organization.</td>
<td></td>
</tr>
<tr>
<td>- Defends the thesis statement.</td>
<td></td>
</tr>
<tr>
<td><strong>Literature:</strong></td>
<td>0-10</td>
</tr>
<tr>
<td>- A minimum of seven (7) academic journal articles not including articles assigned for class.</td>
<td></td>
</tr>
<tr>
<td>- Appropriate for the paper topic.</td>
<td></td>
</tr>
<tr>
<td>- Thorough and complete use of resources.</td>
<td></td>
</tr>
<tr>
<td>- Appropriate formatting of entries on the</td>
<td></td>
</tr>
</tbody>
</table>

Effective Fall 2012
### ASSIGNMENT DUE DATES SCHEDULE

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE*</th>
<th>TIME*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Discussion Question Initial Post</td>
<td>Thursday, August 28</td>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>Module 1 Discussion Question Responses to Other Students</td>
<td>Saturday, August 30</td>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>Module 1 Quiz</td>
<td>Sunday, August 31</td>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>Module 1 Web Research Paper</td>
<td>Monday, September 1</td>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>Module 2 Discussion Question Initial Post</td>
<td>Thursday, September 4</td>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>Module 2 Discussion Question Responses to Other Students</td>
<td>Saturday, September 6</td>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>Module 2 Quiz</td>
<td>Sunday, September 7</td>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>Module 2 Web Research Paper</td>
<td>Monday, September 8</td>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>Module 3 Discussion Question Initial Post</td>
<td>Thursday, September 11</td>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>Module 3 Discussion Question Responses to Other Students</td>
<td>Saturday, September 13</td>
<td>11:59 p.m.</td>
</tr>
</tbody>
</table>

Effective Fall 2012
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 3 Quiz</td>
<td>Sunday, September 14</td>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>Module 3 Web Research Paper</td>
<td>Monday, September 15</td>
<td>11:59 p.m.</td>
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<td>Module 4 Discussion Question</td>
<td>Thursday, September 18</td>
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<td>Module 4 Discussion Question</td>
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<td>Responses to Other Students</td>
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<tr>
<td>Module 4 Quiz</td>
<td>Sunday, September 21</td>
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<tr>
<td>Module 4 Web Research Paper</td>
<td>Monday, September 22</td>
<td>11:59 p.m.</td>
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<tr>
<td>Module 5 Discussion Question</td>
<td>Thursday, September 25</td>
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<td>Module 5 Discussion Question</td>
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<td>Module 5 Quiz</td>
<td>Sunday, September 28</td>
<td>11:59 p.m.</td>
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<tr>
<td>Module 5 Web Research Paper</td>
<td>Monday, September 29</td>
<td>11:59 p.m.</td>
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<tr>
<td>Module 6 Discussion Question</td>
<td>Thursday, October 2</td>
<td>11:59 p.m.</td>
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<tr>
<td>Module 6 Discussion Question</td>
<td>Saturday, October 4</td>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>Responses to Other Students</td>
<td></td>
<td></td>
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<tr>
<td>Module 6 Quiz</td>
<td>Sunday, October 5</td>
<td>11:59 p.m.</td>
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<tr>
<td>Module 6 Web Research Paper</td>
<td>Monday, October 6</td>
<td>11:59 p.m.</td>
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<tr>
<td>Final Project</td>
<td>Thursday, October 9</td>
<td>11:59 p.m.</td>
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*Due Dates and Times are Arizona Time*

Effective Fall 2012
GRADING SYSTEM

<table>
<thead>
<tr>
<th>Assignment</th>
<th># of items x points per item</th>
<th>Total Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>6 x 20</td>
<td>120</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>6 x 20</td>
<td>120</td>
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<tr>
<td>Web Research Papers</td>
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<td>180</td>
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<tr>
<td>Final Project</td>
<td>1 x 100</td>
<td>100</td>
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<tr>
<td>Total Possible Points</td>
<td></td>
<td>520</td>
</tr>
</tbody>
</table>

A = 90% or above  B = 80-89%  C = 70-79%  D = 60-69%  F = 59% or lower

COURSE POLICIES

- **Writing Guidelines** All papers and discussion boards will:
  - Use a 12-point font such as Arial, Times New Roman, or Verdana.
  - Be double-spaced.
  - Adhere to the rules of effective writing — clarity, conciseness, coherence, and correctness.
  - In this course we will adhere to APA (American Psychological Association) formatting as APA is most commonly used to cite sources in disciplines within the social sciences. While the APA Publication Manual is a recommended resource for this course, you may also refer to the APA resource at the Purdue Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/rsoure/560/01/
  - The title page, abstract page, and reference page are not considered part of the narrative portion of assignments. Where applicable, papers must meet the prescribed length without these pages.
  - References must be from academically acceptable sources. Wikipedia is not an academically acceptable source.
  - Spelling, grammar, sentence structure, punctuation, and formatting count. Be sure to proofread your work before submitting your assignment.

Effective Fall 2012
Include proper source citations. Be sure to properly cite references and give credit for ideas and findings as well as for direct quotes. Failure to do so is plagiarism and considered cheating. If in doubt, cite the source.

**Do not plagiarize!**

*If you plagiarize, you will fail this course and you will be subject to further disciplinary action from the University.*

- **Assignment Submission**
  - © Establish a schedule for working. Log on to the course daily.
  - © Announcements pertaining to the course will be posted on the Home Page.
  - © You have some flexibility in completing the activities within modules. However, once an assignment due date has passed that assignment will automatically close and you will NOT be able to submit your work for that assignment. Posting work for an assignment that has closed is like attempting to attend a face-to-face class after the scheduled meeting time.
  - © Do not submit assignments to me as attachments to messages as they will not be accepted.
  - © All time deadlines are ARIZONA time.
  - © No extra-credit, make-up, or alternate assignments are available in this course.
  - © Please pay attention to due dates listed in the Assignment Due Dates Schedule on the Content Page. Due to the compressed format of this course LATE WORK CANNOT BE ACCEPTED.

- **Expectations**
  Students are expected to follow the reading and discussion posting schedule very closely. In order to maximize your learning experience and your contributions to the learning of others, you must complete the reading assignments and on-line discussion posts on time. This class will be enjoyable, engaging, and topical only when students are willing to participate in class discussions. That said I want to remind everyone that the academic atmosphere encourages the free expression of ideas and opinion. We will be respectful of this fact and respectful of each other. I will not tolerate individual behaviors that I deem to be disruptive or disrespectful to any student or instructor. While I do not expect this to be a problem, it is imperative that we all know and follow the boundaries of academic behavior.

- **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 those pertaining to issues in policing can evoke powerful emotions. The commitment that each of us makes in this class is to agree to disagree in a positive, academic environment, and to treat each person as a respected, academic colleague. Disrespectful, hateful, angry conversation will not be tolerated in this course.

*Effective Fall 2012*
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 verbal speech in context. Without these non-verbal cues it becomes more difficult to determine the tone, and sometimes the intent, of the writer. Please take these and other differences you may have noticed into account when communicating in this class. Any student who communicates inappropriately and oversteps the bounds of decorum in this class will be given ONE warning that his/her written speech is unacceptable and inappropriate behavior. If the behavior continues the person will not be allowed to participate in the discussions and assignments. Should this happen, that person will receive no further credit for any further assignments. Extra credit, make-up, and alternate assignments are not offered.

- **Relevant Information**
  It is important for you to know that this is a rigorous class. There is a great deal of information for you to read, process, and utilize in completing course assignments. Please pay attention to due dates listed in the assignment due dates schedule on the course content page. Due to the compressed format of this course, LATE WORK WILL NOT BE ACCEPTED. Here are some tips to help you be successful in this class:

  - Time management is the key to your success. Do not fall behind. In addition, this is **not** self-paced learning. Participation in discussions must to be timely to be effective.
  - Conduct research for the six web research assignments and the final project concurrently with your regular readings and assignments.
  - Log on frequently. Create a schedule for logging on that takes into account work, travel, family, and unexpected events.
  - Participation in an online class involves posting and responding to posts of others. Being involved in this dialogue is how you “attend class” in an online learning environment.
  - You are responsible for having a reliable computer and internet connection throughout the course. Have a back-up plan in case your computer crashes. Have an alternate method in mind for logging into the class – public libraries, school libraries, a borrowed personal computer.
  - Readable form is necessary if you are to receive credit for your work.
  - Discussion posts will be made directly into the text box and **not as attachments**. Preview your work before posting.
  - For assignments that are submitted as an attachment, attached files should be either MS Word .doc files or .rtf files. DO NOT send Word Perfect or MS Works files. **I cannot give you credit for work I cannot open.**
  - Accuracy lends credibility and ethos. Use available resources to review and revise your work.

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• **Individual Responsibilities**

This is a graduate level university course and as such you will be required to ensure:

- All papers are well-written and meet the writing guidelines established for this course. Double-check and preview your work **before** posting. Your answers and arguments should be well-organized, well written, and demonstrate thoughtful reflection.
- The activities in this course are designed for you to demonstrate that you understand the materials and are able to explain that understanding in your own words. You **must** provide a proper citation for sources used. This will allow your fellow students, and the instructor, to find the information used.
- Use quotation marks where appropriate.
- Review the “Academic Integrity” section in the NAU Policy Statements.

Please be aware of the dates established by the Registrar’s Office regarding administrative deadlines. Be advised that the instructor does not have the option to award a withdrawal. The student can only withdraw through the Registrar’s Office.

Requests for incompletes will only be considered for instances where extreme “circumstances beyond the student’s control” prevent the student from completing a relatively small portion of the course work; these circumstances must be verified with written documentation for the request to be considered.

**REQUIRED/RECOMMENDED READINGS**


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NORTHERN ARIZONA UNIVERSITY POLICIES

All students must note that all NAU policies on safe learning environment, students with disabilities, academic integrity and honesty will be enforced in this course. Please consult with NAU’s Student Handbook at http://home.nau.edu/studentlife/ if you have questions. All students are expected to be familiar with all academic deadline dates and all NAU policies relevant to student behavior.

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 of the bias 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), the academic ombudsperson (928-523-9368), or NAU’s Office of Affirmative Action (928-523-3312).

Students with Disabilities: If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Resources (DR) at 928-523-8773 (voice), 928-523-6906 (TTY), dr@nau.edu or 928-523-8747 (fax). Although you may request an accommodation at any time, in order for DR to meet your individual needs, you are urged register and submit necessary documentation (www.nau.edu/dr) eight (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 you project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the

Effective Fall 2012
IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

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

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

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

**Academic Contact Hour Policy:** The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours or 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
Please attach proposed Syllabus in approved university format.

1. Course subject and number: JUS 630

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:

- Describe the assumptions and theoretical arguments of a broad range of classic and modern leadership theories as they apply to current issues in the criminal justice field.
- Illustrate concepts from current leadership theories as they apply to crisis management.
- Compare and contrast how police/public safety ethics and the study of integrity intersect.
- Describe how the concept of situational leadership would be applicable to the topic area of homeland security.
- Analytically access the major classic and modern leadership theories in terms of their logic, validity, and practical application in relation to implementing technology and organizational innovations.
- Diagnostically explain, in detail, how leadership theorist influences criminal justice policies and practice.
- Describe theoretical influences motivating existing leadership practices.
- Amalgamate data from different leadership theories, associating theoretical influences transversely between levels of their content explanation.
- Describe futurist projections for the law enforcement profession concerning leadership, technology, and homeland security issues.

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

This course teaches students how to effectively lead in a criminal justice environment; a core learning objective in the justice studies emphasis. As noted in the student learning objectives for justice studies emphasis, student will learn to understand the core principles and philosophies needed to effectively lead in a criminal justice organization.

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

8. Long course title: **EXECUTIVE LEADERSHIP FOR CRIMINAL JUSTICE PROFESSIONALS**  
   *(max. 100 characters including spaces)*

9. Short course title: **EXEC LEADRSHP FOR CJ PROF**  
   *(max. 30 characters including spaces)*

10. Catalog course description *(max. 60 words, excluding requisites)*:  
    This course challenges students to apply popular leadership theories to current issues in the criminal justice field, such as homeland security, crisis leadership, implementing technology innovations, police ethics, and integrity.

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 ☑

18. Prerequisites:  
   Admission to the Masters of Administration Program; ADM 515, Principles of Leadership

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If prerequisites, include the rationale for the prerequisites.

This course builds upon the leadership theories that are taught in ADM 515.

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: Jeff Hynes

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 ☐

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# EXTENDED CAMPUSES

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<tr>
<th>Lisa Wischmeier</th>
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<td>Academic Unit Head</td>
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<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td>Date</td>
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<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
<td>Date</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
Department of Public Administration and Justice Studies

JUS 630 Executive Leadership for Criminal Justice Professionals

Fall 2014

3 hours

Instructor’s Name
Jeff Hynes

Technical Support

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

Course Pre-requisites

1) Admission to the Masters of Administration Program.

2) ADM 515, Principles of Leadership

Course Description

This course challenges students to apply popular leadership theories to current issues in the criminal justice field, such as homeland security, crisis leadership, implementing technology innovations, police ethics, and integrity.

Student Learning Outcomes

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

1. Describe the assumptions and theoretical arguments of a broad range of classic and modern leadership theories as they apply to current issues in the criminal justice field.
2. Illustrate concepts from current leadership theories as they apply to crisis management.
3. Compare and contrast how police/public safety ethics and the study of integrity intersect.

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4. Describe how the concept of situational leadership would be applicable to the topic are of homeland security.
5. Analytically access the major classic and modern leadership theories in terms of their logic, validity, and practical application in relation to implementing technology and organizational innovations.
6. Diagnostically explain, in detail, how leadership theorist influences criminal justice policies and practice.
7. Describe theoretical influences motivating existing leadership practices.
8. Amalgamate data from different leadership theories, associating theoretical influences transversely between levels of their content explanation.
9. Describe futurist projections for the law enforcement profession concerning leadership, technology and homeland security issues.

Course Structure and Approach

This course is presented in seven learning modules.

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.

Required Textbooks

No textbook is assigned to this course; we will be utilizing selected readings, government publications, videos and website resources.

Supplemental Reading Material

Additional articles will be posted online in the learning modules

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Assessment of Student Learning Outcomes:

1) Weekly Discussions: Since this is an online course, students are expected to participate in a substantive way (e.g., engaging synthesis and analysis skills) in weekly discussions devoted to course-relevant topics. This course will use the e-Learning Center Online Discussion Participation Rubric found at http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/disc1.php. In addition to the four criteria delineated in the rubric a fifth criteria will be required for this course which is “Integrating and Citing required and Supplemental Readings”.

As a Guide there are three parts to the discussion posting/s:

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.

   **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. The recommended window for completing these discussion questions would be at the front end of the academic week (within the first four days).

2. **Respond to 2 Postings from Your Classmates**: You are also required to respond to the posting of two of your classmates. Interpretation of the course readings and/or from your personal experiences. This fosters points and counterpoints and academic debate. The recommended window for completing these responses would be in the latter part of the academic week (i.e. the last three days), in order to maximize the number of discussion questions addressed.

   Each posting should be 200 to 300 words and include a reference:

   - 200 words = 70%
   - 250 words = 85%
   - 300 words = 100%

2) Group Exercise: Dialectical Process Week Six

The group exercises will be conducted as a “Dialectical Process” with students being assigned to groups and one group will present the pro (supporting) side of the argument and the other group will offer the opposing view. There will be a facilitation group assigned weekly to review the pro and con (opposing) positions and then offer a consensus position for further discussion and attempted resolution. The process will be as follows:

At least three groups will be formed within week-one of the course; students will remain with these assigned groups for the week six discussion exercise.

<table>
<thead>
<tr>
<th>Dialectical Process</th>
<th>Supporting Position</th>
<th>Opposing Position</th>
<th>Consensus Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Six; Situational Leadership Model</td>
<td>Group one</td>
<td>Group two</td>
<td>Group three</td>
</tr>
<tr>
<td></td>
<td>Supporting: Situational Leadership Model</td>
<td>Opposing: Situational Leadership Model</td>
<td>Supporting a compromise facilitation / consensus position</td>
</tr>
</tbody>
</table>

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Footnote: For more information on the Dialectic Process refer to the following web sites;

- http://www.wpunj.edu/cohss/philosophy/courses/hegel/DIALECTX.HTM

Each individual within this group exercise posting should be 200 to 300 words each and include a reference and combined into one final submission, per individual:
- 200 words = 70%
- 250 words = 85%
- 300 words = 100%

3) Summarization Essays: For four of the weeks (Week One, Two, Three, Five and Six), the student will use the internet to research a past terrorism case study that the student may select from a list and theme provided by the professor. This is a short summary/timeline of an incident, group or agenda. Sources must be cited using the APA style manual. (Weeks 1 – 6)

500 words = 70% / 625 words = 85% / 750 words = 100% / with at least one reference

You will conclude the week’s summarization covering what you have learned during the week; select ONE or more of the items provided within the weekly module/s for your summarization. (50 points per essay summary are possible).

4) Mid-Term Examination: The mid-term exam will consist of five short answer and/or essay questions developed from class discussions, assignments, and the readings. The essay questions will be graded on correct format, grammar, spelling, and the ability to clearly and succinctly answer the question while providing evidence from the readings to back up your analysis. (Week 4)

- The instructor will select five questions from the presented material to date. Each answer will be worth 20 points and as a guide the complete submission should be in the content range of 500 words = 70%, 625 words = 85%, 750 words = 100%, with at least one reference per question answered.

5) Final Exam: The final exam will be similar in scope to the mid-term exam. (Week 7)

Your assignments will be graded on technical writing, as well as content. If you need assistance with writing, please use one of the following resources:

A. NAU Composition Tutoring Center:
   Personal tutoring via Illuminate in Bb Learn (you will communicate with a tutor via Bb Learn).
   Details on accessing the tutoring center can be found within the course or you may call the NAU Student Learning Center (SLC) at 928-523-7391 during business hours-weekdays (Mon-Thu 8am-8pm, Fri 8am-5pm)

B. Online reference for APA citations and grammar and the use of punctuation:
   a. Visit Purdue University’s Online Writing Lab (OWL) at http://owl.english.purdue.edu/.
   C. For study assistance, please see the following link: http://www.studygs.net/

Grading Rubric for: Discussion Board Postings and Responses:

Effective Fall 2012
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.

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)

Effective Fall 2012
Discussion Posting Format

Your discussion postings are to be typed using a 10 to 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.

Grading System:

The weekly discussions, assignments and exams will be weighted as follows when computing final grades:

- Weekly Discussions; Week 1 - 5, (125 Points, 25 points per week)
- Summarization Essays (Week 1, 2, 3, 5 and 6) (50 Points Each – Total 250)
- Mid-Term Exam (Week 4) 100 Points
- Dialectical Exercise (Week 6) 75 Points
- Final Exam (Week 7) 100 Points

650 Total Points Possible

Effective Fall 2012
**Course Outline Overview:**

The course outline serves as a guide to highlight the primary topics and directions for the course as well as the required reading material.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Weekly Summarization</th>
<th>Discussion Questions</th>
<th>Required Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1; Course Competency 1</td>
<td>50 points per Topic(s)</td>
<td>25 points for all weeks except week 6</td>
<td>Required:</td>
</tr>
<tr>
<td>Introduction the Topic of Leadership Theory</td>
<td>Assignment 1: Summarization Essay 1: from ONE item from the Module Material or from: 500 words = 70% 625 words = 85% 750 words = 100% With at least one reference</td>
<td>Assignment 2: Discussion Question 1: Each posting should be 200 to 300 words and include a reference: 200 words = 70% 250 words = 85% 300 words = 100%</td>
<td></td>
</tr>
<tr>
<td>Leadership Theorist with a focus upon Organizational Problem Solving: Organizational Leadership Theories</td>
<td>Assignment 1: Summarization Essay 2: from ONE item from the Module Material or from: 500 words = 70% 625 words = 85% 750 words = 100% With at least one reference</td>
<td>Assignment 2: Discussion Question 2: Each posting should be 200 to 300 words and include a reference: 200 words = 70% 250 words = 85% 300 words = 100%</td>
<td>Required:</td>
</tr>
<tr>
<td>Module 2: Course Competency 2/3 Crisis management response Ethics &amp; Integrity</td>
<td></td>
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<td>Optional:</td>
</tr>
</tbody>
</table>

Effective Fall 2012
| Module 3: Course Competency 5 | Assignment 1: Summarization Essay 3: from ONE item from the Module Material:  
500 words = 70%  
625 words = 85%  
750 words = 100%  
With at least one reference | Assignment 2: Discussion Question 3:  
Each posting should be 200 to 300 words and include a reference:  
200 words = 70%  
250 words = 85%  
300 words = 100% | Required:  
Optional: |
| Module 4: Course Competency 6 | Assignment 1: Discussion Question 4:  
Each posting should be 200 to 300 words and include a reference:  
200 words = 70%  
250 words = 85%  
300 words = 100% | Readings:  
Mid-Term Exam will consist of short answer and/or essay questions developed from class discussions, assignments, and the readings. |
| Module 5: Course Competency 7 | Assignment 1: Summarization Essay: from ONE item from the Module Material:  
500 words = 70%  
625 words = 85%  
750 words = 100%  
With at least one reference | Assignment 2: Discussion Question:  
Each posting should be 200 to 300 words and include a reference:  
200 words = 70%  
250 words = 85%  
300 words = 100% | Required:  
Optional: |
| Module 6: Course Competency 8 | Assignment 1: Summarization Essay: from ONE item from the Module Material or the other optional readings  
500 words = 70%  
625 words = 85% | Assignment 2: Dialectical Process Group Discussion Question regarding situational leadership.  
Each individual within this group exercise posting should be 200 to 300 words each and include a | Required: |

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| Situational Leadership Model Examination. | 750 words = 100% | reference and combined into one final submission | Optional:  
Per individual:  
200 words = 70%  
250 words = 85%  
300 words = 100% |
|-----------------------------------------|------------------|-------------------------------------------------|-------------------------------------------------|
| Module 7:  
Final course wrap-up  
Police Futurist projections examined. | NO Summarization Essay | NO Discussion Questions | Final Exam  
Final Examination will consist of short answer and/or essay questions developed from class discussions, assignments, and the readings. |

Weekly breakdown of the assignments is below:

**Week One:**

| Module 1  
Introduction the Topic of Leadership Theory  
Leadership Theorist with a focus upon Organizational Problem Solving:  
Organizational Leadership Theories | Assignment 1: Summarization Essay 1: from ONE item from the Module Material or from:  
500 words = 70%  
625 words = 85%  
750 words = 100% | Assignment 2: Discussion Question 1: Each posting should be 200 to 300 words and include a reference:  
200 words = 70%  
250 words = 85%  
300 words = 100% | Required:  
With at least one reference |

Effective Fall 2012
1. Introduction; the Topic of Leadership Theory

2. Leadership Theorist with a focus upon Organizational Problem Solving:
   a. Edwards Deming; Total Quality Management
   b. Herman Goldstein; SARA Problem Solving Model
   c. George Kelling; Broken Windows Theory
   d. John Kotter; Leading Change
   e. Peter Senge; Business Model "The Five Disciplines"
   f. William Bratton; COMSTAT

3. Organizational Leadership Theories
   g. Blake and Mouton’s Leadership Managerial Grid
   h. Situational Leadership; Ken Blanchard and Paul Hersey
   i. Servant Leadership; Robert K. Greenleaf
   j. Emotional Intelligence; Daniel Goleman
   k. Kouzes and Posner’s Five Practices of Exemplary Leadership
   l. Enlightened Leadership; Doug Krug & Ed Oakley

Assignment One: Summarization Essay; from ONE item within the Module material or from an outside source answering ONE of the below questions:

500 words = 70%
625 words = 85%
750 words = 100%

   a. Provide an overview of Edwards Deming’s TQM model.
   b. Provide an overview of John Kotter’s 8-step problem solving model.
   c. Provide an overview of Herman Goldstein’s 4-step problem solving model.
   d. Explain how William Bratton’s CompStat problem solving model has impacted communities, such as from New York and/or Los Angeles.
   e. Provide an overview from one of the organizational leadership theories cited; Managerial Grid, Situational Leadership, Servant Leadership, etc.

Assignment Two: Discussion Board; each posting should be 200 to 300 words and include a reference:

200 words = 70%
250 words = 85%
300 words = 100%

   a. Discuss what leadership model is utilized within your organization.
   b. Describe what problem solving model is being embraced by your organization.
   c. From Kouzes and Posner’s “Five Practices of Exemplary Leadership” describe if any of these practices are being utilized within your agencies currently.
   d. Enlightened Leadership has illustrated a core concept of “mindset”; could you illustrate an example from your agency, of how an organizational mindset affected a major project.

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Week Two:

| Module 2: Course Competency 2/3 | Assignment 1: Summarization Essay 2: from ONE item from the Module Material or from: 500 words = 70% 625 words = 85% 750 words = 100% With at least one reference | Assignment 2: Discussion Question 2: Each posting should be 200 to 300 words and include a reference: 200 words = 70% 250 words = 85% 300 words = 100% | Required: Optional: |

Week Two / Module Two

1. Crisis Management in relation to leadership practices.
   a. According to Sapriel (2003); A crisis is, by definition, ‘an event, revelation, allegation or set of circumstances which threatens the integrity, reputation, or survival of an individual or organization. It challenges the public’s sense of safety, values or appropriateness.
2. An examination of the topic of ethics and integrity in connection with leadership guidance and setting organizational expectations

Assignment One: Summarization Essay; from ONE item within the Module material or from an outside source answering ONE of the below questions:

500 words = 70%
625 words = 85%
750 words = 100%

a. Provide an overview of what crisis management is and how you and your agency plan for and manage crises as they occur.
b. Kouzes & Posner (2007) suggest a change for crisis leaders from an authoritarian style to a more collaborative and participative style, how does that logic work during times of crisis.
c. From the IACP Police Chief’s Desk Reference, one of the responsibilities of indirect leadership on the part of police leadership is to influence the members of their departments through shaping the context for ethical behavior in the delivery of police services; describe how the suggest to accomplish that goal.
   - http://www.theiACP.org/
   - http://www.theiACP.org/PoliceServices/ExecutiveServices/ProfessionalAssistance/Ethics/tabid/140/Default.aspx

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Assignment Two: Discussion Board; each posting should be 200 to 300 words and include a reference:

200 words = 70%

250 words = 85%

300 words = 100%

a. Crises are often surprising and deceptive, the result of complex systems and environments filled with ambiguous information. Even when crises are not a surprise to management, the ramifications are difficult to predict, can you provide an example of a crisis within your agency.

b. Organizations face a myriad of challenges addressing what many have dubbed a leadership succession crisis, how does your agency plan for pending command level retirements.

c. Is there a difference between day-to-day decision making and crisis decision making and can you provide an example.

d. What are the traits, tools, and practices a crisis leader uses given ambiguous (limited or unconfirmed) information during an organizational crisis?

Week Three

<table>
<thead>
<tr>
<th>Module 3: Course Competency 5</th>
<th>Assignment 1: Summarization Essay 3: from ONE item from the Module Material:</th>
<th>Assignment 2: Discussion Question 3: Each posting should be 200 to 300 words and include a reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Technology</td>
<td>500 words = 70%</td>
<td>200 words = 70%</td>
</tr>
<tr>
<td>&amp; Organizational Innovations.</td>
<td>625 words = 85%</td>
<td>250 words = 85%</td>
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<td></td>
<td>750 words = 100%</td>
<td>300 words = 100%</td>
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<tr>
<td></td>
<td>With at least one reference</td>
<td></td>
</tr>
</tbody>
</table>

Required: Optional:

Week Three / Module Three

1. Implementing new technology requires leadership.
2. Organizational innovations come from many internal and external sources.

Assignment One: Summarization Essay; from ONE item within the Module material or from an outside source answering ONE of the below questions:

500 words = 70%

625 words = 85%

750 words = 100%

Effective Fall 2012
a. Describe how Technology has long been a two-edged sword for law enforcement. While the benefits of implementing technology are obvious, the obstacles to getting the most from that technology often are not, provide an example from your agency.

b. In a time when growing responsibilities greatly increase the duties of local law enforcement agencies, a natural response is to turn to technology as a force multiplier, provide an example of that point.

c. Describe how technology and innovations has changed the law enforcement profession in its ability to combat terrorism now and for the future; provide several examples.

d. From a leadership perspective illustrate the difference between effective and efficient law enforcement agencies and provides examples of such.

Assignment Two: Discussion Board; each posting should be 200 to 300 words and include a reference:

200 words = 70%
250 words = 85%
300 words = 100%

a. Implementing technology can be a long and difficult process. Before new technology can be implemented, the organization’s needs must be determined, it’s relevant business processes analyzed, and its full range of options evaluated. Describe how technology is implemented within your agency.

b. Describe why the law enforcement leadership, while in an era of unprecedented innovation, resists change and innovation and seems to be constantly behind criminal trends, such as Identity Theft, etc.

c. In connection to homeland security describe how innovations and technology are transforming our efforts to combat terrorism.

d. Policing today bears very little resemblance to the policing of the 1970s. For those leaders who have been watching this happen day by day, the differences are simply stunning, can you share several examples of how technology has changed the profession.

Week Four:

| Module 4: Course Competency 6 | Assignment 1: Discussion Question 4: Each posting should be 200 to 300 words and include a reference: 200 words = 70% 250 words = 85% 300 words = 100% | Assignment 2 Mid-Term Exam will consist of short answer and/or essay questions developed from class discussions, assignments, and the readings. |
| Leadership Theorist Influencing Criminal Justice Policies and Practice |

Week Four / Module Four

1. Illustrate a leadership theorist that has positively impacted the law enforcement profession from past performance, such as George Kelling:
   - [http://www.youtube.com/watch?v=IC85T7b_DAE](http://www.youtube.com/watch?v=IC85T7b_DAE)

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2. Provide an example of a law enforcement leader that has changed the profession for the future, such as: William Joseph Bratton who served as the chief of police of the Los Angeles Police Department, New York City Police Commissioner, and Boston Police Commissioner.

- [http://www.lapdonline.org/lapd_command_staff/comm_bio_view/7574](http://www.lapdonline.org/lapd_command_staff/comm_bio_view/7574)
- [http://www.youtube.com/watch?v=xu98o2zYKyU](http://www.youtube.com/watch?v=xu98o2zYKyU)

Assignment: Discussion Board; each posting should be 200 to 300 words and include a reference:

200 words = 70%
250 words = 85%
300 words = 100%

a. Illustrate a police leader that has impressed you and describe the leadership style that he or she embraced.

b. Shared leadership is a term used to describe an approach to management that routinely disperses workplace power and influence among individuals who are otherwise hierarchical unequal’s. Can you describe any police leader that you have seen to illustrate this leadership style?

Mid Term Examination: will consist of short answer and/or essay questions developed from class discussions, assignments, and the readings.

- The instructor will select five questions from the presented material to date. Each answer will be worth 20 points and as a guide the complete submission should be in the content range of 500 words = 70%, 625 words = 85%, 750 words = 100%, with at least one reference per question answered.

Week Five

<table>
<thead>
<tr>
<th>Module 5: Course Competency 7 Motivational Theorist such as: Abraham Maslow Clayton Alderfer David McClelland</th>
<th>Assignment 1: Summarization Essay: from ONE item from the Module Material: 500 words = 70% 625 words = 85% 750 words = 100% With at least one reference</th>
<th>Assignment 2: Discussion Question: Each posting should be 200 to 300 words and include a reference: 200 words = 70% 250 words = 85% 300 words = 100%</th>
<th>Required: Optional:</th>
</tr>
</thead>
</table>

Week Five / Module Five

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1. Motivational theories apply to all fields, law enforcement, business, military, etc.
2. Motivational theorist such as Ralph Nader has stated: “I start with the premise that the function of leadership is to produce more leaders, not more followers”.

Assignment One: Summarization Essay; from ONE item within the Module material or from an outside source answering ONE of the below questions:

- 500 words = 70%
- 625 words = 85%
- 750 words = 100%

a. Motivation can be defined as “the extent to which persistent effort is directed toward a goal” Provide your own motivational theorist and provide an overview of their position/s. (Campbell, Dunnette, Lawler & Weick, 1970)

b. Provide an overview of Abraham Maslow who developed a theory that humans have five sets of needs that are arranged in a hierarchy. He contends that people start by trying to satisfy their most basic or compelling needs and progress toward the most fulfilling.

c. Describe Clayton Alderfer’s needs-based theory that supports in many ways, the theory developed by Maslow. His theory consists of three rather than five basic needs. Alderfer also sees his three levels which includes existence, relatedness, and growth (ERG) needs as being hierarchical, and thus, influenced by personal growth and extrinsic and intrinsic rewards.

d. Describe David McClelland’s Theory of Needs, which contends that we develop a relatively stable personality early in life that, once acquired, remains unchanged.

Assignment Two: Discussion Board

a. There are at least two major influences that affect how individuals perform in their environment. These influences include: the type of leadership that exists, and personal motivation; do you agree with these assumptions and can you provide a supportive argument.

b. Any theories about leadership and motivation can be contradicted since these theories have many exceptions; so can you describe base traits that are present in motivating leaders. Remember to provide references.

Week Six

<table>
<thead>
<tr>
<th>Module 6: Course Competency 8</th>
<th>Assignment 1: Summarization Essay; from ONE item from the Module Material or the other optional readings</th>
<th>Assignment 2: Dialectical Process Group Discussion Question regarding situational Leadership Models</th>
<th>Required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing and contrasting leadership theories.</td>
<td>500 words = 70%</td>
<td>Each individual within this group exercise posting should be 200 to 300 words each and include a reference and combined into one final submission</td>
<td></td>
</tr>
<tr>
<td>Dialectical Exercise: Situational Leadership Model</td>
<td>625 words = 85%</td>
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<td>750 words = 100%</td>
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<table>
<thead>
<tr>
<th>Examination.</th>
<th>With at least one reference</th>
<th>Per individual:</th>
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<tbody>
<tr>
<td></td>
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<td>200 words = 70%</td>
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<td>250 words = 85%</td>
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<td>300 words = 100</td>
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</tbody>
</table>

Week Six / Module Six

1. There are numerous other theories and theorist that have been embraced by the law enforcement profession; this will be an additional review of promising theories and practices, such as:
   

Assignment One: Summarization Essay; from ONE item within the Module material or from an outside source answering ONE of the below questions:

- 500 words = 70%
- 625 words = 85%
- 750 words = 100%

a. Compare and contrast different leadership theories explored associating theoretical influences transversely between levels of their content explanation.

b. From a web based search locate a leadership style or book that you find shares common themes with that discussed within this course. Provide an overview of what you have learned.

c. As we come into our final week; from a web based search compare and contrast two of the four leadership models or theories as they relate to the law enforcement profession listed below:

1) Transformational Leadership

2) Charismatic Leadership

3) Situational Leadership

4) Moral Leadership

Assignment Two: Discussion Board

a. Provide your position on the "nature / nurture" controversy. The question of whether leaders are born with talents and traits that allow and even cause them to be successful leaders, or whether effective leadership behaviors can be learned through experience is a difficult question.

b. Defining and explaining leadership, its theories and controversies is a monumental task. So much must be considerate. Psychology, history, sociology, religion, and business are just a few of the areas that should be

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considered when approaching this topic; and yet it is still overwhelming. Saying this, is there one theory that you now embrace after these six weeks of examining theories and theorist that you have been exposed to.

Week Seven

<table>
<thead>
<tr>
<th>Module 7:</th>
<th>NO Summarization Essay</th>
<th>NO Discussion Questions</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final course wrap-up</td>
<td></td>
<td></td>
<td>Final Exam</td>
</tr>
<tr>
<td>Police Futurist projections</td>
<td></td>
<td></td>
<td>will consist of short answer and/or essay questions developed from class discussions, assignments, and the readings.</td>
</tr>
<tr>
<td>examined.</td>
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</tbody>
</table>

Future of Policing – New Challenges in Law Enforcement

Regardless of what lies ahead, law enforcement must anticipate tomorrow in an imaginative, analytical, and prescriptive manner. This means that law enforcement administrators must not be seduced by the tried and true tenets of the past. When "experience" becomes dogma, it can be not only misleading but also dangerous as well. Administrators should reflect on what has passed, not be driven by it. Law enforcement administrators of today if they are to shape the course of tomorrow must look ahead.

For 45,000 years, mankind huddled in the darkness of caves, afraid to take that first step into the light of day. Will history record each law enforcement agency's contribution as Luddite or luminary?

Bold leadership is essential today to prepare for the "fourth wave" of law enforcement reform.


Better educated police officers with improved people skills and a stronger grasp of technologies will be crucial to successful policing in the future.


Final Examination:

- The instructor will select five questions from the presented material to date. Each answer will be worth 20 points and as a guide the complete submission should be in the content range of 500 words = 70%, 625 words = 85%, 750 words = 100%, with at least one reference per question answered.

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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 problems 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.

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

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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/](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/](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](mailto: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](http://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 review.

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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

In Closing:

Insert Instructor Biography;

Effective Fall 2012
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: Small Business


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.

According to the U.S. Census almost a third of small businesses fail within the first two years and close to half have gone out of business within five years. Since small businesses accounted for sixty-five percent of the new jobs created between 1993 and 2009, we believe that this emphasis will provide a great service to the community by giving small business people the tools they need to grow, prosper and employ workers instead of decline and fail.

The Master of Administration program review directed the program to develop new emphasis areas. In looking at potential new emphasis areas that would serve the larger community, a small business emphasis both addresses the directives of the program review and the economic objectives of the state of Arizona while providing individual students with an invaluable and potentially business saving educational experience.

Additionally, a number of the students who pursue a Master of Administration with an emphasis in Leadership are small business owners. A full twenty-five percent of the non law enforcement students are small business owners. We believe that having an emphasis area that is specifically tailored to helping them with their businesses will be more applicable to their long term success than the Leadership emphasis is. Further, while almost all of the law enforcement personnel who pursue a Master of Administration are doing so with an eye to promotion many are also planning on retiring while they are still young and are considering opening a small business at that time. Having this

Effective Fall 2012
emphasis area will compliment the wide range of emphasis areas already offered by the Master of Administration program and assist in the marketing of the program.

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).

Small Business Emphasis Learning Objectives

1. Communicate business information in a professional manner.

2. Analyze the small business environment using a variety of business tools and produce ethical actionable strategies to effectively negotiate and profit in that environment.

3. Demonstrate the ability to design, write, and produce a business plan meeting professional standards for finance, marketing, economics, business law and management in organizations.

Master of Administration Program Learning Objectives

The NAU Master of Administration program will develop students who:

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.

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.

8. Academic Catalog text and requirements:

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

Effective Fall 2012
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
- Manager
- Marketer
- Small business owner

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)

Master's Requirements:

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 543 (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.

Small Business Emphasis (18 units)

- ADM 500, ADM 510, ADM 550, ADM 660, ADM 680, ADM 689 (15 units)
- Approved Elective (3 units)
- ADM 530 is the required research class in the Core area for this Emphasis (3 units)

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)

Effective Fall 2012
- 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
  - 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.

Effective Fall 2012
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.

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>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Additional Admission Requirement</td>
<td>☐ Additional Admission Requirement</td>
<td>☐ Additional Admission Requirement</td>
<td>☐ Additional Admission Requirement</td>
</tr>
<tr>
<td>☒ Additional Fees/Program Fees</td>
<td>☐ Additional Fees/Program Fees</td>
<td>☐ Additional Fees/Program Fees</td>
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<tr>
<td>☐ Arizona Certification/Endorsement</td>
<td>☒ Arizona Certification/Endorsement</td>
<td>☐ Arizona Certification/Endorsement</td>
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<tr>
<td>☒ Comprehensive Exam</td>
<td>☐ Comprehensive Exam</td>
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<td>☐ Comprehensive Exam</td>
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<tr>
<td>☐ Dissertation</td>
<td>☒ Dissertation</td>
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<td>☐ Dissertation</td>
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<tr>
<td>☒ Fieldwork Experience</td>
<td>☐ Fieldwork Experience</td>
<td>☐ Fieldwork Experience</td>
<td>☐ Fieldwork Experience</td>
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<td>☒ Foreign Language</td>
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<td>☐ Foreign Language</td>
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<tr>
<td>☒ Legislative Internship</td>
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<td>☐ Legislative Internship</td>
</tr>
<tr>
<td>☒ Research</td>
<td>☐ Research</td>
<td>☐ Research</td>
<td>☐ Research</td>
</tr>
<tr>
<td>☒ Study Abroad</td>
<td>☐ Study Abroad</td>
<td>☐ Study Abroad</td>
<td>☐ Study Abroad</td>
</tr>
<tr>
<td>☒ Student Teaching/Supervised Teaching</td>
<td>☐ Student Teaching/Supervised Teaching</td>
<td>☐ Student Teaching/Supervised Teaching</td>
<td>☐ Student Teaching/Supervised Teaching</td>
</tr>
<tr>
<td>☒ Thesis</td>
<td>☐ Thesis</td>
<td>☐ Thesis</td>
<td>☐ Thesis</td>
</tr>
</tbody>
</table>

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 each impacted academic unit:

Answer 12-13 for UCC/ECCC only:
Effective Fall 2012
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 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:  

UCC/UGC Approval  
Date  

Effective Fall 2012
## EXTENDED CAMPUSES

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenny Scott</td>
<td></td>
<td>9.20.13</td>
</tr>
<tr>
<td>Reviewed by Curriculum Process Associate</td>
<td></td>
<td>Date</td>
</tr>
<tr>
<td>Approval</td>
<td></td>
<td>11/19/13</td>
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<tr>
<td>Academic Unit Head</td>
<td></td>
<td>11/19/13</td>
</tr>
<tr>
<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td></td>
<td>11/20/13</td>
</tr>
<tr>
<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></td>
<td>11.24.13</td>
</tr>
<tr>
<td>Chief Academic Officer, Extended Campuses (or Designee)</td>
<td></td>
<td>Date</td>
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</tbody>
</table>

**Approved as submitted:** Yes [✓]  No [ ]

**Approved as modified:** Yes [ ]  No [ ]
**Preplan status does not guarantee admission to the MAdmin program**

<table>
<thead>
<tr>
<th>Name:</th>
<th>ID:</th>
<th>Date:</th>
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</table>

### 1. Core (15 credit hours)

<table>
<thead>
<tr>
<th>Semester/Grade</th>
<th>Units</th>
<th>Prefix/Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>ADM 515</td>
<td>Principles of Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>program fee attached</td>
<td>[REQUIRED in 1st TERM]</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>ADM 540</td>
<td>Principles of Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>program fee attached</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>ENG 526</td>
<td>Advanced Professional Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[Recommended in 1st year]</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>POS 543</td>
<td>Organizational Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>program fee attached</td>
<td></td>
</tr>
</tbody>
</table>

**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>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ADM 530</td>
<td>Principles and Strategies of Program Evaluation</td>
</tr>
<tr>
<td>3</td>
<td>POS 501</td>
<td>Research Methods and Analysis</td>
</tr>
<tr>
<td>3</td>
<td>Or other approved Research Methods, Statistics or Evaluation course.</td>
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</tr>
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</table>

### II. Emphasis: Small Business Administration (15 credit hours)

<table>
<thead>
<tr>
<th>Units</th>
<th>Prefix/Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ADM 500</td>
<td>Management Information Systems for Administrators</td>
</tr>
<tr>
<td>3</td>
<td>ADM 510</td>
<td>Finance and Economics for Administrators</td>
</tr>
<tr>
<td>3</td>
<td>ADM 550</td>
<td>Marketing for Administrators</td>
</tr>
<tr>
<td>3</td>
<td>ADM 660</td>
<td>Business Law Administration</td>
</tr>
<tr>
<td>3</td>
<td>ADM 680</td>
<td>Strategic Management</td>
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### III. Elective: (3 credit hours)

<table>
<thead>
<tr>
<th>Units</th>
<th>Prefix/Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Elective</td>
<td>Graduate course approved by your advisor</td>
</tr>
<tr>
<td></td>
<td>Advisor Approved</td>
<td></td>
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</tbody>
</table>

### IV. Capstone Experience (3 credit hours)

<table>
<thead>
<tr>
<th>Units</th>
<th>Prefix/Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ADM 689</td>
<td>Capstone - TAKE IN FINAL TERM</td>
</tr>
<tr>
<td></td>
<td>program fee attached</td>
<td>(line up 3-6 months in advance)</td>
</tr>
</tbody>
</table>
Patrick Deegan  
Lisa Wischmeier  
Extended Campuses

October 2, 2013

Dear Patrick and Lisa:

This letters serves as acknowledgement that the Dean’s office in The W. A. Franke College of Business has received information related to the proposed emphasis in Small Business for the Masters of Administration program. We have had an opportunity to review the materials.

We appreciate the willingness of Extended Campuses to work with us to ensure that our accreditation is secure. As we have discussed, any business degree on the NAU campus automatically is under the scope of the AACSB accreditation unless it is specifically excluded by the AACSB accreditation committee. The W. A. Franke College of Business has worked with the AACSB and the faculty in Extended Campuses to successfully have the Extended Campus degree programs excluded on the basis that the Yuma campus is in the process of requesting separate NCA accreditation from the Flagstaff campus, that the curricular processes in Yuma are completely separate from the Flagstaff campus, that the FCB has no governance authority over the curriculum or hiring in the Yuma-based programs, that the university is taking steps to distinguish the Yuma-based programs from the FCB programs and that the Yuma-based programs have achieved separate accreditation through the ACBSP. It is our understanding that this emphasis in Small Business Administration in the M.Adm. program will be included in the ACBSP accreditation. It is also our understanding that fewer than 25% of the coursework in this program will be in traditional business topics, therefore exempting it from AACSB review.

Both Dean Van Slyke and I are supportive of innovative technology and methods of course delivery. Our key concern when Extended Campuses begins to offer degrees that look like business degrees will always be the potential impact on the university’s accreditation through the AACSB. Fewer than 5% of the business schools in the world are accredited through the AACSB. As you know, that organization is extremely strict with its standards related to faculty qualifications, curriculum, assessment programs and strategic planning initiatives. The AACSB
also is extremely protective of its reputation of certifying only the best business schools and will decline to continue accreditation for any university that is hosting business degrees that do not meet those standards.

Sincerely,

/s/

Eric D. Yordy, J.D.
Associate Dean
The W. A. Franke College of Business
Please attach proposed Syllabus in approved university format.

1. Course subject and number: ADM 500  2. Units: 3
See upper and lower division undergraduate course definitions.

3. College: Extended Campuses  4. Academic Unit: Business & Administration

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

- Students will learn to understand and use the essential features of MIS systems, including:
  - Accounting/Bookkeeping systems,
  - Project management systems,
  - Security,
  - Legal requirements,
  - Reporting.

- Students will learn to understand and demonstrate mastery in data collection including:
  - Quality and value of data,
  - Shopping carts,
  - Social media,
  - Online payments.

- Students will create an organizational website that will include:
  - Website registration and hosting,
  - Maintenance options,
  - Content considerations,
  - Customer interactions.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes.

This course was created to support the new Small Business emphasis of the Master of Administration program. This emphasis is being added because of clear market demand. The course contributes to the emphasis by giving students a foundational understanding of key small business processes that are essential to successful operations and survival. It will directly feed into the Small Business Emphasis learning objectives by engaging the base level business tools needed for successful small business operation, laying the foundation for producing a business plan, and giving students the

Effective Fall 2012
language and conceptual framework necessary for communicating information in a professional manner.

(Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

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

See effective dates calendar.

8. Long course title: Management Information Systems for Administrators
(max 100 characters including spaces)

9. Short course title: MIS for Administrators
(max. 30 characters including spaces)

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

Development, management, and effective use of information systems used by small businesses with an emphasis on accounting and project management.

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.

Effective Fall 2012
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:  
   Admission to Master of Administration Program

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:  
   Charles V. Balch Ph.D.,  
   S. Colleen Byron Ph.D.

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:

Effective Fall 2012
<table>
<thead>
<tr>
<th>Role</th>
<th>Date</th>
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Approved as submitted: [ ] Yes [ ] No
Approved as modified: [ ] Yes [ ] No

**EXTENDED CAMPUSES**

Lisa Wischmeier

Reviewed by Curriculum Process Associate                               10.16.13

Approvals:

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Effective Fall 2012
## EXTENDED CAMPUSES

**Lisa Wischmeier**  
**Date:** 10.16.13

**Reviewed by Curriculum Process Associate**  
**Date:**

### Approvals:

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**Approved as submitted:**  
Yes ☑️  No ☐

**Approved as modified:**  
Yes ☐  No ☐

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*Effective Fall 2012*
Master Syllabus ADM 500
Management Information Systems

General Information
- Name of College and Department: Extended Campuses - Business and Administration
- Course Prefix, number, and title: ADM 500, Management Information Systems for Administrators
- Course Location: Online
- Semester in which the course will be offered: Fall 2014
- Credit Hours: 3 Credits
- Instructors:
  Charles V. Balch PhD, Clinical Associate Professor of International Business and Marketing
  AC 237, Yuma Campus, charlie@nau.edu, 928-317-6455
  S. Colleen Byron Ph.D., Core Coordinator Master of Administration Program.
  145 N. Centennial Way, 4th Floor, Mesa AZ colleen.byron@nau.edu 480.316.1153
- Office hours: TBD

Course Prerequisites
Admission into the Master in Administration Program.

Course Description
Development, management, and effective use of information systems used by small businesses with an emphasis on accounting and project management.

Student Learning Outcomes
Evaluate, select, implement and assess:
- Essential features of a MIS systems
  - MIS systems,
  - Accounting/Bookkeeping systems,
  - Project management,
  - Security,
  - Legal requirements,
  - Reporting.
- Data collection including:
  - Quality and value of data,
  - Shopping carts,
  - Social media,

Effective Fall 2012
Online payments.

- Creation of an organization website
  - Website registration and hosting,
  - Maintenance options,
  - Content considerations,
  - Customer interactions.

**Emphasis Outcomes**

- Communicate business information in a professional manner.
- Analyze the small business environment using a variety of business tools and produce ethical actionable strategies to effectively negotiate and profit in that environment.
- Demonstrate the ability to design, write, and produce a business plan meeting professional standards for finance, marketing, economics, business law and management in organizations.

**Program Outcomes**

- 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.
- Demonstrate the ability to conduct both research and program evaluation that meets rigorous methodological standards and produces useful, actionable, results.
- Analyze problems and create solutions using a variety of qualitative and quantitative problem-solving processes, technologies, systems approaches, and innovative/creative thinking.
- 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.
- 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.

**Course Structure/Approach**

The course may involve one or more of the following approaches: active learning; MIS software; lecture and discussion; application exercises; scheduled activities; case analysis; team projects; field trips, speakers with relevant expertise, and/or other activities as appropriate to achieve learning outcomes.

**Required Materials**

Required materials may include textbooks, readings, audio-visual content, software, and/or other materials.

For example,

- **Microsoft Office**
- **Web site registration**
- **QuickBooks software and manual.**
- **Class participants are also provided with Microsoft Dreamspark membership allowing use of software such as Microsoft Project.**

Effective Fall 2012
Assessment of Student Learning Outcomes
Assessment of student learning outcomes methods and materials may include examinations, surveys, rubrics, case analyses, participation, oral participation, quizzes, presentations, and/or other materials.

Course Policies

Grading

<table>
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<td>C</td>
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<tr>
<td>60% ~ 69%</td>
<td>D</td>
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<tr>
<td>&lt; 60%</td>
<td>F</td>
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</table>

Please refer to our class calendar for assignment dates.
As appropriate to a graduate class in administration, this class involves much demonstration of your communication skills.

Retests/make up tests
All late requirements are penalized.

Attendance
You are expected to demonstrate your familiarity with the material and to share your thoughts and experiences.

Statement on Plagiarism and Cheating
In preparing your all your written work, you must cite each reference source used and give proper credit for data, an idea, quotation, or finding. This applies to written work submitted as part of the required activities as well as the writing of your research report. Failure to cite the source of referenced data and material is a violation of professional ethics and NAU policy. Furthermore it may be a violation of copyright or other intellectual property laws. Therefore, the instructor I cannot accept material that contains plagiarism or lacks proper citations of material drawn from other sources. Any submissions failing to meet these standards will be returned with a grade of zero (0) and may result in further administrative action.

University Policies
This class adheres to these policies which are preeminent to other content in this syllabus:
http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html

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

1. Course subject and number:  ADM 510  2. Units:  3

See upper and lower division undergraduate course definitions.

3. College:  Extended Campuses  4. Academic Unit:  Business & Administration

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)
   - Create and evaluate business financial reports including budget and critical ratios,
   - Select appropriate inventory management methods,
   - Apply marginal cost considerations to pricing strategy,
   - Create/adjust/apply basic business models including decision making and risk assessment,
   - Evaluate sources of capital and financing.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes.

This course was created to support the new Small Business emphasis of the Master of Administration program. This emphasis is being added because of clear market demand. The course contributes to the emphasis by giving students a foundational understanding of key financial concepts that are essential to successful operations and survival. It will directly feed into the Small Business Emphasis learning objectives by engaging an understanding of the financial concepts essential for small business operation, laying the foundation for producing the financial aspects of a business plan, and giving students the language and conceptual framework necessary for communicating financial information in a professional manner.

(Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

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

   See effective dates calendar.

8. Long course title:  Finance and Economics for Decision Making
   (max 100 characters including spaces)

9. Short course title:  Fin & Econ for Decision Making
   (max. 30 characters including spaces)

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

Financial management of small businesses focusing on budgeting, critical analyses of financial reporting numbers, risk assessment, and cash flow forecasting.

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: ADM 500

   If prerequisites, include the rationale for the prerequisites.

   ADM 500 will have students working with spreadsheet applications that will prepare them for the finance and economics work that they will be required to prepare in this course.

19. Co requisites: None

   If co requisites, include the rationale for the co requisites.

Effective Fall 2012
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. Charles V. Balch Ph.D.
21. Names of the current faculty qualified to teach this course: S. Colleen Byron Ph.D.

**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**

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

Effective Fall 2012
Master Syllabus ADM 510
Finance and Economics for Decision Making

General Information
- Name of College and Department: Extended Campuses - Business and Administration
- Course Prefix, number, and title: ADM 510, Finance and Economics for Decision Making
- Course Location: Online
- Semester in which the course will be offered: Fall 2014
- Credit Hours: 3 Credits
- Instructors:
  - Charles V. Balch PhD, Clinical Associate Professor of International Business and Marketing
    AC 237, Yuma Campus, charlie@nau.edu, 928-317-6455
  - S. Colleen Byron Ph.D., Core Coordinator Master of Administration Program.
    145 N. Centennial Way, 4th Floor, Mesa AZ  colleen.byron@nau.edu  480.316.1153
- Office hours: TBD

Course Prerequisites
ADM 510, MIS for Administrators

Course Description
Financial management of small businesses focusing on budgeting, critical analyses of financial reporting numbers, risk assessment, and cash flow forecasting.

Student Learning Outcomes
- Create and evaluate business financial reports including budget and critical ratios,
- Select appropriate inventory management methods,
- Apply marginal cost considerations to pricing strategy,
- Create/adapt/apply basic business models including decision making and risk assessment,
- Evaluate sources of capital and financing.

Emphasis Outcomes
- Communicate business information in a professional manner.
- Analyze the small business environment using a variety of business tools and produce ethical actionable strategies to effectively negotiate and profit in that environment.

Effective Fall 2012
- Demonstrate the ability to design, write, and produce a business plan meeting professional standards for finance, marketing, economics, business law and management in organizations.

Program Outcomes
- 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.
- Demonstrate the ability to conduct both research and program evaluation that meets rigorous methodological standards and produces useful, actionable, results.
- Analyze problems and create solutions using a variety of qualitative and quantitative problem-solving processes, technologies, systems approaches, and innovative/creative thinking.
- 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.
- 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.

Course Structure/Approach
The course may involve one or more of the following approaches: active learning; MIS software; lecture and discussion; application exercises; scheduled activities; case analysis; team projects; field trips, speakers with relevant expertise, and/or other activities as appropriate to achieve learning outcomes.

Required Materials
Required materials may include textbooks, readings, audio-visual content, software, and/or other materials.


Assessment of Student Learning Outcomes
Assessment of student learning outcomes methods and materials may include examinations, surveys, rubrics, case analyses, participation, oral participation, quizzes, presentations, and/or other materials.

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Effective Fall 2012
Please refer to our class calendar for assignment dates.
As appropriate to a graduate class in administration, this class involves much demonstration of your communication skills.

Retests/makeup tests
All late requirements are penalized.

Attendance
You are expected to demonstrate your familiarity with the material and to share your thoughts and experiences.

Statement on Plagiarism and Cheating
In preparing your all your written work, you must cite each reference source used and give proper credit for data, an idea, quotation, or finding. This applies to written work submitted as part of the required activities as well as the writing of your research report. Failure to cite the source of referenced data and material is a violation of professional ethics and NAU policy. Furthermore it may be a violation of copyright or other intellectual property laws. Therefore, the instructor I cannot accept material that contains plagiarism or lacks proper citations of material drawn from other sources. Any submissions failing to meet these standards will be returned with a grade of zero (0) and may result in further administrative action.

University Policies
This class adheres to these policies which are preeminent to other content in this syllabus:
http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html
Please attach proposed Syllabus in approved university format.

1. Course subject and number: ADM 550
2. Units: 3

See upper and lower division undergraduate course definitions.

3. College: Extended Campuses
4. Academic Unit: Business & Administration

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

- Describe how integrated marketing communications has evolved, how it differs from traditional media advertising, and its role in the marketing program.
- Understand the importance of and process for identifying target audiences and determining positioning strategies.
- Explain the process of developing and implementing media strategies.
- Identify the advantages and limitations of various media including print, broadcast, search engine marketing and social media.
- Develop a strategic marketing plan that includes a content strategy and spans multiple media channels.
- Implement and monitor integrated marketing tactics, including search engine marketing.
- Assess the effectiveness of their integrated marketing programs and determine return on investment.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes.

This course was created to support the new Small Business emphasis of the Master of Administration program. This emphasis is being added because of clear market demand. The course contributes to the emphasis by giving students a foundational understanding of the marketing strategies that are essential to successful operations and survival for a small business. It will directly feed into the Small Business Emphasis learning objectives by engaging the marketing tools needed for successful small business operation, creating the marketing expertise for producing that section of a business plan, and giving students the language and conceptual framework necessary for communicating promotional information in a professional manner.

(Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

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

See effective dates calendar.

8. Long course title: Marketing for Administrators

Effective Fall 2012
9. Short course title: Marketing for Administrators

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

Practical application of marketing strategies for small firms including sales, advertising, public relations, promotions, and relationship building. Special attention is given to the influence of the marketplace on the firm's marketing mix.

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: ____________________
If prerequisites, include the rationale for the prerequisites.

Effective Fall 2012
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: Tara L. Cobourn, MA

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 Date

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

Effective Fall 2012
EXTENDED CAMPUSES

Lisa Wischmeier 10.15.13
Reviewed by Curriculum Process Associate Date

Approvals:

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Approved as submitted: Yes ✓ No
Approved as modified: Yes No
## Syllabus: ADM 550, Fall 2014 (Aug. 25 - Oct. 10)

**Instructor**

Tara L. Cobourn, MA  
Cell/Text: 719-680-0930  
Tara.Cobourn@nau.edu

**Office Hours**

Effective Fall 2012
By appointment only (meetings held via telephone)

About the Course: Marketing for Administrators

Description
Practical application of marketing strategies for small firms including sales, advertising, public relations, promotions, and relationship building. Special attention is given to the influence of the marketplace on the firm's marketing mix.

Prerequisites
Admission to Master of Administration program and ADM 515

Required Materials

Software: Marketing Plan Pro software access (only $20 when packaged with textbook)

Book: Search Engine Marketing, 1st edition, by Andreas Ramos

Book: Marketing Metrics, 2nd edition, by Paul W. Farris

Supplementary Materials (Optional)
- Marketing Value Metrics by Malcolm McDonald  ISBN: 978-0749468972

Effective Fall 2012
Teaching Methods
Course content will be presented online using text readings, discussions, marketing projects and instructor feedback.

Student Learning Objectives

Upon completion of this course, students should be able to:

- Describe how integrated marketing communications has evolved, how it differs from traditional media advertising, and its role in the marketing program.
- Understand the importance of and process for identifying target audiences and determining positioning strategies.
- Explain the process of developing and implementing media strategies.
- Identify the advantages and limitations of various media including print, broadcast, search engine marketing and social media.
- Develop a strategic marketing plan that includes a content strategy and spans multiple media channels.
- Implement and monitor integrated marketing tactics, including search engine marketing.
- Assess the effectiveness of their integrated marketing programs and determine return on investment.

Points and Grading

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<td>80</td>
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<td>Quizzes (10)</td>
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Effective Fall 2012
Marketing Plan Project 100
Marketing Implementation Project 150
Marketing Evaluation Project 150
Discussion Posts (5) 50
Total 710

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<td>C</td>
<td>70%</td>
<td>497–567</td>
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<tr>
<td>D</td>
<td>60%</td>
<td>426–496</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
<td>Below 426</td>
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Class Schedule and Agenda
NOTE: This agenda is subject to change by the instructor. Any changes will be announced on Bb Learn.

August 25 – 31 Background on Marketing
Getting Started Module – See module for deadlines of individual assignments/activities listed

Effective Fall 2012
Welcome
Chapters 1 & 2 from Essentials of Marketing Management
Chapters 1 & 2 from Search Engine Marketing

September 1 – 7 Developing the Plan: Understanding the Customer
Module 1 – See module for deadlines of individual assignments/activities listed
Chapters 5 & 6 from Essentials of Marketing Management

September 8 – 14 Developing the Plan: Understanding the Product/Service
Module 1 – See module for deadlines of individual assignments/activities listed
Chapters 7 & 8 from Essentials of Marketing Management

September 15 – 21 Developing the Plan: Promotional Tactics & Measurement
Module 1 – See module for deadlines of individual assignments/activities listed
Chapters 13 & 14 from Essentials of Marketing Management
Chapters 5 & 6 from Search Engine Marketing
Marketing Plan Project due

September 22 – 28 Implementing the Plan
Module 2 – See module for deadlines of individual assignments/activities listed
Chapters 3 & 4 from Search Engine Marketing
Supplemental text reading and/or individual research

September 29 Implementing the Plan
Module 2 – See module for deadlines of individual assignments/activities listed
Supplemental text reading and/or individual research
Marketing Implementation Project due

October 6 – 10 Evaluating the Plan
Module 3 – See module for deadlines of individual assignments/activities listed
Chapter 9 from Marketing Metrics
Marketing Evaluation Project due

Effective Fall 2012
Key Assignments

Exams
Exam questions will be based on textbook readings. The exam format will consist of multiple-choice questions. Make-up exams will be permitted only if approved by the instructor; approval must be granted prior to the scheduled exam.

Marketing Projects
Marketing Plan
- Students must develop a marketing plan for a company of their choice.
- The plan must include an executive summary, a thorough SWOT and competitor analysis, a positioning and content strategy, measurable objectives, detailed tactics, a proposed budget, and an approach for measuring success and return on investment (ROI).
- The plan’s tactics must incorporate multiple media channels that are appropriate for the “company” with justifications for each media channel identified. At least one channel must be an online medium.

Marketing Implementation
- Students must perform a mock implementation of their integrated marketing plan. This includes following through tactics to just before the point of purchase.
  - Examples include: writing the copy/scripts for your proposed ads; selecting keywords for your pay-per-click campaign; and/or developing a content calendar schedule.
- All tactics identified in the marketing plan must be “developed” in this project.

Marketing Evaluation
- Students must submit an end-of-campaign report highlighting the initiatives pursued and the results of each channel’s performance.
- The evaluation report must include mock data obtained through the measuring tactics identified in the marketing plan, as well as a section on insights gleaned and key takeaways that can be used for planning future campaigns.
- The evaluation report must also include calculations to determine each individual channel’s ROI along with the ROI of the entire campaign.

Late projects will not be accepted.

Effective Fall 2012
Quizzes
There are 10 quizzes based on readings from the textbook. A quiz will follow each chapter reading assignment and will consist of multiple choice and true/false questions. Each quiz has a value of 10 points. **Late quizzes will not be accepted.**

Discussion Posts
Participation and discussion in this class is important. There will be 5 required discussion posts for this course. Discussions will revolve around current marketing trends. Students are required to view pre-selected free webinars and provide a critical analysis of the topics’ implications for the marketing field. Each post has a value of 10 points for a total of 50 points. The required posts must be made by the assigned deadline; however, students will have the ability to continue writing posts on the board throughout the course. This continued discussion is encouraged.

Class Policies

Withdrawal Policy
The deadline to drop this course is _____ without the class appearing as a “W” on your transcripts. The last day to drop with a “W” is ___. Beyond this date, a drop fee and petition is required (see registrar’s information). Please understand this instance is only for students with special extenuating circumstances beyond their control (so be prepared to provide justification). _____ is the last day to officially withdraw from the university.

Incomplete Policy
An “Incomplete” will be given only if a student, through no fault of his/her own, is unable to complete the course and has an excused absence from the final exam. Students receiving this grade must contact the instructor ASAP and no later than the first week of the following term to set up the contract for completing the course. It is the student’s responsibility to ensure that all remaining requirements for an “Incomplete” are satisfied.

Honor Policy
Exams are to be the sole work of each student. Anyone cheating or assisting a fellow student during an exam will receive a zero for that exam and possibly a grade of F for the class. In addition, plagiarism will not be tolerated. If either policy is violated, the undergraduate dean will be notified. If warranted, additional action will be taken. In short, academic dishonesty will not be tolerated.

Effective Fall 2012
University Policies

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

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

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

Safe Environment
NAU's Safe Working and Learning Environment Policy seek 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. If you have concerns about this policy, you should contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), the academic ombudsperson (928-523-9368), or NAU’s Office of Affirmative Action (928-523-3312). See http://oak.ucc.nau.edu/dam1/Safe%20Policy.htm for details on this policy.

**Students with Disabilities**

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 523-8773 (voice), 523-6909 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

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

Concerns or questions regarding disability-related accommodations can be brought to the attention of DSS or the Affirmative Action Office.

**Academic Integrity**

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. 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 F of NAU’s Student Handbook.

**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 or 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).

**Code of Conduct**

Responsibility: I will be on time, prepared, attentive, and professional in my scholastic endeavors. I will take responsibility for my actions and make every effort to learn as much as possible from the educational opportunities presented to me.

Respect: I will meet my commitments to others and treat everyone with respect and civility. I will respect our learning environment and help preserve its physical condition.

Integrity: I will be a reliable and honest contributor to individual and group assignments. I will not seek or help others gain unfair advantage in completing academic requirements. I understand that there are severe consequences for academic dishonesty.

**Expectations about Behavior**

Responsibility: 1) Attend all classes and meetings on time. 2) Do not wander in and out of classes. 3) Participate, but don’t dominate. 4) Pay attention.

Effective Fall 2012
Respect: 1) Turn off cell phones when you are in class. 2) Do not use computers during lectures for non-class related purposes. 3) Make sure language and conversations are appropriate to the classroom setting. 4) Behave in a polite and professional manner.

Integrity: Do not engage in any act of academic dishonesty, including but not limited to: 1) sharing a calculator during a quiz or exam, 2) pre-programming a calculator for use during a quiz or exam unless specifically authorized by the instructor, 3) using notes or books during an exam unless specifically authorized by the instructor, 4) looking at another’s exam or allowing another student to look at your exam, 5) exchanging exams, passing notes or text messages, 6) discussing answers during an exam, 7) having another take an exam for you or taking an exam for another, 8) unauthorized possession of or access to examination materials by any means, including electronic transmission, theft, photocopying, electronic or failing to return exams, 9) altering exams or assignments while in student’s possession for review in an attempt to obtain a more favorable grade, 10) unauthorized collaboration on assignments, 11) submitting the same paper or substantial portions of a paper for multiple classes, 12) fabrication of information and citations, 13) submitting other’s words, ideas, materials or work without properly acknowledging and appropriately referencing them, 14) altering, forging or misusing an academic record, and 15) electronic theft of computer programs, data, or text belonging to another.
Please attach proposed Syllabus in approved university format.

1. Course subject and number: ADM 660 2. Units: 3

See upper and lower division undergraduate course definitions.

3. College: Extended Campuses 4. Academic Unit: Business & Administration

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

This course the course will address both practical and theoretical aspects of law as engaged by the small business person. As such, the outcomes include practical, demonstrable deliverables. The assignments will cover learning outcomes in each of the following major areas:

- Basic Legal Issues Presented by Small Business Formation: Demonstrate general knowledge of the “roadmap” of small business formation in terms of legal issues presented by various situations. This section will include types of licenses, business structures, and other issues that confront the small business at its inception and the legal issues that arise from the many options available. Apply appropriate analytical tools and theory to problems and cases.

- Tax Law for Small Businesses: Demonstrate a more in-depth understanding of the tax law obligations, both federal and state (generally, as this obviously varies), that might impact a small business. Show the ability to find the appropriate tax law as needed and use existing tools for small businesses in this realm. Apply appropriate analysis to tax law problems and show proper judgment vis-a-vis determining when professional assistance is needed.

- Employment Law for Small Businesses: Demonstrate a more in-depth understanding of employment law for small businesses, including wage and hour law, benefits law, safety and other workplace issues, discrimination issues, and basic work authorization law. Show the ability to find the appropriate employment law as needed and use existing tools for small businesses in this realm. Apply appropriate analysis to employment law problems and show proper judgment vis-a-vis determining when professional assistance is needed.

- Basic Documents: Demonstrate the ability to communicate effectively and specifically demonstrate an ability to understand basic legal documents including employment contracts, non-disclosure agreements, and other documents which will become everyday business.

- Working Effectively with Legal Professionals: Demonstrate the ability to work effectively with legal professionals; specifically, show an ability to communicate despite the presence of “legalese,” to simplify any of your own business jargon creatively and effectively, to meet deadlines, and to operate interdependently with legal professionals using appropriate assertiveness. Show basic understanding of legal culture.

Effective Fall 2012
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 was created to support the new Small Business emphasis of the Master of Administration program. This emphasis is being added because of clear market demand. The course contributes to the emphasis by giving students a foundational understanding of key business law concepts that are essential to successful operations and survival. It will directly feed into the Small Business Emphasis learning objectives by engaging an understanding of the law essential for small business operation, laying the foundation for producing a business plan, and giving students the language and conceptual framework necessary for communicating legal information in a professional manner.

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

See effective dates calendar.

8. Long course title: Business Law Administration (max 100 characters including spaces)

9. Short course title: Business Law Administration (max. 30 characters including spaces)

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

This course explores the legal considerations associated with forming and sustaining a small business with an emphasis on tax and employment law, as well as the practical considerations of working with and using legal professionals effectively.

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.

Effective Fall 2012
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:  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: Karla Lant

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:

Effective Fall 2012
Approved as submitted: Yes □ No □

Approved as modified: Yes □ No □

### EXTENDED CAMPUSES

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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
Masters of Administration Program

ADM660 - Business Law Administration

Instructor

Karla Lant (480) 823-2060 (mobile), karla.lant@nau.edu, karlalant@gmail.com, IM on gmail to karlalant, and in person by appointment.

Course Prerequisites

none

Course Description

This course explores the legal considerations associated with forming and sustaining a small business with an emphasis on tax and employment law, as well as the practical considerations of working with and using legal professionals effectively.

The class sessions are a combination of traditional readings, case studies and discussions. Selected research, tutorials, and related readings will be expected to contribute to class discussions, written case evaluations and other assignments. Like most graduate level courses, success in this course requires that you display self-motivation and dedication. In this course you will be required to demonstrate your ability to think critically about each concept covered.

Effective Fall 2012
Specific Learning Outcomes:

This course has been specifically designed to be a “nuts and bolts” course. In other words, its focus is less on theory and more on practical tools. As such, the outcomes include practical, demonstrable deliverables. The assignments will cover learning outcomes in each of the following major areas:

- **Basic Legal Issues Presented by Small Business Formation**: Demonstrate general knowledge of the “roadmap” of small business formation in terms of legal issues presented by various situations. This section will include types of licenses, business structures, and other issues that confront the small business at its inception and the legal issues that arise from the many options available. Apply appropriate analytical tools and theory to problems and cases.

- **Tax Law for Small Businesses**: Demonstrate a more in-depth understanding of the tax law obligations, both federal and state (generally, as this obviously varies), that might impact a small business. Show the ability to find the appropriate tax law as needed and use existing tools for small businesses in this realm. Apply appropriate analysis to tax law problems and show proper judgment vis-a-vis determining when professional assistance is needed.

- **Employment Law for Small Businesses**: Demonstrate a more in-depth understanding of employment law for small businesses, including wage and hour law, benefits law, safety and other workplace issues, discrimination issues, and basic work authorization law. Show the ability to find the appropriate employment law as needed and use existing tools for small businesses in this realm. Apply appropriate analysis to employment law problems and show proper judgment vis-a-vis determining when professional assistance is needed.

- **Basic Documents**: Demonstrate the ability to communicate effectively and specifically demonstrate an ability to understand basic legal documents including employment contracts, non-disclosure agreements, and other documents which will become everyday business.

- **Working Effectively with Legal Professionals**: Demonstrate the ability to work effectively with legal professionals; specifically, show an ability to communicate despite the presence of “legalese,” to simplify any of your own business jargon creatively and effectively, to meet deadlines, and to operate interdependently with legal professionals using appropriate assertiveness. Show basic understanding of legal culture.

Course Structure/Approach

Effective Fall 2012
This course uses an ONLINE delivery methodology. Course format and scheduling will follow a seven-week timeline delivery system. Class meetings occur ONLINE for all weeks.

Textbook and Required Materials

**Legal Guide for Starting & Running a Small Business**

Fred S. Steingold, Attorney

April 2013, 13th Edition

**The Entrepreneurs Guide to Business Law**

Constance Bagley & Craig E. Dauchy


All other required readings are within course shell

Course Requirements and Assessments

There is a total of 100 points in the class that make up your grade. Here is how they are comprised.

This is a seven week course, a short one. Ergo, you have seven substantive class weeks. In this course you have the opportunity to shape your experience to ensure that it is most closely in line with your interests and needs as a student and professional as well as your academic strengths. Make every effort to keep your work your best. Remember, you are producing deliverables that you should be able to use on into the future if you do this correctly.

Participation/Discussions

Effective Fall 2012
Everyone must participate in discussions in class. This is absolutely paramount and should be your top priority. Each week you should strive to bring something interesting to talk about to the table, and since you have chosen this field at the graduate level as your area of study and invested so much time, money and effort into it, I am guessing you will be able to naturally come across small business law discussion topics without even trying. Good. Bring them into your virtual classroom, please.

Participation is worth 16 points overall, or 16% of your grade. So, each week when you participate you’ll earn 2 points if you complete your post and responses EXCEPT for Week One wherein there is an “Introduction” thread AND a normal “Week One Discussion” thread. So in Week One you have to do TWO original posts and FOUR replies, two for each thread. You will get four points for the two posts.

Everyone has an occasional excusable “absence” even in a virtual classroom. More than that will impact your grade.

Weekly Question Answered - Journal Space

You’ll keep a brief, no-format “journal” in this course. You are responsible for one or more entries each week. You will see where to post them in the course and in that section only you and I can see what you post. Your journal’s sole purpose is to answer a question posed by the issues of the week as they would pertain to your own small business. For example, if one thing we cover is what type of business structures are out there, figure out what structure would be best for your small business and why. What matters here is that you’ve explored the topic and tried to answer it for your own business scenario. If you have no small business in mind, make one up. Your journal is also worth two points each week, for a total of seven weeks and 14 points. So journals in the end are worth 14% of your grade.

Case Study Assignment

In this course we will review a number of case studies. You can choose any of these for this assignment. You may also bring in one of your own, but you must receive prior approval to do so. For this assignment you are applying your own critique and ideas based on what we have covered so far in the course. This case...
study should be roughly between two and five pages. The assignment is worth up to 15 points of your grade. This assignment is due the end of Week Four.

**Small Business Law Article Review**

This assignment will expose you to current and/or classic academic literature on small business law. This week you will simply choose whatever peer-reviewed, research-based article you find to be interesting, read it as your assignment, and post to the board as if you are leading a brief discussion on it. So, your assignment is to find an appropriate article that is within the scope of this course and cover it. Read the article and prepare to give a brief discussion of the material which should give 1) an overall summary and then answer the following questions: 2) What is the purpose of this article? 3) What was interesting about this article? 4) What relevance does it have within the realm of small business law? At that point you’ll field questions and hopefully lead a brief discussion based on your thought-provoking analysis of your article. This assignment is worth 25% of your grade and is due the end of Week Five. You must submit your article by Sunday of Week Three for approval.

**Final Project**

By the close of this course, if all goes to plan, you will have a journal that answers some of your legal questions for your small business plan, an article review, and a case study, all of which showcase your extensive knowledge of the law as it impacts small businesses. Naturally, you should be well-prepared at this point for your final project.

For your final project you will create a case study of your own small business or a small business that you do business with (for example a vendor) utilizing what you have learned in the course. The is due Sunday of Week Seven and counts for 30% of your grade. Your grade will be based on the overall quality and thoroughness of your project.

**Point Breakdown**

- Discussion: 16 points
- Weekly Question Answered/Journal: 14 points
- Case Study Assignment: 15 points

Effective Fall 2012
Article Review 25 points
Final Project 30 points
TOTAL 100 points

SOME HELPFUL HINTS REGARDING WRITTEN WORK:

1. Organize your report. What is the main point? How will you support it?

2. Link your ideas to class concepts. Integrate with other readings, speakers, etc.

3. Show your own independent thinking. Focus on new understandings.

4. Present your ideas cleanly, clearly, and logically. Style is important. The question of length of assignments often comes up. Clear and concise written work receives better reviews than unclear or overly long work. Use your discretion to match the assignment length to the value that you uncover. I have written some page maximums as a guide. All reports should be typed double-spaced and in APA style. All written work will be graded on the basis of:

*Thoroughness of the research effort: Is the literature well-covered and integrated into the paper? *Logic: Do conclusions follow from the factual evidence presented?

*Organization: Is the product ordered by ideas? What is the central thesis?

*Clarity of expression: Is the paper’s focus readily apparent? Is the meaning of the written product easy to fathom, or lost in clauses? Is it grammatically correct?

*Accuracy: Are statements factual? Is the literature summarized correctly? Are others’ ideas documented?

*Presentation: Is the product presented in a readable format? Please - double space.

Effective Fall 2012
Participation in Online Courses

Learners are expected to participate on at least 3 days out of each 7-day week of ONLINE meetings. Participation is expected in several discussions relating to the subject matter for the week. Discussions will take place in the BBL discussion area as assigned by the course instructor. Learners will read, analyze, and respond to questions and comments from the faculty member and fellow learners.

Participation in the ONLINE segments of this course require substantive contributions, typical of graduate level critical thinking and analysis, well cited, and presented free of errors in grammar, punctuation, sentence structure, and so on. A “substantive contribution” contains at least 100 words based on the original thoughts of the author. Stand-alone comments such as "I agree" do not constitute substantive contributions. Failure to substantively participate online will lead to a reduction of participation points.

Inappropriate comments using abusive, racial or demeaning language are strictly prohibited and will lead to a remedial conversation with the course faculty member, and possible dismissal from class.

A Note on Course Requirements

• Weekly attendance is mandatory. Please notify instructor of any major emergency that will keep you from taking part in class activities.
• Assignments submitted for another class may not be used for this class.
• All assignments must be the original work of the student or properly referenced.
• Papers should be submitted in an appropriate style and format as established by the university.
• All assignments must be posted by the due dates specified in the Class Calendar.

NORTHERN ARIZONA UNIVERSITY POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

Effective Fall 2012
*Writing Style: All writing assignments must adhere to APA format (i.e., 12 point font, double-spaced, page numbers, APA format). If you do not have an APA Manual I suggest using OWL at Purdue website.

*Do not use Wikipedia as a reference in your papers. You may use it as a resource to find original sources in which you can find relevant material.


Course Schedule

The following outline is a basic plan of what we will accomplish and when. I reserve the right to deviate from the schedule as needed.

Week 1

Course Introduction, general “roadmap” of small business formation in terms of legal issues presented by various situations. This section will include types of business structures, naming your business, and other issues that confront the small business at its inception and the legal issues that arise from the many options available.

Required Reading:

Syllabus

Legal Issues to Consider When Starting Your Business: Bagley Chapters 1–2

Your Business Structure: Steingold Chapters 1–5, Bagley Chapter 5

Assignments:

Effective Fall 2012
Discussions, both the “Introduction” and “Week One Discussion” threads

Journal

Week 2

More Course Introduction, general “roadmap” of small business formation in terms of legal issues presented by various situations. This section will include types of business licenses, naming your business, nondisclosure agreements and other beginning contracts, zoning problems, and other issues that confront the small business at its inception and the legal issues that arise from the many options available.

Required Reading:

What’s In a Name? Steingold: Chapter 6
Business Licenses: Steingold: Chapter 7
Nondisclosure Agreements, Leases, and other Contracts: Bagley: Chapter 9, Steingold: Chapter 13
Zoning: Steingold: Chapter 14
Case Study: Help for a Start Up: But At a High Price

Assignments:

Discussion
Journal

Week 3

Tax law obligations, both federal and state (generally, as this obviously varies), that might impact a small business. Learn to find the appropriate tax law as needed and use existing tools for small businesses in this Effective Fall 2012
realm. Analyze tax law problems and show proper judgment vis-a-vis determining when professional assistance is needed.

Required Reading:

Steingold: Chapter 8

We will also be working from the SBA website, so look around:

http://www.sba.gov/content/business-structure-and-tax-implications

http://www.sba.gov/content/learn-about-your-state-and-local-tax-obligations

http://www.sba.gov/community/discuss-popular-topics/filing-and-paying-taxes

http://www.sba.gov/content/collecting-sales-tax-over-internet

Case study: Connect and Develop: Inside Procter & Gamble’s New Model for Innovation

Assignments:

Discussion

Journal

Final Project Proposal Due

Week 4

Employment law for small businesses, including wage and hour law, benefits law, safety and other workplace issues, discrimination issues, and basic work authorization law. We will find the appropriate employment law as needed, use existing tools for small businesses in this realm, apply appropriate analysis to employment law problems, and show proper judgment vis-a-vis determining when professional assistance is needed.

Required Reading:

Effective Fall 2012
We will be all over the DOL website, get busy: http://www.dol.gov/compliance/guide/
  Basic FLSA like minimum wage: http://www.dol.gov/compliance/guide/minwage.htm

Blue Ocean Case Studies and How to Apply Them to Your Writing

Evaluating New Venture Opportunities: Conversations with Venture Capitalists

Assignments:

Discussion

Journal

Case Study Due

Week 5

Basic Documents: learning to communicate effectively and specifically demonstrate an ability to understand basic legal documents including employment contracts, non-disclosure agreements, and other documents which will become everyday business.

Required Reading:

Steingold: Chapter 20

Bagley: Chapter 9, 14

Struggling to Recover from a Cyberattack

Effective Fall 2012
10 Simple Writing Tips for Non-Lawyers

Assignments:

Discussion

Journal

Small Business Law Article Review Due

Week 6

Working Effectively with Legal Professionals and Basics of IP: This week we focus on the ability to work effectively with legal professionals. Specifically, the ability to communicate despite the presence of "legalese," to simplify any of your own business jargon creatively and effectively, to meet deadlines, and to operate interdependently with legal professionals using appropriate assertiveness. Students will also learn a basic understanding of legal culture as well as basics of intellectual property.

Required Reading:

Steingold: Chapters 22, 23, 24

Bagley: Chapter 3, 14


The Ten Commandments of How to Work Effectively With Lawyers

Assignments:

Discussion

Journal

Effective Fall 2012
Week 7

Required Reading:

No new reading

Assignments:

Discussion
Journal
Final Project Due

My Favorite Writing Resources

http://www.studygs.net/

http://owl.english.purdue.edu/ Use this if you need assistance with APA style.
http://grammar.quickanddirtytips.com/ Use this with grammar and writing.

Effective Fall 2012
NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://www4.nau.edu/diversity/swale.asp. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928 - 523 - 5181), or NAU’s Office of Affirmative Action (928 - 523 - 3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928 - 523 - 8773 (voice), 928 - 523 - 6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

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

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

INSTITUTIONAL REVIEW BOARD

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

Effective Fall 2012
The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

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

ACADEMIC INTEGRITY

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

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

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2 - 206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of

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

1. Course subject and number: ADM 680
2. Units: 3
   See upper and lower division undergraduate course definitions.

3. College: Extended Campuses
4. Academic Unit: Business & Administration

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)
   - Integrate the concepts of management, marketing, finance, accounting, economics, and information systems in formulating business strategy for a small business in a complex global environment.
   - Analyze the general environment, competitive situation, and company strengths, weaknesses, opportunities, and threats to engage in small business strategic planning, business policy formulation, and development of implementation and operating plans within a complex global business environment.
   - Assess business processes and results based on the Baldrige National Quality Award Criteria for Performance Excellence and use the results to make recommendations for improvements.
   - Understand business ethics and social responsibilities, including global engagement, diversity, and environmental sustainability.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes.

This course was created to support the new Small Business emphasis of the Master of Administration program. This emphasis is being added because of clear market demand. The course contributes to the emphasis by bringing together the other coursework under a strategic planning framework. It will directly feed into the Small Business Emphasis learning objectives by engaging an understanding of strategic planning essential for small business operation, creating the strategic framework for producing a business plan, and giving students the language and conceptual understanding necessary for communicating business information in a professional manner.

(Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)

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

8. Long course title: Strategic Management (max 100 characters including spaces)
9. Short course title: Strategic Management
(max. 30 characters including spaces)

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

Principles and conceptual frameworks for evaluating and formulating business strategy as well as engaging in day-to-day operations management. The Baldrige Quality Management approach will be used for business planning and assessment. (Prerequisites: ADM 500, ADM 510, ADM 550, ADM 650)

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:
   ADM 500, ADM 510, ADM 550, ADM 660.
   If prerequisites, include the rationale for the prerequisites.

This course is the last course taken before the Capstone. As such all other emphasis coursework is prerequisite to enrolling in this course.

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

Effective Fall 2012
20. Does this course include combined lecture and lab components?  
   Yes ☐  No ☒  
   If yes, include the units specific to each component in the course description above.

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

**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**

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</tr>
<tr>
<td>Department Chair/Unit Head (if appropriate)</td>
<td>Date</td>
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<tr>
<td>Chair of college curriculum committee</td>
<td>Date</td>
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<tr>
<td>Dean of college</td>
<td>Date</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

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<tr>
<td>Lisa Wischmeier</td>
<td>10.16.13</td>
</tr>
<tr>
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<tr>
<td>Academic Unit Head</td>
<td>11/18/13</td>
</tr>
<tr>
<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td>Date</td>
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<tr>
<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>11.24.13</td>
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Approved as submitted:  Yes ☑️ No ☐
Approved as modified:    Yes ☐ No ☐

Effective Fall 2012
ADM 680 – STRATEGIC MANAGEMENT
Semester tba – 3 Credits (SN tba)
Web

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Dean Pielstick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>Pima West Campus, A106</td>
</tr>
<tr>
<td></td>
<td>Tucson AZ 85709</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>M 2:00-5:00 (via Blackboard Collaborate) and by appointment</td>
</tr>
<tr>
<td>Phone:</td>
<td>520-403-0830 (c); personal phone – please do not call between 9pm-9am</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:Dean.Pielstick@nau.edu">Dean.Pielstick@nau.edu</a> or in Blackboard Learn (BBL)</td>
</tr>
<tr>
<td>Class Web Page:</td>
<td>bblearn.nau.edu</td>
</tr>
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Catalog Description: Principles and conceptual frameworks for evaluating and formulating business strategy as well as engaging in day-to-day operations management. The Baldrige Quality Management approach will be used for business planning and assessment. (Prerequisites: ADM 500, ADM 510, ADM 550, ADM 650)

Student Learning Outcomes

- Integrate the concepts of management, marketing, finance, accounting, economics, and information systems in formulating business strategy for a small business in a complex global environment.
- Analyze the general environment, competitive situation, and company strengths, weaknesses, opportunities, and threats to engage in small business strategic planning, business policy formulation, and development of implementation and operating plans within a complex global business environment.
- Assess business processes and results based on the Baldrige National Quality Award *Criteria for Performance Excellence* and use the results to make recommendations for improvements.

Effective Fall 2012
• Understand business ethics and social responsibilities, including global engagement, diversity, and environmental sustainability.

Program Outcomes
• 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.
• Demonstrate the ability to conduct both research and program evaluation that meets rigorous methodological standards and produces useful, actionable, results.
• Analyze problems and create solutions using a variety of qualitative and quantitative problem-solving processes, technologies, systems approaches, and innovative/creative thinking.
• 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.
• 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 Outcomes
• Communicate business information in a professional manner.
• Analyze the small business environment using a variety of business tools and produce ethical actionable strategies to effectively negotiate and profit in that environment.
• Demonstrate the ability to design, write, and produce a business plan meeting professional standards for finance, marketing, economics, business law and management in organizations.

Course Materials
Other versions of these texts may be available.


Criteria for Performance Excellence [PDF]—Baldrige Performance Excellence Program, National Institute of Standards and Technology, Department of Commerce, www.nist.gov/baldrige


Business strategy simulation. [Information will be provided once teams are formed.]


Effective Fall 2012
Course Organization

The course is organized into weekly content folders located on the Course Content page (the course “home” page). The first document in each file will give an overview of the requirements for that week. The course is organized into 7 weeks. This is followed by links to the assignments, videos, supplemental readings, and related parts of the course.

Questions and Concerns: If you have difficulty understanding course content or achieving course outcomes please contact the instructor immediately.

Assessment of Learning

Getting Started: Review the Getting Started Folder on the Course Content page. This includes an assignment to introduce yourself to the class. Grading: Introduction post - 10 points.

Discussions: There are weekly discussion posts regarding your analysis of case studies from the text. Each post should evaluate the case in terms of the assigned readings for that week. Note: There will be no discussion posts required on weeks when papers are due. Grading: 30 points/week (5 weeks).

Simulation: Students will be organized into business executive teams of 3 (or 4 if necessary) to form a company and “play” a business simulation over 7 weeks of the course. Companies will be given one practice round to become familiar with the decision-making process and work through team dynamics. This will be followed by 6 rounds of decisions for the actual simulation. There are about 50 interdependent team decisions required each week. This will take 2-3 hours of meeting time each week for well-prepared teams. Making separate decisions will virtually ensure failure. You must identify a time to meet (in person or more likely electronically, such as Skype, Collaborate, Google+, etc.) to make and record your decisions. The most successful performance will result from following a specific strategy and integrating the basic business functions – finance, marketing, operations, etc. Grading: Individual grades will be based on team performance: profit, ROE, etc. It is essential to keep these in mind when making weekly decisions. (An additional factor will be used to adjust for exceptionally good or poor individual team-member performance. (Each team member will rate and rank each other team member’s performance.) 200 points.

Paper 1: Paper 1 will be a 5-7 page industry strategic analysis. Details of the required content will be provided in BBL. Students will select an industry with which they are either familiar or interested for this project. Extensive Cline Library resources are available online for this project and students are encouraged to take full advantage of them. Papers must follow APA standards (see the short required text). Grading: 100 points.

Paper 2: Paper 2 will be a 5-7 page business strategic analysis. Details of the required content will be provided in BBL. Students will be given a significant small-business case study for this project. While much of the needed information will be provided in the case, students must look beyond that information to assess the appropriate strategies and action plans for the given company based on what has been learned in the course. Sources must be cited in APA format. Students will include an analysis of the company based on the Baldrige Criteria for Performance Excellence, including the process and results scoring guidelines, with explanations for the scores assigned. Papers must follow APA standards (see the short required text). Grading: 100 points.

Grading Summary

Effective Fall 2012
### Points:

<table>
<thead>
<tr>
<th>Points:</th>
<th>Letter grades will be assigned as follows:</th>
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<tr>
<td>Getting Started post</td>
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<tr>
<td>Weekly Discussion Posts (5 @ 30 ea)</td>
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<tr>
<td>Simulation</td>
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<tr>
<td>Papers (2 @ 100 ea)</td>
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<td><strong>Total</strong></td>
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### 680 Class Schedule (Web)

<table>
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<tr>
<th>Week</th>
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| 1    | 1st Module strategy? 
      | 2nd Module competitiveness, & strategy |
| 2    | Environment 
      | & competitiveness                      |
| 3    | Competitive strategies 
      | Michael Porter                         |
| 4    | strategies 
      | Ad Strategy                            |
| 5    | International Markets 
      | Social responsibility                   |
| 6    | Execution 
      | Performance Excellence                 |
| 7    | Business Case |

* Other readings are listed in the weekly Course Content folders.

** Unless otherwise noted, work must be submitted online no later than MIDNIGHT (11:59pm) that Sunday, except the final paper. DO NOT WAIT until the last minute to submit your work. Technology failures have been known to happen.

*** Note that chapter 8 has been omitted as it deals almost exclusively regarding large corporations.
**Plagiarism and cheating**—Don’t! It violates NAU Academic Integrity Policy as well as moral and ethical standards. (See NAU policies on "academic integrity" below.) Students will receive zero points on any specific assignment or exam or an F in the class, and may be expelled from the class or the university, depending upon the severity of the incident.

**Syllabus Changes**—The instructor reserves the right to make changes in this syllabus as deemed necessary and appropriate to serve the best interests of the class and the learning experience. The instructor will announce any changes through BBL.

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**NAU Policy Statements**

**Safe Environment Policy**

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Effective Fall 2012
questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 928-523-8288 or 523-4340.

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

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

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

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

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

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive
behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.
## Fast Track
### Agenda for
#### January 15, 2014

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<thead>
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<th>Description</th>
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If the changes included in this proposal are significant, attach copies of original and proposed syllabi in approved university format.

1. Course subject and number: **EPS 590**
   2. Units: 3
   
   See upper and lower division undergraduate course definitions.

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

<table>
<thead>
<tr>
<th>5. Current Student Learning Outcomes of the course.</th>
<th>Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. (<strong>Resources &amp; Examples for Developing Course Learning Outcomes</strong>)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CMHC Student Learning Outcomes</strong></td>
<td><strong>UNCHANGED</strong></td>
</tr>
<tr>
<td>1. Demonstrate knowledge of psychoactive drugs,</td>
<td></td>
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<tr>
<td>their pharmacology, and impact on human behavior.</td>
<td></td>
</tr>
<tr>
<td>CACREP CMHC G3g</td>
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<tr>
<td>2. Demonstrate knowledge of the models of etiology</td>
<td></td>
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<tr>
<td>of drug abuse and addiction. CACREP CMHC G3g,</td>
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<tr>
<td>C4</td>
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</tr>
<tr>
<td>3. Begin to construct the student’s own model of</td>
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<tr>
<td>clinical practice with substance abusers. CACREP</td>
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<tr>
<td>CMHC D8, H4</td>
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<tr>
<td>4. Demonstrate knowledge about the origins and</td>
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<td>effectiveness of prevention and treatment models.</td>
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<tr>
<td>CACREP CMHC G3g</td>
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<tr>
<td>5. Demonstrate understanding of medical and</td>
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<tr>
<td>psychological disorders and their relationship to</td>
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<tr>
<td>addictive disorders. CACREP CMHC A6, G4, H3</td>
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<tr>
<td>6. Demonstrate clear understanding of professional</td>
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<tr>
<td>ethics and boundaries in substance abuse treatment.</td>
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<td>Understand and adhere to a Code of Ethics.</td>
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<td>7. Develop an awareness of personal values and</td>
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<td>feelings that impact the clinician’s ability to</td>
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<td>treat substance abuse.</td>
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<td>8. Appreciate the role of the mental health</td>
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<td>professional in substance abuse treatment, and</td>
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<td>express comfort with this role.</td>
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<td>9. Appreciate social and ethnic diversity in our</td>
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<td>culture, specifically in work with substance</td>
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<td>abusing clients.</td>
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<tr>
<td>10. <strong>Demonstrate ability to screen for and assess</strong></td>
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</tbody>
</table>

Effective Fall 2012
substance dependence, process addictions, substance abuse and co-occurring disorders. CACREP CMHC A6, G4
11. Demonstrate ability to create prevention and treatment plans relevant to client stage of dependence, change or recovery. CACREP CMHC D8, H4

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

**EPS 590 DRUG AND ALCOHOL ABUSE: PREVENTION AND TREATMENT (3)**
Description: Overview of the basic concepts of drug and alcohol abuse with emphasis on selection and implementation of treatment and prevention strategies. Letter grade only.

Units: 3

**EPS 590 DRUG AND ALCOHOL ABUSE: PREVENTION AND TREATMENT SUBSTANCE-RELATED AND ADDICTIVE DISORDERS (3)**
Description: Overview of the basic concepts of drug and alcohol abuse with emphasis on selection and implementation of treatment and prevention strategies. Letter grade only.

Units: 3

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

7. Justification for course change.
**This title change is being requested to reflect changes from the DSM-4-TR to the DSM-5 and CACREP standards. Specifically, both CACREP and the DSM-5 now emphasize "process addictions" and not just addictions to substances.**

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

**Fall 2014**

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

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<tr>
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<td>Current number of units:</td>
<td>Proposed number of units:</td>
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<td>Current short course title:</td>
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<td>SUBSTNC &amp; ADDICTIVE DISORDERS</td>
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<td>Proposed long course title (max 100 characters):</td>
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<td>SUBSTANCE-RELATED AND ADDICTIVE DISORDERS</td>
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<tr>
<td>Current grading option:</td>
<td>Proposed grading option:</td>
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<tr>
<td>letter grade [ ] pass/fail [ ] or both [ ]</td>
<td>letter grade [ ] pass/fail [ ] or both [ ]</td>
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<td>incomplete (I) [ ] in progress (IP) [ ]</td>
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Effective Fall 2012
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<td>Current co-convene with:</td>
<td>Proposed co-convene with:</td>
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<td>Current cross list with:</td>
<td>Proposed cross list with:</td>
</tr>
</tbody>
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9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)?
   Yes ☒ No ☐
   If yes, describe the impact and include a letter of response from each impacted academic unit.
   Counseling; M.A., Educational Psychology-Counseling Psychology; Ph.D.

10. Is there a related plan or sub plan change proposal being submitted? Yes ☐ No ☒
    If no, explain.
    This title change will not require any plan change proposals.

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

**Answer 12-15 for UCC/ECCC only:**

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

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

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

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

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**Flagstaff Mountain Campus**

<table>
<thead>
<tr>
<th>Scott Galland</th>
<th>11/14/2013</th>
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<th>Robert Horn</th>
<th>11/12/13</th>
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Effective Fall 2012
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<tr>
<th>Department Chair/Unit Head (if appropriate)</th>
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<tr>
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<tr>
<td>Kathy Bohan</td>
<td>11/12/13</td>
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<td><strong>For Committee use only:</strong></td>
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<td>Date</td>
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Approved as submitted: Yes □ No □
Approved as modified: Yes □ No □

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**EXTENDED CAMPUSES**

Reviewed by Curriculum Process Associate Date

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

Effective Fall 2012
If the changes included in this proposal are significant, attach copies of original and proposed syllabi in approved university format.

1. Course subject and number: EPS 680 2. Units: 3
   See upper and lower division undergraduate course definitions.

3. College: Education 4. Academic Unit: Educational Psychology

---

5. Current Student Learning Outcomes of the course.

   1. Students will develop an understanding of psychopathology; the diagnostic process, including differential diagnosis, and the use of the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) (CACREP II CMHC K1).

   2. Students will learn about the established diagnostic criteria for mental and emotional disorders, and treatment modalities and placement criteria within the continuum of care (CACREP II CMHC K2).

   3. Students will gain knowledge about how to conduct a clinical interview for the purpose of making a diagnosis (CACREP II G5c).

   4. Students will apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (CACREP II CMHC D2).

   5. Students will develop an understanding of legal, ethical, and multicultural issues in clinical diagnosis (CACREP II CMHC A2).

   6. Students will be able to describe the various types of mental disorders and related

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

UNCHANGED

Effective Fall 2012
information on etiology, differential diagnosis, and treatment (CACREP CMHC K1; CMHC K2).

7. Students will learn about the impact of co-occurring substance-use disorders on medical and psychological disorders (CACREP II CMHC K3).

8. Students will demonstrate an appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments (CACREP II CMHC L1).

9. Students will demonstrate an ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals (CACREP II, CMHC L2).


**EPS 680 – ASSESSMENT AND DIAGNOSIS (3)**
Description: Presents current diagnostic system and variety of psychoeducational diagnoses set forth in Individuals with Disabilities Education Act and federal and Arizona regulations. Emphasizes integrating psychological assessment results with the diagnostic process. Background in personality theory or abnormal psychology. Prerequisite: Previous graduate or undergraduate courses in Abnormal Psychology and Personality Theory are strongly recommended Letter grade only.

Units: 3

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

**EPS 680 – ASSESSMENT AND DIAGNOSIS PSYCHOPATHOLOGY AND DIAGNOSIS (3)**
Description: Presents current diagnostic system and variety of psychoeducational diagnoses set forth in Individuals with Disabilities Education Act and federal and Arizona regulations. Emphasizes integrating psychological assessment results with the diagnostic process. **Background in personality theory or abnormal psychology.**
Prerequisite: Previous graduate or undergraduate courses in Abnormal Psychology and Personality Theory are strongly recommended Letter grade only.

Units: 3

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

Effective Fall 2012
7. Justification for course change.

No course content is changing. Just a title change is being requested. The new title reflects our emphasis on Psychopathology and Diagnosis according to the DSM-5, whereas the old title erroneously emphasized assessment. We have 2 other courses in the CMHC MA program that already emphasize assessment, EPS 664 (Tests & Measurements), and EPS 737 (Psychodiagnostics).

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

See effective dates calendar.

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<td>Proposed short course title (max 30 characters): PSYCHOPATHOLOGY &amp; DIAGNOSIS</td>
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9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)? Yes [ ] No [ ]

If yes, describe the impact and include a letter of response from each impacted academic unit.
Counseling MA, Educational Psychology-Counseling Psychology Ph.D.

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

This course title change will not require a related plan change proposals.

Effective Fall 2012
11. Does this course include combined lecture and lab components?  
   Yes ☐  No ☒

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

**Answer 12-15 for UCC/ECCC only:**

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

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

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

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

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**FLAGSTAFF MOUNTAIN CAMPUS**

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<tr>
<th>Scott Galland</th>
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Approved as submitted:  
   Yes ☐  No ☒

Approved as modified:  
   Yes ☐  No ☒

Effective Fall 2012
# EXTENDED CAMPUSES

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<th>Date</th>
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Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

Effective Fall 2012
If this proposal represents changes to the intent of the plan or its integral components, review by the college dean, graduate dean (for graduate items) and/or the provost may be required prior to college curricular submission.

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

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

1. College: CEFNS 2. Academic Unit: CSTL

3. Academic Program Name: Science Teaching PREP (STMAP) 4. Emphasis: ____________________________

5. Plan proposal: □ Plan Change □ Plan Deletion

□ New Emphasis □ Emphasis Change □ Emphasis Deletion

6. Current student learning outcomes of the plan. If structured as plan/emphasis, include for both core and emphasis. Show the proposed changes in this column (if applicable). Bold the changes, to differentiate from what is not changing, and change font to Bold Red with strikethrough for what is being deleted. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

Effective Fall 2013
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/](http://catalog.nau.edu/Catalog/)

| 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. |

8. Justification for proposal:
The pre-plan has been used in the MAST program previously due to the large number of additional application items needed (including state teaching exams) which would often impede a student from beginning coursework. The MAST program has been changed and only serves inservice teachers who will apply with similar requirements and timelines as other graduate programs. Therefore, the pre-plan program is no longer needed.

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 [x] If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

Answer 12-13 for UCC/ECCC only:

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

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 [x]

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 [x] 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 [x] No [ ]

Effective Fall 2013
If no, explain why this proposal should be approved.

---

**FLAGSTAFF MOUNTAIN CAMPUS**

Scott Galland  
Reviewed by Curriculum Process Associate  
Approval:  
Date  

Department Chair/Unit Head (if appropriate)  
Date  

Chair of college curriculum committee  
Date  

Dean of college  
Date  

For Committee use only:  
Date  

UCC/UGC Approval  
Date  

Approved as submitted:  
Yes ☐ No ☐  

Approved as modified:  
Yes ☐ No ☐  

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**EXTENDED CAMPUSES**

Reviewed by Curriculum Process Associate  
Date  

Approvals:  

Academic Unit Head  
Date  

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

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

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

Effective Fall 2013
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 11/7/2013
Reviewed by Curriculum Process Associate  Date

Approvals:

Department Chair/Unit Head (if appropriate)  Date

Chair of college curriculum committee  Date

Dean of college  Date

For Committee use only:

UCC/UGC Approval  Date

Approved as submitted:  Yes ☐  No ☐

Approved as modified:  Yes ☐  No ☐

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate  Date

Approvals:

Academic Unit Head  11/8/13  Date

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

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

Effective Fall 2013
Chief Academic Officer; Extended Campuses (or Designee)  Date

Approved as submitted:  Yes □  No □
Approved as modified:  Yes □  No □
If the changes included in this proposal are significant, attach copies of original and proposed syllabi in approved university format.

1. Course subject and number:   COM 601
2. Units:  3
   
   See upper and lower division undergraduate course definitions.

3. College:   SBS
4. Academic Unit:   Communication

5. Current Student Learning Outcomes of the course.

1. Students will understand the evolution of Communication from its classical origins to its contemporary areas of inquiry in multiple contexts of human communication.
2. Students will identify, understand and apply standards of ethics in research and creative activity appropriate for the field of Communication.
3. Students will gain understanding and appreciation of how technology and media define, shape, and guide human communication.
4. Students will examine, understand and apply the standards for professional conduct within academe including issues of confidentiality, collegiality, and disciplinary integrity.

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

UNCHANGED


COM 601 RESEARCH METHOD IN COMMUNICATION (3)

Show the proposed changes in this column

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

Bold with strikethrough what is being deleted.

COM 601 RESEARCH METHOD GRADUATE STUDY IN COMMUNICATION (3)

Effective Fall 2012
Description: Focuses on role and development of research in communication studies, including history and status of contemporary scholarship. Letter grade only.

Units: 3

Sections offered: Fall 2013

Prerequisite: Graduate Status

---

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

7. Justification for course change.

Course content and course description of COM 601 will remain consistent with past delivery. The revision of the MA program will include two new courses that focus upon research methods.

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

See effective dates calendar.

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<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current course subject and number:</td>
<td>Proposed course subject and number:</td>
</tr>
<tr>
<td>Current number of units:</td>
<td>Proposed number of units:</td>
</tr>
<tr>
<td>Current short course title: RESEARCH METHOD IN COMMUNICATION</td>
<td>Proposed short course title (max 30 characters): GRAD STUDY IN COMMUNICATION</td>
</tr>
<tr>
<td>Current long course title: RESEARCH METHOD IN COMMUNICATION</td>
<td>Proposed long course title (max 100 characters): GRADUATE STUDY IN COMMUNICATION</td>
</tr>
<tr>
<td>Current grading option: letter grade ☐ pass/fail ☐ or both ☐</td>
<td>Proposed grading option: letter grade ☐ pass/fail ☐ or both ☐</td>
</tr>
<tr>
<td>Current repeat for additional units:</td>
<td>Proposed repeat for additional units:</td>
</tr>
<tr>
<td>Current max number of units:</td>
<td>Proposed max number of units:</td>
</tr>
<tr>
<td>Current prerequisite:</td>
<td>Proposed prerequisite (include rationale in the justification):</td>
</tr>
<tr>
<td>Current co-requisite:</td>
<td>Proposed co-requisite (include rationale in the justification):</td>
</tr>
<tr>
<td>Current co-convene with:</td>
<td>Proposed co-convene with:</td>
</tr>
<tr>
<td>Current cross list with:</td>
<td>Proposed cross list with:</td>
</tr>
</tbody>
</table>

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

Effective Fall 2012
If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

**Applied Communication MA.**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Is there a related plan or sub plan change proposal being submitted?</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>If no, explain.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Does this course include combined lecture and lab components?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>If yes, include the units specific to each component in the course description above.</td>
<td></td>
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</table>

**Answer 12-15 for UCC/ECCC only:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Is this course an approved Liberal Studies or Diversity course?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>If yes, select all that apply. Liberal Studies ☐ Diversity ☐ Both ☐</td>
<td></td>
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</tr>
<tr>
<td>13. Do you want to remove the Liberal Studies or Diversity designation?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>If yes, select all that apply. Liberal Studies ☐ Diversity ☐ Both ☐</td>
<td></td>
<td></td>
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<tr>
<td>14. Is this course listed in the Course Equivalency Guide?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>15. Is this course a Shared Unique Numbering (SUN) course?</td>
<td>☐</td>
<td>☒</td>
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</table>

**FLAGSTAFF MOUNTAIN CAMPUS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Galland</td>
<td>11/8/2013</td>
</tr>
<tr>
<td>Reviewed by Curriculum Process Associate</td>
<td>Date</td>
</tr>
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**Approvals:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Brant Short</td>
<td>11/7/2013</td>
</tr>
<tr>
<td>Department Chair/Unit Head (if appropriate)</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>11/9/2013</td>
</tr>
<tr>
<td>Chair of college curriculum committee</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>11/9/2013</td>
</tr>
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</table>

**Dean of college**

Date

Effective Fall 2012
### EXTENDED CAMPUSES

<table>
<thead>
<tr>
<th>Reviewer</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewed by Curriculum Process Associate</td>
<td></td>
</tr>
<tr>
<td><strong>Approvals:</strong></td>
<td></td>
</tr>
<tr>
<td>Academic Unit Head</td>
<td></td>
</tr>
<tr>
<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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</tr>
<tr>
<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
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</tr>
<tr>
<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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</tr>
<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
<td></td>
</tr>
</tbody>
</table>

Approved as submitted: Yes □ No □

Approved as modified: Yes □ No □

Effective Fall 2012