Please attach proposed Syllabus in approved university format.

1. Course subject and number:  **MUS 595**  
2. Units:  **3**  

See upper and lower division undergraduate course definitions.

3. College:  **Arts and Letters**  
4. Academic Unit:  **School of Music**  

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

**Foundational Knowledge:**
- Implement and utilize the Suzuki philosophy founded on eight core principles. This process would include: (a) A lecture presentation defining the principles of the Suzuki approach, and (b) teaching the violin to a student using these core principles in the lesson.
- Demonstrate foundational skills in teaching a beginning strings class such as: (a) classroom management protocol, (b) knowing the beginning steps in learning to play the violin, and (c) introducing repertoire
- Apply assessment methods for self-evaluation and peer settings though the practice of observing lessons with master instructors
- Teach basic music notational concepts to children
- Demonstrate skills in working with the community within a musical instruction setting by attending community performances with and attending parent classes offered through the NAU Community Music and Dance Academy Suzuki Program

**Application**
- Students will prepare a DVD recording that is a representative sample of teaching in both an individual and group class setting for evaluation and job applications
- Demonstrate differing styles for teaching violin technique in the Suzuki repertoire such as using appropriate language for different age groups and working with diverse cultures
- Demonstrate the process of preparing various levels of group classes for performances by teaching varying ability levels of students in a classroom environment
- Demonstrate teaching musicality in a group class of violinists by learning how to model and verbalize musical terminology in a classroom environment

**Integration**
- Through observation, teaching and assisting in the NAU Community Music and Dance Academy or Marshall Magnet Elementary School K-2 Suzuki Program, students should be able to utilize the Suzuki philosophy and repertoire within a diverse culture by using appropriate terminology and music for varying ethnic, religious, and economically diverse groups of children

**Care/Value**

Effective Fall 2012
Learning How to Learn

- Through the practice of participating in the Suzuki pedagogy practicum and teaching within diverse cultures and physical settings, an expanded understanding of human relationships and varied needs should be demonstrated
- In working with young children and parents, participants should have developed an understanding of community and social interactions within an arts education environment
- In attending and participating in performances with Suzuki children in the community, skills in managing and promoting music programs should have been acquired

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 will culminate the Suzuki Pedagogy (Violin) Undergraduate Certificate by assessing the student’s ability to perform the repertoire in Suzuki Books 1-4, his/her knowledge of the pedagogy for teaching those books, and his/her ability to employ repertoire and pedagogy in real instructional situations through the NAU Community Music and Dance Academy Suzuki Program.

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

8. Long course title: **SUZUKI PROFICIENCY ASSESSMENT**
   *(max 100 characters including spaces)*

9. Short course title: **SUZUKI PROFICIENCY**
   *(max. 30 characters including spaces)*

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

    This course is an assessment course determining the proficiency on the pedagogical concepts of instructing children violin in both individual and group settings using the Suzuki repertoire and philosophy. Ultimately, students in this course should be able to demonstrate and assimilate skills in teaching students the violin in diverse settings utilizing the Suzuki Method.

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.

    **Suzuki Pedagogy (Violin) Undergraduate Certificate**

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.

**Effective Fall 2012**
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 ☒

17a. If yes, maximum units allowed?  
_______________

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

18. Prerequisites:  
MUS 407/407L (8 units), MUS 490,  
If prerequisites, include the rationale for the prerequisites.

**Successful completion of four semesters of MUS 407/407L and MUS 490 Pedagogical Topics in K-12 Music Education: Music Mind Games.**

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

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

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

21. Names of the current faculty qualified to teach this course:  
Dr. Louise Scott, Dr. Karin Hallberg

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms”  
http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.

Do you anticipate this course will be scheduled outside the regular term?  
Yes ☐  No ☒

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

23. Is this course being proposed for Liberal Studies designation?  
Yes ☐  No ☒

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

If yes, include a [Diversity proposal](#) and syllabus with this proposal.

### FLAGSTAFF MOUNTAIN CAMPUS

<table>
<thead>
<tr>
<th>Scott Galland</th>
<th>2/17/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewed by Curriculum Process Associate</td>
<td>Date</td>
</tr>
<tr>
<td>Approvals:</td>
<td></td>
</tr>
<tr>
<td>[Signature]</td>
<td>2/10/2015</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair/Unit Head (if appropriate)</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Chair of college curriculum committee</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dean of college</th>
<th>Date</th>
</tr>
</thead>
</table>

## For Committee use only:

<table>
<thead>
<tr>
<th>UCC/UGC Approval</th>
<th>Date</th>
</tr>
</thead>
</table>

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

### EXTENDED CAMPUSES

<table>
<thead>
<tr>
<th>Reviewed by Curriculum Process Associate</th>
<th>Date</th>
</tr>
</thead>
</table>

| Approvals: | |
| Academic Unit Head | Date |

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

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

Effective Fall 2012
PROPOSED SYLLABUS:

GENERAL INFORMATION

- College of Arts and Letters, School of Music
- MUP 595 Proficiency Assessment for Suzuki String Pedagogy
- Fall 2015
- 3 unit, M,W 12:40-1:30 a.m.
- Instructors: Dr. Louise/Dr. Karin Hallberg
- Office: Building #37, Room 192/Building #92, Room 120
- Office Hours: MWF 9:00-10:00 a.m., or by appointment
- Phone: 928-523-3879/928-523-8065
- Email: Louise.Scotte@nau.edu/Karin.Hallberg@nau.edu

COURSE PREREQUISITES
Successful completion of three semesters of MUS 407 and MUS 407L, one semester of MUS 507 and 507L, and MUS 490 Pedagogical Topics in K-12 Music Education: Music Mind Games.

COURSE DESCRIPTION
This course is an assessment course determining the proficiency on the pedagogical concepts of instructing children violin in both individual and group settings using the Suzuki repertoire and philosophy. Ultimately, students in this course should be able to demonstrate and assimilate skills in teaching students the violin in diverse settings utilizing the Suzuki Method.

STUDENT LEARNING OUTCOMES
As a result of reading, discussion, performing, and observational experiences from enrolling in the prerequisite courses (MUS 407, MUS 407L, MUS 507, MUS 507L) students should be able to:

Foundational Knowledge:
- Implement and utilize the Suzuki philosophy founded on eight core principles. This process would include: (a) A lecture presentation defining the principles of the Suzuki approach, and (b) teaching the violin to a student using these core principles in the lesson;
- Demonstrate foundational skills in teaching a beginning strings class such as: (a) classroom management protocol, (b) knowing the beginning steps in learning to play the violin, and (c) introducing repertoire;
- Apply assessment methods for self-evaluation and peer settings though the practice of observing lessons with master instructors;
• Teach basic music notational concepts to children; and
• Demonstrate skills in working with the community within a musical instruction setting by attending community performances with and attending parent classes offered through the NAU Community Music and Dance Academy Suzuki Program

Application
• Students will prepare a DVD recording that is a representative sample of teaching in both an individual and group class setting for evaluation and job applications;
• Demonstrate differing styles for teaching violin technique in the Suzuki repertoire such as using appropriate language for different age groups and working with diverse cultures;
• Demonstrate the process of preparing various levels of group classes for performances by teaching varying ability levels of students in a classroom environment; and
• Demonstrate teaching musicality in a group class of violinists by learning how to model and verbalize musical terminology in a classroom environment

Integration
• Through observation, teaching, and assisting in the NAU Community Music and Dance Academy or Marshall Magnet Elementary School K-2 Suzuki Program, utilize the Suzuki philosophy and repertoire within a diverse culture by using appropriate terminology and music for varying ethnic, religious, and economically diverse groups of children.

Care/Value
• Through the practice of participating in the Suzuki pedagogy practicum and teaching within diverse cultures and physical settings, display an expanded understanding of human relationships and varied needs;
• In working with young children and parents, develop an understanding of community and social interactions within an arts education environment
• In attending and participating in performances with Suzuki children in the community, demonstrate skills in managing and promoting music programs should have been acquired.

Learning How to Learn
• In having prepared DVD’s of group and individual classes, acquire specific assessment techniques through self-evaluation;
• In having prepared for a lecture on topics related to the Suzuki philosophy, develop skills in oral presentations; and
• Having participated in assessing student lessons in class, attain skills in evaluation and learning.

COURSE STRUCTURE
This course is a proficiency assessment on string pedagogy using the Suzuki Method. Participants in this course will meet individually with instructors to demonstrate knowledge and performance of the Suzuki philosophy and repertoire.

TEXTBOOKS AND REQUIRED MATERIALS


Effective Fall 2012
RECOMMENDED TEXTS
N/A

ASSESSMENT OF STUDENT LEARNING OUTCOMES
1. Playing examinations on Books 1-4 in the Suzuki repertoire (50%)

The criteria for the performance of Suzuki repertoire is as follows:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance Expectations</th>
<th>Comments (0-3 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and history of the composer</td>
<td>Correct pronunciation and spelling of the piece and composer. A short history of the composer’s dates, place of birth, and style of piece should be presented</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>The introduction is performed at the appropriate tempo, length, and style of the piece.</td>
<td></td>
</tr>
<tr>
<td>Teaching points</td>
<td>At least three teaching points are correctly articulated and performed accurately</td>
<td></td>
</tr>
<tr>
<td>Correct notes and intonation</td>
<td>The performance executed correct notes and intonation</td>
<td></td>
</tr>
<tr>
<td>Correct bowings and bow articulation</td>
<td>The performance executed the correct bowings indicated in the Suzuki repertoire</td>
<td></td>
</tr>
<tr>
<td>Correct and/or appropriate fingerings</td>
<td>The performance executed consistent appropriate fingerings and shifts</td>
<td></td>
</tr>
<tr>
<td>Appropriate musical style, dynamics, and bow articulation</td>
<td>The performance executed the appropriate musical style, dynamic contrast, and bowing articulation for the period of piece performed</td>
<td></td>
</tr>
</tbody>
</table>

2. Comprehensive notebooks on the teaching principles, materials, and observations (20%)

The compilation of notebooks will consist of the following criteria:

- The presentation of the notebook should have a table of contents, tabs for each section (i.e. Suzuki book level with teaching points, observations, articles, group ideas), neat, and organized with no grammatical errors;
- Teaching preparations and techniques for all Suzuki pieces and group class ideas for future use in your professional endeavors;
- Suzuki repertoire and teaching points must be in order;
- All observations should be included;
- Additional resources may include resource articles and annotated websites related to Suzuki teaching and philosophy (resources should be selected that are research-based and relevant to your areas of interest);
- Include a summary page for each resource describing its implications for your teaching; and

Effective Fall 2012
- Each category is worth a maximum of 5 points.

<table>
<thead>
<tr>
<th></th>
<th>Novice Points Range: 0 (0%) - 1 (5%)</th>
<th>Competent Points Range: 2 (10%) - 3 (15%)</th>
<th>Proficient Points Range: 4 (20%) - 5 (25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agenda of Lesson</td>
<td>Instructor does not present the objectives or expectations of the lesson</td>
<td>Instructor presents objectives of the lesson without specific expectations</td>
<td>Instructor presents the objectives and expectations of the lesson to the student at the beginning of the lesson</td>
</tr>
<tr>
<td>Student Rapport</td>
<td>Instructor has no rapport with the student by not demonstrating any eye contact, humor, modeling, or specific praise</td>
<td>Instructor demonstrates some rapport with the student but does not model or mention specific praise</td>
<td>Instructor demonstrates rapport with the student by executing the following behaviors: eye contact, humor, modeling, and specific praise</td>
</tr>
<tr>
<td>Student Comprehension</td>
<td>The student is not able to demonstrate or explain the task indicating lack of comprehension</td>
<td>The student cannot both demonstrate and explain the task asked of them, but is able to execute one of the concepts of comprehension</td>
<td>The student is able to demonstrate comprehension of the lesson by either performing or explaining the task asked of them</td>
</tr>
<tr>
<td>Instructor Presentation</td>
<td>The instructor was not able to explain or demonstrate the skill correctly or effectively</td>
<td>The instructor either was not able to explain and/or demonstrate the skill correctly or effectively</td>
<td>The instructor was able to explain and model the skill correctly and effectively</td>
</tr>
<tr>
<td>Video Length</td>
<td>Video is less than 30 minutes in length and less than 20 minutes</td>
<td>Video is less than 30 minutes in length but at least 20 minutes</td>
<td>Video is 30 minutes in length</td>
</tr>
</tbody>
</table>

3. Teaching experience with two young Suzuki students in the NAU Community Music and Dance Academy (20%)

Teaching assessment of live lessons will consist of the following criteria:

- 4 Always True
- 3 Usually true
- 2 Seldom true
- 1 Never true

- The objectives for this lesson were clear 4 3 2 1

Effective Fall 2012
• The teacher speaks clearly 4 3 2 1
• The teacher explains things clearly 4 3 2 1
• This teacher is stimulating and interesting to listen to 4 3 2 1

• The lesson was well organized 4 3 2 1
• This teacher knows the repertoire 4 3 2 1
• This teacher engages the student and encourages participation 4 3 2 1
• The lesson objectives are age appropriate 4 3 2 1
• The teacher uses a variety of activities 4 3 2 1
• The teacher is easy to follow 4 3 2 1
• The teacher exhibits good rapport and management skills 4 3 2 1

• Positive features of this teacher’s teaching:
• Areas of improvement of this teacher’s teaching:

4. Video recording of both an individual and group class lesson 30 minutes in length (10%)

Prepare one individual and one group class video that is representative of your teaching. Each video should be 30 minutes in length. The video should consist of the following criteria:

<table>
<thead>
<tr>
<th></th>
<th>Novice Points Range: 0 (0%) - 1 (5%)</th>
<th>Competent Points Range: 2 (10%) - 3 (15%)</th>
<th>Proficient Points Range: 4 (20%) - 5 (25%)</th>
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</thead>
<tbody>
<tr>
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<td>Instructor presents objectives of the lesson without specific expectations</td>
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</tr>
<tr>
<td>Student rapport</td>
<td>Instructor has no rapport with the student by not demonstrating any eye contact, humor, modeling, or specific praise</td>
<td>Instructor demonstrates some rapport with the student but does not model or mention specific praise</td>
<td>Instructor demonstrates rapport with the student by executing the following behaviors: eye contact, humor, modeling, and specific praise</td>
</tr>
<tr>
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<td>The student is able to demonstrate comprehension of the lesson by either performing or explaining the task asked of them</td>
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</table>
Instructor presentation

<table>
<thead>
<tr>
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<th>The instructor was not able to explain or demonstrate the skill correctly or effectively</th>
<th>The instructor either was not able to explain and/or demonstrate the skill correctly or effectively</th>
<th>The instructor was able to explain and model the skill correctly and effectively</th>
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</thead>
</table>

Video length

<table>
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<tr>
<th>Video length</th>
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<th>Video is less than 30 minutes in length but at least 20 minutes</th>
<th>Video is 30 minutes in length</th>
</tr>
</thead>
</table>

GRADING SYSTEM

Excellent A (93–100), A– (90–92)
Above Average B+ (87–89), B (83–86), B– (80–82)
Average C+ (77–79), C (73–76), C– (70–72)
Below Average D+ (67–69), D (63–66), D– (60–62)
Fail F (0–59)

Grades will be awarded based on the percentage of possible points attained by each student.

Students may earn points as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Date Due/Scheduled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance of Suzuki Book 1</td>
<td>51 points</td>
<td>Individual Schedule</td>
</tr>
<tr>
<td>Performance of Suzuki Book 2</td>
<td>36 points</td>
<td>Individual Schedule</td>
</tr>
<tr>
<td>Performance of Suzuki Book 3</td>
<td>27 points</td>
<td>Individual Schedule</td>
</tr>
<tr>
<td>Performance of Suzuki Book 4</td>
<td>21 points</td>
<td>Individual Schedule</td>
</tr>
<tr>
<td>Video #1 (group class)</td>
<td>25 points</td>
<td>02/20</td>
</tr>
<tr>
<td>Video #2 (individual lesson)</td>
<td>25 points</td>
<td>03/30</td>
</tr>
<tr>
<td>Lesson #1</td>
<td>44 points</td>
<td>Individual schedule</td>
</tr>
<tr>
<td>Lesson #2</td>
<td>44 points</td>
<td>Individual schedule</td>
</tr>
<tr>
<td>Comprehensive notebook</td>
<td>25 points</td>
<td>05/02</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>298 points</strong></td>
<td></td>
</tr>
</tbody>
</table>

Keep all graded assignments until the end of the term, both for your records and for review purposes.

COURSE POLICIES

- Attendance [from Academic Catalog]. “You are responsible for regularly attending all courses for which you are enrolled. Should an absence from class be unavoidable, you are responsible for reporting the reason to your instructors. (Be aware that Fronske Health Center does not provide documentation of your health problems.) In addition, you are responsible for making up any work you miss. Your instructors are under no obligation to make special arrangements for you if you are absent. You should know that Arizona Board of Regents’ policy forbids discrimination because of your religious beliefs or practices or any absences resulting from them. In addition, you cannot be discriminated against for seeking a religious accommodation pursuant to this policy. The Office of Student Life and the Fronske Health Center do not issue excuses for health or personal reasons. Only the instructor may ‘excuse’ an absence except for Institutional Excuses for activities such as athletic events or other university sponsored activities which are approved by the Office of the Associate Provost-Undergraduate Studies, or the Office of Student Life. Please note that a student served through the office of Disability Resources may qualify for an attendance policy modification. The Attendance Modification policy can be found at the following address:

Effective Fall 2012
Excused absences are those reported to instructor prior to the class via voice mail or email.
Excused absences include personal illness, family emergency, and conflicting School of Music activities, accompanied by an Institutional Excuse Form.
More than two unexcused absences will result in the lowering of a course grade by one letter.
Three unexcused absences warrant an automatic failure of the course.
Excessive absenteeism must be documented and will adversely affect the course grade.
The student is responsible for obtaining class information and making-up assignments from missed class periods.
Retests/makeup tests. Student may not retake tests missed due to an unexcused absence. Exams missed due to an excused absence must be completed within one class period. The student bears responsibility arranging the retake.
The course will take advantage of the course management resources offered in BbLearn (http://bblearn.nau.edu).
All daily assignments must be submitted before class (electronic) or at the beginning of class (physical).
Laptops, tablets, and cell phones may be used in class as means of accessing online course materials and taking notes. They may not be used during class for email or social media. Such uses will result in failure of that class session. These devices may not be present during examinations unless approved by the instructor in advance.

EMERGENCY TEXTBOOK LOAN PROGRAM
To help students acquire the materials they need to be successful in class.
NAU has partnered with Follett to create the Emergency Textbook Loan program. The program is administered by the LEADS Center. The program assists students with unmet financial need in obtaining required textbook(s) and other materials for courses. Students must apply and meet eligibility criteria before textbooks are purchased on their behalf. Textbooks must be returned at the end of the term in which the textbooks were loaned. More information can be found online: http://nau.edu/LEADS-Center/Textbook-Loan-Program/

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS FOR COURSE SYLLABI

SAFE ENVIRONMENT POLICY
NAU’s Safe Working and Learning Environment Policy prohibits sexual harassment and assault, and discrimination and harassment on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender identity, disability, or veteran status by anyone at this university. Retaliation of any kind as a result of making a complaint under the policy or participating in an investigation is also prohibited. The Director of the Office of Affirmative Action & Equal Opportunity (AA/EO) serves as the university’s compliance officer for affirmative action, civil rights, and Title IX, and is the ADA/504 Coordinator. AA/EO also assists with religious accommodations. You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website nau.edu/diversity/. If you have questions or concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928) 523-3312 (voice), (928) 523-9977 (fax), (928) 523-1006 (TTD) or aaeo@nau.edu.

STUDENTS WITH DISABILITIES

Effective Fall 2012
If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

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

ACADEMIC INTEGRITY
Integrity is expected of every member of the NAU community in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. An NAU student’s submission of work is an implicit declaration that the work is the student’s own. All outside assistance should be acknowledged, and the student’s academic contribution truthfully reported at all times. In addition, NAU students have a right to expect academic integrity from each of their peers.

Individual students and faculty members are responsible for identifying potential violations of the university’s academic integrity policy. Instances of potential violations are adjudicated using the process found in the university Academic Integrity Policy.

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

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

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

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