



# NORTHERN ARIZONA UNIVERSITY

## UCC/UGC/ECCC

### Proposal for New Course

**Please attach proposed Syllabus in approved university format.**

1. Course subject and  
number:

CCE 450C

2. Units: 3

See upper and lower division undergraduate course definitions.

3. College: **University College**

4. Academic Unit:

**Community, Culture &  
Environment Program**

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

- Students will develop capacities for advanced civic leadership and public research by working throughout the semester with an organization whose mission is to promote public goods and conducting research in relation to this work.
- Students will develop critical thinking skills by exercising leadership and developing research that is interdisciplinary, negotiates between and integrates multiple interests and perspectives, and develops interfaces between academic and non-academic knowledges.
- Students will develop advanced writing skills through a final paper and several nested writing exercises throughout the semester that build toward it.
- Students will develop critical research and writing skills, oral presentation skills, organizational connections, and organization leadership experience that enhances their preparation for post-graduation employment

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

**This course provides a capstone experience through which students synthesize the knowledge, skills, and experiences developed in earlier stages of the Civic Engagement Minor, and bring them to bear upon a major issue. Students will partner with a community organization and take a leadership role in conducting advanced research. Course will enable students to pursue a significant research and leadership project that will contribute to their educational portfolio.**

This course can also fulfill a requirement for the Civic Engagement Minor. The course will contribute to the following Civic Engagement Minor program outcomes:

- Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)
- Civic Engagement Minor graduates will demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program. (Values)
- Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)

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

8. Long course title: Civic Engagement Internship Capstone  
(max 100 characters including spaces)

9. Short course title: Civic Engagement Internship  
(max. 30 characters including spaces)

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

**Serve as interns with an organization of their choice for at least 8 hours a week during the semester. The internships will afford students with an in-depth, extensive, and reflective engagement in collaborative leadership roles, as well as a substantial community research project. 3 units.**

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.

**Please see the Civic Engagement Minor new plan proposal with this submission.**

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, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade  Pass/Fail  Both

15. Co-convened with: None 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: None  
(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

(FS 111 or FS 121 or FS 131 or FS 141)  
FS 111-141 (with associated Action Research Team) or FS 211-141 (FS 211 or FS 221 or FS 231 or FS 241)  
(with associated Action Research Team), CCE 220, CCE 320, and

18. Prerequisites: CCE 330  
If prerequisites, include the rationale for the prerequisites.

**This course draws upon the knowledge, experiences, and skills developed in the prerequisites, synthesizes them, and develops them at an advanced level.**

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


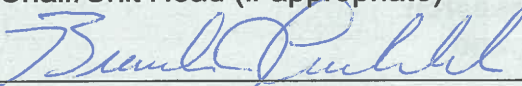
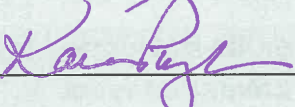
20. Does this course include combined lecture and lab components? Yes  No   
If yes, include the units specific to each component in the course description above.

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

**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
<b>Approvals:</b> 	10/03/2013
Department Chair/Unit Head (if appropriate)	Date
	10/3/13
Chair of college curriculum committee	Date
	10/4/13
Dean of college	Date
<b>For Committee use only:</b>	
UCC/UGC Approval	Date

- Approved as submitted: Yes  No
- Approved as modified: Yes  No

**EXTENDED CAMPUSES**

Reviewed by Curriculum Process Associate

Date

**Approvals:**



February 25, 2013

Academic Unit Head

Date

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

Date

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

Date

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

Date

Chief Academic Officer; Extended Campuses (or Designee)

Date

Approved as submitted:

Yes  No

Approved as modified:

Yes  No



**Northern Arizona University**  
**University College**  
**Program for Community, Culture, and Environment**

CC&E 450C

**Civic Engagement Internship**  
**Capstone**

Three Credits

(to be offered annually in the Fall of Spring semesters)

**Professor: Rom Coles, or other**

**Office: 308 Bury**

**Office Phone: 523-6468 Cell: 928 699-2949**

**Email: [Romand.Coles@nau.edu](mailto:Romand.Coles@nau.edu)**

**Course Prerequisites:** FS 111-141(w ARTs) or FS 211-141 (w ARTs) & CCE 220

**Course description:**

In this course students will serve as interns with an organization of their choice for at least 8 hours a week during the semester. The internships will afford students an in-depth, extensive, and reflective engagement in collaborative leadership roles and research. Students will learn two scholarly approaches that will greatly enhance the quality of their public engagement and research : ethnographic reflection and participant observer methodology. Throughout the semester students will write and engage each other's ethnographic and participant observer reflections on the organization with which they work, their leadership and involvement, research outlines, etc. At the end of the semester they will produce a substantial writing project that will employ these and/or other research methodologies, depending upon the student's specific internship and (inter)disciplinary focus. This course will serve as a capstone experience for those in the Civic Engagement Minor. As interns, students will do work along one of the following pathways:

- a) students will serve in a collaborative leadership role in an initiative that advances both the goals of the organization with which they work and the student's academic goals, and write an ethnographic study of this collaboration ; or
- b) students will conduct collaborative research that is useful to the organization as well as the student's academic goals.

The course will usually meet weekly for one hour to discuss student's work as it progresses during the semester. Reading will be front loaded in order to hone students' ethnographic reflection and participant observer capacities early in the semester. Each student will conduct research that will culminate in a final paper. If students opt into pathway a), they will write a study of the organization, employing ethnographic methods, autoethnography, and participant observer methodologies. If students opt into pathway b), they will submit the research they have conducted with the organization as their final paper along with a reflection on the collaborative research process. The course will facilitate the progressive development of the final paper through a series of nested writing exercises throughout the semester. The aim of the seminar is to provide a reflective, supportive, and research-rich context for integrating the student's internship with the development of civic leadership and the student's academic ambitions.

#### | Student Learning Outcomes for this Course

- Students will develop capacities for advanced civic leadership and public research, by working throughout the semester with an organization whose mission is to promote public goods and conducting research in relation to this work.
  - Students will develop critical thinking skills by exercising leadership and developing research that is ethnographically reflective, interdisciplinary, negotiates between and integrates multiple interests and perspectives, and develops interfaces between academic and non-academic knowledges.
  - Students will develop advanced writing skills as they produce a final research paper, several nested writing exercises throughout the semester that build toward it, and by engaging each other's written work during the semester.
  - Students will develop an electronic portfolio of leadership activity, public research methods, and a research project that demonstrates superior preparation for post-graduation employment.
- | - Students will further develop their oral presentation skills by presenting their research in conjunction with poster presentations, as well as on panels, at the Action Research Team Symposium and the Undergraduate Symposium during their senior year.

#### | **Course structure/approach:**



This course will consist of on-site work with an organization eight hours each week for at least twelve weeks. Students are required to secure a civic engagement internship *prior* to the beginning of the semester (with support from professors, the Civic Service Institute, and partnering community organization). One hour each week students will meet in seminar to discuss their internships, methodological approaches, nested writing assignments for the final research project, and to respond creatively to challenges in their internship and research. One-on-one meetings will be held with the professor every 3-4 weeks. Students will present their research or ethnographic reflections at the end of the semester.

**Textbooks and required materials:**

Robert Emerson, Rachel Fretz, and Linda Shaw, *Writing Ethnographic Field Notes*  
Clifford Geertz, "Thick Description: Toward and Interpretive Theory of Culture"  
Charles R. Hale and Craig Calhoun, eds, *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*  
Asale Andel-Ajani and Victoria Sanford, *Engaged Observer: Anthropology, Advocacy, and Activism*  
Kathleen DeWalt and Billie DeWalt, *Participant Observation: A Guide to Field Workers*

**Course Schedule:**

**Week One: Introduction and Capstone Expectations**

**Week Two: Ethnographic Writing and Reflection I**

Reading: *Writing Ethnographic Field Notes* (selections)  
"Thick Description: Toward Interpretive Theory of Culture"  
Writing: 2-page overview of internship and research project

**Week Three: Ethnographic Writing and Reflection II and Research Design**

Reading: *Writing Ethnographic Field Notes* (selections)  
Writing: 2-page ethnographic reflection on organizational culture  
1/2-page written response to one other student's reflection on bblearn.

**Week Four: Designing and Refining Research Project**

Reading: *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship* (selections)  
Writing: 3-page prospectus of research project: Problem statement; question; methodological approach, organization structure of project, and timeline.

**Week Five: Reflecting on Internship, Relationships**

Reading: *Participant Observation* (selections)

Writing: 1-page reflection on how reflection on student's role and relationships with organization, one month out.

½ page response to reflection of another student.

**Week Six: Public Action Research: Engagement and Pursuit of Knowledge**

Reading: *Engaging Contradictions* and *Engaged Observer* (selections)

Writing: 1-page reflection on key themes in the readings.

**Week Seven: Reflections on Leadership**

Reading: *Participant Observation* and *Engaged Observer* (selection)

Writing: 2-page ethnographic reflection on leadership in the organization and one's own leadership in this context.

**Week Eight: Potluck: Food and Research** (Three hours in evening TBA)

Reading: None

Writing: 3 page reflection and ten minute oral presentation on progress of action research (will vary widely in relation to research projects, ranging from development of action initiatives, to experimental design, data collection, pedagogical development, etc.)

Activity: Discuss each other's presentations, including quality of oral delivery.

**Week Nine: One on One Meetings with Professor: Challenges, Modulations, and Specified Schedule for Project Completion in Next Four Weeks.**

**Week Ten: One on One Meetings with Professor continued...**

**Week Eleven: 10 page research paper due (Introduction, Methodological approach, project development to date, sketch of work remaining.)**

**Week Twelve: Peer to Peer meetings to discuss 1 page written responses to 10 page of a peer.**

**Week Thirteen: Professor meets with student and organization for evaluative consultation.**

**Week Fourteen: Class Oral Presentations of Ethnographic Study or Collaborative Public Research**

**Week Fifteen: Class Oral Presentations of Ethnographic Study or Collaborative Public Research**

## Assessment of Student Learning Outcomes:

- Methods of Assessment
  - Seminar Participation
  - Weekly response papers and short essays, many of which build toward the final research project
  - Student short feedback essays on response papers
  - End of semester evaluation from organization with which student interns
  - Mid-term presentation
  - Mid-term paper
  - Final paper
  - Final presentation
- Timeline for Assessment
  - See Methods of Assessment above in conjunction with Course Schedule

## Grading System: (1000 points)

- 100 points for seminar participation
- 200 points for weekly ethnographic field note reflections and participant observer research essays
- 200 points for evaluative consultation discussion with organization, student, and professor
- 500 points for final paper and presentation

## Course policies:

**-Attendance (required – excused absences only)**

**- Assignments due on time each week and will be marked down 10% each day they are late (unless student has an extenuating circumstance, typically discussed and approved by professor in advance).**

**-Statement on plagiarism and cheating: Plagiarism of any type will result in an "F" in the course and disciplinary action that could lead to expulsion from NAU. Plagiarism can be using someone's work and calling it your own (such as copying another paper, book, or article), or quoting from some work without bothering to use footnotes or quotation marks. All NAU faculty have programs that will, within seconds, cross check your paper with millions of documents – including hundreds of thousands of term papers – to see if there is any similar language. Don't be tempted. If you copy anything you will get an automatic fail**

**in the class and be reported to the university for disciplinary action. Do not cut and paste anything from a web page or another document when writing your essays - I want to read your work.**

University policies: Attach the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies or reference them on the syllabus. See the following document for policy statements:

<http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html>.

#### 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.htm>. 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 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 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."

**EVACUATION NOTE:**

In the event of an alarm, you must leave the building immediately by the nearest exit, and move away from the building. Do not use the elevators. Please help those who may need assistance in exiting.

*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.*