

GRADUATE STUDENT HANDBOOK

Masters of Arts in Sustainable Communities

(Academic Year: 2014-2015)



**Sustainable Communities
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I. INTRODUCTION TO THE HANDBOOK

Welcome to the Masters of Arts Program in Sustainable Communities (SUS) at Northern Arizona University (NAU). It is a pleasure to have you in the program. This handbook is a compilation of useful information designed to help students. Please take time to familiarize yourself with this information and keep it for future reference. We hope you will find this information useful as you advance through the program.

Note that policies and procedures change over time. This handbook is meant to be a resource, but not as the final word on program and university policies. You will want to consult with the program director or the Graduate College on changes that may arise during the course of your time in the program. Be sure to check the Graduate College website (<http://home.nau.edu/>) for updates to their policies and the Registrar and Bursar sites for relevant registration and payment dates. In addition, you will want to become familiar with the Graduate Catalog under which you were admitted. The catalog is available on-line at: <http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>.

II. INTRODUCTION TO THE SUSTAINABLE COMMUNITIES PROGRAM

The M.A. in Sustainable Communities Program (SUS) at NAU cuts across many areas of study, including anthropology, the arts, business, humanities, economics, education, environmental science, history, literature, philosophy, political science, psychology, religion, sociology, women's studies, technology, and the performing and studio arts. Students gain both depth and breadth in understanding issues important to sustaining community life by choosing from among our SUS courses and those across the university.

Mission

The mission of SUS is to provide interdisciplinary face-to-face graduate education on the complex issues of sustainability and social justice, encouraging students to pursue important social and environmental issues concurrently. The program seeks to educate students as critical thinkers for community leadership and to enable its graduates to contribute to the well being of communities. At the same time, the program aims to push students intellectually, looking to produce thoughtful and critical graduates who can think theoretically. The curriculum is student-centered and student driven. Students bring their intellectual, ethical, and practical concerns to bear on their particular academic inquiry. These skills are sharpened in collective collaborations between students and different communities through praxis.

Guiding Principles

The program has six key principles. These form the core values of the program.

1. Interdisciplinary: Sustainability implies interconnectedness and a systems understanding of knowledge. SUS students study the intersections between human social structures and the natural world and give attention to the philosophical, ethical, and practical dimensions of such study.
2. Intentionally links theory and practice: One of the program's goals is to educate people who have a depth of understanding and the ability to engage directly in community work. The program pushes students to think theoretically while working with communities. Learning is intended to be integrative, both in content and in application. Thesis work is required to have both a theoretical and applied aspect. "Skills-based" elective courses such as grant-writing, fund-raising, mediation, community assessment, and documentary film-making are offered through the SUS Summer Institute or other departments in order to provide SUS students with useful tools for social change.
3. Issue-based: Rather than learn a discipline, SUS students focus on a particular issue or a nexus of issues. You gain depth in relation to the issue and breadth from courses taken across the disciplines. Recent students have focused on such topics as sustainable design, sustainable food systems, environmental education, wildlife preservation, and community planning, among others. The program also seeks to connect issues to larger ideas, mixing practice with theory to form praxis.
4. Learner-centered: Your intellectual, ethical and practical concerns are the basis for the structure of your graduate education. In consultation with the program director or your advisor, you define a concentration that is related to the program focus on "good and sustainable communities" and then create your own course of study to explore the issue(s) you have chosen.
5. Works closely with the community: The program views the local and regional community as a partner in graduate education and develops collaborative networks that extend the classroom into the community. Since its inception, the SUS program has developed community partnerships on issues related to sustainability. For example, it pioneered a lecture series on green development (the "Building for Community" series), which helps SUS students to gain applied experience (when appropriate). SUS also offers workshops that are open to the public, champions community-based research, and helps to support local sustainability efforts.
6. Uses a flexible pedagogy: It maintains a curricular and pedagogical openness, recognizing that "sustainability" is an evolving topic and requires, in both content and practice, curricular and methodological flexibility.

Program Key Concepts

The Sustainable Communities program is built around the following six concepts. Each of them guides the curriculum and actions in the program. We designed the program so that aspects of these concepts appear throughout the curriculum.

1. Sustainable Communities: sustainability encompasses the interactions between human and natural systems. Sustainability is broadly defined and emphasizes the necessity for people to live in communities. Students explore what makes communities resilient and economically, environmentally, socially and equitable. They also examine the interactions and networks that form between different communities at the local, bioregional, national, and international levels and how to ensure that communities have a direct say in building their future..
2. Civic Engagement: Through the use of various models of activism, organizing, and scholarship students interconnect to the fabric and leadership of the university through their work on the university campus as well as participation in the larger Flagstaff community. This includes examination and use of various models of activism and organizing, historical analysis of movements for social change, and other scholarship on democratic practice and civic engagement.
3. Inquiry-based Research: recognizes the interdependence between theory, modes of inquiry, and practice. Students explore models and understandings of action research and community-based research.
4. Scholar-Activism: scholarship and praxis acknowledges and speaks directly to the needs of communities and offers theoretically and empirically pragmatic solutions grounded in sustainability. Approaches are inherently interdisciplinary and take into account the social, cultural, economic, and ecological dimensions of issues.
5. Social Justice: considers issues of environmental and community sustainability as deeply interrelated. Students examine the relationship and intersections of multiple identities (e.g. race, ethnicity, social class, gender identity, language) with issues of power, access to resources, place, climate change, and ecological impact.
6. Social Transformation: recognizing that individual transformation in terms of knowledge, understanding, and skills are deeply connected to collective transformation, students critically reflect and demonstrate elements of individual transformation as well as the implications of their work towards collective transformation.

III. THE SUS PROGRAM STRUCTURE

Overview of the Program

The M.A. in Sustainable Communities is a 36 credit hour program consisting of 30 credit hours of class-based coursework and 6 credit hours of a thesis project. All students are required to write a thesis to complete the program.

Overview of the Program Requirements:

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|---------------------|-----------------|
| 1. Core Courses - | 15 credit hours |
| 2. Elective Courses | 15 credit hours |
| 3. Thesis Credits - | 6 credit hours |

The first three sections below explain each of the program requirements in greater detail. Additional program information follows the program requirements.

1. Core Courses (15 credit hours)

The program has 5 core courses: SUS 601, 602, 603, 604, and 695. SUS 601 and 603 are taken in the first semester, while SUS 602 and 604 in the second. Students should enroll in SUS 695 in the fourth semesters (see Appendix A for further detail). Below is a description of each of the core courses.

SUS 601: Visions of Sustainable Communities

This course provides an introduction into critical conversations about social transformation toward sustainable communities, largely in the North American context. It examines dominant philosophical, social and economic worldviews and paradigms, and explores alternatives that might better support flourishing human communities and ecosystems. Core concepts in sustainable communities will be examined, and students will critically study forces and factors that prevent the practical formation of sustainable communities.

SUS 602: Elements and Contexts of Sustainable Communities

This course broadens and deepens the critical dialogue about sustainable communities, examining the economic, global, and technological contexts. Students will study the role of systemic factors, in particular the relationship between the local and the global, which help to maintain or undermine good and sustainable communities. The course will focus on globalization, sustainable economics, social interdependence, and the diverse forms of self-representations within communities.

SUS 603: Social Transformation

This course explores multiple theories and practices of social transformation. Embracing the core principles of the SUS program, it focuses on multiple ways to achieving positive change, pushing students to critically analyze different perspectives. These include, but are not limited to, engaged pedagogy, community organizing, democratic practice, and social movements. The aim is to cultivate critical inquiry, expansive imagination, self-exploration, community building, and multiple practical organizing modes for initiating transformations in response to the challenges of our time.

SUS 604: The Craft of Inquiry

This course will introduce basic inquiry methodologies for doing interdisciplinary research. Students will learn how to identify key concepts for developing research questions and will be exposed to multiple ways of collecting information to answer their research question. The goal is to teach students the logic of inquiry so that they can collect and analyze information.

SUS 695: Achieving Sustainable Communities

This course focuses on successful strategies for achieving sustainable communities. It highlights successful sustainability initiatives (locally and globally), and features both current and past SUS students' efforts to create change through their capstone projects – and beyond. The course also exposes students to sustainable community networks beyond the university and explores the diverse strategies for continuing to foster sustainable communities following graduation.

Research Methods Course

While not required, the SUS program encourages students to take a research methods course during their second or third semester. A research method course will help a student design an inquiry-based thesis. Generally speaking, students who have a methodology background tend to have an easier time completing their thesis. Because the program is so diverse, we have provided a variety of different types of research methods courses offered at NAU (see Appendix D). Note that some courses are only offered in the spring.

2. Elective Courses (15 credit hours)

Electives are drawn from across the university and are chosen in consultation with the Program Director and/or your academic advisor to ensure program coherence. Your elective should be structured around a particular issue or complex of issues, so that your master's work is interdisciplinary in nature. Elective coursework must span at least two different disciplines. We highly encourage you to take at least one research method course within a selected field. This course will help greatly when you get ready to write your thesis.

You may take any NAU graduate level courses relevant to your program focus, providing you fulfill all stated prerequisites. Most graduate courses do not have prerequisites; if they do, this is indicated on the course schedule. In that case, you may need to seek faculty permission to enroll.

For most Humanities and the Social Sciences courses, your undergraduate degree will be considered adequate preparation for graduate work. However, if you are unsure contact the professor beforehand, asking for a syllabus and any preparatory reading and/or prerequisites. For example, several SUS students have taken Ecological Restoration courses and Watershed Management classes without having any background in Forestry or the Natural Sciences. They have sometimes prepared

for the course by previewing an undergraduate text in the area prior to class or by following faculty suggestions for preparation. Typically, SUS students have done very well in classes throughout the university, regardless of their undergraduate majors.

SUS 599 (Special Topics)

Your elective work can also include special topics courses offered through the SUS program. These classes are designed to address topics not offered elsewhere in the university at the graduate level. During the fall and spring semesters, we often offer one or two special topics classes (ex: a creative non-fiction essay class in the spring). Most summers, we offer a wide range of courses that you can take as part of your elective work through the Summer Institute for Sustainable Communities. These courses are generally given in an intensive format (often weekends). Special topics courses are just that: special. These courses are not available every semester or on a regular basis. Please do not assume that they will come around again during your time at NAU. If you see one that is of interest to you, you may want to do what you can to take it is when offered.

400-Level Coursework:

If you wish, you may take up to two 400-level courses as part of your graduate work. 400-level courses are upper-level undergraduate courses. When you search the LOUIE system for courses each semester, be sure to search for “greater than or equal to 400” courses so that you will be aware of these classes.

In order for a 400-level course to count toward your graduate work, you must fill out an “Override Authorization -Audit/Class Links/Out-of-Career” form, available on the Registrar’s website at <http://home.nau.edu/registrar/forms.asp>.

Independent Study(SUS 697), Graduate Research(SUS 685), and Fieldwork Experience (SUS 608):

You may include up to six hours of independent study, graduate research and/or fieldwork experience as part of your electives. In general, you may take up to six hours, in any combination, of these courses. An independent study enables you to tailor your program of study further. You can use them to undertake in-depth study in an area not currently addressed in a graduate seminar or to do research that correlates with your program of study. You can register for 1-6 hours of independent work; not just 3-unit increments. Examples of independent studies include: 1) reading all of Aldo Leopold’s work on land management or 2) studying and analyzing court rulings on water use in the Southwest. The former proposal may work well as a 1-unit independent study; the latter might better be undertaken as a 3-unit project. You’ll need to consult with the program director and your faculty supervisor to determine the appropriate unit allocation as well as the requirements for the overall project.

To register for independent study, graduate research or fieldwork experience, you must:

1. Download the complete the Independent Study Agreement form for the SUS program. The form is on the SUS website: <http://nau.edu/SBS/SUS/Student-Resources/Student-Forms/>
2. Arrange for a faculty member to serve as mentor/supervisor of your independent work. Develop the details of your project with this faculty member. It is your responsibility to recruit a supervising faculty member to oversee your intended study.
3. Get final approval of the proposed independent study from the SUS Program Director. The Director will want to make sure that the project is in line with your program of study and meets the requirements of master's level work. Once the director has approved the proposal, you will be given a permission number to register for the course.

Be sure to allow yourself sufficient time to move through this approval process and meet registration deadlines.

3. Action Research Teams (ARTs)

SUS is committed to providing an engaged, pedagogical experience for each of our students. To accomplish this SUS student are involved in one of the ARTs. The focus of each ART varies from food justice, immigration, alternative economic structures, animal right, and more. The ARTs aim to connect theory and practice by putting students in direct connection with community projects. Our mission is to cultivate knowledge, values, skills, and habits that promote civic engagement and grassroots democracy in our students. The ARTs also cultivate a vibrant relationships and collaborations among diverse constituencies in Northern Arizona (and beyond). This involvement generates important knowledge and attentive solidarity around issues of common concern, engaged respect across differences, as well as creative action and public work that advances just, sustainable, good, and aesthetically rich communities.

To gain this experience SUS requires that each of our graduate students to work 3 hours per week with one of the ARTs during their first year. It has been our experience that the ARTs are transformative, often leading to the discovery of new and unexpected passions. The ARTs also provide students with direct experience that can help build skills that employers are looking for in the hiring process. However, in the spirit of flexibility and meeting individual needs, SUS students may opt out of the ARTs their second semester. However, they do have to continue to work with a community organization 3 hours per week to meet program requirements. To opt out, a student must write and submit a plan of action to the Program Director for approval. The plan must include the following:

- a) the organization where the student will work 3 hours per week,
- b) the type of work proposed,
- c) a rationale for why this work is important to the student's course of study,

- d) approval from the organization, and
- e) approval from a university faculty willing to supervise the work.

4. SUS 699 Thesis Work (6 credit hours)

It is important to understand that thesis credits cannot be counted as part of your elective credit. Also, that a minimum of 6 hours of SUS 699 thesis work is required for graduation. Generally, you enroll for thesis credit in the final semester of your program or after you have formally defended your thesis proposal. You'll need department permission to enroll in thesis credit. After a total of 18 thesis credit hours (which is an unusual circumstance), a student is required to submit a thesis completion plan. This plan should be written in conjunction with the chair of the committee and must include an outline the steps towards finishing the thesis, including a timeline of expected work. The plan needs to be submitted to the program director for approval.

The Graduate College requires that students remain continuously enrolled throughout their programs. Once you have completed all course work, you still must register for at least one unit of credit each fall and spring semester while you are working on your thesis. Most students maintain continuous enrollment by enrolling for thesis credit.

You must be enrolled in thesis hours the semester that you graduate. During the term you complete and defend your thesis, you must enroll for at least one thesis credit hour (SUS 699).

Thesis Proposal Defense

Before a student may enroll for thesis credits, a thesis proposal defense must be held, during which the thesis proposal is discussed and accepted by all committee members. This will provide the opportunity to develop a shared understanding and consensus around the thesis. It is often a very constructive working session. A Thesis Proposal Defense Acceptance form must be completed and signed by all committee members and forwarded to the Director to be placed in the student's permanent file. The proposal should be completed by the end of the third semester of regular graduate coursework.

Recommended Prospectus Development Class

In addition to the required courses, students in their second year can take SUS 644, the 3-unit Prospectus Development course if offered in the fall term. In this course, students develop a complete thesis prospectus. The prospectus serves as a road map for thesis work. SUS 644 guides students through the initial thesis planning process that includes articulating a research question, clarifying methods, identifying theoretical underpinnings, and developing a working bibliography.

A Thesis Prospectus must be completed and approved by your thesis committee whether or not you take the SUS 644 course. Students who take the prospectus course generally have an easier time constructing a successful thesis proposal. And why students are strongly encouraged to take this course when offered.

Transfer of Credit

Up to 9 graduate credit hours from an accredited college or university may be transferred into the Sustainable Communities program. Transferring credits to a graduate degree program is not done routinely. If you plan to enroll in one or more courses at another institution, with the intention to transfer the credits to the NAU Sustainable Communities program, you must obtain the program director's approval. This is to ensure that your transfer work is relevant to, and coheres with, your overall program of study. This also applies to graduate work you may have done prior to being admitted to the SUS program. It must be relevant to your current program of study as determined and approved by the program director.

In addition, transfer credit courses must be:

- Earned at a regionally accredited institution;
- A grade of A or B earned (pass-fail grade courses are not transferable.);
- Earned within the six-year period required for completing your degree at NAU
- Be applicable to a graduate degree at the institution where the credit was earned; and
- Meet the Arizona Board of Regents' requirement for credit: a minimum of 45 hours of work is required for each unit of credit. (Note: An hour of work is equivalent to 50 minutes of class time, often called a "contact hour," or 60 minutes of independent study work. NAU requires at least 45 contact hours for each 3-credit course, and we assume at least 90 hours of student homework for that course.) Ordinarily, a course must cover a one-week period for every unit of credit given.

Master's students must complete the Petition for Transfer Credit form. The Graduate College will determine and finalize the transfer credit at the time of admission to candidacy.

General Policies on Course Selection

- To earn a master's degree at NAU, you must complete at least 24 hours of formal coursework--that is, courses other than individualized studies as independent studies, directed readings, and research.
- Courses taken without director or advisor approval may not be applicable for graduation requirements.
- Selections of courses must be approved by the SUS program director in order to ensure that the overall program of study meets the curricular goals of the program, results in a coherent program, and prepares students for thesis work.
- The SUS program director usually serves as advisor for the first three semesters of program enrollment before a thesis committee is established. For most students, a thesis committee is not established until after the completion of at least two semesters of full-time course work and the Prospectus Development class. Once a well-defined thesis project and a tenable thesis prospectus is developed, you can form your committee. The program director will help you

think about faculty who would be a good fit with your project. Your thesis chair oversees thesis work.

- If you plan to complete the program in two years, you must take the required courses in the sequence indicated (see APPENDIX A). If you plan to work on your M.A. on a part-time basis, it is important to note that certain courses are only offered during certain semesters, so you will want to plan your program accordingly.

IV. PLANNING A COURSE OF STUDY

You will find a SUS Program of Study worksheet on the SUS website under Forms: <http://www.cal.nau.edu/mls/forms.asp>. This form will be useful to you in developing a comprehensive and cohesive program of study.

As you plan your course of study, you will want to ask yourself:

- What do I want to know?
- What do I need to know to understand the issue or problem that drives my inquiry?
- What do I need to know in order to write a successful thesis? (Do I need more content courses? Do I need a research methods course? A writing course? An internship or fieldwork?)
- What do I need to know to facilitate the work I want to do in the world? (Do I need a research method course to understand how to research my area?)
- Remember that the Sustainable Communities master's degree is characterized by four curricular principles: it is interdisciplinary, issue-based, learner-centered, and links theory with practice, preparing students to contribute to the wellbeing of their communities. Your program of study must be constructed with these characteristics in mind.

You will want to select courses that are related to the issue or problem that defines your studies. You are seeking both breadth of knowledge and depth of understanding. You also need to be sure that you take appropriate methods course that will help you with thesis research. (Most SUS theses involve some qualitative research; if this is the direction you intend to pursue with your thesis work, be sure that you have a good grasp on qualitative methods.)

Because the SUS program is a distributive program, drawing on courses across the university, there is sometimes little advance notice which courses will be offered each semester through the different departments. We encourage you to map out a program of study by perusing the Graduate Catalogue, but keep in mind that the process of creating your program will be more akin to meteorology than cartography. Each semester, you'll want to explore all the constellations offered by each relevant department before deciding on your classes. When you step back and review your overall program, you'll want to be sure that a sound, intelligible pattern appears and that there is shape and vitality to your

work as a whole. APPENDIX B contains a list of courses that students have found useful in the past and will help you map out a pathway. Note that these courses may or may not be offered the semester you need them. However, the list should provide you with a good starting place to map out a study plan.

Your selection of courses must be approved by the SUS director to insure that the overall program of study meets the curricular goals of the program, results in a coherent program, and prepares you for thesis work.

A fulltime course load is nine (9) hours per semester. Students spend, on average, 3-4 hours of study for each hour spent in class.

V. IMPORTANT GRADUATE COLLEGE POLICIES

The Graduate College details policies that apply to all graduate students. Please review their website at www.nau.edu/gradcol.

Grades

You must maintain a 3.0 grade point average for all courses taken and for all courses required in your plan. No more than 6 units with a "C" grade can be counted on a master's degree. A grade below "C" does not earn graduate credit.

Graduate students do not normally repeat courses. However, if you receive a grade of D or F in a graduate course, you may repeat the course. If you repeat a course, both grades are used to compute your overall grade point average, but you may only use credits earned from repeated courses once to fulfill graduation requirements. If you wish to repeat a course, you must submit the Graduate Course Repeat Enrollment Form, available on the Registrar's office website.

A graduate student with a grade point average below 3.0 is placed on probation. Admission to a program may be revoked for any graduate student who receives unsatisfactory grades. If you have more than 6 units of graduate work with a grade of "C" or below, you cannot continue in your master's plan, regardless of your grade point average.

Graduate Academic Recognition

At the time of graduation, if you have earned a cumulative grade point average of 3.90 or higher for all courses taken at NAU on your plan of study, we recognize you with the notation "with distinction" on your transcript.

In-Progress Grade

Normally, a grade of IP is used only for graduate courses. We use the IP grade for courses that, by their content and requirements, normally require more time than the term or session you enrolled in initially. We recognize the following courses as appropriate for the IP grade: professional paper (689), thesis (699), dissertation (799), independent study (697), directed reading, fieldwork experience, and internship. You must be making

satisfactory progress in the course to receive a grade of IP. Graduate students may complete IP grades until the time limit on your academic plan expires.

Incomplete Grade

If you are unable to complete coursework in a scheduled course within the term you are enrolled, you may petition your instructor to receive a grade of "I". If your instructor agrees to an incomplete, you and the instructor must complete a written agreement. A copy of which is held in your departmental file, indicating the exact work required to finish the course. This written agreement must indicate the date of anticipated completion. The final date cannot extend longer than one calendar year from the end of the term in which you were enrolled in the course. For graduate students, any grade of "I" becomes a permanent incomplete after one calendar year. Once the time for making up the incomplete has elapsed, you must re-enroll in the course to receive credit. We do not use incomplete grades in calculating your grade point average.

When you become eligible for graduation, you may elect to graduate with a grade of an "I" as long as it is only in courses that aren't required for graduation. These grades will be a part of your permanent academic record. In such cases, these grades cannot be changed after graduation by completing the course requirements nor will they revert to F grades.

Time Limit Policy

You must complete all requirements for your master's degree within a six-year period. If you take courses from other institutions and transfer them to your program at NAU, they must also be taken within the six-year period. We may grant one extension of up to one year to complete your degree requirements, if there are compelling extenuating circumstances. Reasons that may grant an extension include, but aren't limited to, job relocation, military duty, pregnancy, illness, a serious accident, divorce, or other personal tragedies within your immediate household.

To request an extension of the six-year limit, you must submit a petition to the Graduate College. This form, available from the Graduate College(www.nau.edu/gradcol/Forms/ExtensionofTimeLimitMSTR.pdf), must be endorsed by your adviser and department director. The final decision is made by the dean or associate dean of the Graduate College.

Continuous Enrollment Policy

You are expected to pursue your graduate degree with a minimum of interruption and maintain continuous enrollment. If you are in a master's degree program and do not enroll for three consecutive semesters (not including summer), you will be considered withdrawn from the university and must reapply for readmission to resume your degree program.

If you have completed all course requirements for a degree, you may still need to use lab or other university facilities to carry out a required independent study or research project. For the protection of both you and the university, you must enroll for units of credit during any terms, including summers, that you use university facilities or require the professional time of faculty members. When you begin working on a master's final project (689), or

thesis (699), you need to enroll each semester from the time you begin this work until completion of degree. You must register for a minimum of one credit each fall and spring semester. If you are using research or other university facilities, and/or the professional time of faculty members, you should enroll for at least three units. During the term you complete and defend your thesis (699), you must enroll in at least three units to reflect the increased demands on faculty time.

If you do not maintain continuous enrollment after your work has begun on your thesis/master's final project (and you do not have an approved leave of absence on file with the Graduate College) to resume work, you must submit a new application for admission and register for additional credits of Master's Final Project (689), or Thesis (699) in an amount, equal to the number of credits missed while not maintaining continuous enrollment.

Leave of Absence

In extenuating circumstances, you may petition for an exception to the continuous enrollment policy. The petition form is available on the graduate college website, home.nau.edu/gradcol/publications.asp. It must be approved by your advisor, graduate coordinator and/or department chair and sent to the Associate Dean of the Graduate College for final approval. Your request must be filed and approved before the anticipated absence.

Grievance Policy

Students with significant complaints on any aspect of their academic experience in the department should directly address the person causing the grievance in order to negotiate a settlement. If such an approach fails, the Program Director and/or student's Faculty Advisor should be consulted and should attempt an agreeable settlement. Grade appeals will be treated as described in the University Student Handbook.

Academic Appeal Process

There is an appeal process for graduate students who wish to appeal an academic matter other than a grade appeal. See <http://home.nau.edu/gradcol/GradPolicies.asp> under "Academic Appeal Process" for details.

Academic Integrity

NAU regards acts of academic dishonesty—including, but not limited to, plagiarism, cheating, fabrication, forging an instructor's signature, stealing tests, copying themes or tests from other students, or using "crib notes"—as very serious offenses.

If you are charged with academic dishonesty, you are subject to the Arizona Board of Regents' Student Code of Conduct and procedures established by NAU, specifically the Academic Dishonesty policy, that are outlined in the on-line Student Handbook.

Withdrawing from NAU

Withdrawing from a given term (fall, winter, spring, or summer) at NAU means reducing your course load to zero credit units for that particular term. It does not necessarily involve

withdrawing entirely from NAU. In most cases, if you withdraw from one term, you are still eligible to enroll for the next term.

Please be aware that you are not considered withdrawn if you drop courses during a term or session in which you also receive credit for other courses. If you are currently enrolled at NAU and wish to withdraw from a specific term or from NAU entirely, please refer to the Graduate College website at <http://home.nau.edu/gradcol/GradPolicies.asp> for details on the withdrawal process.

V. FINANCIAL ASSISTANCE

A very helpful resource for information on financial support is the Graduate College website: <http://home.nau.edu/gradcol/financialresources.asp>.

The SUS program awards both tuition waivers and graduate assistantships in support of our students. New and continuing students are eligible to apply for these awards. Preference is given to SUS students who are in their first two years of graduate studies. The award process is competitive and not all students will be recipients of financial support. Academic merit, your ability to perform specific services, and financial need are all taken into consideration in the awarding of graduate assistantships and tuition

In order to qualify for either, you must:

- be admitted to the SUS program;
- enroll as a full-time graduate student (taking a minimum of 9 hours per semester); and
- maintain a 3.0 GPA (with no grades below B and no grades of “incomplete”)
- submit an application to the SUS office prior to the announced deadline. The application is available on the SUS website at <http://www.cal.nau.edu/mls/forms.asp>.

Tuition Waivers

Each year, the SUS program is awarded a limited number of tuition waivers by the Graduate College. Arizona residents should apply for waivers of resident tuition; these waivers cover the cost of in-state tuition for fall and/or spring semester. Students who are not Arizona residents should apply for non-resident waivers; these waivers cover the out-of-state portion of NAU tuition for fall and/or spring semester. If you are awarded a non-resident waiver, you will still be responsible for paying the in-state portion of tuition.

Graduate Assistantships

Graduate assistantships are offered as part of an employment contract. Graduate assistants normally work 10-20 hours per week, and must be enrolled in at least nine, but not more than twelve credit hours per semester. All assistantships require at least ten hours of work per week and include a waiver of the nonresident portion of tuition. Graduate assistants who work 20 hours per week receive a waiver of 100% of resident tuition and a waiver of the student health insurance premium. Graduate assistants who work 10-19 hours per

week receive a waiver of 50% of resident tuition. All graduate assistants are expected to pay other applicable fees.

In addition to Graduate Assistantships awarded through the SUS program, you may apply for Graduate Assistantships not attached to an academic department. These opportunities are announced on the Graduate College website at <http://home.nau.edu/gradcol/assistantships.asp>. You are encouraged to check that site on a regular basis. In the past, SUS students have been successful in securing GA-ships with such offices as Distance Learning, The Commission on the Status of Women, the Office of Assessment, and a variety of other programs.

For further information on Employment Programs, Loans, and Scholarships see the Graduate College website on financial aid.

Western Regional Graduate Program (WRDP) offers funding for students from certain states attending NAU. Visit nau.edu/gradcol/financing/western-regional-graduate-program/ to see if your home state is eligible.

Student Health Care

The Fronske Health Center is open to all registered NAU students. Fronske Health Center offers several plan options, including major medical insurance. A mandatory health fee is required of all students and is in addition to the optional programs. See their website at <http://www4.nau.edu/fronske/> for details.

The NAU Dental Hygiene Clinic can provide students with a variety of oral health services. For more information see their website at <http://jan.ucc.nau.edu/~dh-p/clinic.php>.

Graduate Student Organization

The mission of the Graduate Student Organization (GSO) of Northern Arizona University (NAU) is “to represent the interests of graduate students at NAU, and to communicate between the graduate student body and the NAU administration.” Their website contains many valuable items of interest to graduate students. See:

<http://gso.org.nau.edu/index.htm>.

Several items from the GSO website:

Child Care Vouchers

This program is run through Student Life and provides a limited amount of financial assistance for costs accrued for children attending registered childcare providers while you are in school. There are eligibility requirements and you are responsible for turning in paperwork on a regular basis over the semester to receive funds you have been awarded. Apply as soon as possible to determine eligibility and ensure consideration for reimbursement of some daycare costs.

Housing

We now have a graduate student listserve for housing. To subscribe, send an email to: listserv@lists.nau.edu with subscribe GRADUATE_HOUSING firstname lastname in the body of the message. For example: subscribe GRADUATE_HOUSING Jane Smith. If you are interested in on campus opportunities visit the Residence Life website.

Travel Awards

The GSO has a travel award program to assist students with expenses related to attending conferences. See their website for information on deadlines and application forms. You may also be able to secure support for travel funding from the Vice President of Research: http://www.research.nau.edu/student_resources/grants_funding.html#student. The SUS program also tries to provide a modicum of support to SUS students for research-related work, conference attendance, and thesis-related expenses. Contact the Program Director.

VII. WORDS OF WISDOM/ADVICE FROM SUS ALUMS

The final words of this handbook are advice from SUS alumni:

Plan Carefully: Be aware that graduate courses are considerably more demanding than undergraduate courses. This explains why a full load of graduate school is nine (9) hours. Most of your courses will require intensive reading and writing. Plan your schedule with this in mind.

Register Early: After your first semester, the registrar will email you with the date and time you may register. Students are advised to register as soon as possible for courses. Registering early ensures that the classes you wish to take will be offered since classes with low enrollment may be cancelled.

Choose instructors and courses carefully: Talk with other students, instructors, and the SUS Program Director regarding course recommendations. Avoid Incompletes. Although extenuating circumstances cannot always be avoided, students should make every attempt to complete courses within each semester.

Take Summer Institute Offerings and Special Courses: Courses on special topics are offered each semester. These courses usually are assigned the university course number 599. SUS uses this number for innovative courses designed to address unique interests. Generally, these elective courses are offered on a one-time basis. Check the SUS website for information on the Summer Institute.

Find Study Partners: Consider working with a partner when studying for courses. Engaging in dialogue with another student often increases the quality of your learning experience.

Use the SUS List serve: SUS maintains a listserv for all SUS students; current and former along with other community members receive. This list is a great way to inform all SUS-

interested people about events and other items of interest. Check your email daily to keep up with the latest SUS community activities and announcements. Use the list serv to announce your own events or to inform people about important ideas, articles, etc.

Network with students and community: Seek out opportunities to meet and work with people in fields of interest to you. Include an internship experience as part of your graduate work. Do volunteer work, whether short or long-term. Join an NAU student club. Keep in mind that an important part of your education becoming part of the community.

Take Advantage of University Events: Throughout the year, NAU offers a tremendous variety of lectures, films, theatre productions, musical events, etc. The SUS program is a sponsor of many events that are pertinent to our program. Attendance at these events will enrich your graduate experience.

Join other SUS students in social activities: Students sometimes organize weekly gatherings or other social events. You will find good conversation, support, and advice at these gatherings. Watch the listserv for announcements.

**APPENDIX A:
SUS Master Checklist by Semester**

This checklist serves as a general guide and pathway through the SUS Program, for students looking to graduate in two years.

Semester 1 (end with a total of 9 credits)

- Completed SUS 601 _____
- Completed SUS 603 _____
- Completion of 3 Elective Credits _____
- Complete Program of Study Form in consultation with an advisor _____

Semester 2 (end with a total of 18 credits)

- Complete SUS 602 _____
- Completed SUS 604 _____
- Completion of 3 Elective Credits _____
- Select Chair and Thesis Committee _____

Semester 3 (end with a total of 27 credits)

- Completion of 6 or 9 Elective Credits _____
- Write and Defend Thesis Proposal _____

Semester 4 (end with a total of 36 credits)

- Complete SUS 695 _____
- Take 6 Thesis Credits _____
- Write and Defend Thesis _____
- Do the Public Presentation _____

APPENDIX B:
SUS – STUDENT RECOMMENDED LIST OF COURSES
(Compiled May 2011)

Below is the compilation of courses students in the last 4-5 years found useful to their SUS graduate work. Course offerings vary from semester to semester as do faculty teaching them. Please consult the course offerings through LOUIE to see what is available for the current semester. Finally, while this is a great list, it by no means exhausts relevant courses at NAU. We encourage you to poke around. If you take courses you find useful that are not listed here, please let us know.

Anthropology

- **ANT 569 - Ethnographic Research Methods:** Dr. Miguel Vasquez. An excellent overview of qualitative and quantitative data collection, human interaction, and the IRB process. Useful for anyone who may come in contact with humans during their thesis process.
- **ANT 548 Anthropology of Development:** Dr. Miguel Vasquez. Anthropological perspectives on development, underdevelopment, and the introduction of socioeconomic change in non-industrial and newly industrialized societies.
- **ANT 501 Food and Culture:** Introduces food issues raising awareness about food processes from seed to table. Readings covered food growing and processing, food traditions, and involvement in an applied project.

Biology

- **BIO 599 Applied Botany:** Dr. Peggy Pollock. This course section is co-convened with BIO 345, graduate students must request admittance and only a few are excepted each semester. The class is offered every Fall, Spring and Summer and is a very hands-on and in-depth course on sustainable agriculture, plant biology, and Flagstaff appropriate gardening.

Criminology

- **CCJ 610 Criminological Theories:** Bob Scheh.
- **CCJ 617 Global Justice and Human Rights:** Cyndi Banks.
- **CCJ Environmental Crime:** Ray Michalowski.

Construction Management

- **CM 499 Contemporary Developments.** This course has a real rubber-hits-the-road feel. Students are given the opportunity to tour the most "high performance" buildings on-campus and in-town, and learn about making our community buildings more efficient since the built environment eats up nearly 30% of all energy use in the U.S.

Disability Studies

- **DIS 503 Contexts of Disability in Society:** Examines personal, cultural, social, political and economic experiences of persons with disabilities in global and national contexts

Economics

- **ECO 480 Political Economy:** Examines and assesses classical liberal, modern liberal, and socialist systems of political economy.

Education

- **EDF 610 Introduction to Research:** Learn how to develop meaningful and pertinent questions to research, define and establish issues around topic. Learn qualitative and quantitative research methods to research, identify key terms and practice use of various search engines, tips for literature reviews.
- **EDF 695: Educational Sociology:** Frances Riemer. Identifies research and ethnography studies of students, how to create a classroom integrating cultural celebration and equity. What is and how to work within the study of multicultural education.

Engineering

- **EGR 501 Topics in Sustainable Systems:** Introduction to sustainability in the natural environment, energy and the built environment, and their relationship to engineering, also learnecoinformatics.

English

- **ENG 644 Counter Traditions in American Literature:** Steve Rosendale. The course topic is Environmental Literature and a very rigorous (and satisfying) class.

Environmental Studies

- **ENV 540 Conservation Biology:** A cross-disciplinary survey of policy and society, providing good food for thought (and action).
- **ENV 698/ENV 599 Collaboration in Environmental Management:** Covers how to facilitate productive meetings of all sizes. Very useful. Simulations of interactions common to stakeholders. Final project involves running a meeting for a local non-profit (for example, Diablo Trust) to apply learning. (*note: topic and instructor for ENV 698 vary from semester to semester.*)
- **ENV 698 Ecological Monitoring:** This course brings in numerous speakers to talk about the physical work and planning of ecological monitoring projects. Each professor provides personal advice and experience of projects. Final project involves each person in the class putting together an ecological monitoring plan. (*note: topic and instructor for ENV 698 vary from semester to semester.*)
- **ENV 555 The Environmental Science/Policy Interface:** Tom Sisk. This course begins with developing an "elevator speech" (what you might say in 3 minutes to a potential funding source) -- a concise synopsis of your project or work. Then, the

course plans, organizes, and facilitates a seminar for the Flagstaff community to understand the needs and take responsibility for various public issues.

- **ENV 595 Global Environmental and Climate Change:** Dr. Darrell Kaufman. Classroom lecture and discussion time is spent addressing Powerpoints, listening to guest speakers, and on the latest climate change news. This climate change course builds knowledge about the IPCC and other reports. This is truly a “hot” topic that requires a better educated public that encourage policymakers to start addressing climate issues.

Forestry

- **Ethnobotany:** Thom Alcoze. A great introduction to the plants in this area. Class format is somewhat non-traditional though you are required to do several plant presentations. Includes walks around campus and a field trip to look at plants. Great information about native traditions and how to learn from plants. This class has the potential to impact a person in a deeply personal way and provides knowledge that can be used in my daily life.
- **FOR 580 Ecological Restoration Principles:** A good survey of recent past and current ecosystem management strategies related to restoration ecology.
- **FOR 500 Ecosystem Management:** Dr. Ching-Hsun Huang. This course covers adaptive management and how ecosystem management has transformed from its early beginnings. The class includes an experiential project that challenges the students to create their own ecosystem management plan.
- **FOR 599 International Developments in Forestry:** Dr. Wagner. This class concentrates on the efforts abroad in forestry. This course investigates the perceptions of American involvement in these situations and the history of partnerships between local groups and outside entities managing a significant environmental area.
- **FOR 633 Ecological Economics:** Yeon Su Kim in. Theory of ecological economics, which is the union of ecology and economics, and its application to natural resource management. Addresses both micro and macro aspects of ecological economics.

History

- **HIS Environmental History:** This course provides a historical look at the numerous environmental movements and great environmentalists throughout history. A grounded look at environmentalism and a basis from which to engage further literature and themes.
- **HIS 550 Comparative History of Environmentalism:** This course examines human interaction with the nonhuman environment, both flora and fauna, throughout history. Key areas of study include ancient China, Soviet Russia, Nazi Germany, 19th/20th century Mexico, and a couple others. Requires a grad level historical perspective to enroll.
- **HIS 568 Readings in Environment and Economy:** Readings in environmental and economic history that cut across more than one region. Possible themes are nature and society, climate, water rights, ecofeminism, resource preservation, ecotourism, capitalist development, modernization, and globalization.

- **HIS 650 Research in Comparative History:** Specific topics in comparative historical methods, regions, and themes, such as comparative methodologies, colonization, modernization, gender systems, nationalism, ethnogenesis among indigenous peoples, environment, and identity and class formation. Co-convenes with HIS 550.

Planning

- **PL 514 Planning for Sustainable Communities:** This course takes a scaled approach to living a sustainable lifestyle, leading up to the idea of what could go into planning a sustainable community. Emphasis is devoted to the examination of various aspects of sustainability, such as energy and water conservation, waste reduction, green building, food production, transportation, and walkability, mixed use and how they relate to overall community planning.

Politics and International Affairs

- **POS 659 Environmental Policy:** Zachary Smith. This course covers topics around environmental policy, both past and present. Students lead the discussion as facilitators on topics such as: Business and Environmental Policy, Role of Science in Policy, Water Issues, Land Issues, and a special section on the issues in the West.
- **POS 607 Seminar in Political Theory:** Learn how to think about the most difficult questions of human governance, the fundamental dynamics underlying the world and self within it.
- **POS 600 Approaches to Political Inquiry:** Carol Thompson. Qualitative, quantitative, mixed methods, critical theory, feminist approaches, post-marxist, etc. Rigorous and useful background.

Psychology

- **PSY Conservation Psychology**

Quaternary Science

- **QS 671 Quaternary Paleoecology:** Theories and methods in reconstructing terrestrial and aquatic biotic communities affected by climate and anthropogenic change. Techniques include palynology, paleobotany, lake levels, sediments, packrat middens, and special topics. 3 hrs. lecture, and two field trips.

Sociology

- **SOC 633 Environmental Sociology:** Janine Schipper. Looks at key aspects of culture related to environmentalism, and various social forces shaping the way we interact with the nonhuman world. The course explores meditation as a method to connect to the non-human world. The big question addressed is: What is nature? Reading included: The World We Have, Krishnamurti to Himself, Voice of the Infinite in the Small, The Re-enchantment of the World, Thoreau, Shiva and Abram.
- **SOC653 Applied Research Methods:** Rich Fernandez. Good course to get immersed in the research mind frame - what constitutes valid research. This class

has a sociological leaning and lots of interesting ideas. Includes reading, journaling and class presentations on material.

Sustainable Communities

- **SUS 599 Place in the Personal Essay:** Ann Walka. Get creative in a small, intimate group and learn the techniques necessary to write a well thought out, meaningful essay.

Women and Gender Studies

- **WGS 601 Topics in Feminist Studies: Queer Theories:** Arianne Burford. Discussion included the more-than-human world in context of social/environmental justice. Identifies visible entanglements between social and environmental justice.
- **WGS 499/697 Queering Schools:** Joe Wegert.

APPENDIX C: HOW TO PICK A COMMITTEE AND CHAIR FOR YOUR THESIS

Selecting a committee and chair for your thesis is one of the most important things you will do in route to completing the SUS program. To that end, you will want to think carefully about your selection. While there is no easy way to make this decision, the points below provide some suggestions.

1. Selecting a committee: Think carefully about what you want to do after graduation. Try to select a committee that will help you enter that world.
2. If possible, choose committee members who know your work and whose feedback has been beneficial to you in the past. This may not always be possible in the SUS program, due to a lack of full time faculty.
3. If you are unable to select faculty who know your work, look for faculty who have similar research interest as yours. This will require some independent inquiries, or conversations with other students. Remember to use the SUS affiliated faculty as advisors in this process.
4. Take special care when choosing the chair of your committee. Some chairs will set regular deadlines while others will encourage you to work independently. Additionally, some chairs will serve as the "final word" when committee members offer conflicting comments. Others will expect the writer to resolve these differences. Think about what you need, how you work, and how your style compares to the style of your chair.
5. Make sure the chair of the committee is a full time, tenure track faculty who can guide your work.
6. If possible, speak to other students who have worked with your potential committee members to get an idea of expectations and work styles.
7. Establish the role each person on the committee plays. Some committee members may want to see every chapter, while others only want to see a complete draft. Others may want to respond informally to your work-in-progress. Ask committee members what their expectations are and explain to them what would be helpful to you presently.

APPENDIX D:
LIST OF RESEARCH METHODS COURSES AT NAU
(Compiled August 2011)

ADMINISTRATION

ADM 530 PRINCIPLES AND STRATEGIES OF PROGRAM EVALUATION

(3) This course serves as an introduction to contemporary program evaluation theory, methodology and issues applied to leadership and program administration. As a comprehensive review, the course will also focus upon issues in the application of program evaluation in settings that correspond to the areas of emphasis in the Master of Administration degree. Letter grade only. Prerequisite: Admission to Administration (MAdmin) and 6 units of ADM coursework.

ANTHROPOLOGY

ANT 568 QUANTITATIVE RESEARCH METHODS (3)

Emphasizes quantitative ethnological theory and method. Explores a variety of techniques and their rationale for designing and evaluating anthropological research with a problem-oriented focus. Prerequisite: statistics. Letter grade only. Course fee required.

ANT 569 ETHNOGRAPHIC RESEARCH METHODS (3)

Intensive, in-depth, direct naturalistic observation for the discovery and description of culture. Letter grade only. Course fee required.

ANT 603 APPLIED ANTHROPOLOGY (3)

Anthropological methods and principles applied to problems of cross-cultural communication and sociocultural change; directed sociocultural change, community development, medical anthropology, and other topics. Letter grade only. Course fee required.

CAREER IN TECHNICAL EDUCATION

CTE 691 RESEARCH IN CAREER AND TECHNICAL EDUCATION (3)

Understanding research in education and using research techniques. Problem identification, methodology, data collection, analysis, and reporting. Emphasizes research in career and technical education. Letter grade only. Course fee required.

COMMUNICATION

COM 601 RESEARCH METHOD IN COMMUNICATION (3)

Focuses on role and development of research in communication studies, including history and status of contemporary scholarship. Letter grade only. Prerequisite: Graduate Status

CRIMINOLOGY AND CRIMINAL JUSTICE

CCJ 606 RESEARCH METHODS FOR CRIMINOLOGY (3)

Explores the role of the quantitative paradigm in criminal justice; examines modes of inquiry and proposal development in criminal justice. Letter grade only. Course fee required. Prerequisite: undergraduate research methods course Prerequisite: Admission to Graduate College

CCJ 610 QUALITATIVE RESEARCH (3)

Characteristics, applications, and implications of qualitative research methods in criminal justice; comparison of positivist and interpretive forms of qualitative research. Cross-listed with SOC 654. Letter grade only. Prerequisite: CCJ 606

CCJ 614 RESEARCH STATISTICS (3)

Quantitative research methodology techniques for survey data management and analysis. Emphasizes linear multivariate statistical techniques. Cross-listed with SOC 655. Letter grade only. Prerequisite: CCJ 606

EDUCATION CURRICULUM AND INSTRUCTION**ECI 574 INTEGRATED ELEMENTARY SCIENCE/SOCIAL STUDIES METHODS (4)**

Course offers future educators a practical understanding of an integrated curricular approach by infusing inquiry-based science methods with social studies methods using a thematic approach. This course contains an assessment that must be passed to be eligible to register for student teaching. Letter grade only. Prerequisite: Admission to Elem Ed-Certification (MEd)

EPS 767 RESEARCH PARADIGMS (3)

The first purpose of this course is to develop understanding in the application of research designs and methods for planning and conducting research in the fields of Counseling Psychology, School Psychology, and Learning & Instruction. A second purpose of the course is to assist students in developing the major components of their dissertation proposals. A third purpose is to enhance skills in analyzing and interpreting research articles. Letter grade only. Prerequisite: EDR 610, EPS 525, EPS 625 and admission to a doctoral program in Educational Psychology

EDUCATION**EDR 720 RESEARCH DESIGN (3)**

In-depth discussion of research designs for planning and conducting research in the field of education. Letter grade only. Prerequisite: Admission to NAU doctoral program and Corequisite: EDR 610

EDR 725 QUALITATIVE RESEARCH (3)

Theoretical and methodological issues related to qualitative research in education; tools for analysis. Letter grade only. Prerequisite: EDR 610

EDR 726 ADVANCED QUALITATIVE DATA ANALYSIS (3)

Theory and methods for analyzing qualitative data. Emphasis is placed on working with data, thinking critically about data analysis and interpretation, and developing a decision-making framework. The course conveys a working knowledge of analytic induction, grounded theorizing, narrative and discourse analysis, and a reflexive analysis of the politics of interpretation and representation - including postmodern challenges to researcher authority. Letter grade only. Prerequisite: One of the following research

design courses: EDR 610, 611, 612, 720, 725, EPS 525 or permission of instructor

EDR 730 EVALUATION RESEARCH (3)

Develops skills to conduct field-based evaluation: produce, plan, and carry out a pilot study including data collection, analysis, and reporting. Letter grade only. Prerequisite: EDR 610

EDR 736 SURVEY DEVELOPMENT TECHNIQUES (3)

Data collecting and processing, projections, evaluations, and reporting procedures for immediate and long-term planning of facilities, finances, curriculum, pupil services, and administrative structure of educational institutions. Letter grade only.

EDR 611 ACTION RESEARCH (3)

Theory and methods for conducting action research in teaching-learning environments. Emphasizes self-reflection, qualitative data collection and interpretation, and role in individual and institutional change. Letter grade only.

EDR 612 ETHNOGRAPHIC RESEARCH IN EDUCATION (3)

Focus on the use of ethnographic research in the study of learning and teaching. Letter grade only. Prerequisite: EDR 610

ENGLISH

ENG 668 RESEARCH METHODS IN APPLIED LINGUISTICS (3)

Elements of research design and statistics in the applied linguistics context. Letter grade only. Prerequisite: ENG 504

FORESTRY

FOR 690 RESEARCH METHODS (3)

Scientific method; investigative procedures; formulation of hypotheses; problem selection and analysis; preparation of a research working plan. Pass-fail only.

GEOGRAPHIC SCIENCES AND COMMUNITY PLANNING

GSP 681 GEOGRAPHIC THOUGHT AND METHOD (3)

History and philosophical evolution of the discipline of geography, including paradigms, approaches, and research methods. Letter grade only.

HISTORY

HIS 600 HISTORIOGRAPHY AND METHODOLOGIES (3)

Introduces historiography from the nineteenth century to the present. Provides an overview of theoretical and methodological approaches to the study of history. Letter grade only.

POLITICAL SCIENCE

POS 501 RESEARCH METHODS AND ANALYSIS (3)

This course is an introduction to the practice of social research, including the design of scientific research and the analysis of information. Not available for students in the M.A. in Political Science, M.P.A., or Ph.D. in Political Science programs. Letter grade only.

PSYCHOLOGY

PSY 673 TECHNIQUES OF PSYCHOLOGICAL RESEARCH (3)

Examines current methods of data collection, with attention to observational, correlational, experimental, quasi-experimental, and single-subject research designs. Undergraduate course in statistics and an undergraduate research methods course are required before taking PSY 673. Letter grade only. Prerequisite: Admission to Psychology (MA)

SOCIOLOGY

SOC 653 APPLIED RESEARCH METHODS (3)

Research methodology in applied sociology. Particular emphasis on fundamentals of research design; survey research design; sampling; and survey and interview instrument construction. Letter grade only.

SOC 654 QUALITATIVE METHODS AND ANALYSIS (3)

Characteristics, applications, and implications of qualitative research methods; comparison of positivist and interpretive forms of qualitative research. Letter grade only. Prerequisite: SOC 653

SOC 655 QUANTITATIVE ANALYSIS (3)

Quantitative research methodology techniques for survey data management and analysis. Emphasizes linear multivariate statistical techniques. Cross-listed with CCJ 614. Letter grade only. Course fee required. Prerequisite: SOC 653 or CCJ 606

SOC 656 PROGRAM EVALUATION (3)

Applies social research methods and theory to the evaluation of social and public health programs; particular emphasis upon types of evaluations conducted and various research designs used in evaluating programs. Letter grade only.

**APPENDIX E:
Program of Study Form (2013 and after)**

Name: _____ ID Number: _____

Semester / Year Admitted: _____ Intended Graduation Date: _____

Thesis Description: _____

Proposal Approval: ___ Yes ___ No Thesis Completed: _____

SUS Required	Course Title	Semester	Credits	Grade
SUS 601	Visions of Sustainable Communities			
SUS 602	Elements of Sustainable Communities			
SUS 603	Social Transformation			
SUS 604	The Craft of Inquiry			
SUS 695	Achieving Sustainable Communities			
SUS 699	Thesis Credit			

Electives	Course Title	Semester	Credits	Grade
Transfer Credit	Course Title	University	Date approved	Course Hours

Total Hours Completed: _____ Total Hours to be Completed: _____

Program Approved, pending completion of coursework: _____

SUS Director: _____ Date: _____